



State of New Jersey
2015-2016

Grade Span KH-05

23-1290-065
MIDDLESEX
EDISON TWP
Benjamin Franklin Elementary School
2485 WOODBRIDGE AVENUE
EDISON, NJ 08817

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)
If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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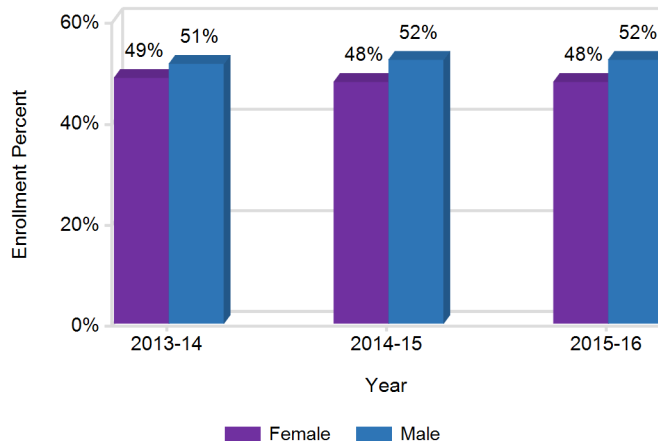
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	67	75	66
Grade 01	116	96	90
Grade 02	114	117	110
Grade 03	97	110	117
Grade 04	98	92	120
Grade 05	98	96	92
UG	23	16	37
Total	613	602	632

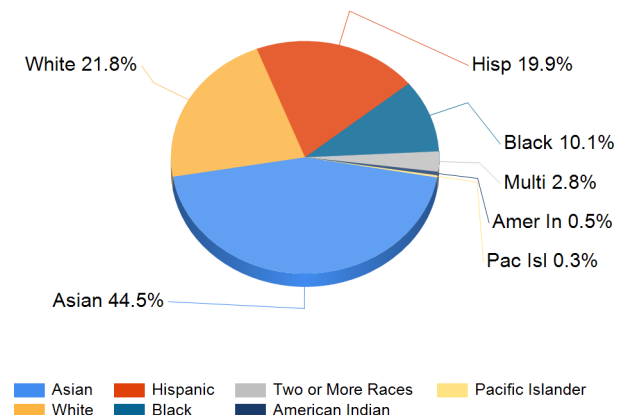
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



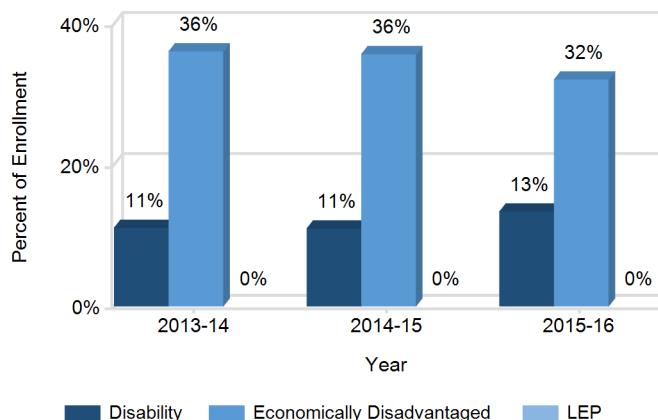
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	51.6%
Spanish	9.7%
Gujarati	7.9%
Telugu	5.7%
Hindi	4.3%
Other	21.3%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	65%	29	68
Mathematics Met or Exceeded Expectations	60%	36	71

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. √*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	296	65%	68	96%	√	296	60%	71	96%	√
White	63	51%	28	88%	X	63	49%	39	88%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	56	48%	55	94%	X	56	36%	52	94%	X
American Indian	S	S	S	S		S	S	S	S	
Asian	136	82%	59	100%	√	136	79%	51	100%	√
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	93	48%	72	96%	√	93	39%	71	96%	√



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	115	756	764	746	10%	13%	16%	52%	10%	62%	48%
White	21	743	745	756	14%	24%	14%	48%	N	48%	58%
African American	S	S	732	727	S	S	S	S	S	S	30%
Hispanic	27	738	738	730	15%	22%	22%	37%	4%	41%	31%
Asian	53	776	775	772	2%	2%	13%	64%	19%	83%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	775	753	S	S	S	S	S	S	55%
Students with Disability	13	715	718	718	39%	39%	8%	15%	N	15%	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	35	733	733	727	23%	20%	17%	40%	N	40%	28%
PARCC MATH											
Schoolwide	115	756	769	749	5%	11%	26%	40%	17%	57%	52%
White	21	740	747	757	10%	14%	33%	43%	N	43%	63%
African American	S	S	732	730	S	S	S	S	S	S	31%
Hispanic	27	740	741	736	7%	22%	33%	37%	N	37%	35%
Asian	53	776	781	777	2%	2%	17%	43%	36%	79%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	779	754	S	S	S	S	S	S	57%
Students with Disability	13	722	729	727	15%	46%	23%	15%	N	15%	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	35	734	737	732	9%	23%	40%	29%	N	29%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	112	766	771	750	2%	8%	21%	46%	23%	69%	54%
White	23	752	755	759	N	13%	39%	35%	13%	48%	64%
African American	15	745	739	733	N	20%	40%	40%	N	40%	33%
Hispanic	14	747	749	737	7%	N	36%	57%	N	57%	37%
Asian	58	781	781	773	2%	5%	7%	47%	40%	86%	79%
American Indian	S	S	776	748	S	S	S	S	S	S	55%
Two or More Races	S	S	773	756	S	S	S	S	S	S	62%
Students with Disability	S	S	717	723	S	S	S	S	S	S	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	34	745	744	734	6%	15%	29%	47%	3%	50%	33%
PARCC MATH											
Schoolwide	112	763	769	745	1%	15%	17%	54%	13%	67%	47%
White	23	751	750	752	N	26%	17%	52%	4%	57%	57%
African American	15	743	733	727	7%	13%	40%	40%	N	40%	24%
Hispanic	14	743	743	733	N	36%	21%	43%	N	43%	30%
Asian	58	778	780	771	N	7%	10%	59%	24%	83%	78%
American Indian	S	S	775	742	S	S	S	S	S	S	44%
Two or More Races	S	S	760	750	S	S	S	S	S	S	54%
Students with Disability	S	S	729	724	S	S	S	S	S	S	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	34	745	742	730	N	29%	27%	44%	N	44%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	87	756	769	751	9%	8%	20%	52%	12%	63%	53%
White	20	753	756	758	10%	5%	30%	45%	10%	55%	64%
African American	S	S	742	733	S	S	S	S	S	S	32%
Hispanic	18	742	740	738	11%	11%	33%	44%	N	44%	37%
Asian	37	768	780	773	5%	5%	8%	60%	22%	81%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	753	759	S	S	S	S	S	S	63%
Students with Disability	S	S	726	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	33	740	741	735	18%	9%	24%	46%	3%	49%	33%
PARCC MATH											
Schoolwide	87	757	768	747	5%	16%	23%	33%	23%	56%	47%
White	20	752	748	753	N	15%	35%	35%	15%	50%	57%
African American	S	S	731	728	S	S	S	S	S	S	24%
Hispanic	18	735	731	735	6%	33%	33%	22%	6%	28%	31%
Asian	37	771	784	774	5%	5%	16%	38%	35%	73%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	739	754	S	S	S	S	S	S	56%
Students with Disability	S	S	729	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	33	738	734	732	12%	24%	24%	33%	6%	39%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



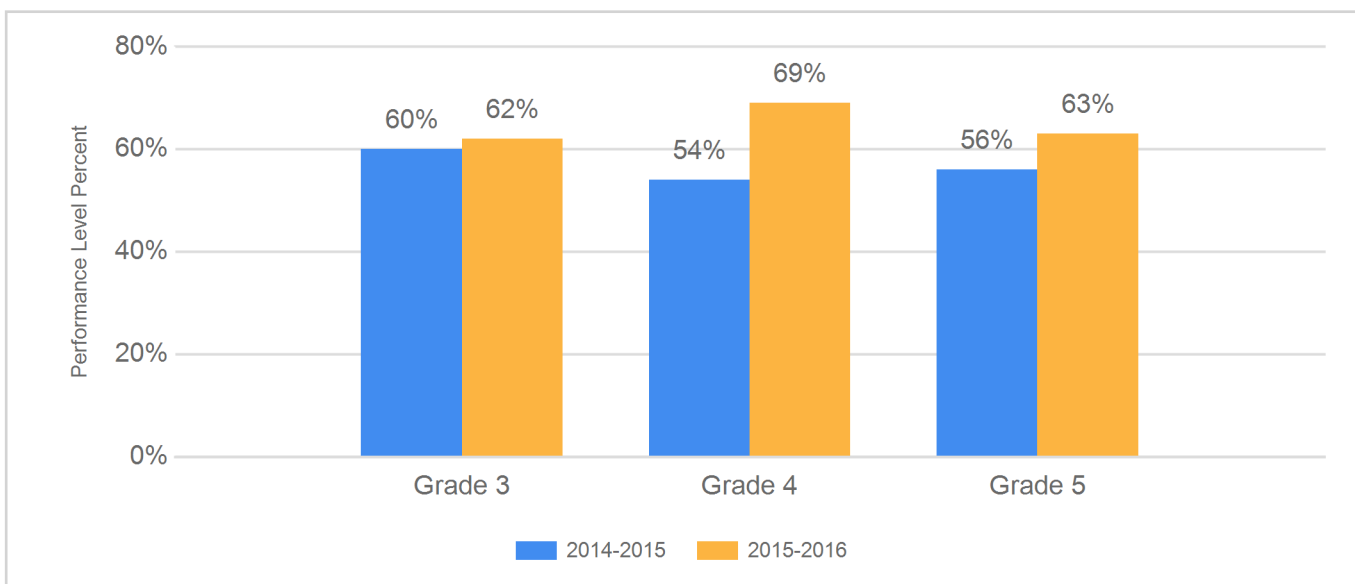
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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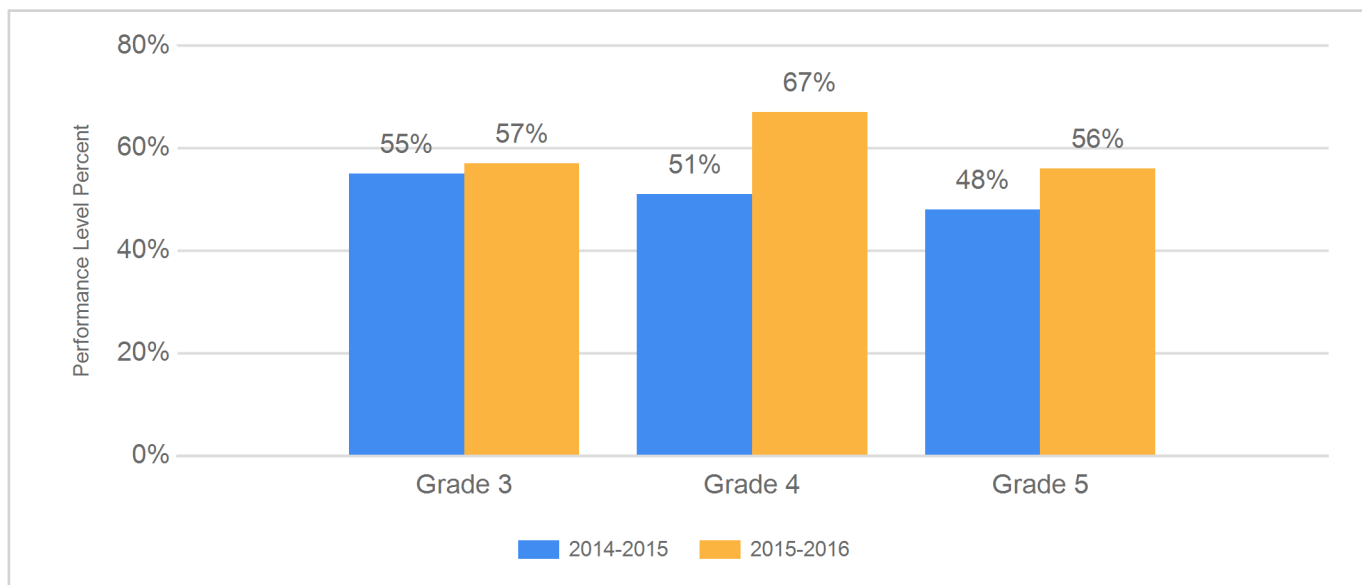
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

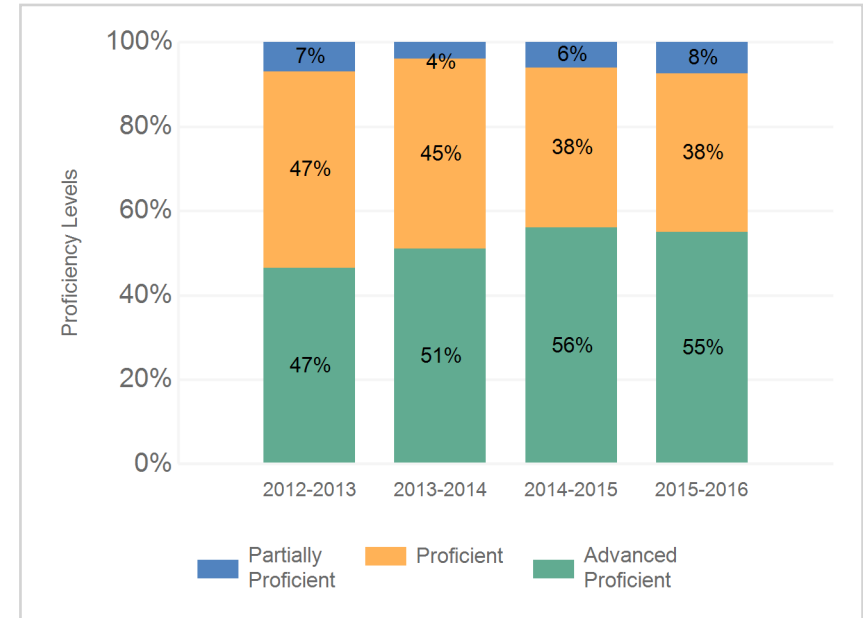
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	55%	38%	8%
White	46%	39%	14%
African American	27%	67%	7%
Hispanic	25%	56%	19%
American Indian	S	S	S
Asian	73%	25%	2%
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	N	N	N
Economically Disadvantaged Students	19%	70%	11%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	49	65	50
Student Growth on Math	60	53	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	2%	1%
Partially Met (L2)	6%	4%	3%
Approached (L3)	7%	6%	10%
Met (L4)	11%	14%	19%
Exceeded (L5)	5%	6%	4%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	1%	2%
Partially Met (L2)	3%	5%	8%
Approached (L3)	9%	8%	11%
Met (L4)	9%	8%	18%
Exceeded (L5)	6%	5%	8%



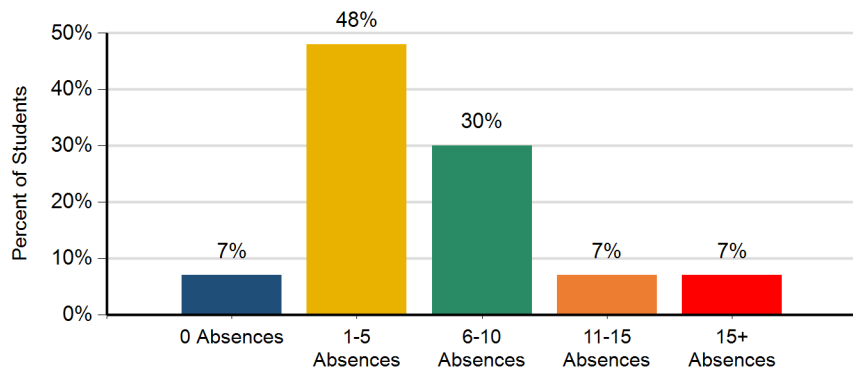
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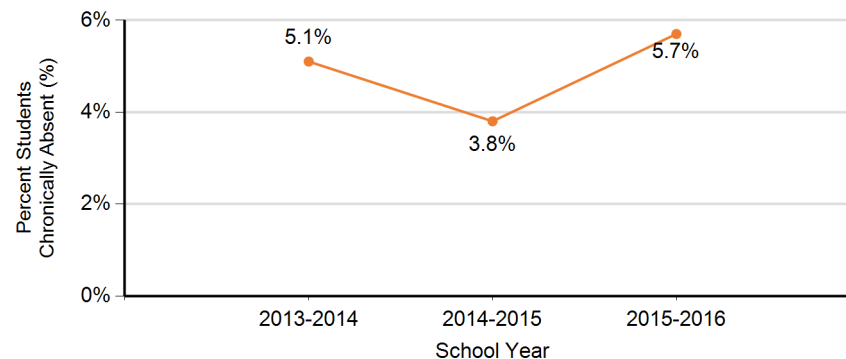
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 35 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 45 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	12:1
Administrator	632:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.8%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



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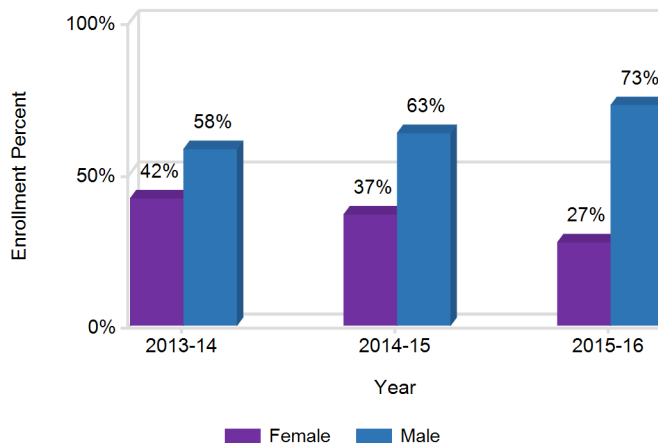
Enrollment by Grade

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Grade PK	25	53	57
Grade KG	0	0	0
Grade 01	0	0	0
Grade 02	0	0	0
Grade 03	0	0	0
Grade 04	0	0	0
Grade 05	0	0	0
Grade 06	0	0	0
Grade 07	0	0	0
Grade 08	0	0	0
Grade 09	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
UG	37	18	38
Total	62	71	95

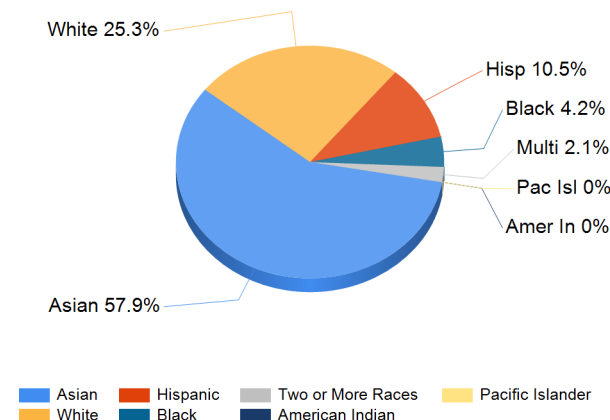
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



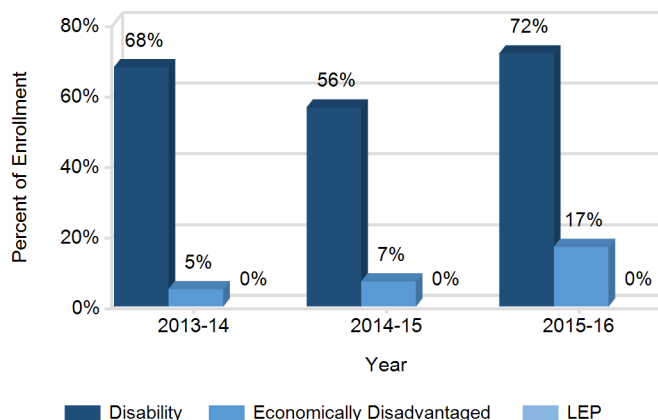
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	45.3%
Telugu	11.6%
Spanish	8.4%
Tamil	8.4%
Gujarati	6.3%
Other	20.1%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	2 Hrs. 30 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	2 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	11:1
Administrator	95:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.0%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	98%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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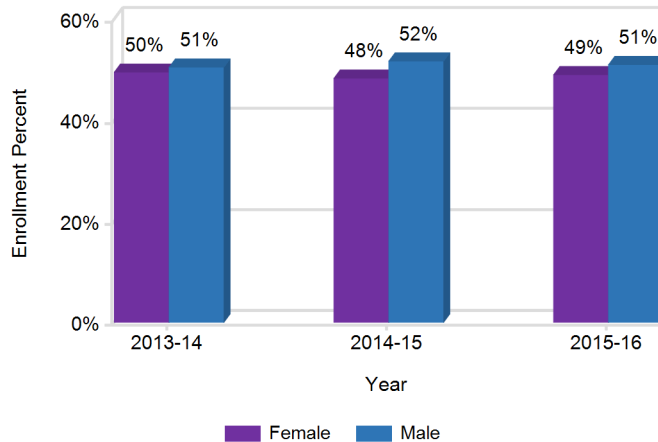
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	504	453	491
Grade 10	471	494	460
Grade 11	485	474	499
Grade 12	482	471	470
UG	24	9	18
Total	1965	1900	1938

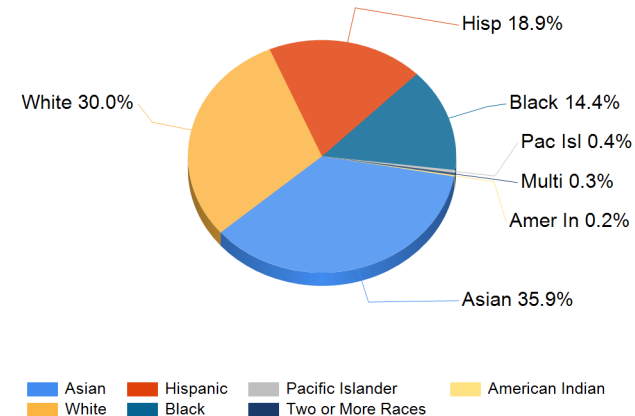
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



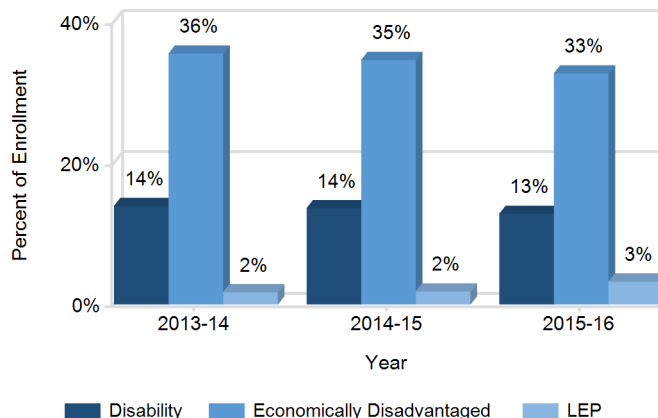
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	50.5%
Spanish	12.4%
Gujarati	6.4%
Urdu	4.3%
Chinese	4.0%
Other	23.7%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	51%	S	54
Mathematics Met or Exceeded Expectations	30%	S	54

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	782	51%	54	89%	X	773	30%	54	92%	X
White	214	43%	23	79%	X	215	22%	27	84%	X
African American	111	32%	50	88%	X	113	12%	44	93%	X
Hispanic	129	36%	48	89%	X	131	12%	38	90%	X
American Indian	S	S	S	S		S	S	S	S	
Asian	327	69%	44	96%	✓	313	49%	43	98%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	107	13%	56	94%	X	91	4%	40	95%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	221	36%	51	87%	X	223	14%	47	91%	X



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PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	456	758	774	746	9%	13%	21%	31%	26%	57%	49%
White	108	754	760	754	11%	14%	25%	29%	21%	50%	58%
African American	73	739	738	729	14%	14%	33%	30%	10%	40%	30%
Hispanic	88	738	739	730	16%	22%	21%	33%	9%	42%	34%
Asian	185	778	791	774	3%	7%	14%	32%	44%	76%	78%
American Indian	S	S	S	734	S	S	S	S	S	S	40%
Two or More Races	S	S	770	748	S	S	S	S	S	S	53%
Students with Disability	52	716	718	713	29%	27%	33%	12%	N	12%	12%
English Language Learners	S	S	710	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	140	737	740	729	19%	14%	29%	30%	9%	39%	31%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	390	738	760	740	22%	18%	19%	30%	12%	42%	44%
White	115	732	746	747	29%	15%	21%	24%	11%	36%	50%
African American	51	713	718	722	33%	31%	16%	18%	2%	20%	28%
Hispanic	58	726	728	726	28%	24%	21%	22%	5%	28%	33%
Asian	166	753	778	767	11%	14%	17%	39%	19%	58%	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	N	N	N	741	N	N	N	N	N	N	45%
Students with Disability	59	706	707	702	49%	20%	17%	10%	3%	14%	11%
English Language Learners	S	S	696	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	112	723	728	723	30%	23%	19%	24%	5%	29%	30%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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**PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	264	730	735	736	22%	24%	26%	25%	3%	28%	40%
White	78	725	730	739	23%	27%	30%	21%	N	21%	42%
African American	S	S	S	728	S	S	S	S	S	S	30%
Hispanic	54	722	722	732	28%	26%	24%	20%	2%	22%	37%
Asian	82	742	745	753	15%	18%	24%	37%	6%	43%	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	S	S	746	736	S	S	S	S	S	S	39%
Students with Disability	S	S	717	710	S	S	S	S	S	S	13%
English Language Learners	S	S	704	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	80	721	723	730	24%	31%	28%	16%	1%	18%	33%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.



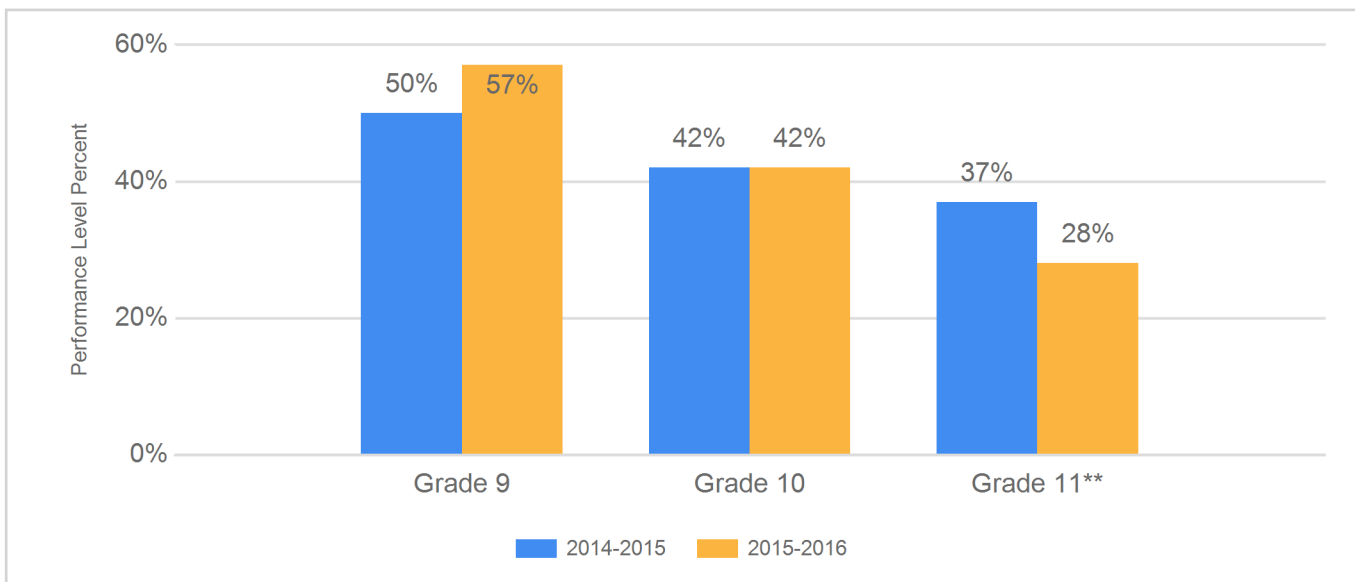
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.

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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	293	727	729	727	11%	32%	38%	19%	N	19%	41%
White	66	725	724	734	15%	33%	32%	20%	N	20%	51%
African American	S	S	S	717	S	S	S	S	S	S	20%
Hispanic	79	727	726	720	8%	33%	43%	17%	N	17%	25%
Asian	78	737	739	746	5%	21%	44%	31%	N	31%	76%
American Indian	S	S	S	726	S	S	S	S	S	S	38%
Two or More Races	S	S	706	727	S	S	S	S	S	S	47%
Students with Disability	S	S	711	708	S	S	S	S	S	S	10%
English Language Learners	22	721	717	707	18%	32%	36%	14%	N	14%	9%
Economically Disadvantaged Students	S	S	722	719	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	393	730	743	730	9%	31%	40%	19%	1%	20%	27%
White	121	726	732	736	11%	32%	45%	12%	N	12%	34%
African American	57	725	721	717	9%	46%	33%	12%	N	12%	9%
Hispanic	S	S	720	720	S	S	S	S	S	S	13%
Asian	145	741	755	750	6%	14%	42%	35%	3%	38%	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	S	S	690	730	S	S	S	S	S	S	29%
Students with Disability	S	S	712	709	S	S	S	S	S	S	5%
English Language Learners	S	S	714	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	115	722	725	719	16%	39%	33%	11%	1%	12%	12%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	443	732	753	722	22%	25%	22%	27%	4%	31%	27%
White	119	723	732	728	25%	31%	21%	22%	1%	23%	31%
African American	S	S	707	700	S	S	S	S	S	S	8%
Hispanic	S	S	713	707	S	S	S	S	S	S	12%
Asian	192	753	771	754	8%	18%	23%	43%	8%	52%	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	N	N	N	727	N	N	N	N	N	N	34%
Students with Disability	S	S	704	690	S	S	S	S	S	S	5%
English Language Learners	S	S	714	692	S	S	S	S	S	S	7%
Economically Disadvantaged Students	108	717	722	705	32%	31%	21%	16%	1%	17%	11%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



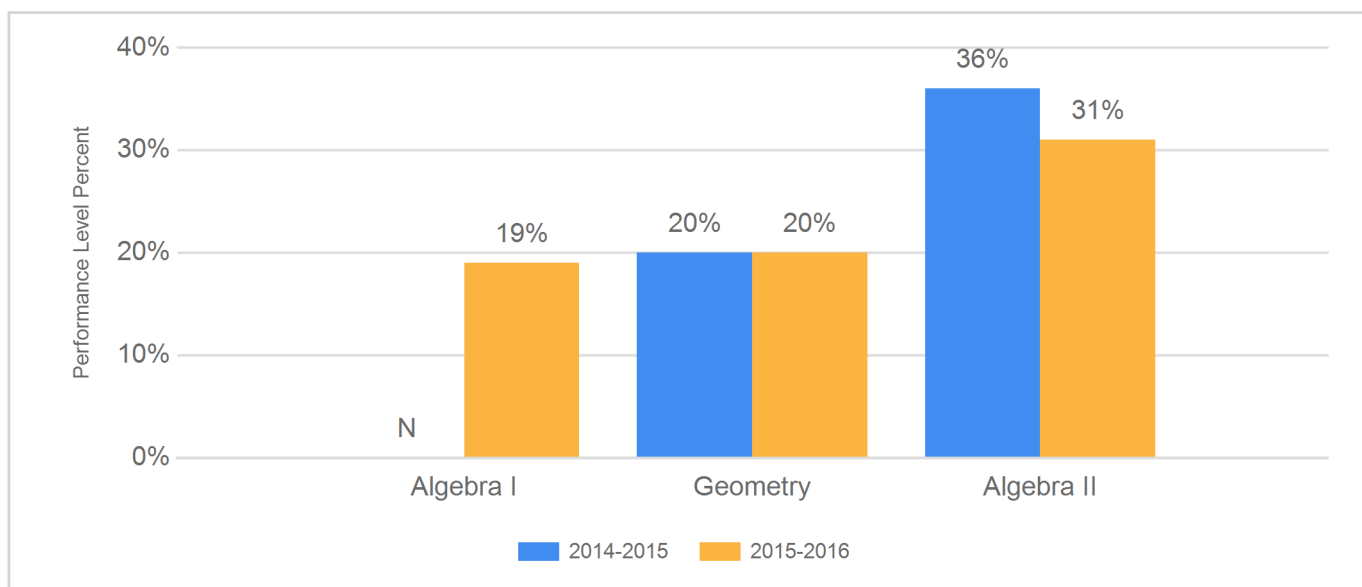
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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Grade Span 09-12

The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

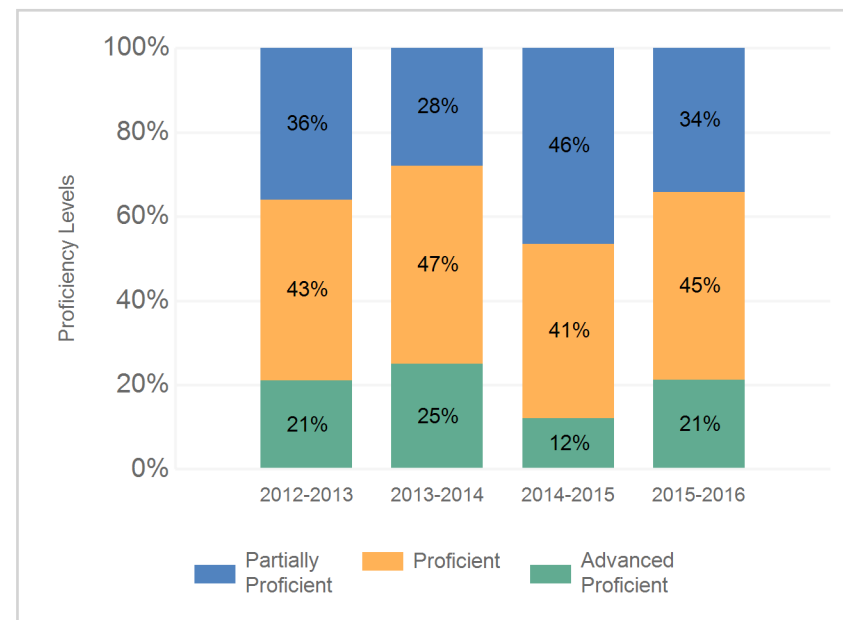
Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	21%	45%	34%
White	16%	51%	34%
African American	9%	33%	58%
Hispanic	9%	44%	47%
American Indian	N	N	N
Asian	34%	44%	22%
Two or More Races	S	S	S
Students with Disability	2%	19%	79%
English Language Learners	N	17%	83%
Economically Disadvantaged Students	7%	38%	56%

Proficiency Trends - Biology

This graph displays the percentage of students by proficiency category for the past three school years.





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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	97.9%	95.5%
Percent of Students Participating in SAT	57.2%	58.0%
Percent of Students Participating in ACT	26.4%	27.6%

PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	76%	71%
Math	530	53%	53%
ACT	-	-	-
Reading	22	47%	58%
English	18	65%	74%
Math	22	45%	61%
Science	23	34%	49%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	973	950
SAT	-	-
Reading and Writing	547	537
Math	550	538
ACT	-	-
Reading	21	23
English	21	22
Math	21	23
Science	21	22

PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	1090	950	840
SAT	-	-	-
Reading and Writing	620	540	480
Math	620	540	470
ACT	-	-	-
Reading	25	21	17
English	25	20	16
Math	26	21	17
Science	24	21	16

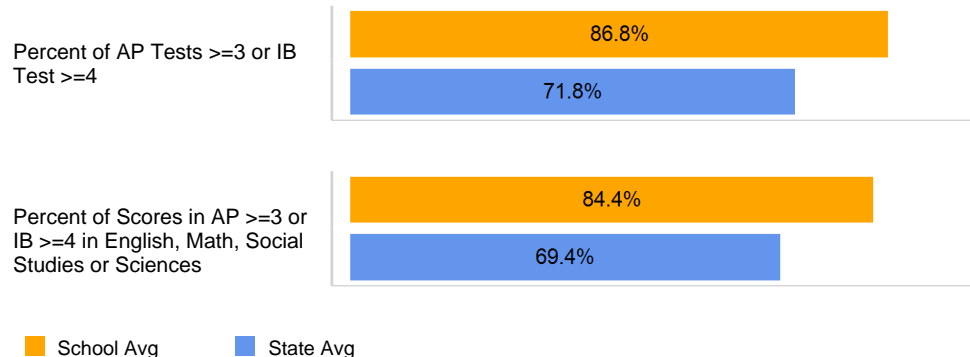


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AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP ≥ 3 or IB ≥ 4 for students enrolled in the school and across the state.



Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	40.9%	39.1%
One of More Test	39.0%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	35.8%	26.6%
Participating in Dual Enrollment	0.0%	15.4%

AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	29	31
AP Calculus AB	75	71
AP Calculus BC	10	8
AP Chemistry	19	17
AP Chinese Language and Culture	4	6
AP Computer Science A	0	20
AP English Language and Composition	111	98
AP English Literature and Composition	14	7
AP European History	15	10
AP French Language	15	2
AP Macroeconomics	0	6
AP Microeconomics	0	5
AP Music Theory	5	3
AP Physics 1	0	17
AP Physics 2	0	1
AP Physics B	20	0
AP Physics C: Electricity and Magnetism	0	1
AP Psychology	0	10
AP Spanish Language	57	48
AP Statistics	38	29
AP Studio Art—Three-Dimensional	6	0
AP Studio Art—Two-Dimensional	0	4
AP U.S. Government and Politics	0	22
AP U.S. History	98	96
AP World History	124	112



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AP/IB Course	Students Enrolled	Students Tested
Student AP Tests >=3 and IB Tests >=4		328

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State of New Jersey
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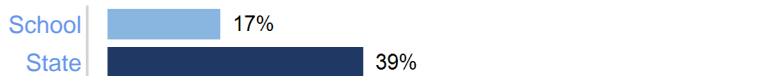
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



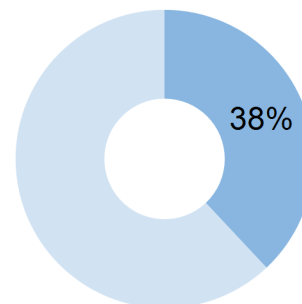
DANCE



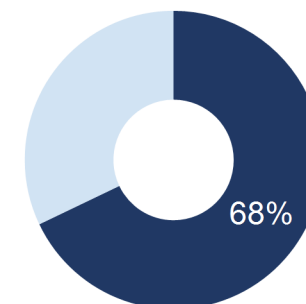
VISUAL ARTS



Any Visual and Performing Arts



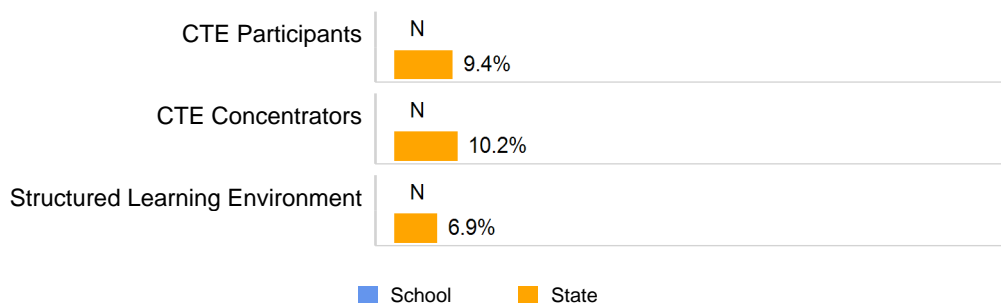
School



State

Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



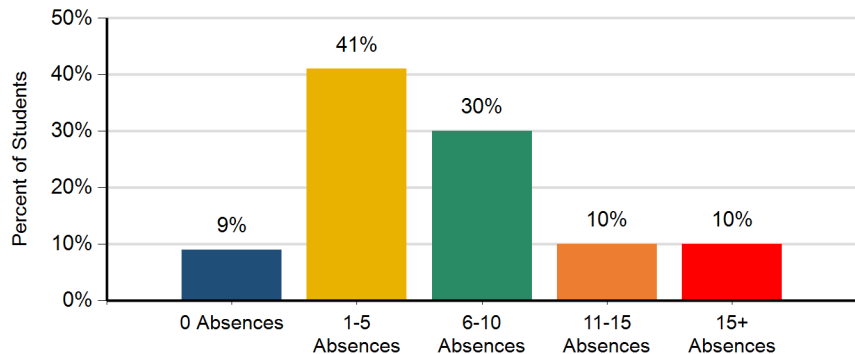
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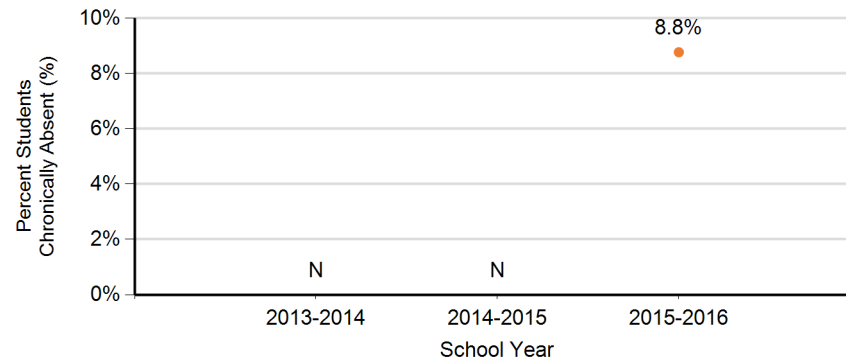
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



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Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	89.8%	33	81%
White	93%	37	
African American	84.5%	35	
Hispanic	83.5%	31	
American Indian	S	S	
Asian	93%	17	
Native Hawaiian	S	S	
Two or More Races	S	S	
Students with Disability	79.7%	40	
English Language Learners	S	S	
Economically Disadvantaged Students	83.9%	36	

Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	N	1.2%
White	N	0.6%
African American	N	2.6%
Hispanic	N	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	N	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	N	1.7%



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Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	90%	92%
2014	91%	93%
2015	90%	92%
2016	90%	

Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	83.3%	39.8%	60.2%
White	77.1%	46.6%	53.4%
African American	84.1%	39.6%	60.4%
Hispanic	72.4%	64.3%	35.7%
American Indian	0.0%	0.0%	0.0%
Asian	91.9%	28.3%	71.7%
Native Hawaiian	S	S	S
Two or More Races	S	S	S
Students with Disability	68.9%	76.2%	23.8%
English Language Learners	S	S	S
Economically Disadvantaged Students	82.9%	51.5%	48.5%



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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 50 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 41 Mins.
Shared Time	3 Hrs. 30 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	12:1
Administrator	194:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	7.0%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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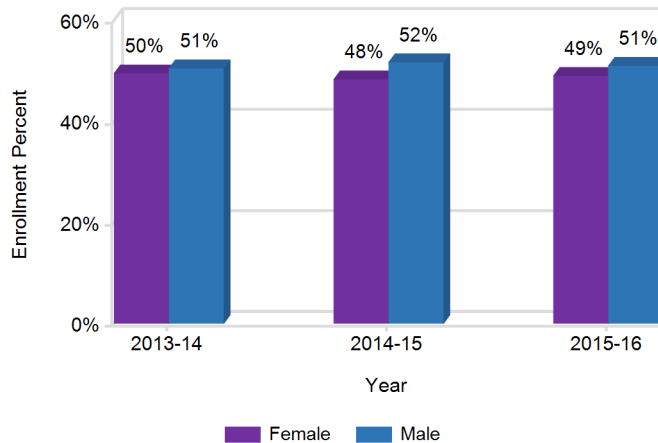
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	504	453	491
Grade 10	471	494	460
Grade 11	485	474	499
Grade 12	482	471	470
UG	24	9	18
Total	1965	1900	1938

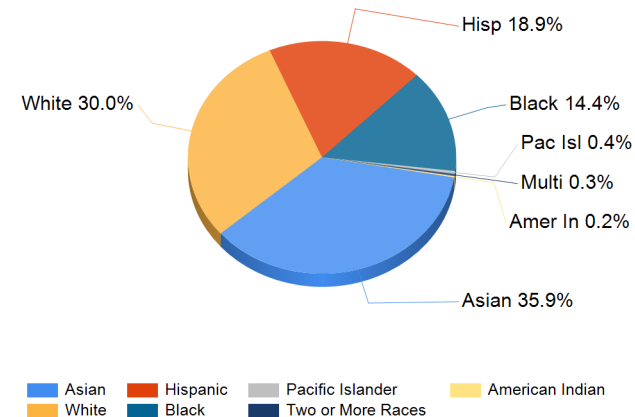
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



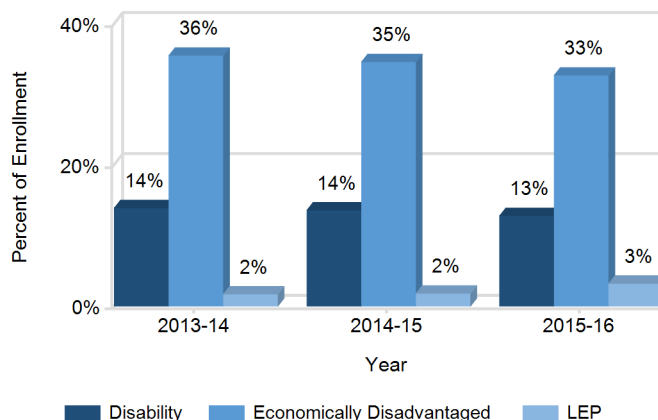
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	50.5%
Spanish	12.4%
Gujarati	6.4%
Urdu	4.3%
Chinese	4.0%
Other	23.7%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	51%	S	54
Mathematics Met or Exceeded Expectations	30%	S	54

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	782	51%	54	89%	X	773	30%	54	92%	X
White	214	43%	23	79%	X	215	22%	27	84%	X
African American	111	32%	50	88%	X	113	12%	44	93%	X
Hispanic	129	36%	48	89%	X	131	12%	38	90%	X
American Indian	S	S	S	S		S	S	S	S	
Asian	327	69%	44	96%	✓	313	49%	43	98%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	107	13%	56	94%	X	91	4%	40	95%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	221	36%	51	87%	X	223	14%	47	91%	X



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PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	456	758	774	746	9%	13%	21%	31%	26%	57%	49%
White	108	754	760	754	11%	14%	25%	29%	21%	50%	58%
African American	73	739	738	729	14%	14%	33%	30%	10%	40%	30%
Hispanic	88	738	739	730	16%	22%	21%	33%	9%	42%	34%
Asian	185	778	791	774	3%	7%	14%	32%	44%	76%	78%
American Indian	S	S	S	734	S	S	S	S	S	S	40%
Two or More Races	S	S	770	748	S	S	S	S	S	S	53%
Students with Disability	52	716	718	713	29%	27%	33%	12%	N	12%	12%
English Language Learners	S	S	710	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	140	737	740	729	19%	14%	29%	30%	9%	39%	31%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	390	738	760	740	22%	18%	19%	30%	12%	42%	44%
White	115	732	746	747	29%	15%	21%	24%	11%	36%	50%
African American	51	713	718	722	33%	31%	16%	18%	2%	20%	28%
Hispanic	58	726	728	726	28%	24%	21%	22%	5%	28%	33%
Asian	166	753	778	767	11%	14%	17%	39%	19%	58%	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	N	N	N	741	N	N	N	N	N	N	45%
Students with Disability	59	706	707	702	49%	20%	17%	10%	3%	14%	11%
English Language Learners	S	S	696	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	112	723	728	723	30%	23%	19%	24%	5%	29%	30%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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**PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	264	730	735	736	22%	24%	26%	25%	3%	28%	40%
White	78	725	730	739	23%	27%	30%	21%	N	21%	42%
African American	S	S	S	728	S	S	S	S	S	S	30%
Hispanic	54	722	722	732	28%	26%	24%	20%	2%	22%	37%
Asian	82	742	745	753	15%	18%	24%	37%	6%	43%	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	S	S	746	736	S	S	S	S	S	S	39%
Students with Disability	S	S	717	710	S	S	S	S	S	S	13%
English Language Learners	S	S	704	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	80	721	723	730	24%	31%	28%	16%	1%	18%	33%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.



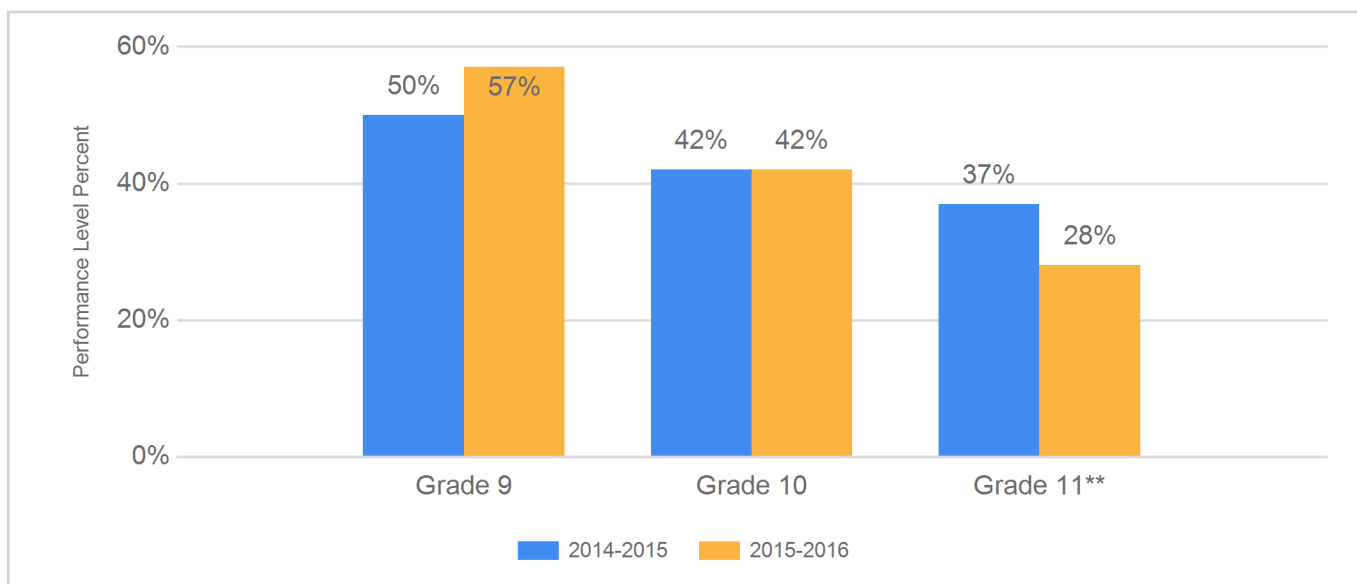
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	293	727	729	727	11%	32%	38%	19%	N	19%	41%
White	66	725	724	734	15%	33%	32%	20%	N	20%	51%
African American	S	S	S	717	S	S	S	S	S	S	20%
Hispanic	79	727	726	720	8%	33%	43%	17%	N	17%	25%
Asian	78	737	739	746	5%	21%	44%	31%	N	31%	76%
American Indian	S	S	S	726	S	S	S	S	S	S	38%
Two or More Races	S	S	706	727	S	S	S	S	S	S	47%
Students with Disability	S	S	711	708	S	S	S	S	S	S	10%
English Language Learners	22	721	717	707	18%	32%	36%	14%	N	14%	9%
Economically Disadvantaged Students	S	S	722	719	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	393	730	743	730	9%	31%	40%	19%	1%	20%	27%
White	121	726	732	736	11%	32%	45%	12%	N	12%	34%
African American	57	725	721	717	9%	46%	33%	12%	N	12%	9%
Hispanic	S	S	720	720	S	S	S	S	S	S	13%
Asian	145	741	755	750	6%	14%	42%	35%	3%	38%	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	S	S	690	730	S	S	S	S	S	S	29%
Students with Disability	S	S	712	709	S	S	S	S	S	S	5%
English Language Learners	S	S	714	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	115	722	725	719	16%	39%	33%	11%	1%	12%	12%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	443	732	753	722	22%	25%	22%	27%	4%	31%	27%
White	119	723	732	728	25%	31%	21%	22%	1%	23%	31%
African American	S	S	707	700	S	S	S	S	S	S	8%
Hispanic	S	S	713	707	S	S	S	S	S	S	12%
Asian	192	753	771	754	8%	18%	23%	43%	8%	52%	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	N	N	N	727	N	N	N	N	N	N	34%
Students with Disability	S	S	704	690	S	S	S	S	S	S	5%
English Language Learners	S	S	714	692	S	S	S	S	S	S	7%
Economically Disadvantaged Students	108	717	722	705	32%	31%	21%	16%	1%	17%	11%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



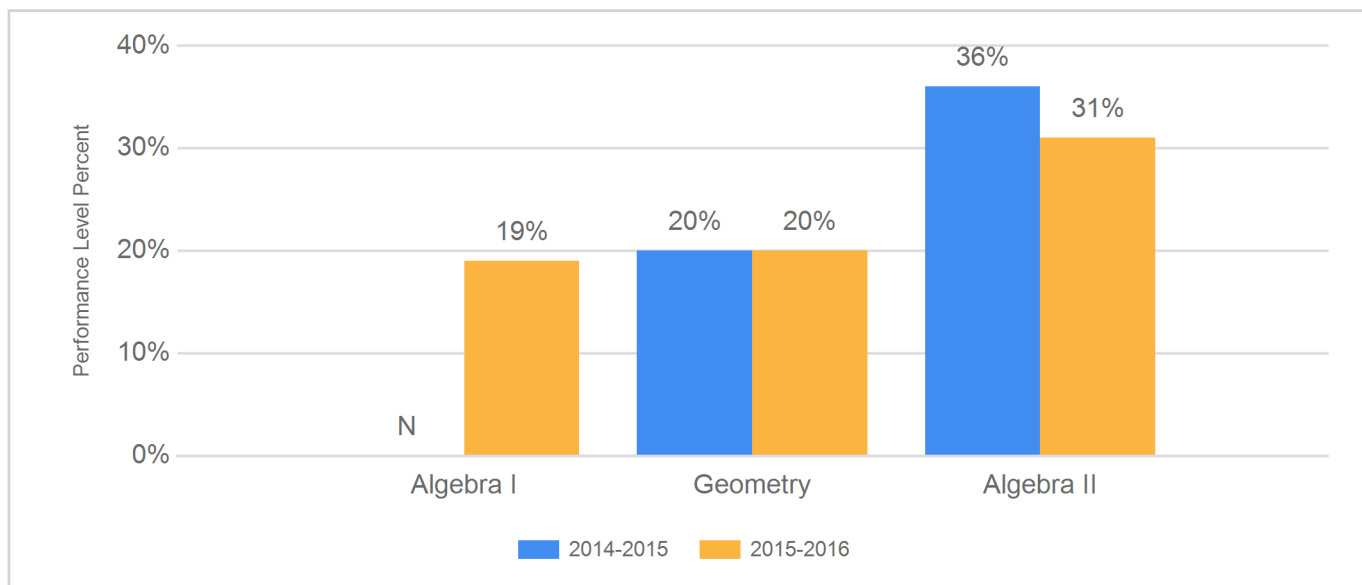
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

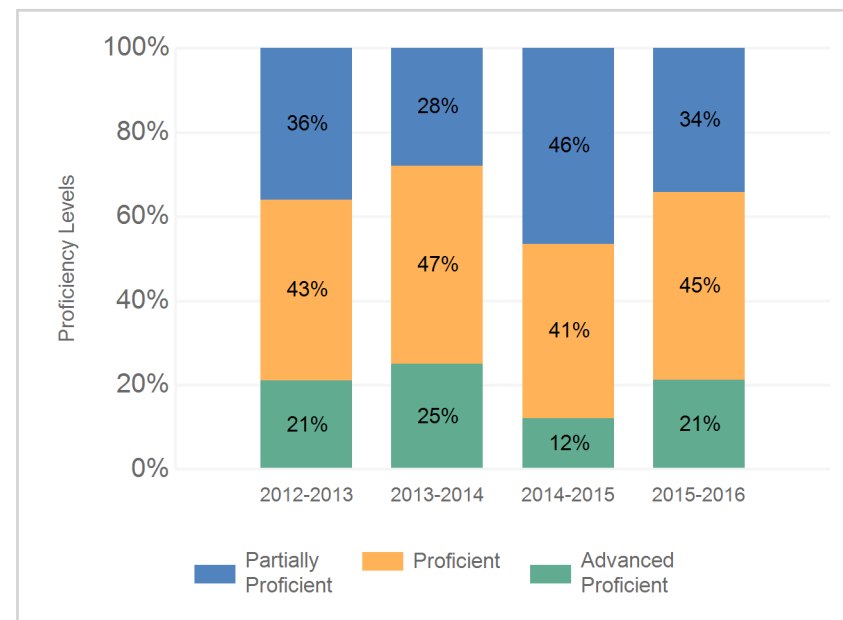
Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	21%	45%	34%
White	16%	51%	34%
African American	9%	33%	58%
Hispanic	9%	44%	47%
American Indian	N	N	N
Asian	34%	44%	22%
Two or More Races	S	S	S
Students with Disability	2%	19%	79%
English Language Learners	N	17%	83%
Economically Disadvantaged Students	7%	38%	56%

Proficiency Trends - Biology

This graph displays the percentage of students by proficiency category for the past three school years.





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50 BOULEVARD OF THE EAGLES

EDISON, NJ 08817

Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	97.9%	95.5%
Percent of Students Participating in SAT	57.2%	58.0%
Percent of Students Participating in ACT	26.4%	27.6%

PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	76%	71%
Math	530	53%	53%
ACT	-	-	-
Reading	22	47%	58%
English	18	65%	74%
Math	22	45%	61%
Science	23	34%	49%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	973	950
SAT	-	-
Reading and Writing	547	537
Math	550	538
ACT	-	-
Reading	21	23
English	21	22
Math	21	23
Science	21	22

PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	1090	950	840
SAT	-	-	-
Reading and Writing	620	540	480
Math	620	540	470
ACT	-	-	-
Reading	25	21	17
English	25	20	16
Math	26	21	17
Science	24	21	16

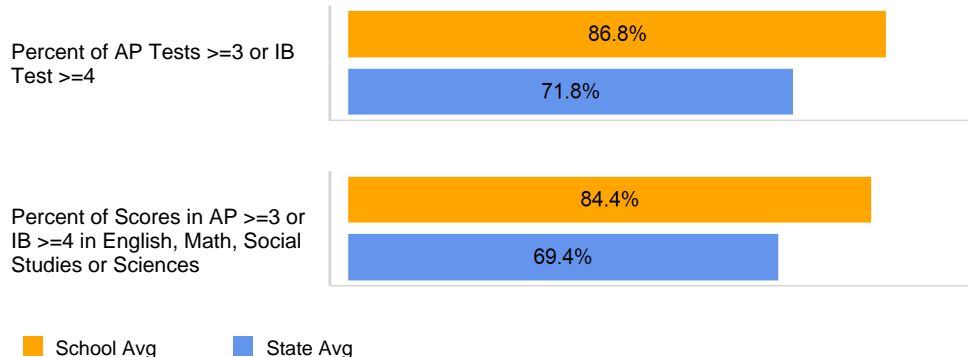


State of New Jersey
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AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP ≥ 3 or IB ≥ 4 for students enrolled in the school and across the state.



Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	40.9%	39.1%
One of More Test	39.0%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	35.8%	26.6%
Participating in Dual Enrollment	0.0%	15.4%

AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	29	31
AP Calculus AB	75	71
AP Calculus BC	10	8
AP Chemistry	19	17
AP Chinese Language and Culture	4	6
AP Computer Science A	0	20
AP English Language and Composition	111	98
AP English Literature and Composition	14	7
AP European History	15	10
AP French Language	15	2
AP Macroeconomics	0	6
AP Microeconomics	0	5
AP Music Theory	5	3
AP Physics 1	0	17
AP Physics 2	0	1
AP Physics B	20	0
AP Physics C: Electricity and Magnetism	0	1
AP Psychology	0	10
AP Spanish Language	57	48
AP Statistics	38	29
AP Studio Art—Three-Dimensional	6	0
AP Studio Art—Two-Dimensional	0	4
AP U.S. Government and Politics	0	22
AP U.S. History	98	96
AP World History	124	112



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AP/IB Course	Students Enrolled	Students Tested
Student AP Tests ≥ 3 and IB Tests ≥ 4		328

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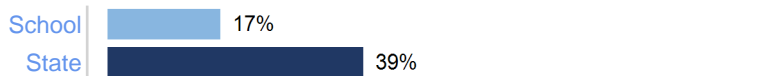
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



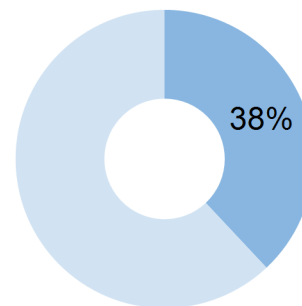
DANCE



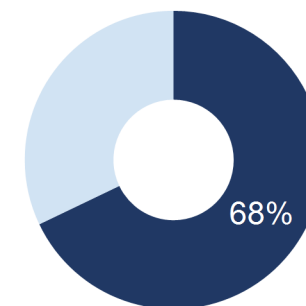
VISUAL ARTS



Any Visual and Performing Arts



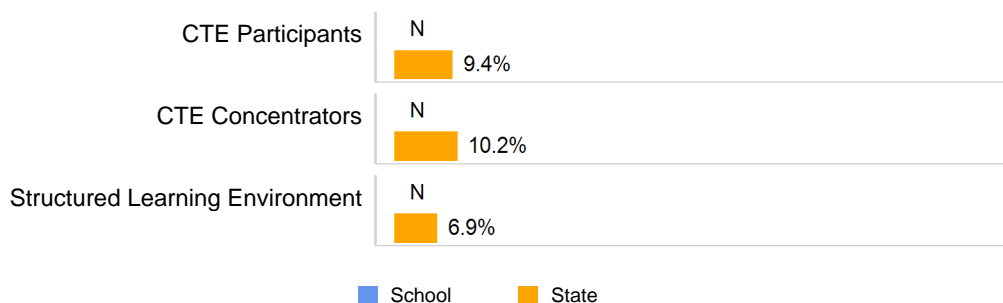
School



State

Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



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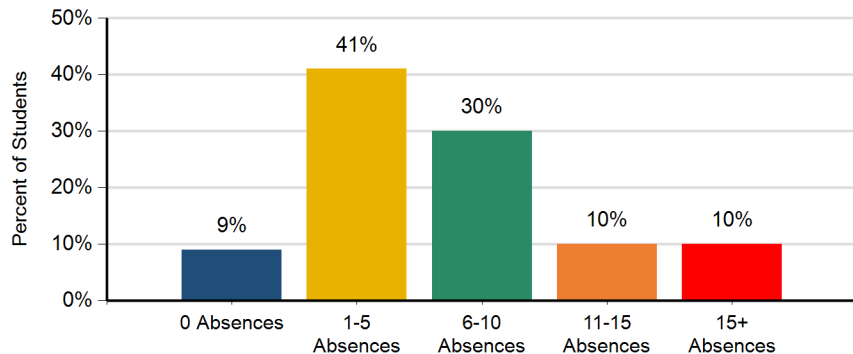
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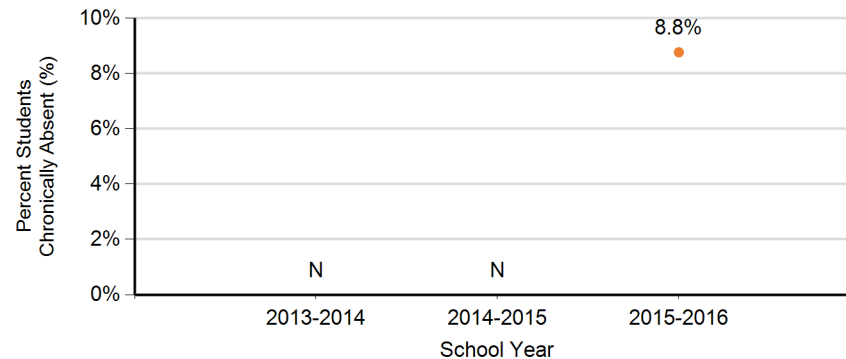
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



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Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	89.8%	33	81%
White	93%	37	
African American	84.5%	35	
Hispanic	83.5%	31	
American Indian	S	S	
Asian	93%	17	
Native Hawaiian	S	S	
Two or More Races	S	S	
Students with Disability	79.7%	40	
English Language Learners	S	S	
Economically Disadvantaged Students	83.9%	36	

Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	N	1.2%
White	N	0.6%
African American	N	2.6%
Hispanic	N	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	N	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	N	1.7%



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Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	90%	92%
2014	91%	93%
2015	90%	92%
2016	90%	

Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	83.3%	39.8%	60.2%
White	77.1%	46.6%	53.4%
African American	84.1%	39.6%	60.4%
Hispanic	72.4%	64.3%	35.7%
American Indian	0.0%	0.0%	0.0%
Asian	91.9%	28.3%	71.7%
Native Hawaiian	S	S	S
Two or More Races	S	S	S
Students with Disability	68.9%	76.2%	23.8%
English Language Learners	S	S	S
Economically Disadvantaged Students	82.9%	51.5%	48.5%



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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 50 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 41 Mins.
Shared Time	3 Hrs. 30 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	12:1
Administrator	194:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	7.0%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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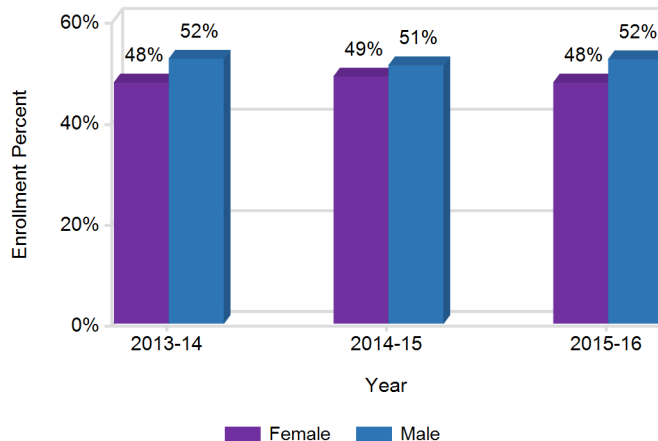
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 06	256	290	261
Grade 07	272	265	278
Grade 08	283	269	259
UG	16	13	18
Total	827	837	816

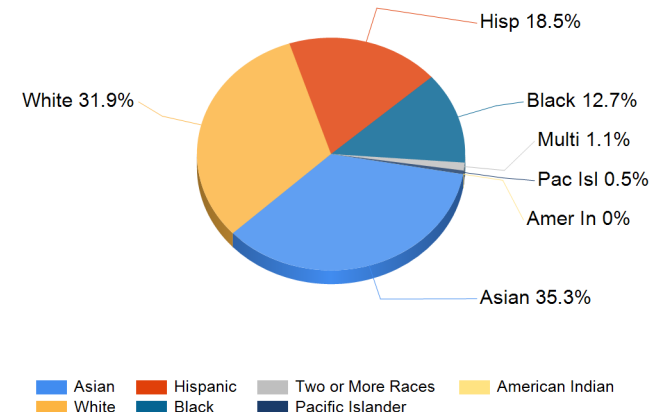
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



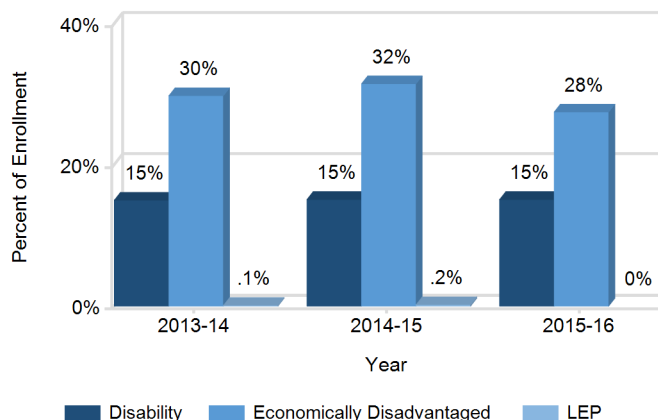
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	53.2%
Spanish	11.3%
Gujarati	6.1%
Hindi	4.2%
Urdu	3.3%
Other	21.4%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	65%	36	68
Mathematics Met or Exceeded Expectations	43%	7	39

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. √*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	714	65%	68	91%	X	715	43%	39	92%	X
White	223	57%	42	88%	X	223	32%	13	88%	X
African American	91	45%	62	93%	X	91	15%	28	93%	X
Hispanic	116	48%	60	86%	X	116	23%	24	87%	X
American Indian	S	S	S	S		S	S	S	S	
Asian	277	85%	61	97%	√	277	68%	36	97%	√
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	118	7%	24	95%	√	118	5%	19	95%	√
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	181	46%	71	89%	X	182	24%	33	90%	X



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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	246	763	774	750	9%	7%	19%	38%	28%	65%	52%
White	67	752	756	756	13%	10%	21%	36%	19%	55%	61%
African American	S	S	743	732	S	S	S	S	S	S	31%
Hispanic	35	742	744	738	11%	17%	26%	37%	9%	46%	37%
Asian	107	781	787	772	3%	3%	10%	38%	46%	84%	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	768	755	S	S	S	S	S	S	60%
Students with Disability	S	S	718	719	S	S	S	S	S	S	15%
English Language Learners	N	N	N	709	N	N	N	N	N	N	10%
Economically Disadvantaged Students	62	742	744	735	11%	13%	31%	42%	3%	45%	33%
PARCC MATH											
Schoolwide	248	745	761	743	9%	22%	25%	34%	11%	44%	43%
White	67	734	740	750	10%	27%	31%	28%	3%	31%	53%
African American	S	S	728	724	S	S	S	S	S	S	20%
Hispanic	36	722	726	730	19%	33%	31%	17%	N	17%	26%
Asian	107	765	775	768	3%	10%	19%	46%	22%	68%	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	S	748	S	S	S	S	S	S	49%
Students with Disability	S	S	715	717	S	S	S	S	S	S	13%
English Language Learners	N	N	N	713	N	N	N	N	N	N	12%
Economically Disadvantaged Students	64	723	729	728	22%	33%	27%	19%	N	19%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	268	767	783	753	8%	8%	14%	35%	35%	71%	56%
White	87	758	763	760	14%	6%	17%	40%	23%	63%	65%
African American	S	S	751	733	S	S	S	S	S	S	35%
Hispanic	55	752	754	739	11%	13%	22%	29%	26%	55%	41%
Asian	89	794	798	781	1%	1%	2%	32%	64%	96%	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	767	759	S	S	S	S	S	S	63%
Students with Disability	S	S	724	716	S	S	S	S	S	S	16%
English Language Learners	S	S	700	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	74	746	751	735	18%	11%	22%	32%	18%	50%	37%
PARCC MATH											
Schoolwide	244	737	753	740	10%	22%	32%	34%	2%	36%	39%
White	82	733	738	747	10%	26%	35%	29%	N	29%	47%
African American	S	S	727	724	S	S	S	S	S	S	19%
Hispanic	55	731	732	729	15%	29%	29%	24%	4%	27%	23%
Asian	69	756	768	763	3%	4%	29%	59%	4%	64%	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	738	744	S	S	S	S	S	S	44%
Students with Disability	S	S	715	713	S	S	S	S	S	S	9%
English Language Learners	S	S	725	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	74	725	731	727	20%	30%	24%	24%	1%	26%	21%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	229	756	777	753	13%	11%	18%	37%	20%	57%	55%
White	74	749	761	759	15%	18%	16%	35%	16%	51%	63%
African American	S	S	741	732	S	S	S	S	S	S	34%
Hispanic	39	738	747	740	15%	21%	23%	33%	8%	41%	43%
Asian	87	773	791	780	8%	2%	15%	41%	33%	75%	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	S	S	756	756	S	S	S	S	S	S	59%
Students with Disability	S	S	718	715	S	S	S	S	S	S	16%
English Language Learners	S	S	713	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	63	739	749	736	18%	16%	25%	35%	6%	41%	38%
**PARCC MATH											
Schoolwide	143	719	727	726	29%	28%	29%	15%	N	15%	26%
White	S	S	722	732	S	S	S	S	S	S	32%
African American	24	719	717	712	29%	29%	21%	21%	N	21%	14%
Hispanic	37	721	722	721	19%	38%	27%	16%	N	16%	20%
Asian	29	725	738	745	17%	24%	41%	17%	N	17%	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	S	S	723	726	S	S	S	S	S	S	26%
Students with Disability	S	S	706	704	S	S	S	S	S	S	8%
English Language Learners	S	S	708	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	55	719	719	718	27%	33%	26%	15%	N	15%	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



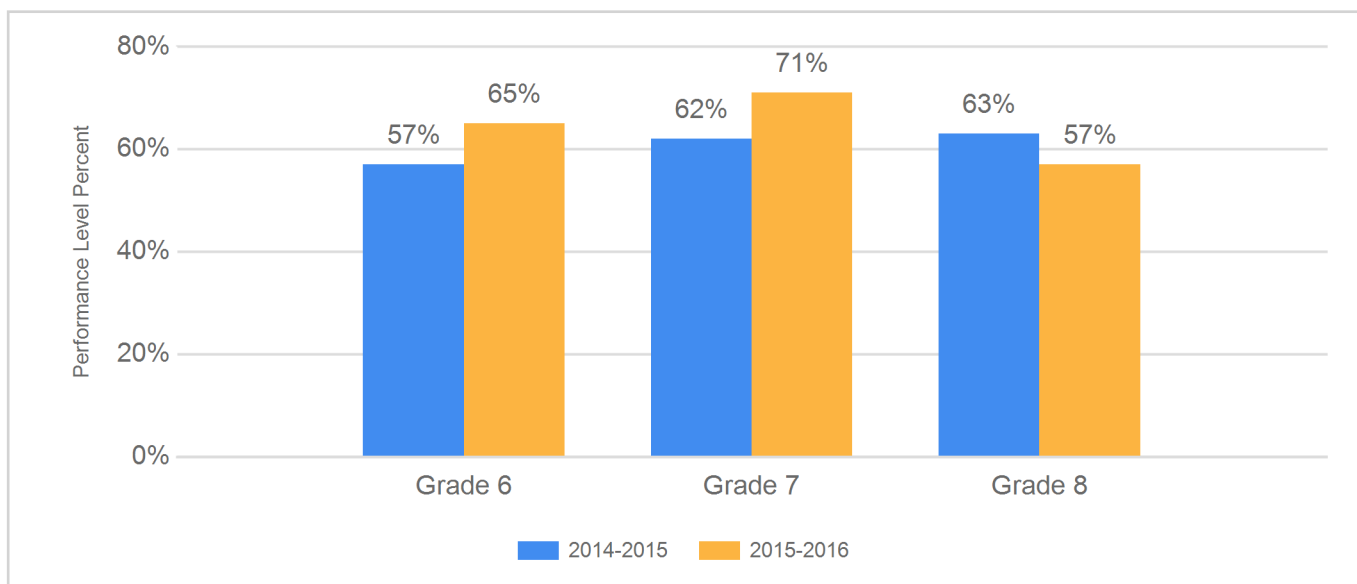
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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State of New Jersey
2015-2016

Grade Span 06-08

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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	97	775	790	769	N	1%	16%	66%	18%	84%	41%
White	26	776	774	772	N	4%	15%	69%	12%	81%	51%
African American	S	S	745	748	S	S	S	S	S	S	20%
Hispanic	S	S	768	746	S	S	S	S	S	S	25%
Asian	64	777	793	789	N	N	13%	66%	22%	88%	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	776	746	S	S	S	S	S	S	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey
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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	16	774	789	776	N	N	N	75%	25%	100%	27%
White	S	S	780	772	S	S	S	S	S	S	34%
African American	N	N	N	755	N	N	N	N	N	N	9%
Hispanic	N	N	N	761	N	N	N	N	N	N	13%
Asian	S	S	790	785	S	S	S	S	S	S	61%
American Indian	N	N	N	777	N	N	N	N	N	N	15%
Two or More Races	N	N	N	778	N	N	N	N	N	N	29%
Students with Disability	N	N	N	771	N	N	N	N	N	N	5%
English Language Learners	N	N	N	770	N	N	N	N	N	N	6%
Economically Disadvantaged Students	N	N	N	759	N	N	N	N	N	N	12%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



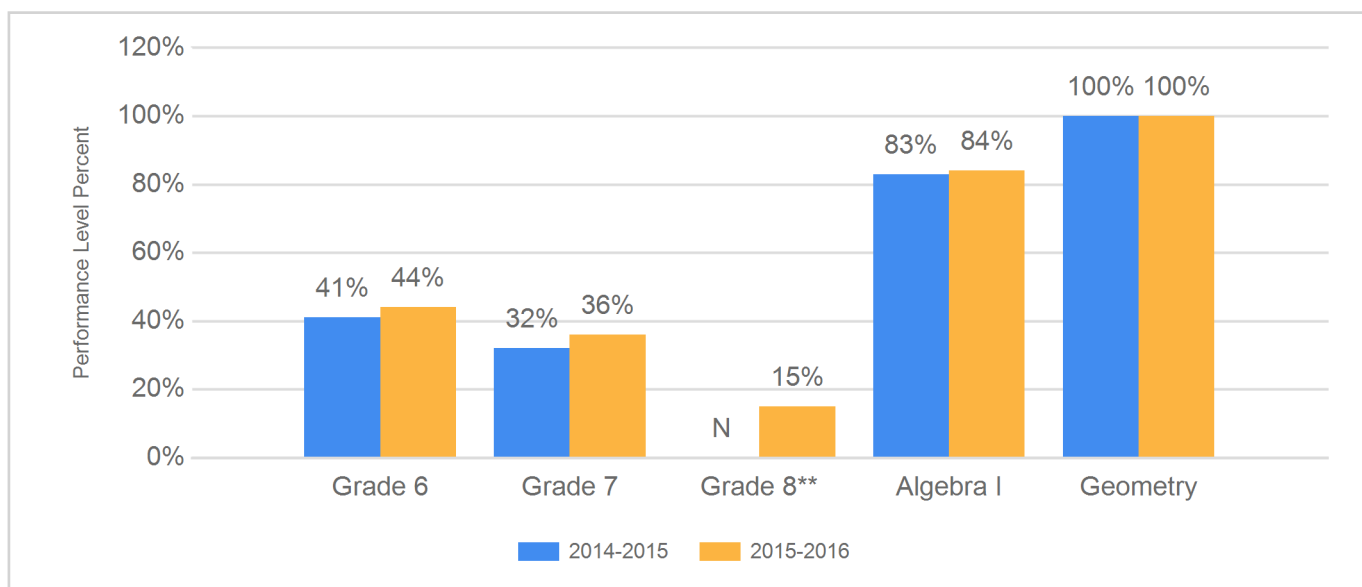
State of New Jersey
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.

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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

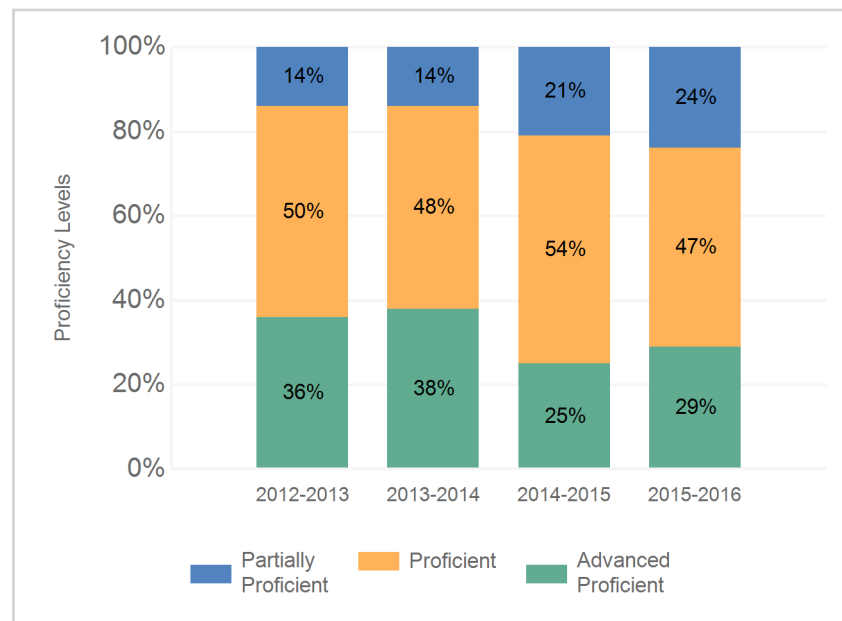
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	29%	47%	24%
White	24%	48%	28%
African American	19%	39%	42%
Hispanic	12%	54%	35%
American Indian	N	N	N
Asian	45%	46%	9%
Two or More Races	S	S	S
Students with Disability	N	32%	68%
English Language Learners	N	N	N
Economically Disadvantaged Students	14%	48%	38%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	61	65	50
Student Growth on Math	46	53	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	1%	1%
Partially Met (L2)	6%	3%	3%
Approached (L3)	8%	6%	12%
Met (L4)	10%	10%	22%
Exceeded (L5)	5%	6%	8%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	0%	2%
Partially Met (L2)	12%	7%	6%
Approached (L3)	15%	12%	10%
Met (L4)	10%	13%	10%
Exceeded (L5)	0%	1%	0%



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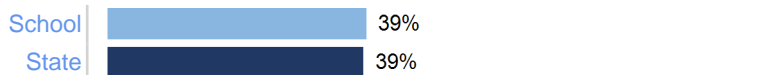
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



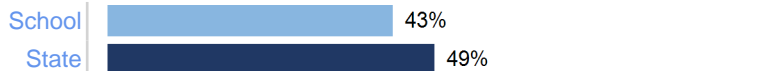
DRAMA



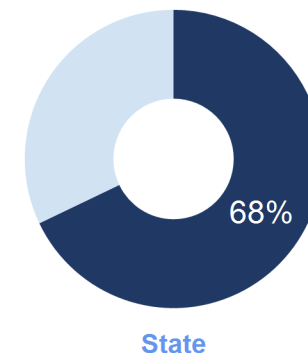
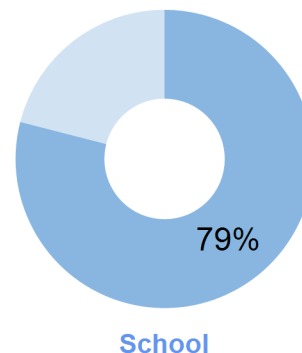
DANCE



VISUAL ARTS

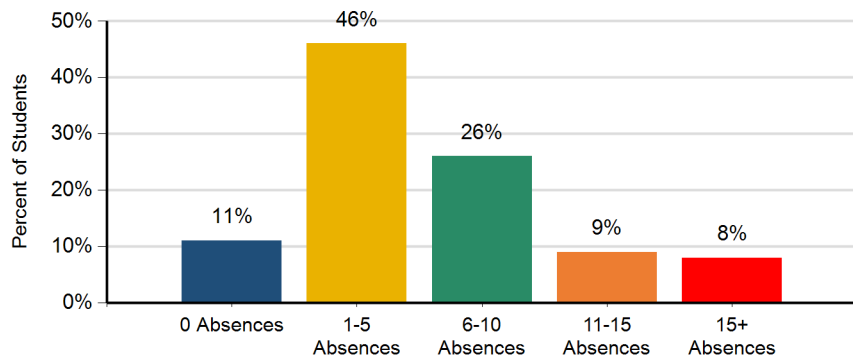


Any Visual and Performing Arts



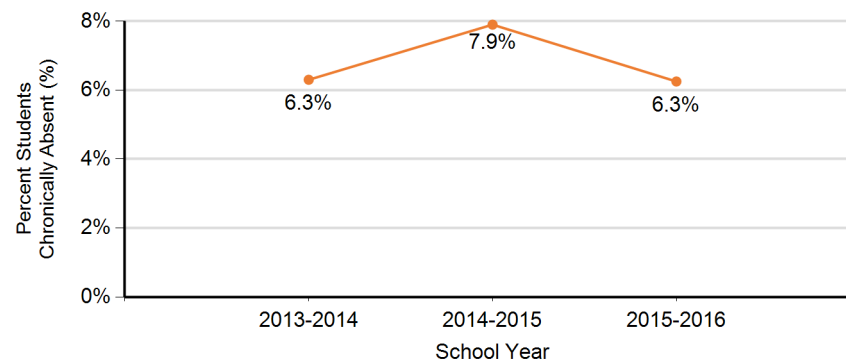
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 30 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 33 Mins.
Shared Time	2 Hrs. 45 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	10:1
Administrator	408:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	8.3%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

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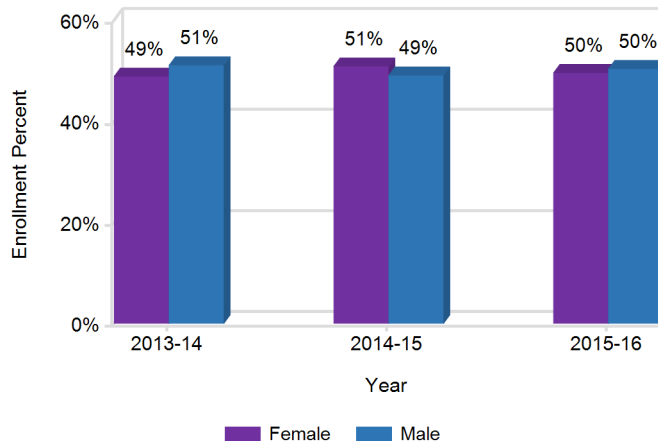
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 03	194	181	215
Grade 04	191	202	197
Grade 05	232	210	209
UG	5	0	0
Total	622	593	621

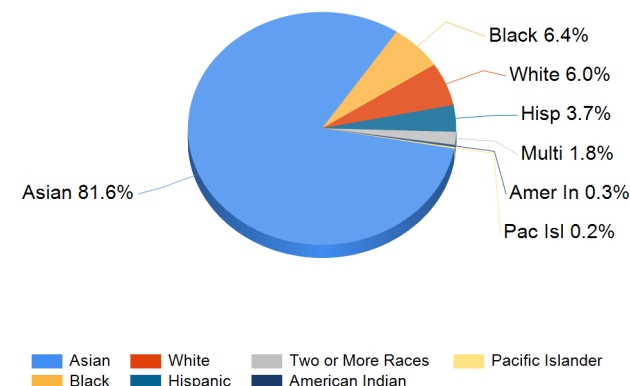
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



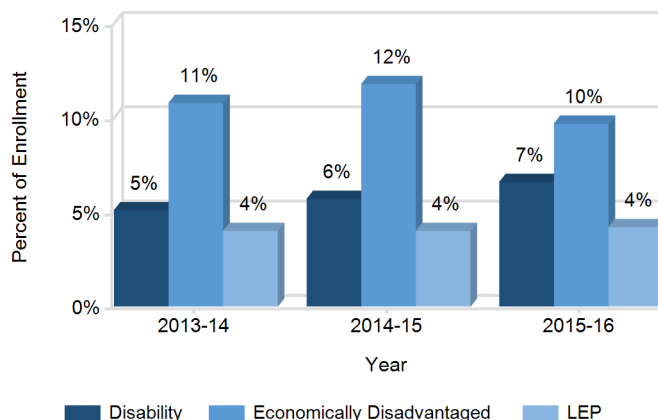
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	37.7%
Hindi	14.2%
Gujarati	8.5%
Telugu	8.2%
Chinese	6.3%
Other	25.6%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	76%	64	88
Mathematics Met or Exceeded Expectations	77%	71	93

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	552	76%	88	99%	✓	553	77%	93	99%	✓
White	S	S	S	S		S	S	S	S	
African American	32	25%	24	95%	✓	31	10%	22	93%	✓
Hispanic	S	S	S	S		S	S	S	S	
American Indian	S	S	S	S		S	S	S	S	
Asian	454	82%	57	100%	✓	456	85%	61	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	42	17%	49	96%	✓	42	31%	77	98%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	47	32%	42	97%	✓	47	23%	40	97%	✓



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	212	762	764	746	3%	9%	20%	59%	9%	68%	48%
White	14	746	745	756	7%	7%	29%	57%	N	57%	58%
African American	12	730	732	727	8%	25%	50%	17%	N	17%	30%
Hispanic	S	S	738	730	S	S	S	S	S	S	31%
Asian	168	766	775	772	2%	8%	16%	65%	9%	74%	74%
American Indian	S	S	772	746	S	S	S	S	S	S	47%
Two or More Races	S	S	775	753	S	S	S	S	S	S	55%
Students with Disability	13	730	718	718	31%	8%	31%	23%	8%	31%	22%
English Language Learners	S	S	721	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	17	742	733	727	6%	24%	41%	24%	6%	29%	28%
PARCC MATH											
Schoolwide	214	769	769	749	3%	7%	17%	44%	30%	73%	52%
White	14	747	747	757	7%	14%	29%	43%	7%	50%	63%
African American	11	731	732	730	9%	27%	46%	18%	N	18%	31%
Hispanic	S	S	741	736	S	S	S	S	S	S	35%
Asian	171	774	781	777	2%	4%	14%	46%	33%	80%	82%
American Indian	S	S	775	746	S	S	S	S	S	S	48%
Two or More Races	S	S	779	754	S	S	S	S	S	S	57%
Students with Disability	13	747	729	727	15%	23%	15%	23%	23%	46%	28%
English Language Learners	S	S	732	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	17	747	737	732	6%	18%	41%	24%	12%	35%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	192	777	771	750	4%	6%	9%	39%	42%	81%	54%
White	S	S	S	759	S	S	S	S	S	S	64%
African American	11	733	739	733	18%	27%	27%	18%	9%	27%	33%
Hispanic	S	S	749	737	S	S	S	S	S	S	37%
Asian	166	782	781	773	2%	4%	7%	41%	46%	87%	79%
American Indian	S	S	776	748	S	S	S	S	S	S	55%
Two or More Races	S	S	773	756	S	S	S	S	S	S	62%
Students with Disability	S	S	717	723	S	S	S	S	S	S	22%
English Language Learners	S	S	704	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	15	741	744	734	13%	27%	20%	27%	13%	40%	33%
PARCC MATH											
Schoolwide	195	776	769	745	4%	6%	10%	46%	34%	80%	47%
White	S	S	750	752	S	S	S	S	S	S	57%
African American	11	727	733	727	27%	9%	46%	9%	9%	18%	24%
Hispanic	S	S	743	733	S	S	S	S	S	S	30%
Asian	169	783	780	771	2%	4%	7%	49%	39%	88%	78%
American Indian	S	S	775	742	S	S	S	S	S	S	44%
Two or More Races	S	S	760	750	S	S	S	S	S	S	54%
Students with Disability	S	S	729	724	S	S	S	S	S	S	22%
English Language Learners	S	S	721	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	16	733	742	730	6%	31%	38%	19%	6%	25%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	207	774	769	751	1%	6%	13%	57%	23%	80%	53%
White	16	756	756	758	N	13%	31%	56%	N	56%	64%
African American	16	731	742	733	6%	38%	31%	25%	N	25%	32%
Hispanic	S	S	740	738	S	S	S	S	S	S	37%
Asian	165	782	780	773	1%	3%	8%	59%	29%	89%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	753	759	S	S	S	S	S	S	63%
Students with Disability	18	725	726	723	11%	39%	39%	6%	6%	11%	20%
English Language Learners	S	S	719	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	25	733	741	735	8%	32%	28%	32%	N	32%	33%
PARCC MATH											
Schoolwide	210	776	768	747	1%	9%	12%	33%	44%	78%	47%
White	16	759	748	753	N	13%	25%	44%	19%	63%	57%
African American	S	S	731	728	S	S	S	S	S	S	24%
Hispanic	S	S	731	735	S	S	S	S	S	S	31%
Asian	168	785	784	774	2%	2%	8%	34%	54%	88%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	739	754	S	S	S	S	S	S	56%
Students with Disability	18	732	729	725	N	50%	28%	17%	6%	22%	19%
English Language Learners	S	S	731	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	25	729	734	732	8%	44%	28%	16%	4%	20%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



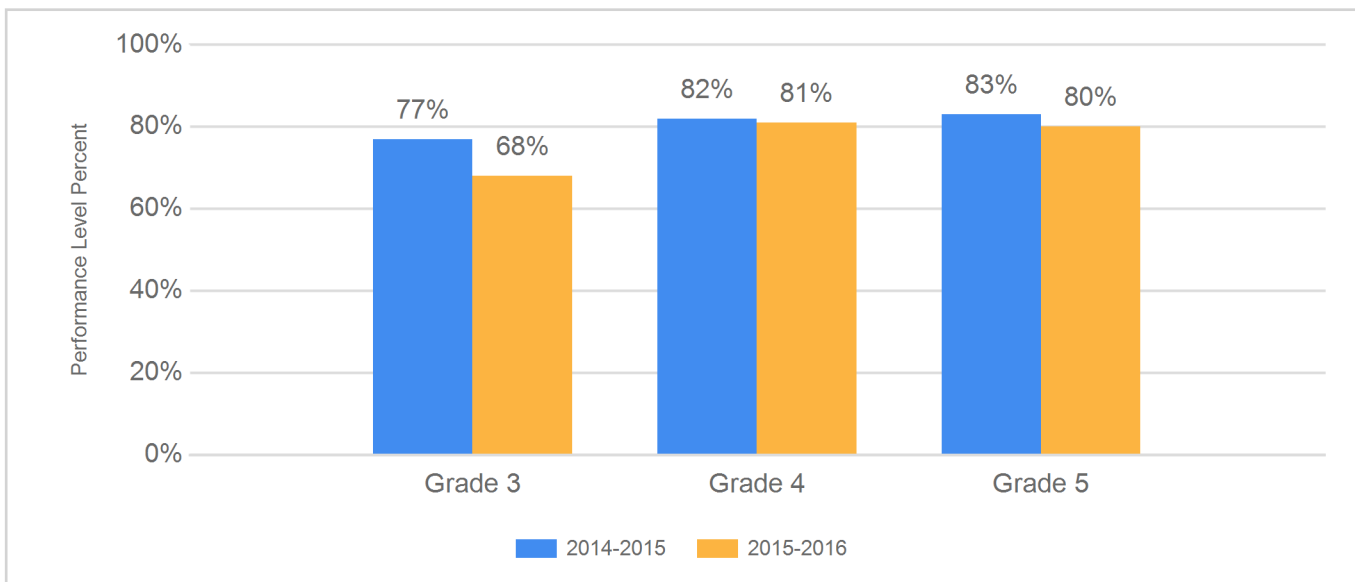
State of New Jersey
2015-2016

Grade Span 03-05

23-1290-090
MIDDLESEX
EDISON TWP
James Madison Intermediate School
838 NEW DOVER ROAD
EDISON, NJ 08820

PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



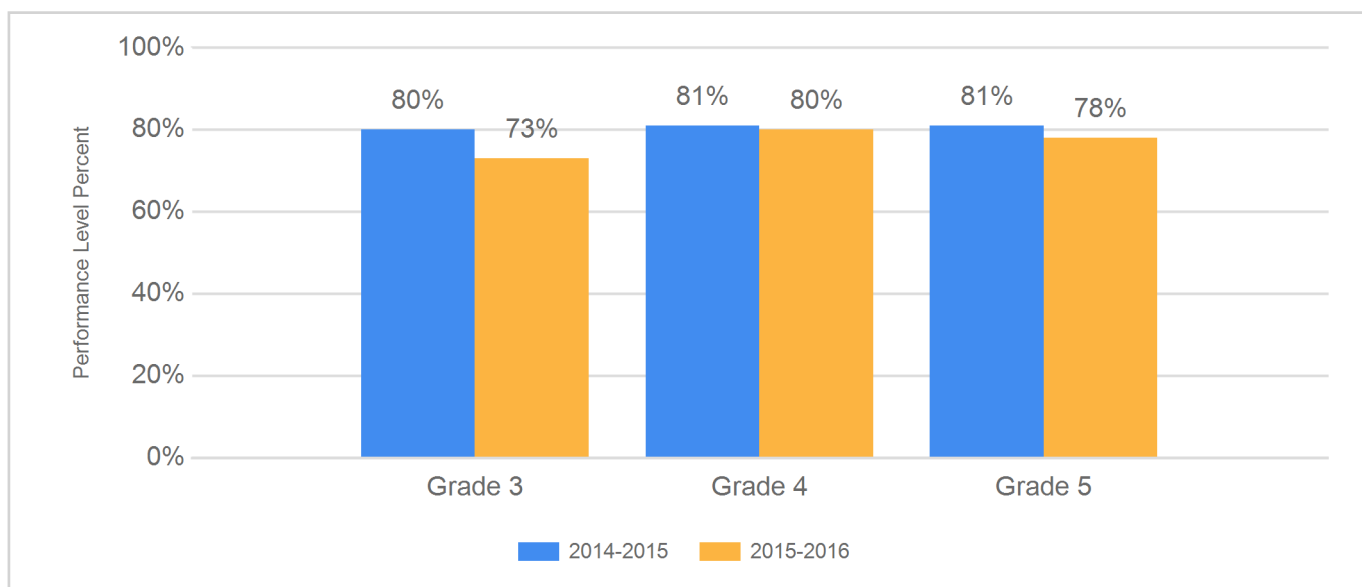
State of New Jersey
2015-2016

Grade Span 03-05

23-1290-090
MIDDLESEX
EDISON TWP
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838 NEW DOVER ROAD
EDISON, NJ 08820

PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

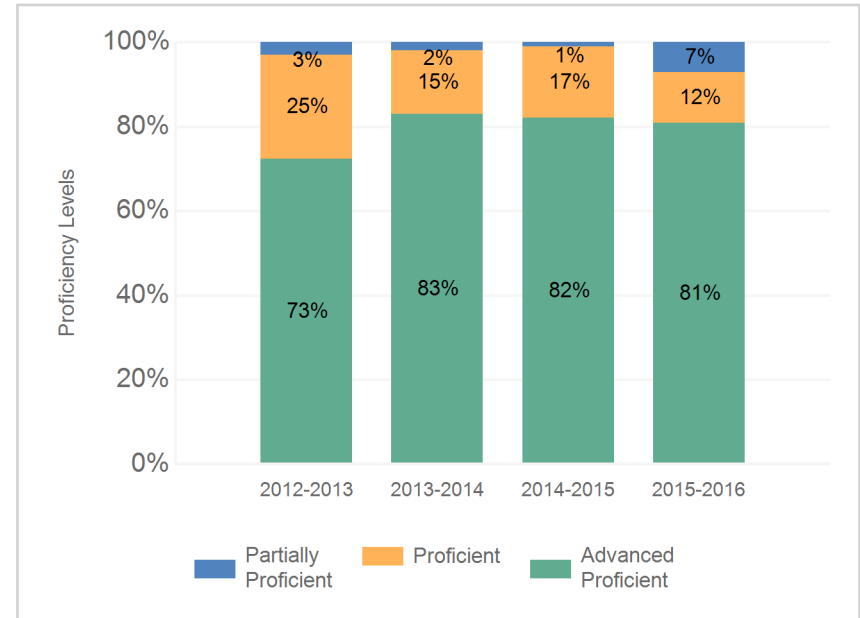
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	81%	12%	7%
White	S	S	S
African American	42%	33%	25%
Hispanic	S	S	S
American Indian	S	S	S
Asian	87%	9%	4%
Two or More Races	S	S	S
Students with Disability	27%	18%	55%
English Language Learners	S	S	S
Economically Disadvantaged Students	47%	33%	20%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.



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State of New Jersey
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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
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MIDDLESEX

EDISON TWP

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	60	65	50
Student Growth on Math	57	53	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	2%	1%
Partially Met (L2)	2%	1%	2%
Approached (L3)	4%	3%	4%
Met (L4)	10%	14%	24%
Exceeded (L5)	10%	9%	13%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	1%	1%
Partially Met (L2)	3%	2%	2%
Approached (L3)	3%	4%	2%
Met (L4)	12%	14%	19%
Exceeded (L5)	6%	11%	19%



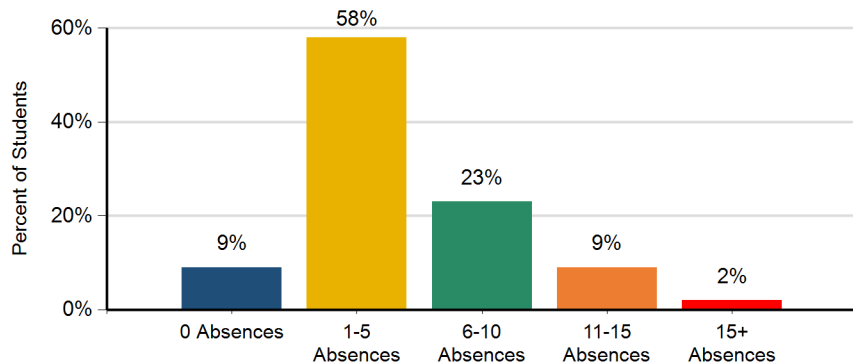
State of New Jersey
2015-2016

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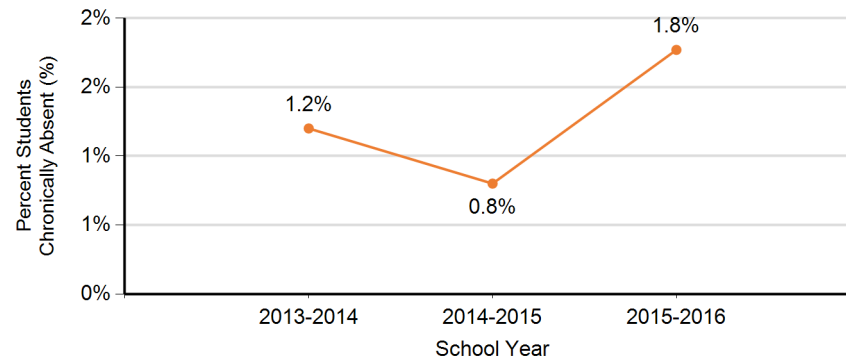
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



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State of New Jersey
2015-2016

Grade Span 03-05

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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 35 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 45 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	15:1
Administrator	621:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	1.3%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%



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2015-2016

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MIDDLESEX

EDISON TWP

James Madison Primary School

840 NEW DOVER ROAD

EDISON, NJ 08820

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

23-1290-092
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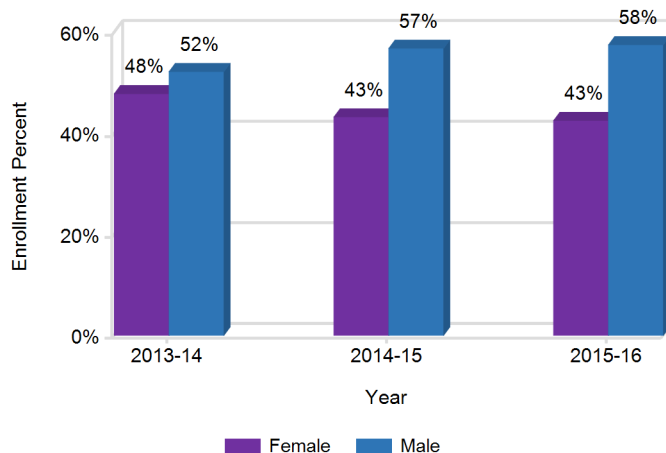
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	0	0	0
Grade KG	127	144	133
Grade 01	178	201	202
Grade 02	169	199	213
Grade 03	0	0	0
Grade 04	0	0	0
Grade 05	0	0	0
Grade 06	0	0	0
Grade 07	0	0	0
Grade 08	0	0	0
Grade 09	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
UG	32	25	33
Total	506	569	581

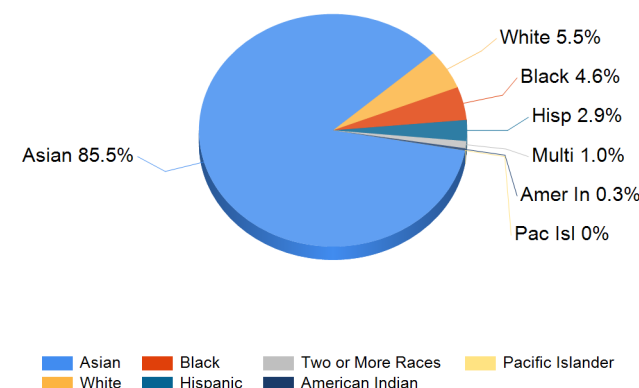
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



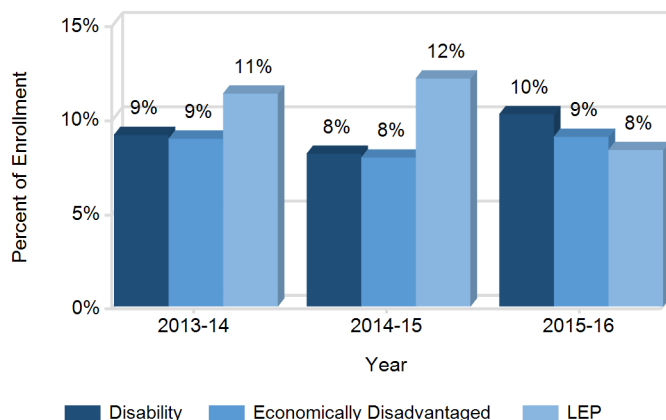
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	36.7%
Hindi	13.8%
Telugu	9.6%
Gujarati	8.8%
Tamil	7.4%
Other	24.0%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

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State of New Jersey
2015-2016

23-1290-092

MIDDLESEX

EDISON TWP

James Madison Primary School

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	School
2015-16	6 Hrs. 35 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

	School
2015-16	
Full Time	5 Hrs. 45 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

	School
2015-16	
Faculty	14:1
Administrator	581:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.2%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



State of New Jersey
2015-2016

Grade Span KH-05

23-1290-093
MIDDLESEX
EDISON TWP
James Monroe Elementary School
45 Wilus Way
Iselin, NJ 08830

2015-2016 School Performance Reports

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State of New Jersey
2015-2016

Grade Span KH-05

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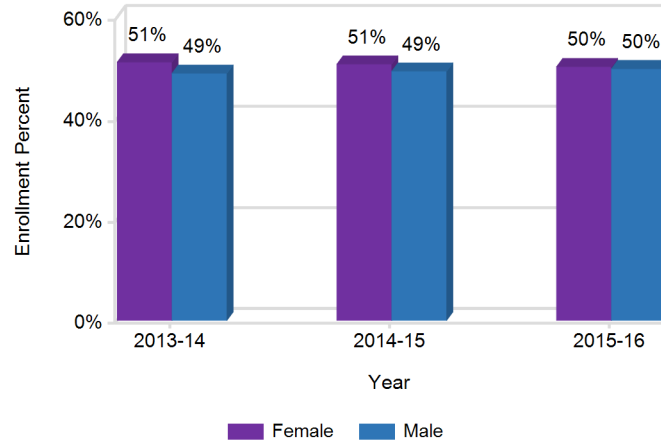
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	73	42	50
Grade 01	88	88	53
Grade 02	86	87	91
Grade 03	75	78	90
Grade 04	81	71	77
Grade 05	84	78	70
UG	6	0	15
Total	493	444	446

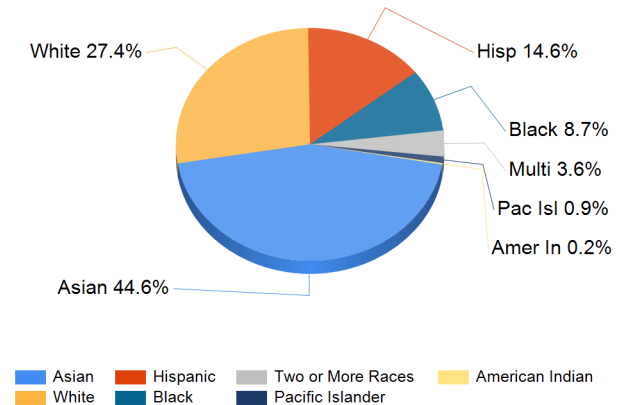
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



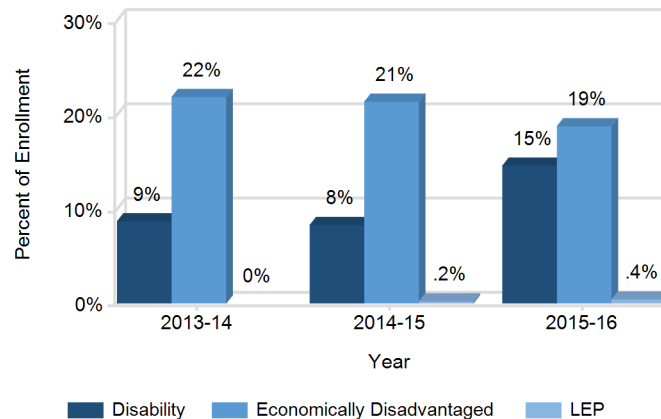
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	57.8%
Spanish	7.4%
Hindi	5.2%
Telugu	4.5%
Gujarati	4.3%
Other	20.4%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	67%	43	71
Mathematics Met or Exceeded Expectations	60%	43	71

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	210	67%	71	98%	✓	210	60%	71	98%	✓
White	69	61%	50	95%	✓	69	52%	46	95%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	84	82%	54	100%	✓	84	81%	56	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	39	44%	69	98%	✓	39	39%	75	98%	✓



State of New Jersey
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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	90	762	764	746	7%	12%	19%	50%	12%	62%	48%
White	26	747	745	756	8%	27%	15%	42%	8%	50%	58%
African American	S	S	732	727	S	S	S	S	S	S	30%
Hispanic	12	747	738	730	17%	17%	25%	33%	8%	42%	31%
Asian	41	773	775	772	5%	2%	12%	68%	12%	81%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	775	753	S	S	S	S	S	S	55%
Students with Disability	S	S	718	718	S	S	S	S	S	S	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	14	733	733	727	14%	29%	21%	36%	N	36%	28%
PARCC MATH											
Schoolwide	90	767	769	749	4%	9%	17%	42%	28%	70%	52%
White	26	751	747	757	12%	8%	27%	42%	12%	54%	63%
African American	S	S	732	730	S	S	S	S	S	S	31%
Hispanic	12	752	741	736	N	17%	25%	50%	8%	58%	35%
Asian	41	784	781	777	N	2%	12%	42%	44%	85%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	779	754	S	S	S	S	S	S	57%
Students with Disability	S	S	729	727	S	S	S	S	S	S	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	14	738	737	732	7%	29%	21%	43%	N	43%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
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Grade Span KH-05

23-1290-093
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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	74	759	771	750	3%	10%	20%	58%	10%	68%	54%
White	24	753	755	759	4%	17%	17%	54%	8%	63%	64%
African American	S	S	739	733	S	S	S	S	S	S	33%
Hispanic	13	739	749	737	8%	15%	23%	54%	N	54%	37%
Asian	28	772	781	773	N	N	21%	64%	14%	79%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	773	756	S	S	S	S	S	S	62%
Students with Disability	S	S	717	723	S	S	S	S	S	S	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	17	747	744	734	6%	18%	18%	53%	6%	59%	33%
PARCC MATH											
Schoolwide	74	757	769	745	1%	12%	23%	55%	8%	64%	47%
White	24	752	750	752	N	17%	21%	63%	N	63%	57%
African American	S	S	733	727	S	S	S	S	S	S	24%
Hispanic	13	741	743	733	N	23%	46%	31%	N	31%	30%
Asian	28	772	780	771	N	4%	14%	64%	18%	82%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	760	750	S	S	S	S	S	S	54%
Students with Disability	S	S	729	724	S	S	S	S	S	S	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	17	743	742	730	6%	24%	24%	47%	N	47%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KH-05

23-1290-093
MIDDLESEX
EDISON TWP
James Monroe Elementary School
45 Wilus Way
Iselin, NJ 08830

PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	69	762	769	751	1%	7%	20%	62%	9%	71%	53%
White	22	762	756	758	N	9%	18%	64%	9%	73%	64%
African American	S	S	742	733	S	S	S	S	S	S	32%
Hispanic	S	S	740	738	S	S	S	S	S	S	37%
Asian	28	770	780	773	N	N	14%	71%	14%	86%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	753	759	S	S	S	S	S	S	63%
Students with Disability	S	S	726	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	12	742	741	735	N	17%	50%	33%	N	33%	33%
PARCC MATH											
Schoolwide	69	744	768	747	6%	25%	23%	41%	6%	46%	47%
White	22	737	748	753	9%	32%	18%	41%	N	41%	57%
African American	S	S	731	728	S	S	S	S	S	S	24%
Hispanic	S	S	731	735	S	S	S	S	S	S	31%
Asian	28	760	784	774	N	11%	14%	64%	11%	75%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	739	754	S	S	S	S	S	S	56%
Students with Disability	S	S	729	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	12	727	734	732	17%	42%	17%	25%	N	25%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



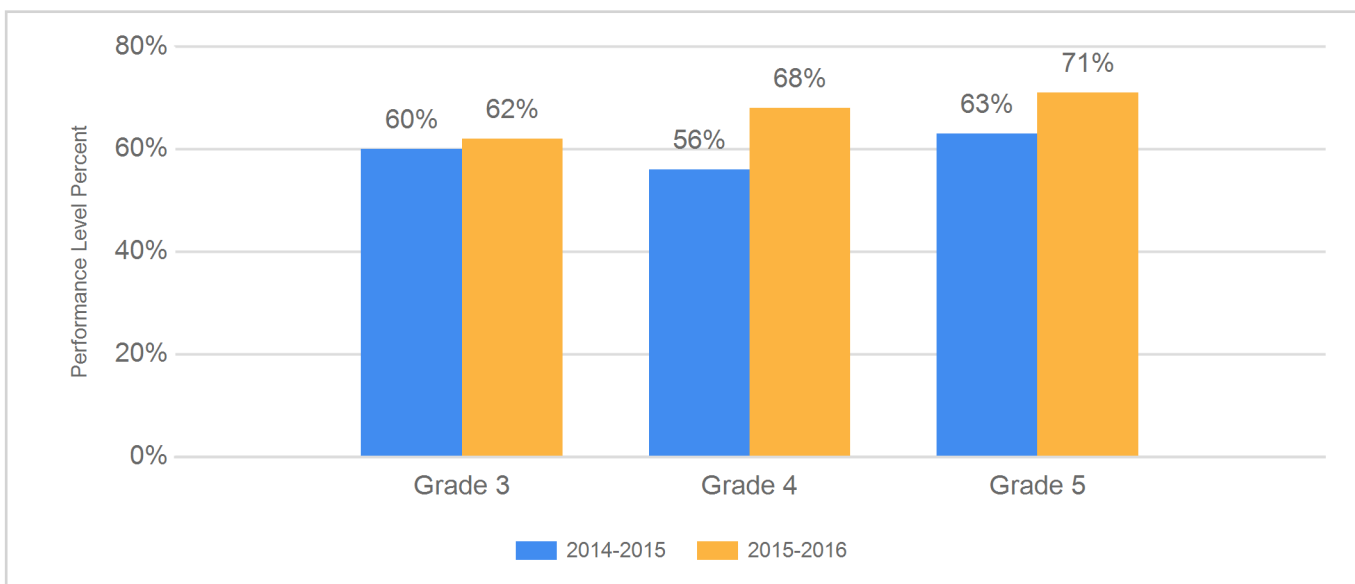
State of New Jersey
2015-2016

Grade Span KH-05

23-1290-093
MIDDLESEX
EDISON TWP
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Iselin, NJ 08830

PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



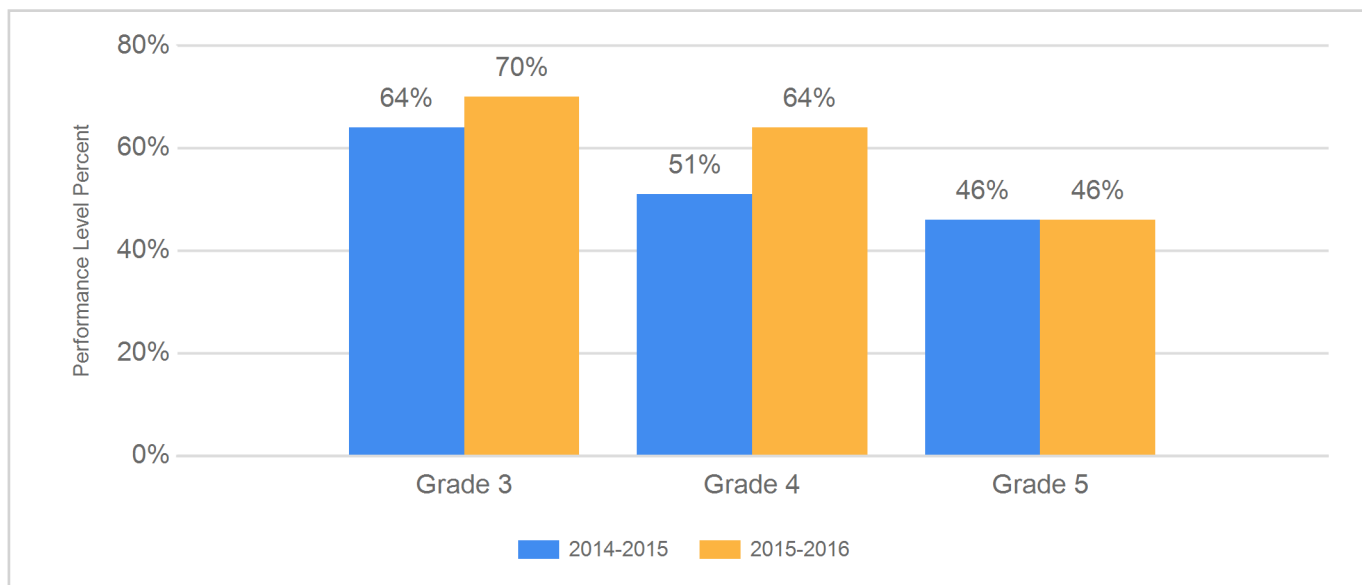
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

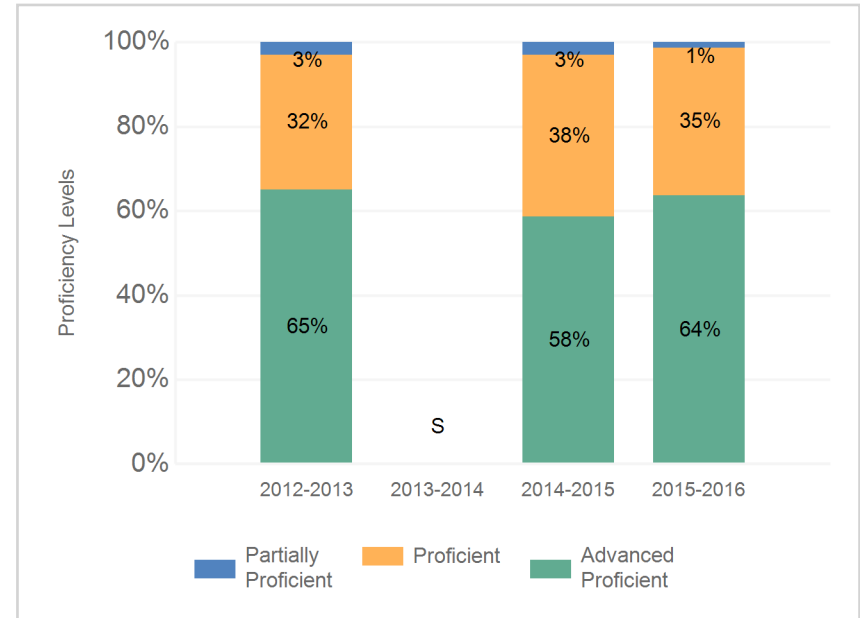
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	64%	35%	1%
White	58%	39%	4%
African American	S	S	S
Hispanic	43%	57%	N
American Indian	N	N	N
Asian	79%	21%	N
Two or More Races	S	S	S
Students with Disability	46%	54%	N
English Language Learners	N	N	N
Economically Disadvantaged Students	53%	47%	N

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	55	65	50
Student Growth on Math	38	53	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	0%	2%
Partially Met (L2)	7%	5%	6%
Approached (L3)	4%	7%	10%
Met (L4)	16%	12%	19%
Exceeded (L5)	2%	2%	7%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	1%	2%
Partially Met (L2)	2%	6%	5%
Approached (L3)	17%	6%	7%
Met (L4)	20%	16%	9%
Exceeded (L5)	4%	2%	4%



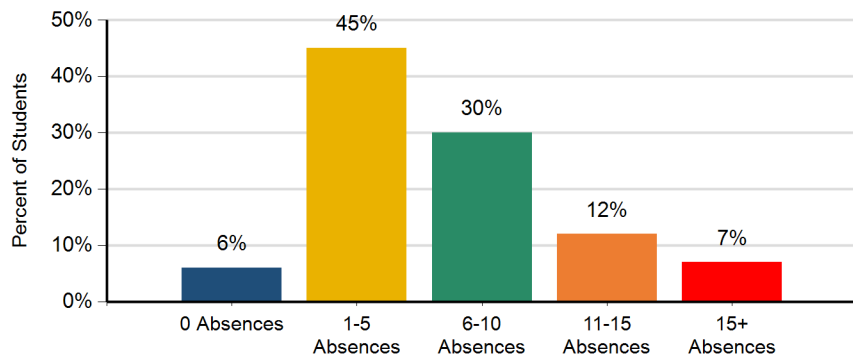
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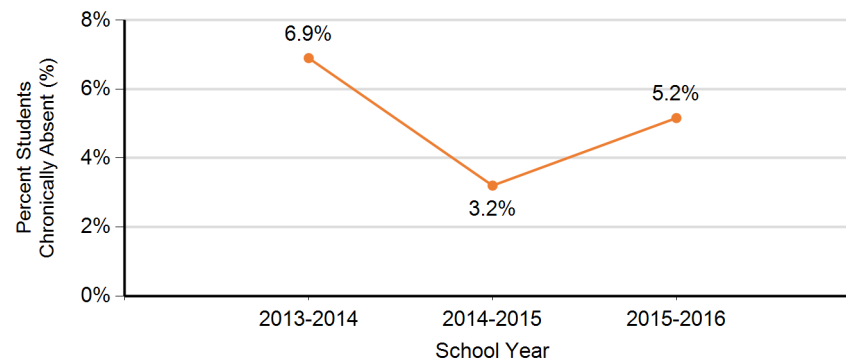
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 35 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 45 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	11:1
Administrator	446:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.4%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
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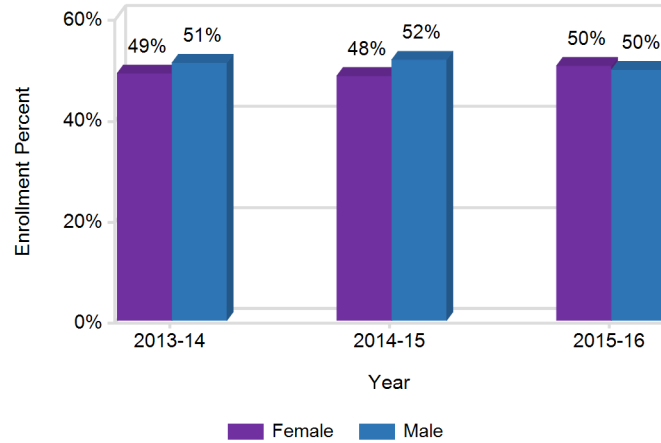
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 06	265	324	316
Grade 07	282	264	327
Grade 08	277	289	263
UG	3	5	8
Total	827	882	914

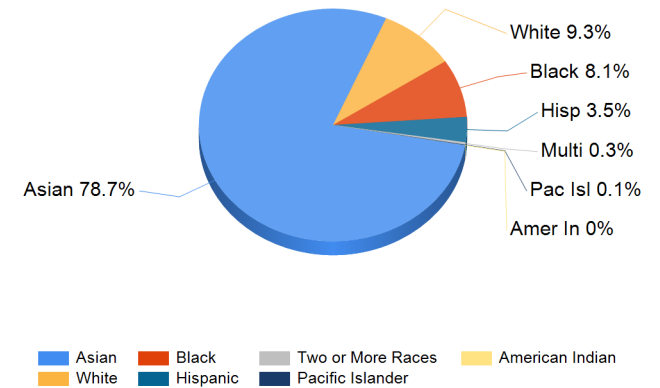
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



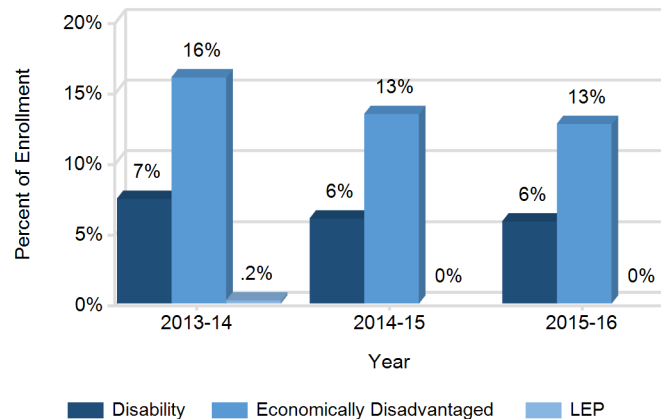
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	26.3%
Hindi	14.3%
Gujarati	13.8%
Telugu	9.1%
Chinese	8.9%
Other	27.5%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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EDISON TWP

John Adams Middle School

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	87%	93	98
Mathematics Met or Exceeded Expectations	78%	86	94

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	842	87%	98	95%	✓	840	78%	94	95%	✓
White	79	68%	71	92%	✗	78	51%	47	89%	✗
African American	41	49%	64	66%	✗	40	15%	20	65%	✗
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	696	92%	74	99%	✓	696	86%	65	99%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	47	13%	46	80%	✗	47	13%	48	80%	✗
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	68	65%	91	69%	✗	68	40%	72	68%	✗



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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	305	784	774	750	1%	6%	7%	37%	50%	86%	52%
White	25	766	756	756	4%	16%	16%	36%	28%	64%	61%
African American	17	749	743	732	6%	35%	6%	35%	18%	53%	31%
Hispanic	S	S	S	738	S	S	S	S	S	S	37%
Asian	252	790	787	772	0%	3%	5%	36%	56%	92%	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	768	755	S	S	S	S	S	S	60%
Students with Disability	S	S	718	719	S	S	S	S	S	S	15%
English Language Learners	N	N	N	709	N	N	N	N	N	N	10%
Economically Disadvantaged Students	26	751	744	735	4%	27%	8%	46%	15%	62%	33%
PARCC MATH											
Schoolwide	305	772	761	743	3%	7%	13%	43%	35%	78%	43%
White	25	751	740	750	N	20%	28%	36%	16%	52%	53%
African American	17	735	728	724	24%	24%	29%	N	24%	24%	20%
Hispanic	S	S	726	730	S	S	S	S	S	S	26%
Asian	252	778	775	768	1%	3%	10%	47%	39%	87%	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	747	748	S	S	S	S	S	S	49%
Students with Disability	S	S	715	717	S	S	S	S	S	S	13%
English Language Learners	N	N	N	713	N	N	N	N	N	N	12%
Economically Disadvantaged Students	26	733	729	728	19%	19%	31%	31%	N	31%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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Grade Span 06-08

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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	320	794	783	753	2%	3%	6%	23%	67%	90%	56%
White	29	770	763	760	7%	3%	14%	35%	41%	76%	65%
African American	23	748	751	733	9%	13%	26%	39%	13%	52%	35%
Hispanic	13	784	754	739	N	15%	8%	23%	54%	77%	41%
Asian	255	802	798	781	0%	1%	3%	20%	75%	95%	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	17	727	724	716	18%	24%	35%	24%	N	24%	16%
English Language Learners	N	N	N	703	N	N	N	N	N	N	10%
Economically Disadvantaged Students	29	766	751	735	3%	10%	21%	28%	38%	66%	37%
PARCC MATH											
Schoolwide	260	763	753	740	3%	8%	17%	54%	19%	72%	39%
White	27	740	738	747	7%	19%	33%	41%	N	41%	47%
African American	S	S	S	724	S	S	S	S	S	S	19%
Hispanic	S	S	732	729	S	S	S	S	S	S	23%
Asian	198	771	768	763	1%	4%	11%	60%	25%	84%	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	744	N	N	N	N	N	N	44%
Students with Disability	17	713	715	713	35%	35%	12%	18%	N	18%	9%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	28	742	731	727	7%	29%	25%	32%	7%	39%	21%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	243	791	777	753	3%	4%	8%	30%	55%	85%	55%
White	22	777	761	759	9%	5%	14%	36%	36%	73%	63%
African American	S	S	741	732	S	S	S	S	S	S	34%
Hispanic	S	S	747	740	S	S	S	S	S	S	43%
Asian	207	797	791	780	1%	2%	7%	30%	60%	90%	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	S	S	718	715	S	S	S	S	S	S	16%
English Language Learners	S	S	713	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	22	751	749	736	23%	14%	5%	36%	23%	59%	38%
**PARCC MATH											
Schoolwide	64	726	727	726	20%	22%	31%	25%	2%	27%	26%
White	S	S	722	732	S	S	S	S	S	S	32%
African American	S	S	717	712	S	S	S	S	S	S	14%
Hispanic	S	S	722	721	S	S	S	S	S	S	20%
Asian	41	732	738	745	15%	20%	32%	32%	2%	34%	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	S	S	706	704	S	S	S	S	S	S	8%
English Language Learners	S	S	708	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	719	718	S	S	S	S	S	S	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



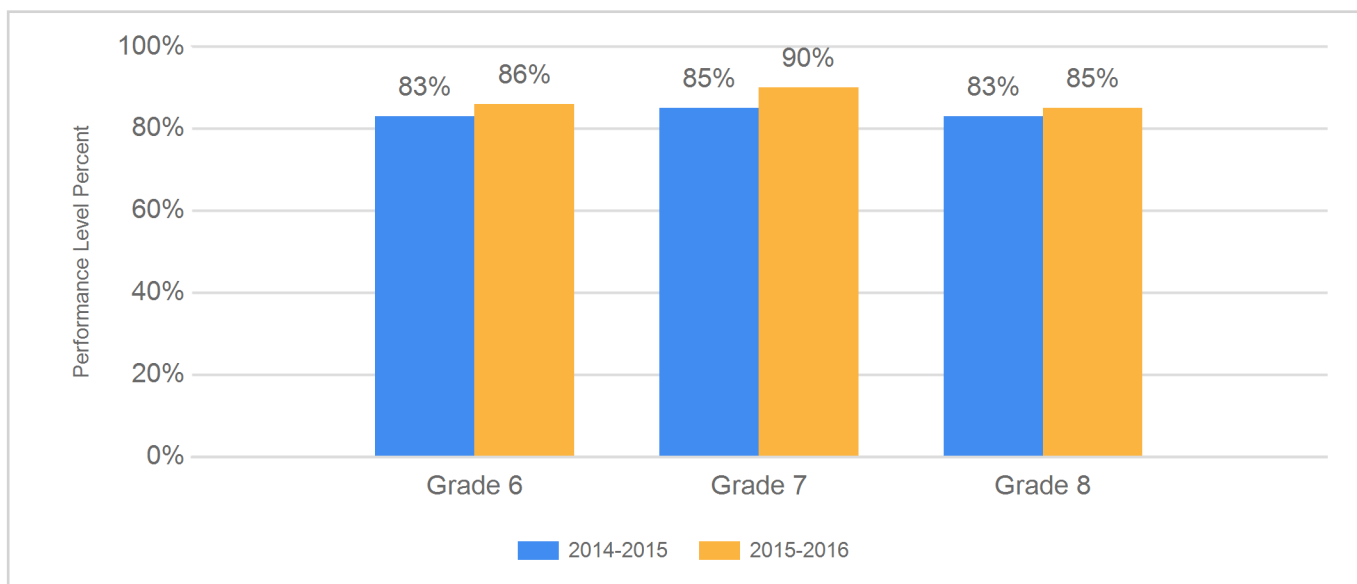
State of New Jersey
2015-2016

Grade Span 06-08

23-1290-055
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	202	798	790	769	N	N	2%	59%	39%	98%	41%
White	15	776	774	772	N	N	13%	80%	7%	87%	51%
African American	N	N	N	748	N	N	N	N	N	N	20%
Hispanic	N	N	N	746	N	N	N	N	N	N	25%
Asian	187	800	793	789	N	N	1%	58%	41%	99%	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	S	S	803	738	S	S	S	S	S	S	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	776	746	S	S	S	S	S	S	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	36	796	789	776	N	N	N	19%	81%	100%	27%
White	N	N	N	772	N	N	N	N	N	N	34%
African American	N	N	N	755	N	N	N	N	N	N	9%
Hispanic	N	N	N	761	N	N	N	N	N	N	13%
Asian	36	796	790	785	N	N	N	19%	81%	100%	61%
American Indian	N	N	N	777	N	N	N	N	N	N	15%
Two or More Races	N	N	N	778	N	N	N	N	N	N	29%
Students with Disability	N	N	N	771	N	N	N	N	N	N	5%
English Language Learners	N	N	N	770	N	N	N	N	N	N	6%
Economically Disadvantaged Students	S	S	783	759	S	S	S	S	S	S	12%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



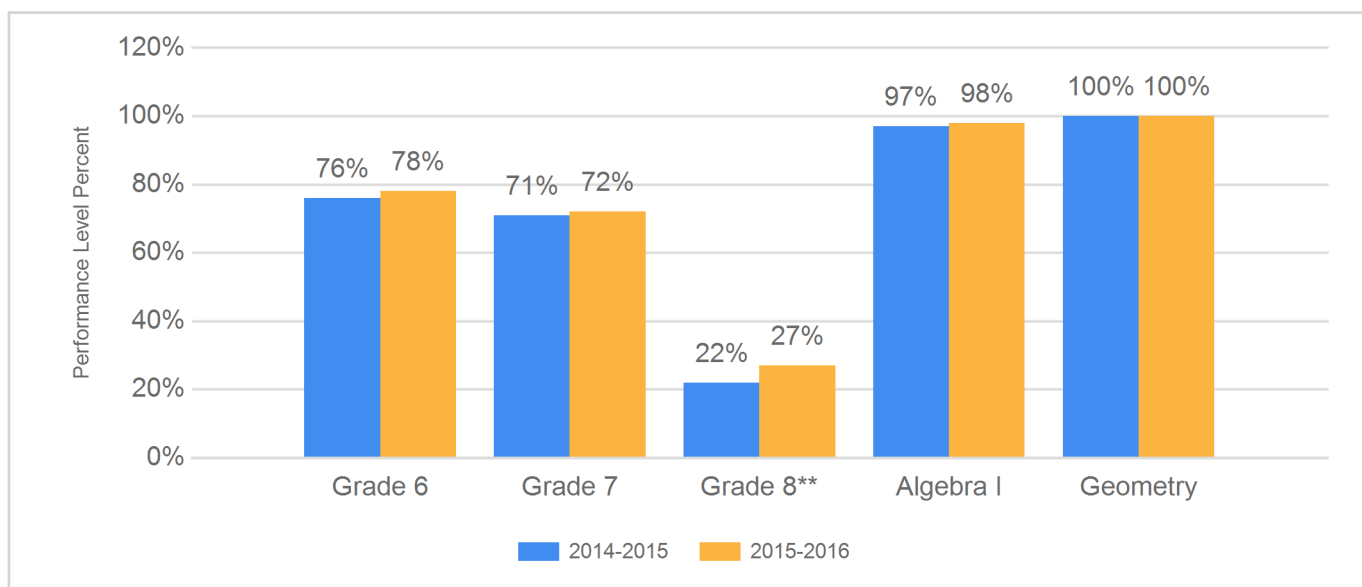
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.

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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

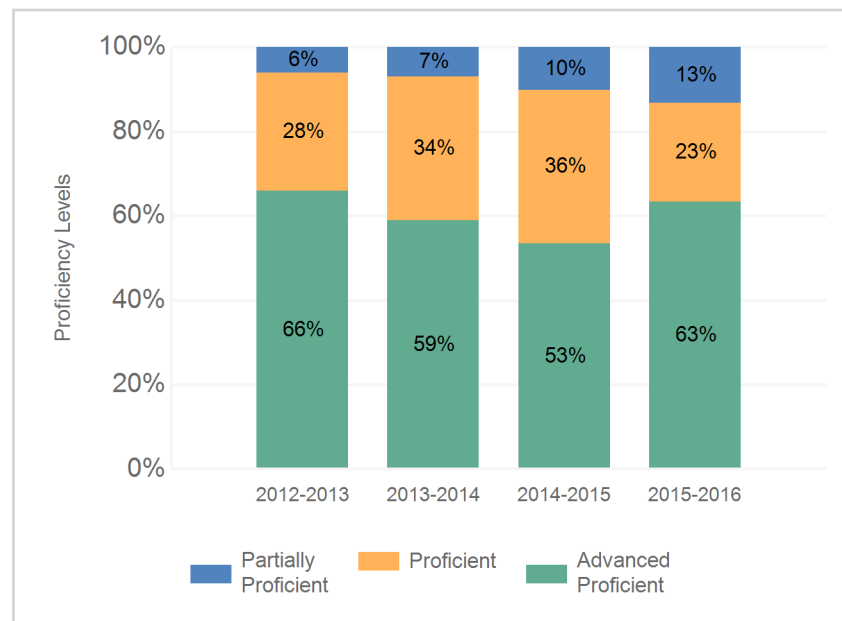
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	63%	23%	13%
White	63%	22%	15%
African American	5%	18%	77%
Hispanic	S	S	S
American Indian	N	N	N
Asian	72%	23%	5%
Two or More Races	S	S	S
Students with Disability	8%	8%	85%
English Language Learners	N	N	N
Economically Disadvantaged Students	19%	33%	47%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	70	65	50
Student Growth on Math	46	53	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	1%	0%
Partially Met (L2)	1%	1%	1%
Approached (L3)	2%	3%	4%
Met (L4)	6%	11%	23%
Exceeded (L5)	10%	14%	23%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	3%	3%	2%
Approached (L3)	6%	6%	5%
Met (L4)	19%	17%	19%
Exceeded (L5)	9%	6%	6%



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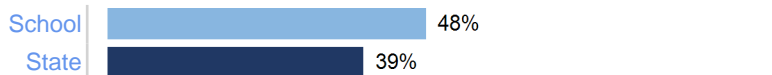
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



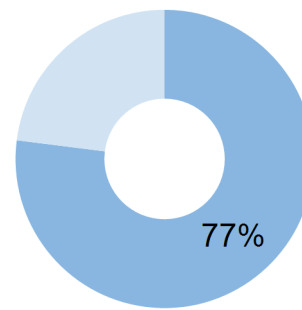
DANCE



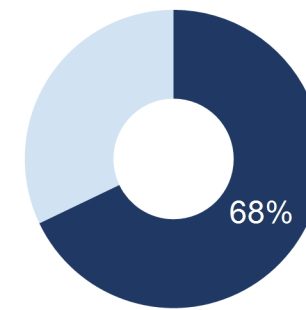
VISUAL ARTS



Any Visual and Performing Arts



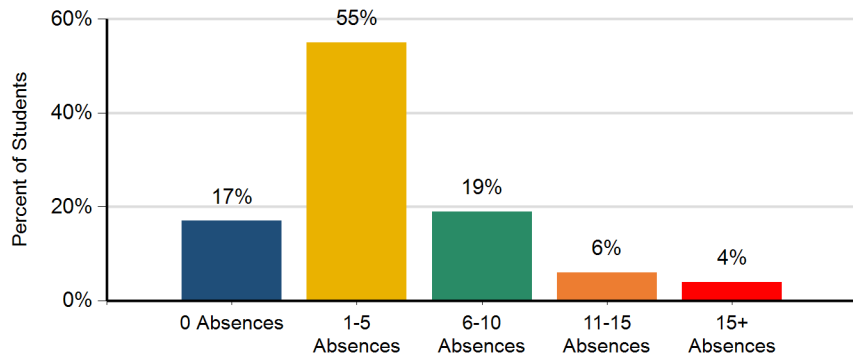
School



State

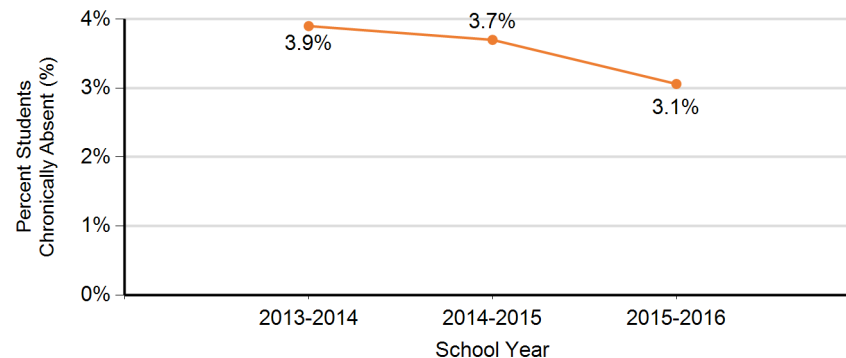
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 30 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 33 Mins.
Shared Time	2 Hrs. 45 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	13:1
Administrator	131:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	6.1%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
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Grade Span KH-05

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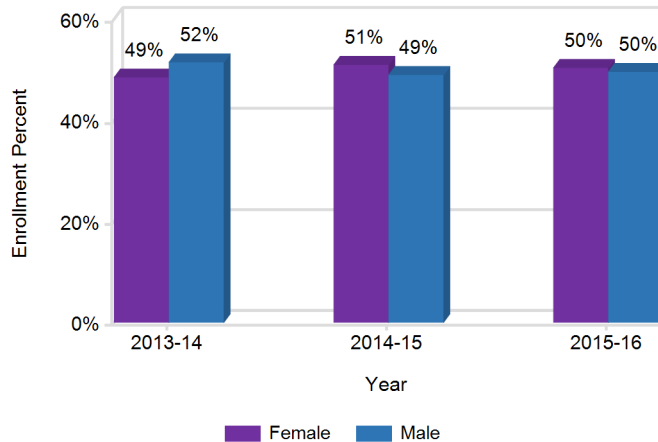
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	90	106	113
Grade 01	114	96	139
Grade 02	104	113	120
Grade 03	109	101	126
Grade 04	92	98	105
Grade 05	95	78	91
UG	13	8	13
Total	618	600	707

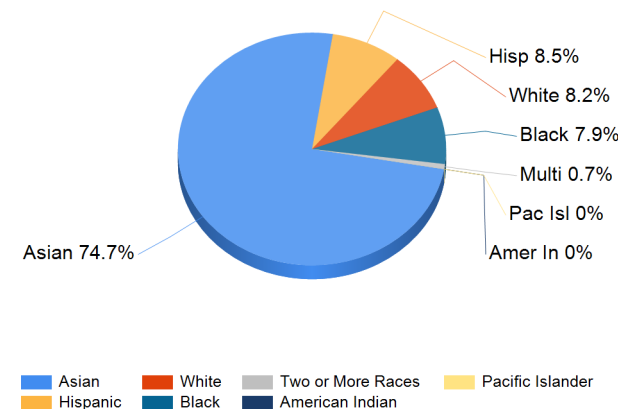
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



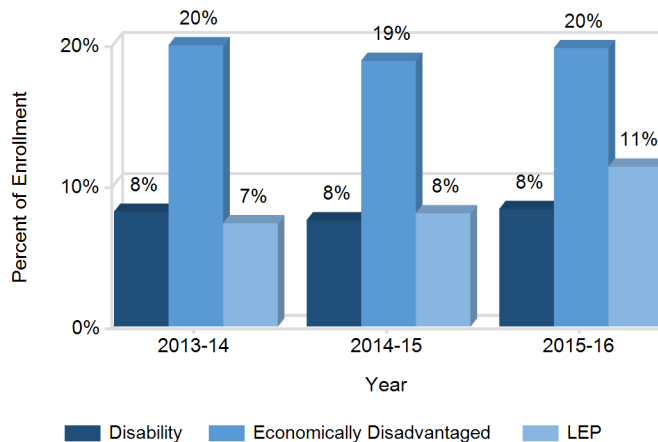
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	29.7%
Telugu	14.9%
Hindi	14.7%
Tamil	10.5%
Spanish	5.1%
Other	24.9%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	72%	50	79
Mathematics Met or Exceeded Expectations	76%	57	90

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	265	72%	79	99%	✓	269	76%	90	99%	✓
White	S	S	S	S		S	S	S	S	
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	190	83%	59	100%	✓	194	90%	70	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	33	27%	68	95%	✓	33	33%	79	95%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	66	44%	59	100%	✓	66	44%	77	100%	✓



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	121	763	764	746	8%	10%	21%	45%	17%	61%	48%
White	16	733	745	756	19%	25%	25%	25%	6%	31%	58%
African American	S	S	732	727	S	S	S	S	S	S	30%
Hispanic	S	S	738	730	S	S	S	S	S	S	31%
Asian	83	775	775	772	4%	4%	21%	51%	22%	72%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	775	753	S	S	S	S	S	S	55%
Students with Disability	S	S	718	718	S	S	S	S	S	S	22%
English Language Learners	S	S	721	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	33	731	733	727	24%	24%	21%	30%	N	30%	28%
PARCC MATH											
Schoolwide	127	768	769	749	4%	10%	12%	45%	29%	74%	52%
White	18	741	747	757	6%	22%	22%	39%	11%	50%	63%
African American	11	729	732	730	18%	18%	36%	18%	9%	27%	31%
Hispanic	S	S	S	736	S	S	S	S	S	S	35%
Asian	86	781	781	777	2%	4%	6%	50%	38%	88%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	779	754	S	S	S	S	S	S	57%
Students with Disability	11	727	729	727	N	46%	36%	18%	N	18%	28%
English Language Learners	S	S	732	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	35	737	737	732	11%	26%	23%	29%	11%	40%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	101	771	771	750	4%	6%	14%	45%	32%	76%	54%
White	S	S	755	759	S	S	S	S	S	S	64%
African American	S	S	739	733	S	S	S	S	S	S	33%
Hispanic	13	750	749	737	15%	N	39%	31%	15%	46%	37%
Asian	71	781	781	773	3%	N	9%	49%	39%	89%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	12	743	717	723	8%	17%	33%	33%	8%	42%	22%
English Language Learners	S	S	704	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	27	751	744	734	7%	11%	30%	33%	19%	52%	33%
PARCC MATH											
Schoolwide	105	772	769	745	1%	7%	16%	53%	23%	76%	47%
White	S	S	750	752	S	S	S	S	S	S	57%
African American	S	S	733	727	S	S	S	S	S	S	24%
Hispanic	13	748	743	733	N	31%	23%	39%	8%	46%	30%
Asian	75	782	780	771	1%	N	8%	60%	31%	91%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	12	748	729	724	N	8%	42%	50%	N	50%	22%
English Language Learners	S	S	721	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	27	755	742	730	N	19%	26%	44%	11%	56%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	88	775	769	751	2%	9%	11%	50%	27%	77%	53%
White	S	S	756	758	S	S	S	S	S	S	64%
African American	13	747	742	733	8%	23%	23%	39%	8%	46%	32%
Hispanic	S	S	740	738	S	S	S	S	S	S	37%
Asian	61	788	780	773	N	5%	2%	57%	36%	93%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	726	723	S	S	S	S	S	S	20%
English Language Learners	S	S	719	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	21	745	741	735	10%	19%	33%	29%	10%	38%	33%
PARCC MATH											
Schoolwide	93	772	768	747	3%	13%	11%	37%	37%	73%	47%
White	S	S	748	753	S	S	S	S	S	S	57%
African American	13	732	731	728	15%	46%	15%	15%	8%	23%	24%
Hispanic	S	S	731	735	S	S	S	S	S	S	31%
Asian	66	787	784	774	N	5%	6%	42%	47%	89%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	729	725	S	S	S	S	S	S	19%
English Language Learners	S	S	731	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	21	733	734	732	5%	48%	24%	14%	10%	24%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



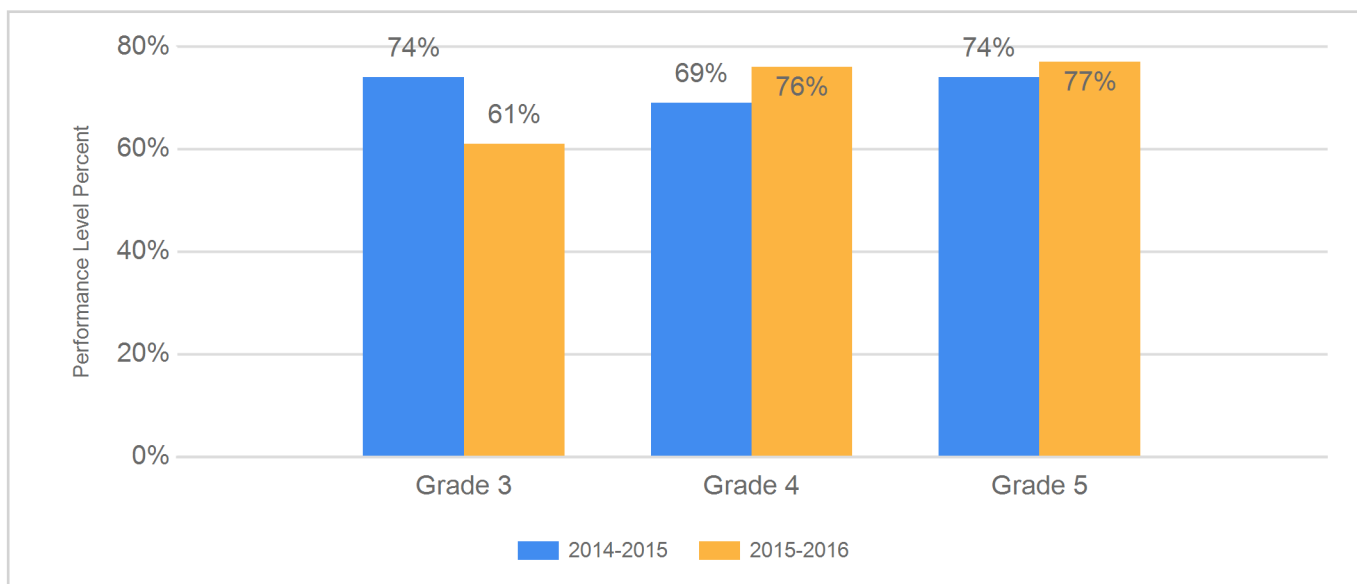
State of New Jersey
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Grade Span KH-05

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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



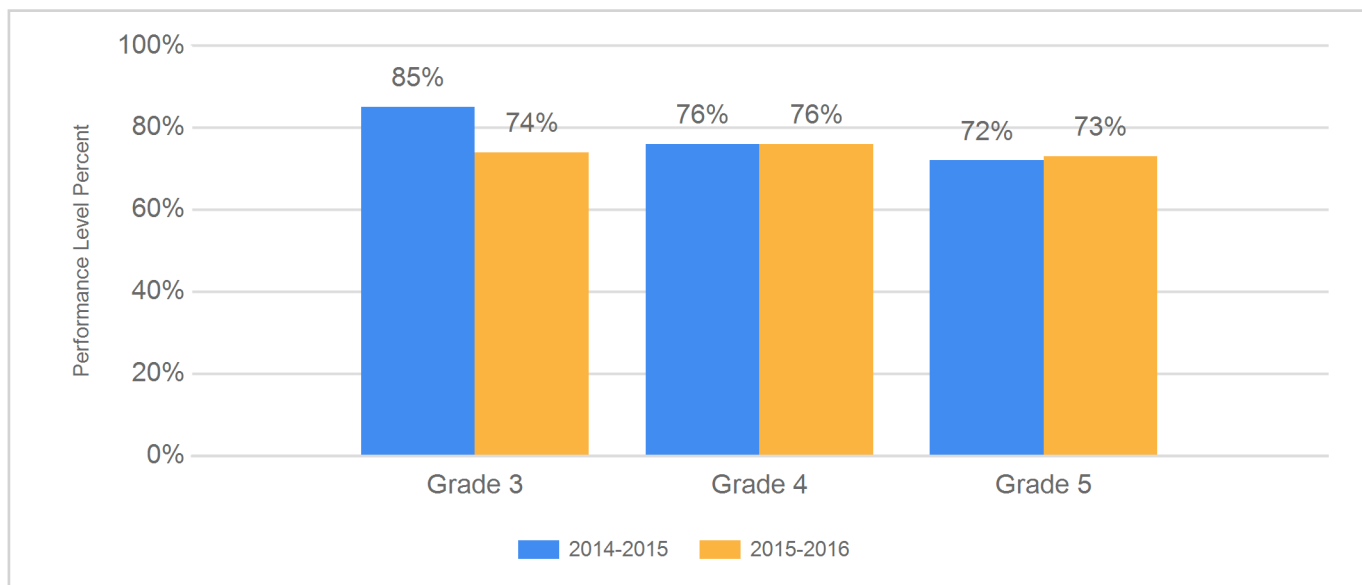
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2015-2016

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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

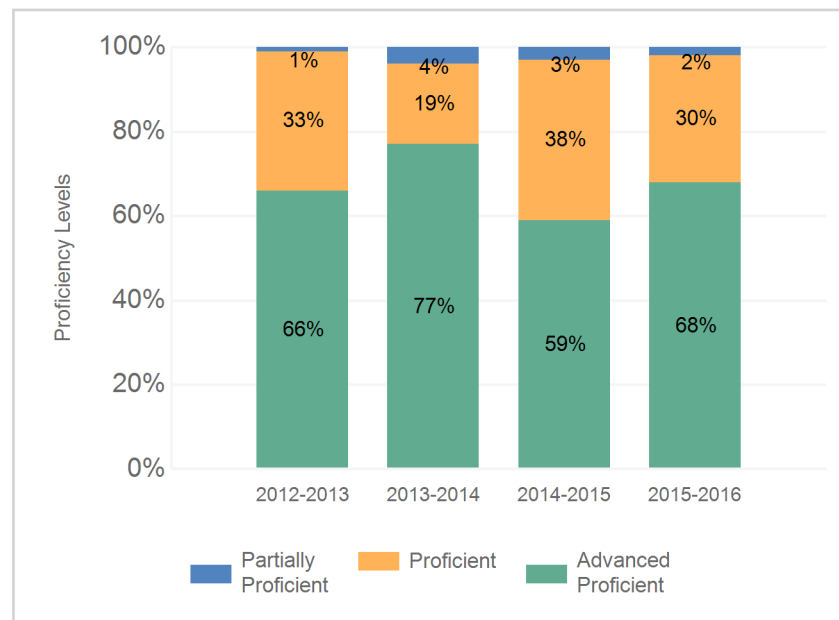
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	68%	30%	2%
White	S	S	S
African American	S	S	S
Hispanic	31%	62%	8%
American Indian	N	N	N
Asian	76%	23%	1%
Two or More Races	N	N	N
Students with Disability	57%	43%	N
English Language Learners	S	S	S
Economically Disadvantaged Students	39%	58%	4%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	73	65	50
Student Growth on Math	66	53	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	3%	3%
Partially Met (L2)	4%	3%	0%
Approached (L3)	3%	4%	9%
Met (L4)	6%	11%	33%
Exceeded (L5)	1%	4%	15%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	0%	1%
Partially Met (L2)	3%	3%	3%
Approached (L3)	4%	2%	4%
Met (L4)	10%	12%	27%
Exceeded (L5)	7%	8%	13%



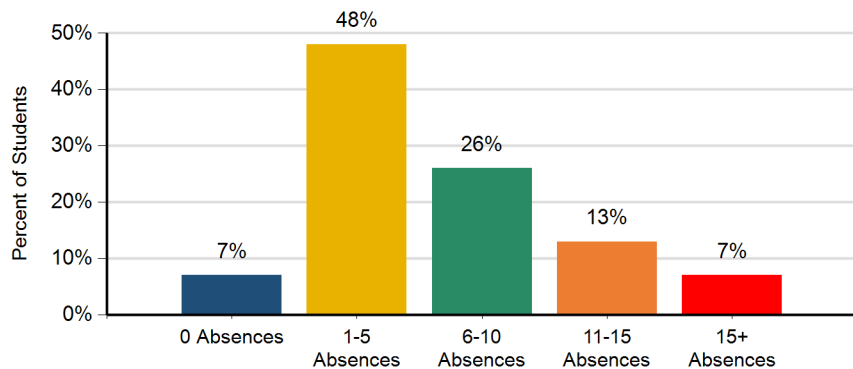
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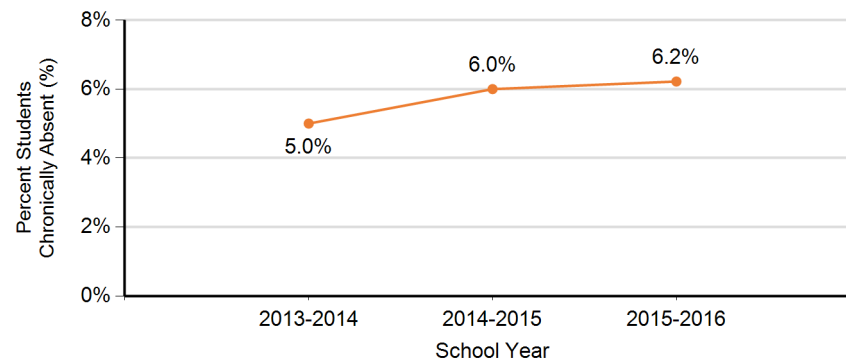
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 35 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 45 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	13:1
Administrator	707:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.4%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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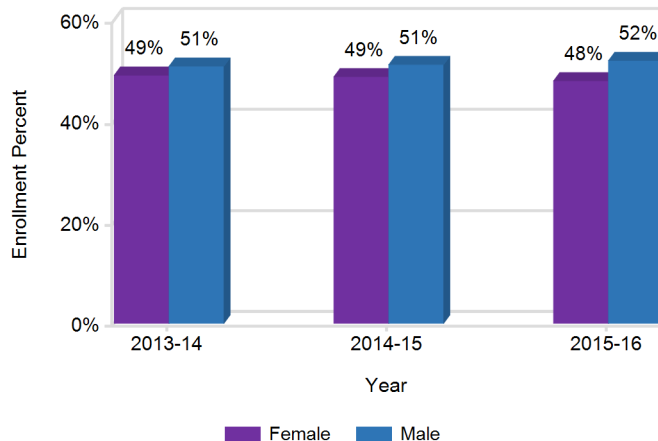
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	526	584	546
Grade 10	520	538	609
Grade 11	512	526	551
Grade 12	543	505	516
UG	20	15	24
Total	2120	2168	2246

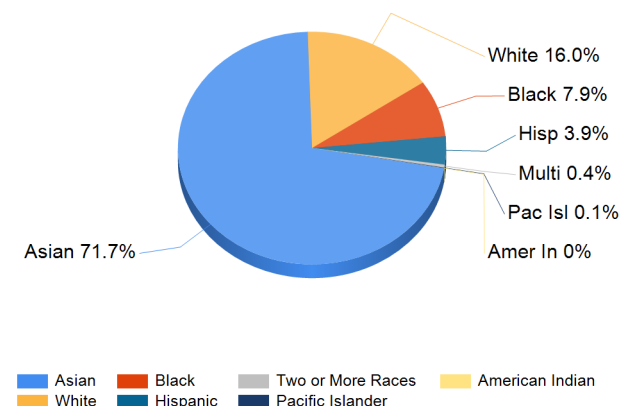
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



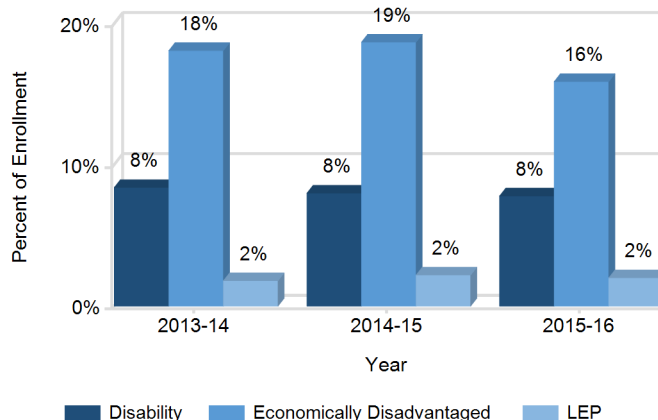
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	28.9%
Gujarati	15.0%
Chinese	11.8%
Hindi	10.6%
Telugu	6.5%
Other	26.6%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	80%	S	97
Mathematics Met or Exceeded Expectations	65%	S	97

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. √*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	942	80%	97	87%	X	978	65%	97	96%	√
White	134	66%	80	79%	X	142	39%	73	86%	X
African American	67	39%	67	80%	X	71	10%	52	87%	X
Hispanic	35	43%	61	91%	X	36	22%	65	96%	√
American Indian	S	S	S	S		S	S	S	S	
Asian	703	89%	82	89%	X	726	77%	82	99%	√
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	80	24%	91	89%	X	75	12%	87	92%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	120	50%	82	88%	X	125	22%	77	94%	X



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PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	539	787	774	746	3%	7%	7%	31%	53%	84%	49%
White	65	771	760	754	8%	9%	11%	40%	32%	72%	58%
African American	32	737	738	729	6%	34%	19%	38%	3%	41%	30%
Hispanic	S	S	739	730	S	S	S	S	S	S	34%
Asian	414	797	791	774	1%	3%	4%	28%	63%	92%	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	S	S	770	748	S	S	S	S	S	S	53%
Students with Disability	36	722	718	713	25%	36%	11%	25%	3%	28%	12%
English Language Learners	S	S	710	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	66	746	740	729	9%	24%	14%	42%	11%	53%	31%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	463	778	760	740	9%	6%	12%	32%	41%	73%	44%
White	76	767	746	747	8%	12%	18%	29%	33%	62%	50%
African American	46	725	718	722	41%	9%	15%	30%	4%	35%	28%
Hispanic	S	S	728	726	S	S	S	S	S	S	33%
Asian	324	790	778	767	4%	4%	10%	33%	49%	82%	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	S	S	S	741	S	S	S	S	S	S	45%
Students with Disability	38	710	707	702	42%	26%	13%	18%	N	18%	11%
English Language Learners	S	S	696	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	74	735	728	723	28%	14%	15%	37%	7%	43%	30%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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**PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	121	745	735	736	12%	18%	24%	32%	13%	46%	40%
White	15	756	730	739	7%	13%	27%	27%	27%	53%	42%
African American	19	730	727	728	37%	21%	5%	26%	11%	37%	30%
Hispanic	S	S	722	732	S	S	S	S	S	S	37%
Asian	77	749	745	753	8%	17%	29%	35%	12%	47%	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	S	S	746	736	S	S	S	S	S	S	39%
Students with Disability	24	735	717	710	17%	21%	29%	25%	8%	33%	13%
English Language Learners	S	S	704	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	38	726	723	730	29%	18%	24%	26%	3%	29%	33%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.



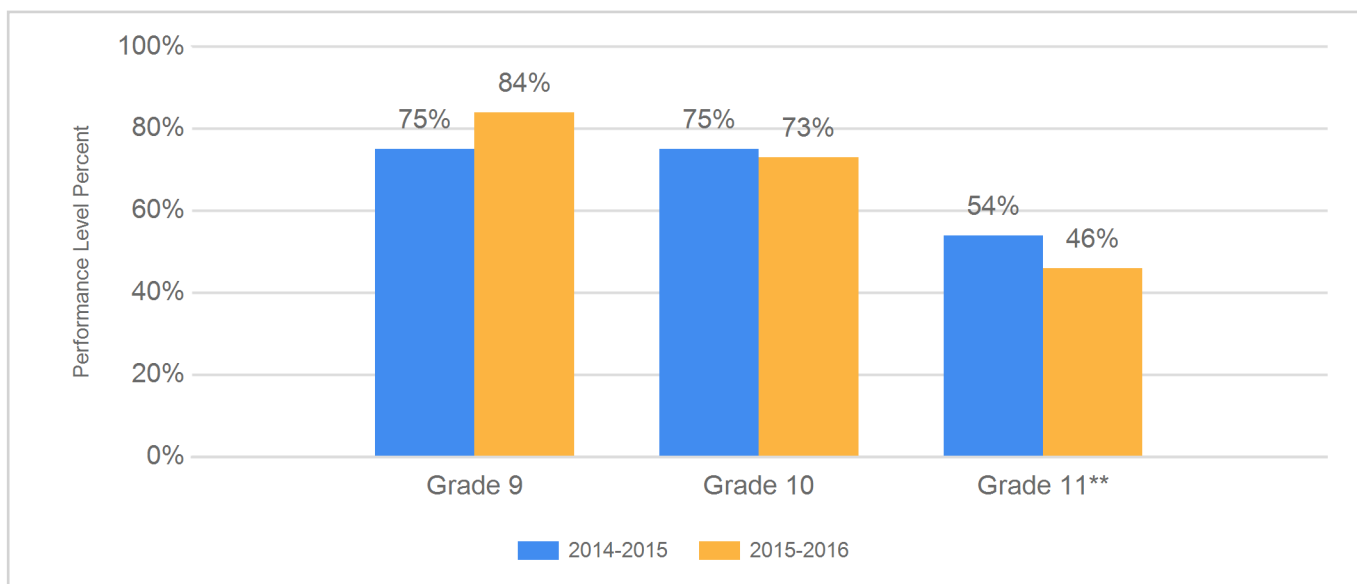
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.



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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	208	732	729	727	14%	20%	38%	27%	N	27%	41%
White	S	S	724	734	S	S	S	S	S	S	51%
African American	36	718	718	717	19%	36%	31%	14%	N	14%	20%
Hispanic	26	723	726	720	27%	12%	42%	19%	N	19%	25%
Asian	111	741	739	746	7%	16%	37%	40%	N	40%	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	S	S	706	727	S	S	S	S	S	S	47%
Students with Disability	33	711	711	708	39%	27%	21%	12%	N	12%	10%
English Language Learners	S	S	717	707	S	S	S	S	S	S	9%
Economically Disadvantaged Students	66	725	722	719	17%	23%	49%	12%	N	12%	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	451	754	743	730	2%	17%	22%	47%	14%	60%	27%
White	70	743	732	736	3%	27%	29%	34%	7%	41%	34%
African American	S	S	721	717	S	S	S	S	S	S	9%
Hispanic	15	728	720	720	N	53%	33%	13%	N	13%	13%
Asian	328	762	755	750	0%	7%	20%	56%	17%	73%	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	S	S	690	730	S	S	S	S	S	S	29%
Students with Disability	S	S	712	709	S	S	S	S	S	S	5%
English Language Learners	S	S	714	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	65	731	725	719	5%	43%	31%	17%	5%	22%	12%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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Grade Span 09-12

23-1290-053

MIDDLESEX

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PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	552	770	753	722	6%	7%	15%	52%	20%	72%	27%
White	68	749	732	728	6%	10%	32%	52%	N	52%	31%
African American	29	710	707	700	45%	28%	14%	14%	N	14%	8%
Hispanic	S	S	713	707	S	S	S	S	S	S	12%
Asian	437	779	771	754	2%	5%	13%	55%	25%	80%	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	S	S	S	727	S	S	S	S	S	S	34%
Students with Disability	20	721	704	690	30%	30%	15%	25%	N	25%	5%
English Language Learners	S	S	714	692	S	S	S	S	S	S	7%
Economically Disadvantaged Students	66	730	722	705	26%	18%	27%	26%	3%	29%	11%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



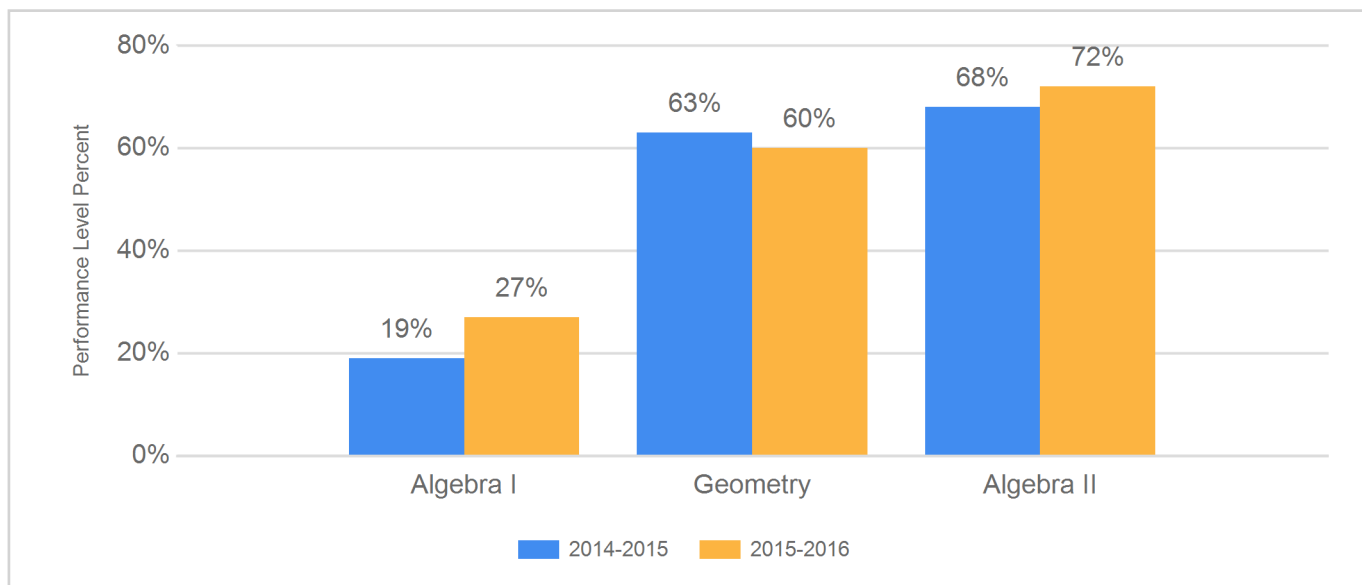
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

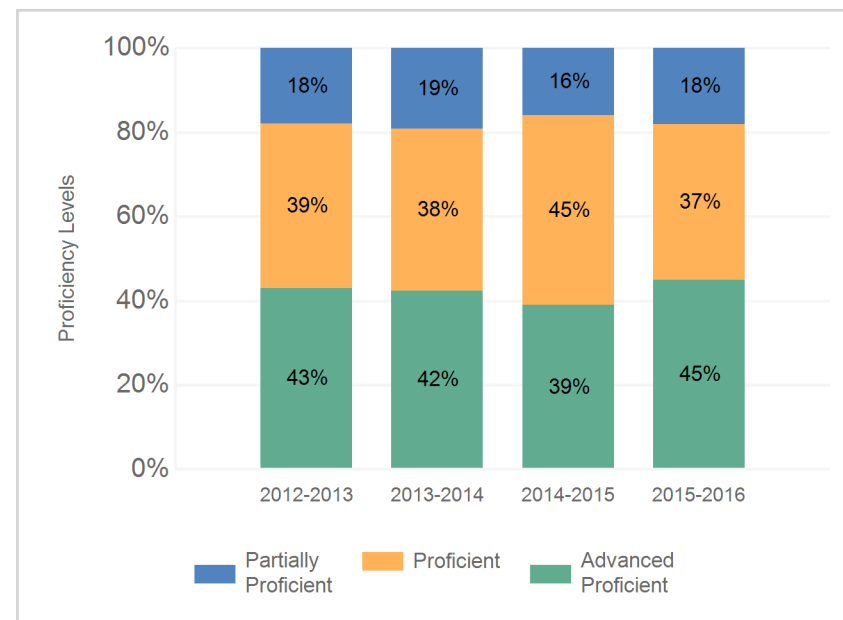
Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	45%	37%	18%
White	26%	52%	23%
African American	9%	42%	49%
Hispanic	12%	29%	59%
American Indian	N	N	N
Asian	56%	33%	11%
Two or More Races	S	S	S
Students with Disability	2%	31%	67%
English Language Learners	N	18%	82%
Economically Disadvantaged Students	13%	42%	46%

Proficiency Trends - Biology

This graph displays the percentage of students by proficiency category for the past three school years.





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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	97.7%	95.5%
Percent of Students Participating in SAT	69.2%	58.0%
Percent of Students Participating in ACT	20.9%	27.6%

PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	88%	71%
Math	530	83%	53%
ACT	-	-	-
Reading	22	81%	58%
English	18	90%	74%
Math	22	89%	61%
Science	23	69%	49%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	1141	950
SAT	-	-
Reading and Writing	627	537
Math	646	538
ACT	-	-
Reading	27	23
English	27	22
Math	29	23
Science	25	22

PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	1310	1150	985
SAT	-	-	-
Reading and Writing	710	650	540
Math	750	660	560
ACT	-	-	-
Reading	32	28	24
English	33	29	23
Math	33	29	26
Science	29	25	22

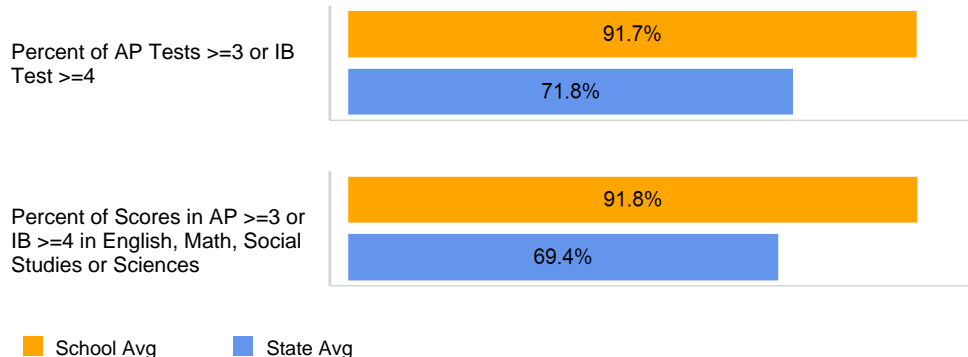


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AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP ≥ 3 or IB ≥ 4 for students enrolled in the school and across the state.



Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	70.6%	39.1%
One of More Test	68.0%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	65.0%	26.6%
Participating in Dual Enrollment	0.0%	15.4%

AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	104	67
AP Calculus AB	96	43
AP Calculus BC	57	108
AP Chemistry	46	45
AP Chinese Language and Culture	5	17
AP Computer Science A	39	38
AP English Language and Composition	236	238
AP English Literature and Composition	186	89
AP Environmental Science	0	4
AP European History	30	14
AP French Language	22	8
AP Macroeconomics	0	38
AP Microeconomics	0	32
AP Physics 1	0	67
AP Physics 2	0	6
AP Physics B	30	0
AP Physics C: Electricity and Magnetism	0	7
AP Physics C: Mechanics	0	26
AP Psychology	0	64
AP Spanish Language	49	31
AP Statistics	54	45
AP Studio Art—Three-Dimensional	10	1
AP Studio Art—Two-Dimensional	0	3
AP U.S. Government and Politics	159	72
AP U.S. History	229	234



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AP/IB Course	Students Enrolled	Students Tested
AP World History	227	158
Student AP Tests ≥ 3 and IB Tests ≥ 4		666



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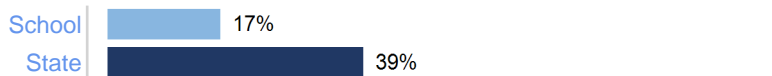
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

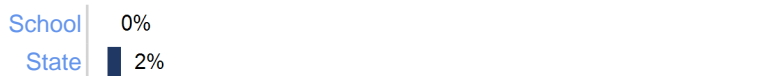
MUSIC



DRAMA



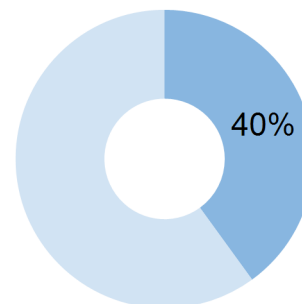
DANCE



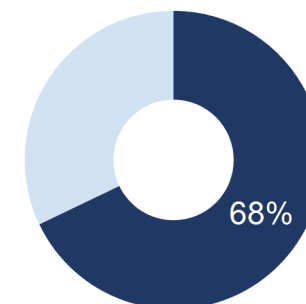
VISUAL ARTS



Any Visual and Performing Arts



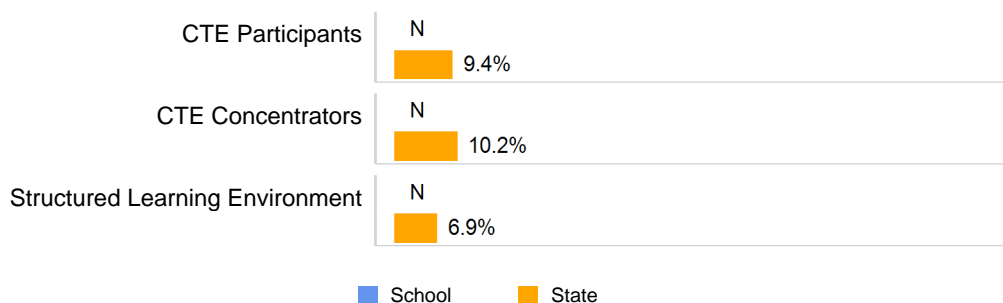
School



State

Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



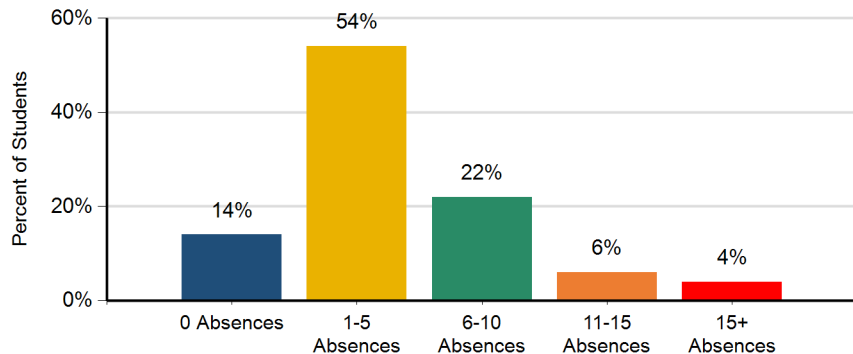
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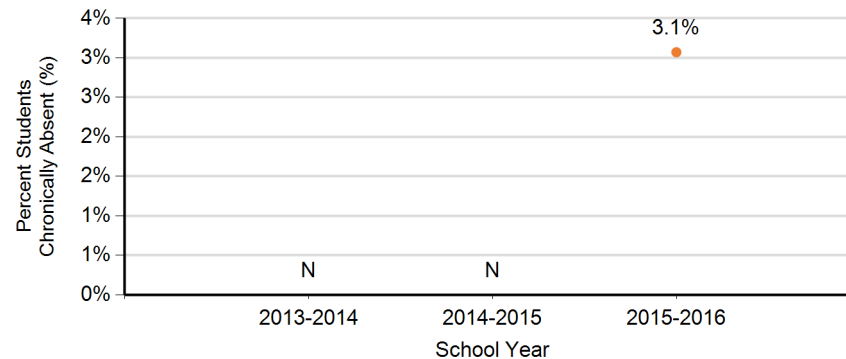
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



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Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	97.7%	90	81%
White	95.9%	57	
African American	97.3%	71	
Hispanic	S	S	
American Indian	N	N	
Asian	98.6%	35	
Native Hawaiian	S	S	
Two or More Races	S	S	
Students with Disability	88.6%	69	
English Language Learners	S	S	
Economically Disadvantaged Students	93.4%	76	

Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	N	1.2%
White	N	0.6%
African American	N	2.6%
Hispanic	N	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	N	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	N	1.7%



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Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	97%	98%
2014	98%	98%
2015	97%	98%
2016	98%	

Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	86.6%	16.4%	83.6%
White	89.4%	22.4%	77.6%
African American	67.4%	48.3%	51.7%
Hispanic	S	S	S
American Indian	0.0%	0.0%	0.0%
Asian	89.3%	11.0%	89.0%
Native Hawaiian	S	S	S
Two or More Races	0.0%	0.0%	0.0%
Students with Disability	56.4%	59.1%	40.9%
English Language Learners	S	S	S
Economically Disadvantaged Students	79.2%	45.6%	54.4%



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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 50 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 35 Mins.
Shared Time	3 Hrs. 30 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	14:1
Administrator	281:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	3.3%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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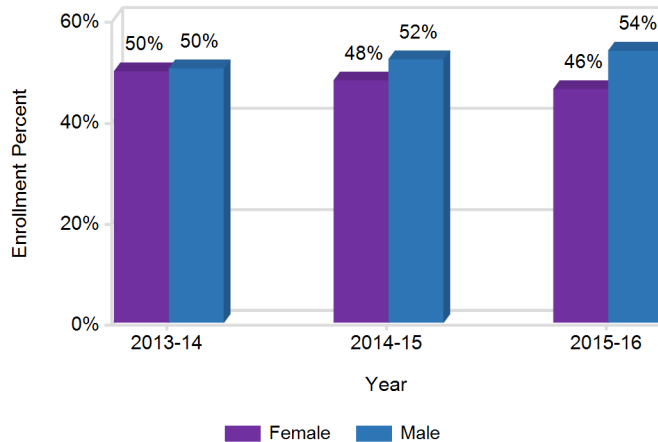
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	95	94	116
Grade 01	131	117	139
Grade 02	123	134	123
Grade 03	117	128	127
Grade 04	122	108	125
Grade 05	125	121	111
UG	4	0	1
Total	717	702	742

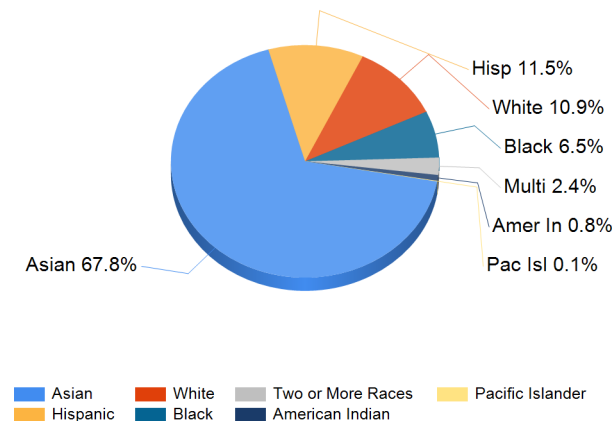
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



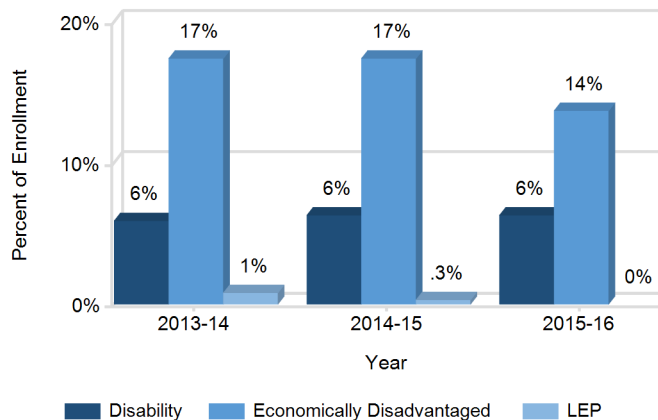
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	41.6%
Telugu	9.7%
Hindi	9.2%
Tamil	7.0%
Gujarati	6.7%
Other	25.5%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	74%	57	81
Mathematics Met or Exceeded Expectations	72%	50	85

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. √*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	315	74%	81	94%	√	315	72%	85	94%	√
White	38	47%	25	93%	√	38	32%	15	93%	√
African American	S	S	S	S		S	S	S	S	
Hispanic	40	48%	59	91%	X	40	53%	80	91%	X
American Indian	S	S	S	S		S	S	S	S	
Asian	202	85%	57	96%	√	202	86%	60	96%	√
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	45	56%	83	93%	√	45	47%	82	93%	√



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	124	770	764	746	7%	5%	17%	56%	16%	72%	48%
White	12	744	745	756	17%	17%	25%	33%	8%	42%	58%
African American	S	S	732	727	S	S	S	S	S	S	30%
Hispanic	17	751	738	730	6%	12%	41%	35%	6%	41%	31%
Asian	84	779	775	772	5%	2%	10%	62%	21%	83%	74%
American Indian	S	S	772	746	S	S	S	S	S	S	47%
Two or More Races	S	S	775	753	S	S	S	S	S	S	55%
Students with Disability	S	S	718	718	S	S	S	S	S	S	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	16	746	733	727	13%	13%	44%	19%	13%	31%	28%
PARCC MATH											
Schoolwide	124	773	769	749	2%	7%	15%	40%	36%	76%	52%
White	12	739	747	757	8%	25%	17%	42%	8%	50%	63%
African American	S	S	732	730	S	S	S	S	S	S	31%
Hispanic	17	750	741	736	6%	12%	29%	47%	6%	53%	35%
Asian	84	784	781	777	N	4%	11%	38%	48%	86%	82%
American Indian	S	S	775	746	S	S	S	S	S	S	48%
Two or More Races	S	S	779	754	S	S	S	S	S	S	57%
Students with Disability	S	S	729	727	S	S	S	S	S	S	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	16	745	737	732	6%	31%	25%	25%	13%	38%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	123	776	771	750	1%	4%	17%	48%	30%	78%	54%
White	16	752	755	759	N	13%	25%	63%	N	63%	64%
African American	12	749	739	733	8%	17%	25%	42%	8%	50%	33%
Hispanic	S	S	749	737	S	S	S	S	S	S	37%
Asian	77	786	781	773	N	1%	12%	47%	40%	87%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	773	756	S	S	S	S	S	S	62%
Students with Disability	12	736	717	723	8%	25%	42%	25%	N	25%	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	19	762	744	734	N	5%	32%	58%	5%	63%	33%
PARCC MATH											
Schoolwide	123	766	769	745	N	10%	18%	52%	20%	72%	47%
White	16	743	750	752	N	25%	31%	38%	6%	44%	57%
African American	12	744	733	727	N	33%	17%	42%	8%	50%	24%
Hispanic	S	S	743	733	S	S	S	S	S	S	30%
Asian	77	777	780	771	N	3%	16%	52%	30%	82%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	760	750	S	S	S	S	S	S	54%
Students with Disability	12	746	729	724	N	25%	33%	42%	N	42%	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	19	750	742	730	N	21%	21%	47%	11%	58%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KH-05

23-1290-100
MIDDLESEX
EDISON TWP
Lincoln Elementary School
53 BROOKVILLE ROAD
EDISON, NJ 08817

PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	107	763	769	751	N	8%	25%	55%	11%	66%	53%
White	14	744	756	758	N	29%	36%	36%	N	36%	64%
African American	S	S	742	733	S	S	S	S	S	S	32%
Hispanic	15	749	740	738	N	7%	53%	33%	7%	40%	37%
Asian	67	771	780	773	N	3%	19%	61%	16%	78%	80%
American Indian	S	S	765	750	S	S	S	S	S	S	53%
Two or More Races	S	S	753	759	S	S	S	S	S	S	63%
Students with Disability	15	739	726	723	N	13%	67%	20%	N	20%	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	17	756	741	735	N	12%	29%	53%	6%	59%	33%
PARCC MATH											
Schoolwide	107	762	768	747	4%	12%	22%	41%	21%	62%	47%
White	S	S	748	753	S	S	S	S	S	S	57%
African American	S	S	731	728	S	S	S	S	S	S	24%
Hispanic	15	745	731	735	7%	20%	33%	33%	7%	40%	31%
Asian	67	777	784	774	N	6%	10%	52%	31%	84%	80%
American Indian	S	S	775	747	S	S	S	S	S	S	49%
Two or More Races	S	S	739	754	S	S	S	S	S	S	56%
Students with Disability	15	737	729	725	N	33%	40%	27%	N	27%	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	17	739	734	732	6%	29%	29%	29%	6%	35%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



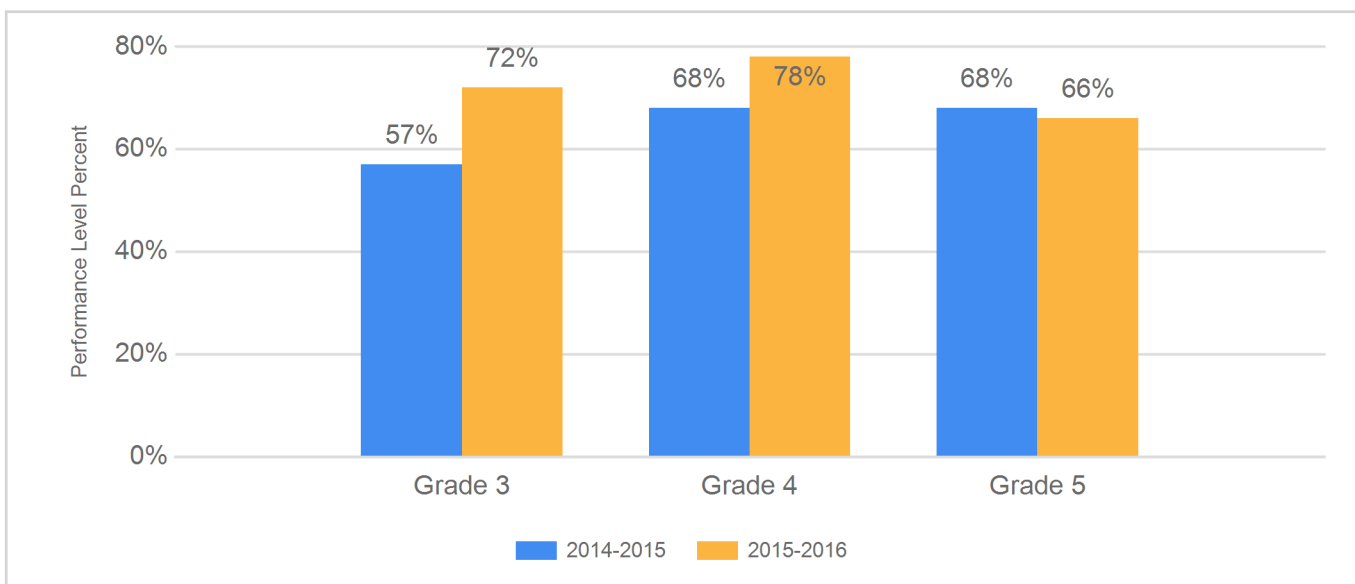
State of New Jersey
2015-2016

Grade Span KH-05

23-1290-100
MIDDLESEX
EDISON TWP
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53 BROOKVILLE ROAD
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



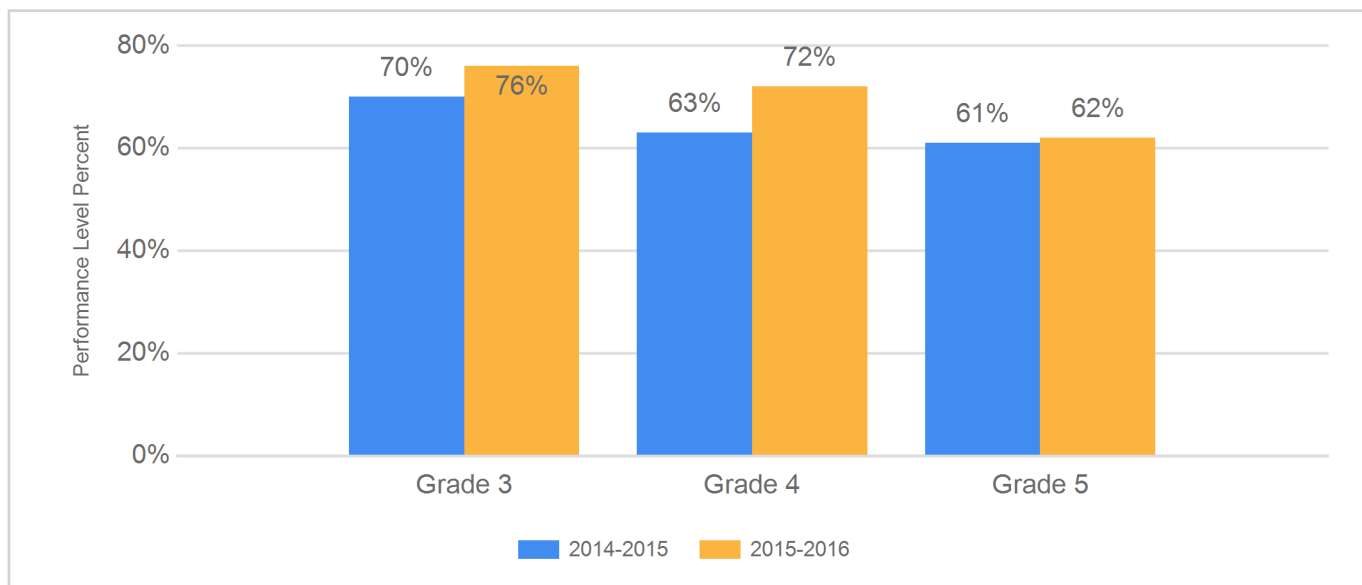
State of New Jersey
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

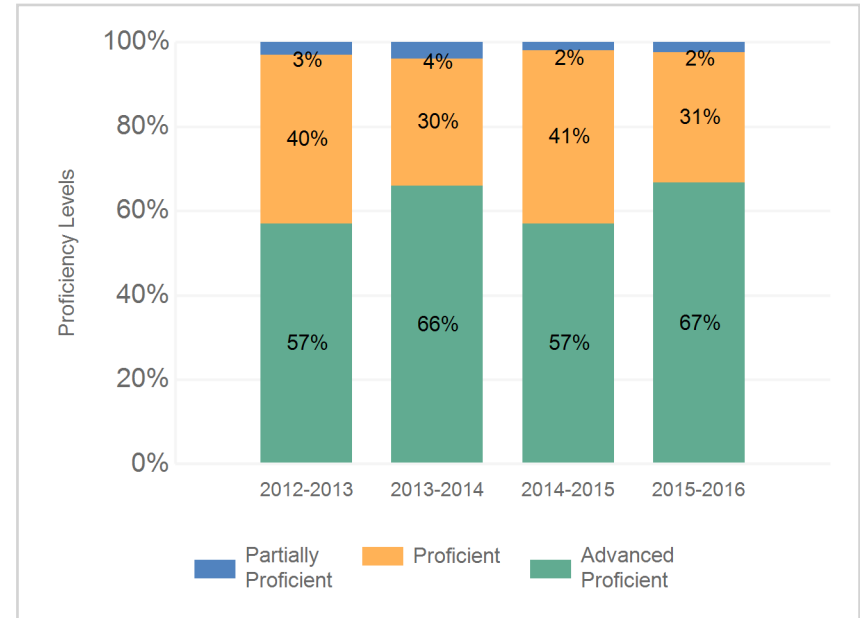
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	67%	31%	2%
White	50%	44%	6%
African American	42%	50%	8%
Hispanic	36%	64%	N
American Indian	N	N	N
Asian	79%	20%	1%
Two or More Races	S	S	S
Students with Disability	50%	42%	8%
English Language Learners	N	N	N
Economically Disadvantaged Students	44%	56%	N

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	73	65	50
Student Growth on Math	64	53	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	2%	2%
Partially Met (L2)	1%	1%	9%
Approached (L3)	6%	4%	17%
Met (L4)	6%	11%	27%
Exceeded (L5)	5%	2%	6%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	1%	1%
Partially Met (L2)	4%	4%	7%
Approached (L3)	5%	5%	8%
Met (L4)	10%	13%	24%
Exceeded (L5)	4%	7%	6%



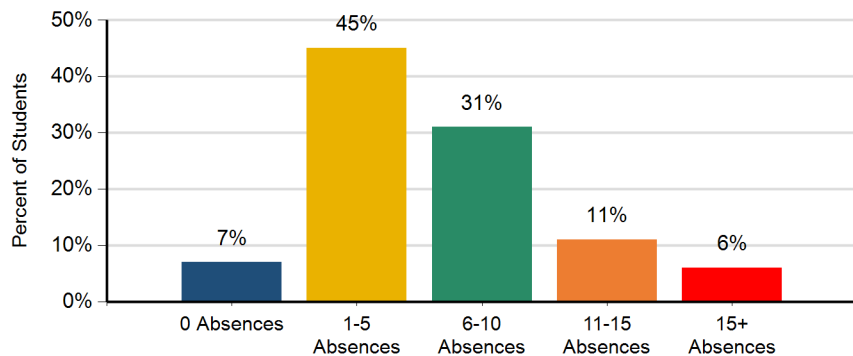
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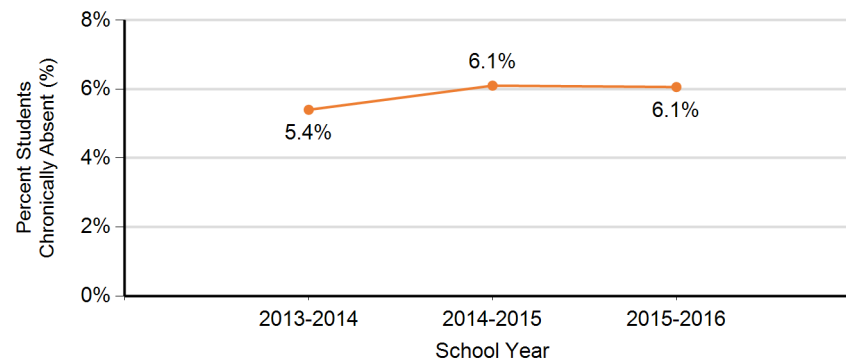
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 35 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 45 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	14:1
Administrator	742:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.3%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
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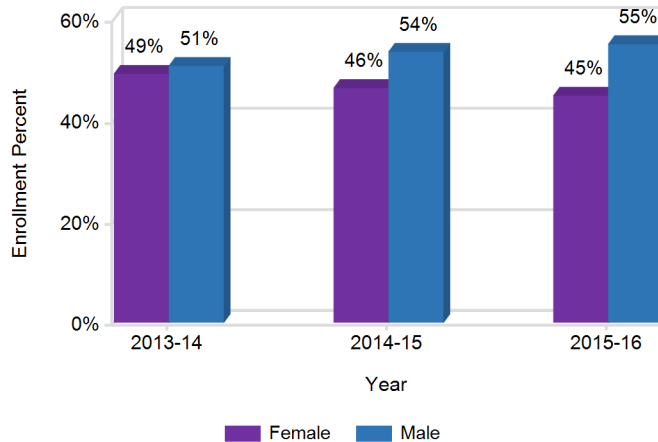
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	57	48	50
Grade 01	66	68	63
Grade 02	75	70	75
Grade 03	91	76	74
Grade 04	58	93	73
Grade 05	87	61	92
UG	13	11	16
Total	447	427	443

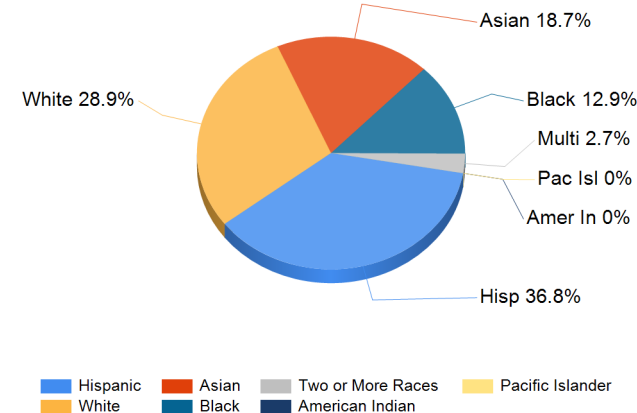
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



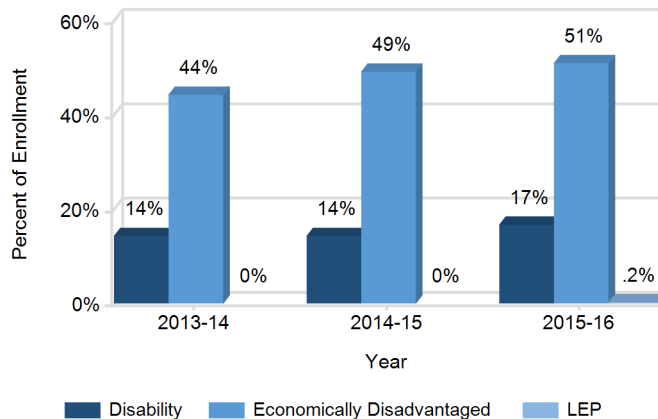
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	56.2%
Spanish	23.9%
Chinese	4.3%
Gujarati	2.9%
Arabic	1.1%
Other	11.4%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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EDISON TWP

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	48%	7	38
Mathematics Met or Exceeded Expectations	46%	21	45

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. √*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	204	48%	38	84%	X	204	46%	45	84%	X
White	62	52%	33	83%	X	62	47%	36	83%	X
African American	34	41%	52	90%	X	34	41%	69	90%	X
Hispanic	62	24%	17	76%	X	62	29%	35	76%	X
American Indian	S	S	S	S		S	S	S	S	
Asian	43	77%	43	98%	√	43	75%	44	98%	√
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	41	20%	53	77%	X	40	23%	60	75%	X
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	99	39%	53	81%	X	99	46%	82	81%	X



State of New Jersey
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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	70	738	764	746	16%	21%	13%	49%	1%	50%	48%
White	14	740	745	756	14%	14%	7%	64%	N	64%	58%
African American	12	741	732	727	17%	8%	25%	50%	N	50%	30%
Hispanic	29	722	738	730	21%	38%	17%	24%	N	24%	31%
Asian	15	763	775	772	7%	7%	N	80%	7%	87%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	21	709	718	718	43%	24%	14%	19%	N	19%	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	41	728	733	727	24%	27%	12%	37%	N	37%	28%
PARCC MATH											
Schoolwide	71	742	769	749	13%	18%	17%	48%	4%	52%	52%
White	15	743	747	757	13%	13%	20%	53%	N	53%	63%
African American	12	736	732	730	17%	17%	17%	50%	N	50%	31%
Hispanic	29	732	741	736	14%	31%	21%	31%	3%	35%	35%
Asian	15	764	781	777	7%	N	7%	73%	13%	87%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	21	725	729	727	29%	24%	19%	24%	5%	29%	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	41	734	737	732	20%	20%	17%	42%	2%	44%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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EDISON TWP

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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	67	745	771	750	10%	18%	28%	34%	9%	43%	54%
White	19	753	755	759	5%	16%	26%	47%	5%	53%	64%
African American	S	S	739	733	S	S	S	S	S	S	33%
Hispanic	23	737	749	737	9%	26%	39%	13%	13%	26%	37%
Asian	15	754	781	773	13%	7%	20%	47%	13%	60%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	773	756	S	S	S	S	S	S	62%
Students with Disability	S	S	717	723	S	S	S	S	S	S	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	28	743	744	734	11%	25%	25%	32%	7%	39%	33%
PARCC MATH											
Schoolwide	66	742	769	745	8%	24%	29%	33%	6%	39%	47%
White	18	747	750	752	6%	11%	28%	56%	N	56%	57%
African American	S	S	733	727	S	S	S	S	S	S	24%
Hispanic	23	734	743	733	13%	35%	30%	17%	4%	22%	30%
Asian	15	759	780	771	N	20%	13%	47%	20%	67%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	760	750	S	S	S	S	S	S	54%
Students with Disability	S	S	729	724	S	S	S	S	S	S	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	28	740	742	730	7%	36%	18%	32%	7%	39%	27%

Did Not Yet Meet Expectations

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Approached Expectations

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Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	76	748	769	751	4%	11%	38%	42%	5%	47%	53%
White	30	751	756	758	N	7%	47%	43%	3%	47%	64%
African American	15	746	742	733	7%	20%	33%	27%	13%	40%	32%
Hispanic	16	730	740	738	13%	13%	50%	25%	N	25%	37%
Asian	S	S	780	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	753	759	S	S	S	S	S	S	63%
Students with Disability	11	735	726	723	9%	18%	46%	27%	N	27%	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	36	741	741	735	6%	14%	44%	33%	3%	36%	33%
PARCC MATH											
Schoolwide	76	743	768	747	7%	25%	24%	38%	7%	45%	47%
White	30	742	748	753	10%	20%	30%	33%	7%	40%	57%
African American	15	747	731	728	7%	27%	13%	40%	13%	53%	24%
Hispanic	16	725	731	735	6%	50%	19%	25%	N	25%	31%
Asian	S	S	784	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	739	754	S	S	S	S	S	S	56%
Students with Disability	11	731	729	725	18%	36%	18%	27%	N	27%	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	36	739	734	732	6%	31%	17%	42%	6%	47%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



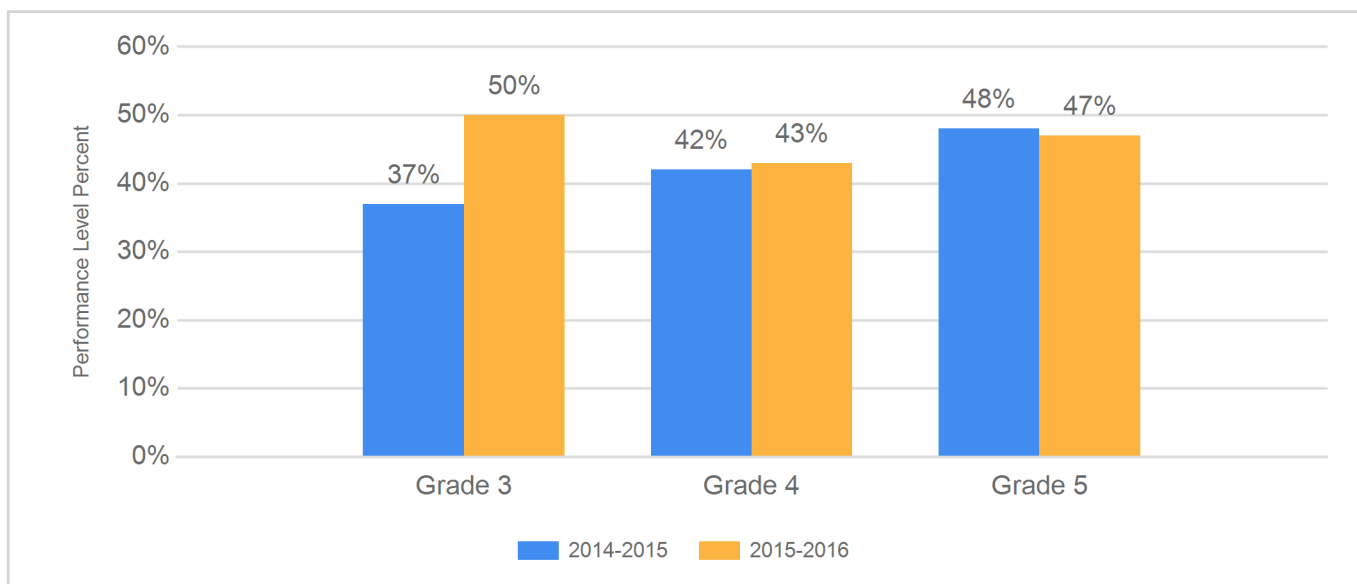
State of New Jersey
2015-2016

Grade Span KH-05

23-1290-103
MIDDLESEX
EDISON TWP
Lindeneau Elementary School
50 BLOSSOM STREET
EDISON, NJ 08817

PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



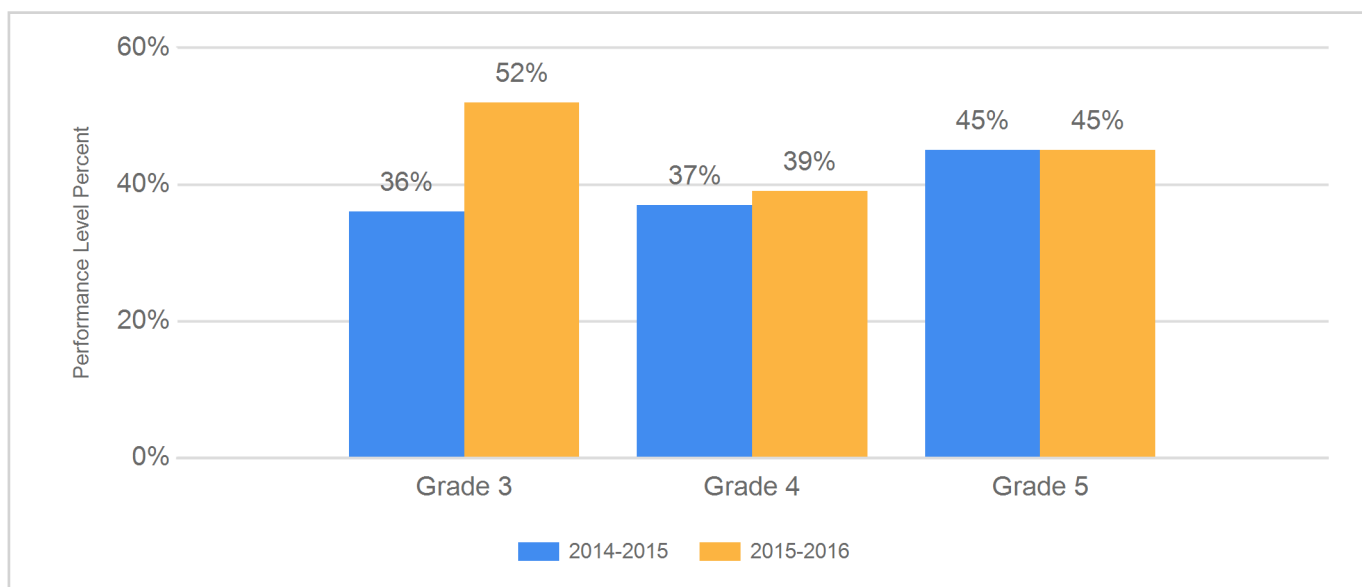
State of New Jersey
2015-2016

Grade Span KH-05

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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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State of New Jersey
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Grade Span KH-05

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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

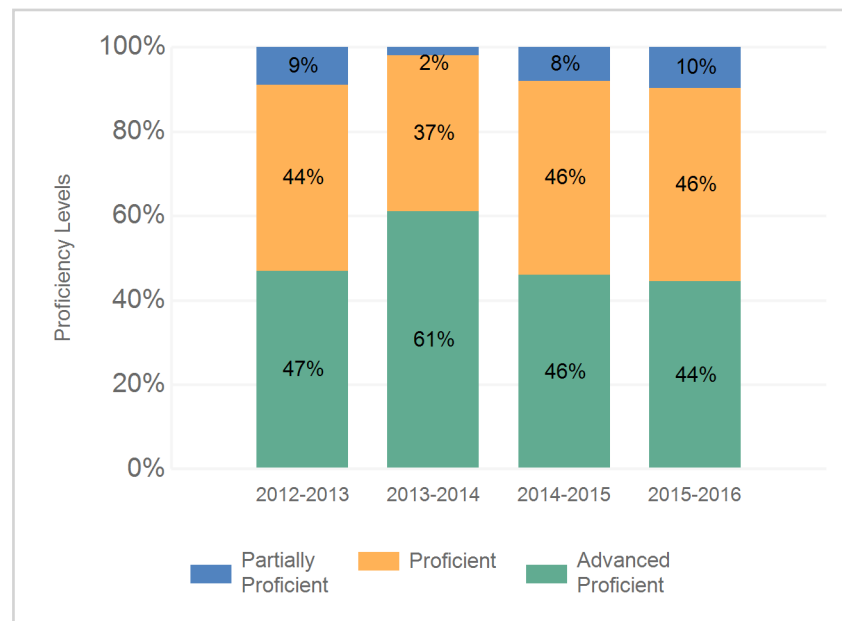
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	44%	46%	10%
White	57%	43%	N
African American	S	S	S
Hispanic	29%	54%	17%
American Indian	N	N	N
Asian	56%	38%	6%
Two or More Races	S	S	S
Students with Disability	8%	50%	42%
English Language Learners	N	N	N
Economically Disadvantaged Students	37%	53%	10%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	43	65	50
Student Growth on Math	44	53	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	4%	2%
Partially Met (L2)	6%	8%	6%
Approached (L3)	13%	8%	5%
Met (L4)	14%	16%	8%
Exceeded (L5)	5%	2%	1%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	0%	2%
Partially Met (L2)	10%	10%	5%
Approached (L3)	13%	9%	9%
Met (L4)	12%	9%	10%
Exceeded (L5)	2%	5%	2%



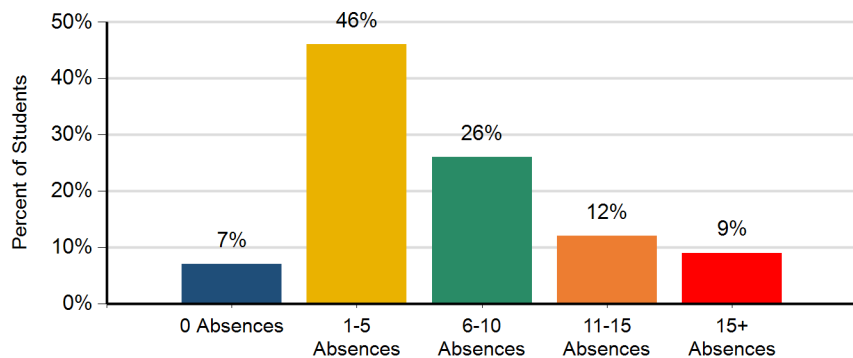
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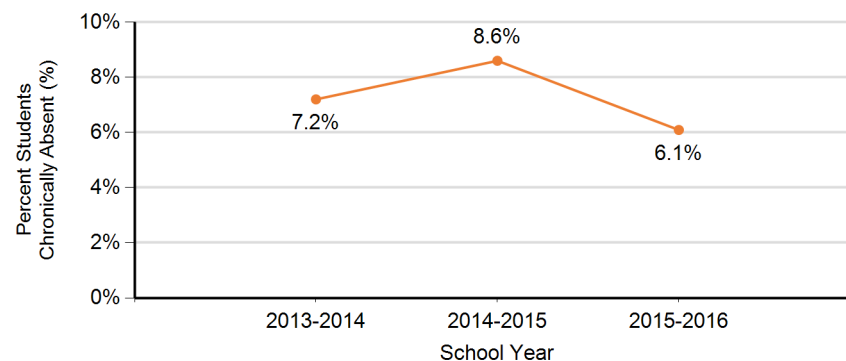
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 35 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 45 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	11:1
Administrator	443:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	1.4%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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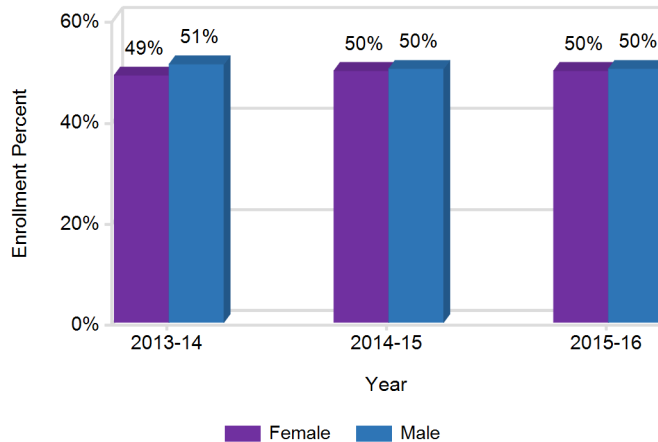
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	52	43	67
Grade 01	92	98	94
Grade 02	102	107	115
Grade 03	119	120	114
Grade 04	115	127	125
Grade 05	103	119	127
UG	22	16	24
Total	605	630	666

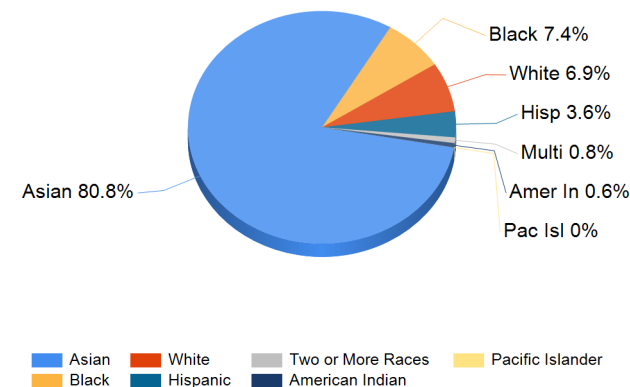
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



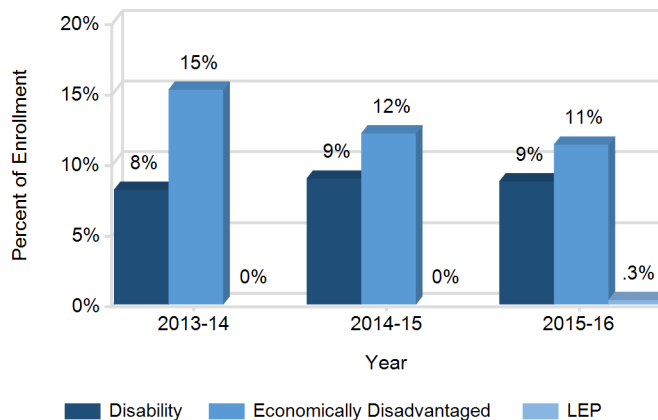
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	45.9%
Hindi	13.2%
Gujarati	7.4%
Telugu	7.1%
Tamil	5.9%
Other	21.3%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	75%	71	89
Mathematics Met or Exceeded Expectations	73%	64	91

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	341	75%	89	99%	✓	341	73%	91	99%	✓
White	S	S	S	S		S	S	S	S	
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	S	S	S	S		S	S	S	S	
Asian	268	86%	65	100%	✓	268	86%	67	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	45	18%	53	98%	✓	45	22%	59	98%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	45	25%	19	98%	✓	45	18%	18	98%	✓



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	118	774	764	746	6%	6%	9%	64%	15%	80%	48%
White	S	S	745	756	S	S	S	S	S	S	58%
African American	11	723	732	727	36%	27%	9%	18%	9%	27%	30%
Hispanic	S	S	738	730	S	S	S	S	S	S	31%
Asian	99	779	775	772	2%	4%	8%	70%	16%	86%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	12	712	718	718	42%	25%	N	33%	N	33%	22%
English Language Learners	S	S	721	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	13	720	733	727	39%	23%	8%	23%	8%	31%	28%
PARCC MATH											
Schoolwide	118	778	769	749	5%	3%	8%	46%	38%	84%	52%
White	S	S	747	757	S	S	S	S	S	S	63%
African American	11	730	732	730	18%	36%	18%	18%	9%	27%	31%
Hispanic	S	S	741	736	S	S	S	S	S	S	35%
Asian	99	784	781	777	3%	N	7%	48%	42%	90%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	12	720	729	727	42%	17%	N	42%	N	42%	28%
English Language Learners	S	S	732	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	13	728	737	732	23%	31%	8%	39%	N	39%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
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 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	129	772	771	750	5%	9%	9%	47%	31%	78%	54%
White	S	S	755	759	S	S	S	S	S	S	64%
African American	S	S	739	733	S	S	S	S	S	S	33%
Hispanic	S	S	749	737	S	S	S	S	S	S	37%
Asian	103	780	781	773	4%	2%	6%	51%	38%	88%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	717	723	S	S	S	S	S	S	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	S	S	744	734	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	129	768	769	745	6%	10%	11%	48%	25%	73%	47%
White	S	S	750	752	S	S	S	S	S	S	57%
African American	S	S	733	727	S	S	S	S	S	S	24%
Hispanic	S	S	743	733	S	S	S	S	S	S	30%
Asian	103	778	780	771	3%	3%	10%	56%	28%	85%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	729	724	S	S	S	S	S	S	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	742	730	S	S	S	S	S	S	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	134	769	769	751	8%	6%	12%	52%	23%	75%	53%
White	S	S	756	758	S	S	S	S	S	S	64%
African American	S	S	742	733	S	S	S	S	S	S	32%
Hispanic	S	S	740	738	S	S	S	S	S	S	37%
Asian	101	781	780	773	3%	1%	8%	57%	31%	88%	80%
American Indian	S	S	765	750	S	S	S	S	S	S	53%
Two or More Races	S	S	753	759	S	S	S	S	S	S	63%
Students with Disability	17	717	726	723	47%	18%	12%	24%	N	24%	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	25	730	741	735	24%	28%	20%	20%	8%	28%	33%
PARCC MATH											
Schoolwide	134	772	768	747	2%	18%	10%	31%	40%	70%	47%
White	S	S	748	753	S	S	S	S	S	S	57%
African American	S	S	731	728	S	S	S	S	S	S	24%
Hispanic	S	S	731	735	S	S	S	S	S	S	31%
Asian	101	788	784	774	2%	2%	7%	37%	53%	89%	80%
American Indian	S	S	775	747	S	S	S	S	S	S	49%
Two or More Races	S	S	739	754	S	S	S	S	S	S	56%
Students with Disability	17	725	729	725	18%	53%	6%	12%	12%	24%	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	25	725	734	732	8%	68%	12%	4%	8%	12%	28%

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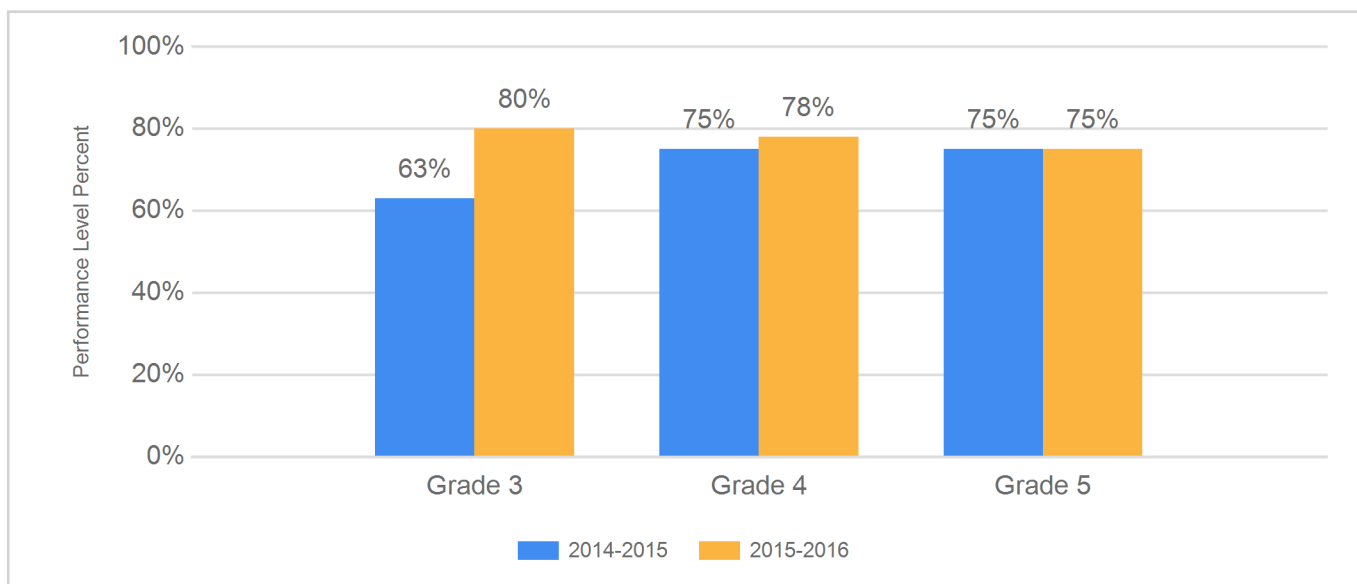
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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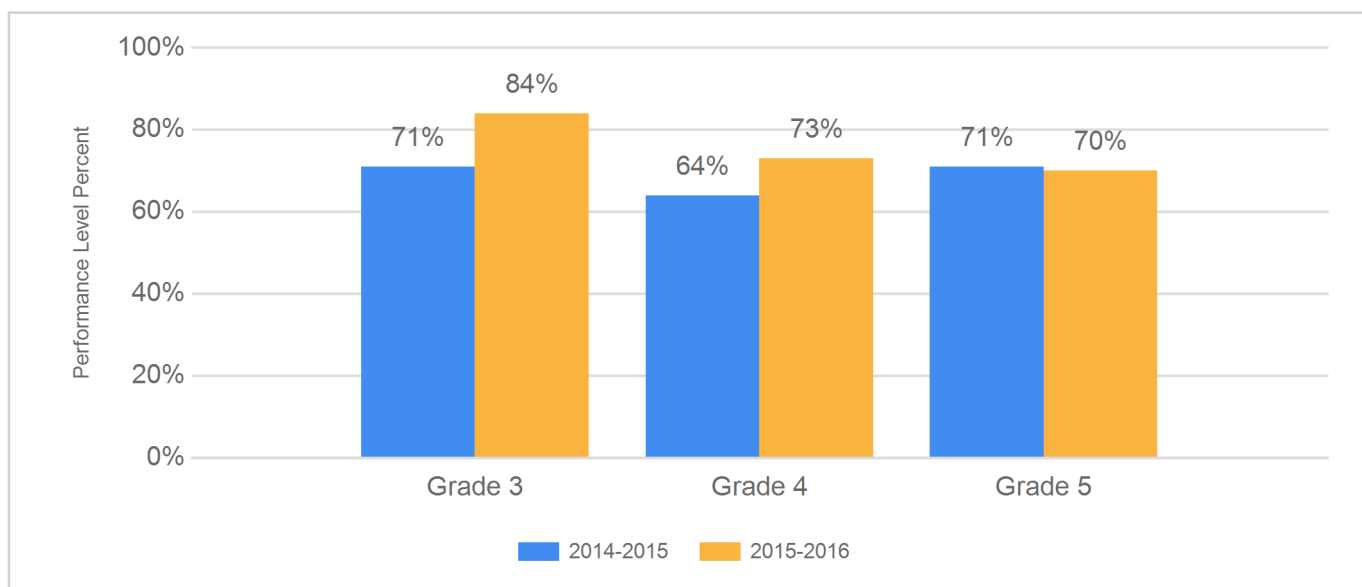
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

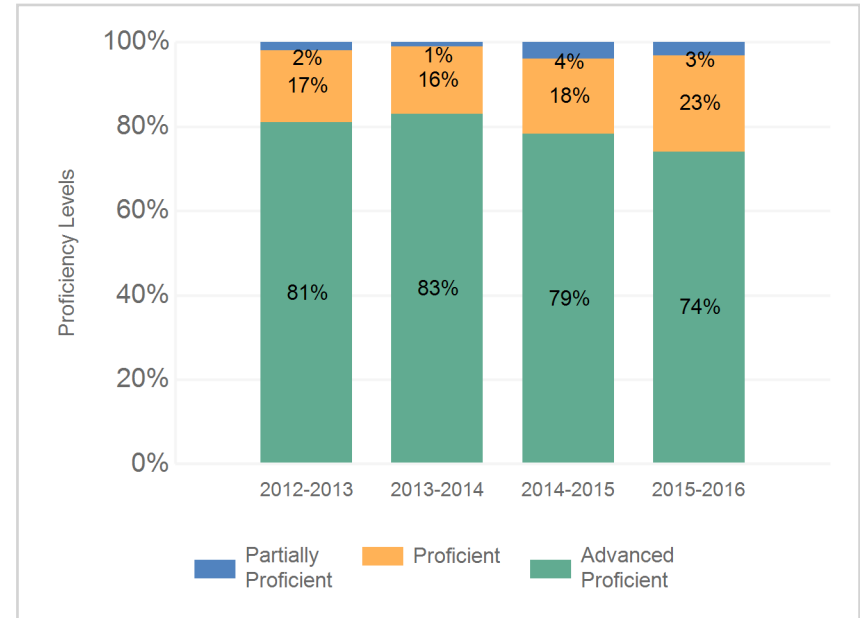
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	74%	23%	3%
White	S	S	S
African American	27%	46%	27%
Hispanic	S	S	S
American Indian	N	N	N
Asian	83%	16%	1%
Two or More Races	N	N	N
Students with Disability	8%	62%	31%
English Language Learners	N	N	N
Economically Disadvantaged Students	S	S	S

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.



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State of New Jersey
2015-2016

Grade Span KH-05

23-1290-104
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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	62	65	50
Student Growth on Math	59	53	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	2%	4%
Partially Met (L2)	1%	4%	1%
Approached (L3)	4%	2%	8%
Met (L4)	12%	16%	21%
Exceeded (L5)	5%	6%	12%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	2%	3%
Partially Met (L2)	7%	3%	1%
Approached (L3)	5%	4%	5%
Met (L4)	6%	13%	19%
Exceeded (L5)	7%	11%	14%



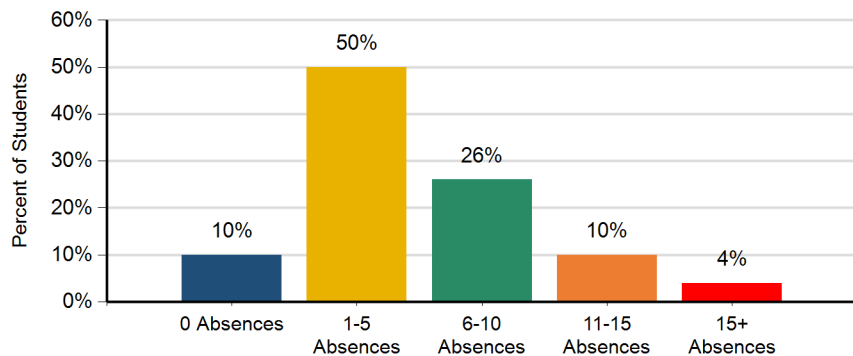
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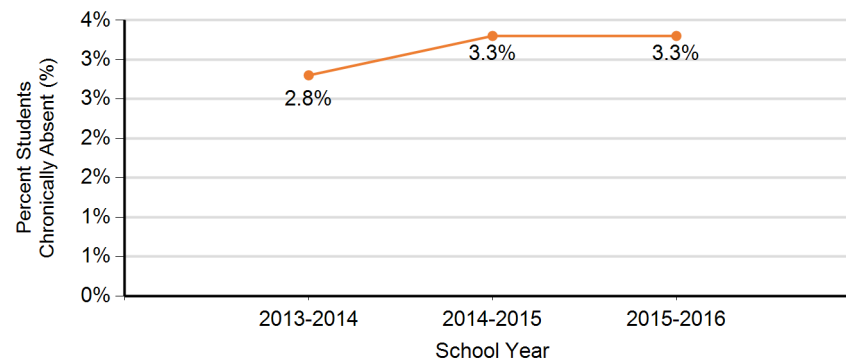
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 35 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 45 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	14:1
Administrator	666:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	1.1%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)
If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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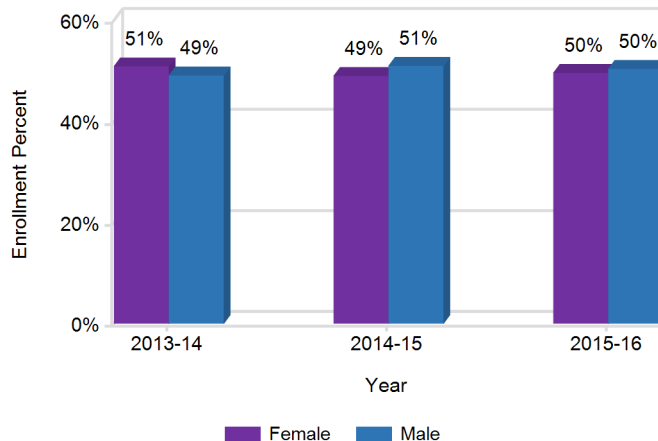
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	97	85	87
Grade 01	129	129	142
Grade 02	155	143	135
Grade 03	151	165	149
Grade 04	133	147	159
Grade 05	138	134	154
UG	24	17	24
Total	827	820	850

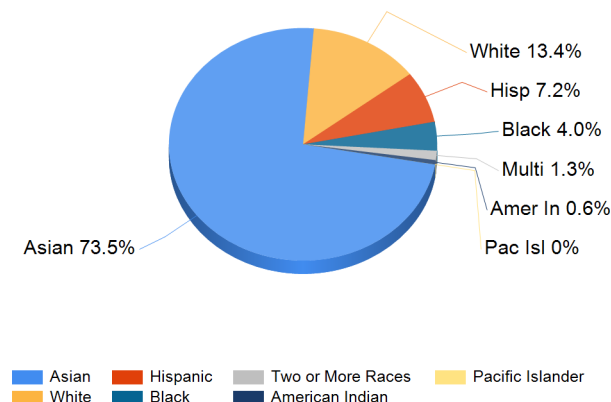
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



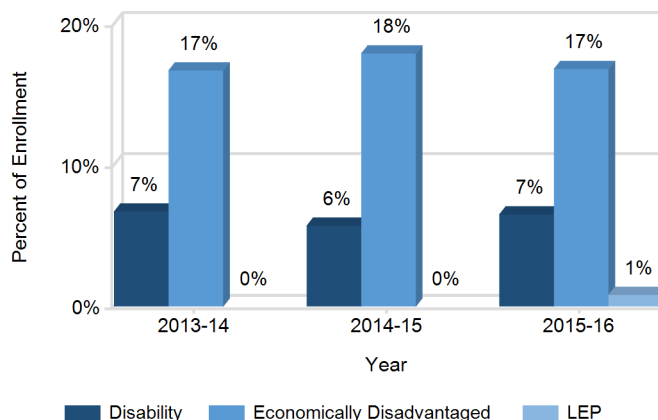
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	39.9%
Gujarati	14.6%
Hindi	9.6%
Telugu	6.2%
Chinese	5.3%
Other	24.4%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	78%	79	92
Mathematics Met or Exceeded Expectations	78%	93	96

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	437	78%	92	98%	✓	437	78%	96	98%	✓
White	59	68%	70	95%	✓	59	59%	64	95%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	S	S	S	S		S	S	S	S	
Asian	325	83%	60	98%	✓	325	86%	68	98%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	66	52%	87	99%	✓	66	53%	94	99%	✓



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	147	776	764	746	3%	8%	15%	53%	21%	74%	48%
White	S	S	745	756	S	S	S	S	S	S	58%
African American	S	S	732	727	S	S	S	S	S	S	30%
Hispanic	S	S	738	730	S	S	S	S	S	S	31%
Asian	121	780	775	772	2%	7%	13%	55%	22%	78%	74%
American Indian	S	S	772	746	S	S	S	S	S	S	47%
Two or More Races	S	S	775	753	S	S	S	S	S	S	55%
Students with Disability	S	S	718	718	S	S	S	S	S	S	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	23	743	733	727	17%	13%	13%	57%	N	57%	28%
PARCC MATH											
Schoolwide	147	783	769	749	3%	2%	11%	43%	42%	84%	52%
White	S	S	747	757	S	S	S	S	S	S	63%
African American	S	S	732	730	S	S	S	S	S	S	31%
Hispanic	S	S	741	736	S	S	S	S	S	S	35%
Asian	121	788	781	777	2%	1%	8%	43%	46%	89%	82%
American Indian	S	S	775	746	S	S	S	S	S	S	48%
Two or More Races	S	S	779	754	S	S	S	S	S	S	57%
Students with Disability	S	S	729	727	S	S	S	S	S	S	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	23	747	737	732	13%	9%	26%	48%	4%	52%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
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Grade Span KH-05

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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	158	777	771	750	3%	4%	12%	45%	37%	82%	54%
White	25	766	755	759	4%	8%	16%	48%	24%	72%	64%
African American	S	S	739	733	S	S	S	S	S	S	33%
Hispanic	11	764	749	737	9%	N	9%	64%	18%	82%	37%
Asian	113	781	781	773	2%	4%	11%	43%	42%	84%	79%
American Indian	S	S	776	748	S	S	S	S	S	S	55%
Two or More Races	S	S	773	756	S	S	S	S	S	S	62%
Students with Disability	S	S	717	723	S	S	S	S	S	S	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	23	746	744	734	9%	13%	30%	39%	9%	48%	33%
PARCC MATH											
Schoolwide	158	774	769	745	2%	6%	14%	50%	29%	79%	47%
White	25	750	750	752	8%	12%	28%	44%	8%	52%	57%
African American	S	S	733	727	S	S	S	S	S	S	24%
Hispanic	11	763	743	733	N	N	27%	73%	N	73%	30%
Asian	113	782	780	771	1%	4%	10%	50%	36%	86%	78%
American Indian	S	S	775	742	S	S	S	S	S	S	44%
Two or More Races	S	S	760	750	S	S	S	S	S	S	54%
Students with Disability	S	S	729	724	S	S	S	S	S	S	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	23	751	742	730	9%	13%	22%	52%	4%	57%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	152	776	769	751	1%	5%	11%	59%	24%	83%	53%
White	24	766	756	758	N	8%	21%	50%	21%	71%	64%
African American	S	S	742	733	S	S	S	S	S	S	32%
Hispanic	S	S	740	738	S	S	S	S	S	S	37%
Asian	110	782	780	773	N	3%	6%	66%	26%	92%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	S	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	22	757	741	735	5%	14%	18%	59%	5%	64%	33%
PARCC MATH											
Schoolwide	152	778	768	747	3%	7%	11%	41%	37%	78%	47%
White	24	767	748	753	4%	17%	13%	33%	33%	67%	57%
African American	S	S	731	728	S	S	S	S	S	S	24%
Hispanic	S	S	731	735	S	S	S	S	S	S	31%
Asian	110	788	784	774	1%	1%	9%	46%	44%	89%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	729	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	22	751	734	732	14%	9%	14%	55%	9%	64%	28%

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 ■ Met Expectations
 ■ Exceeded Expectations



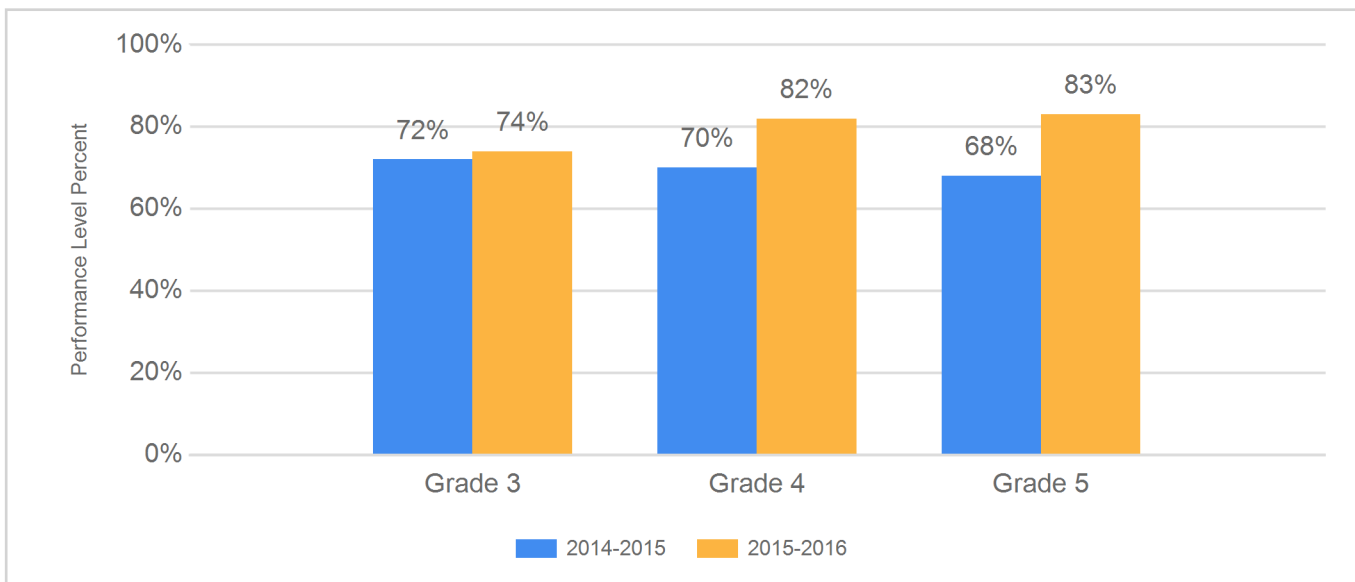
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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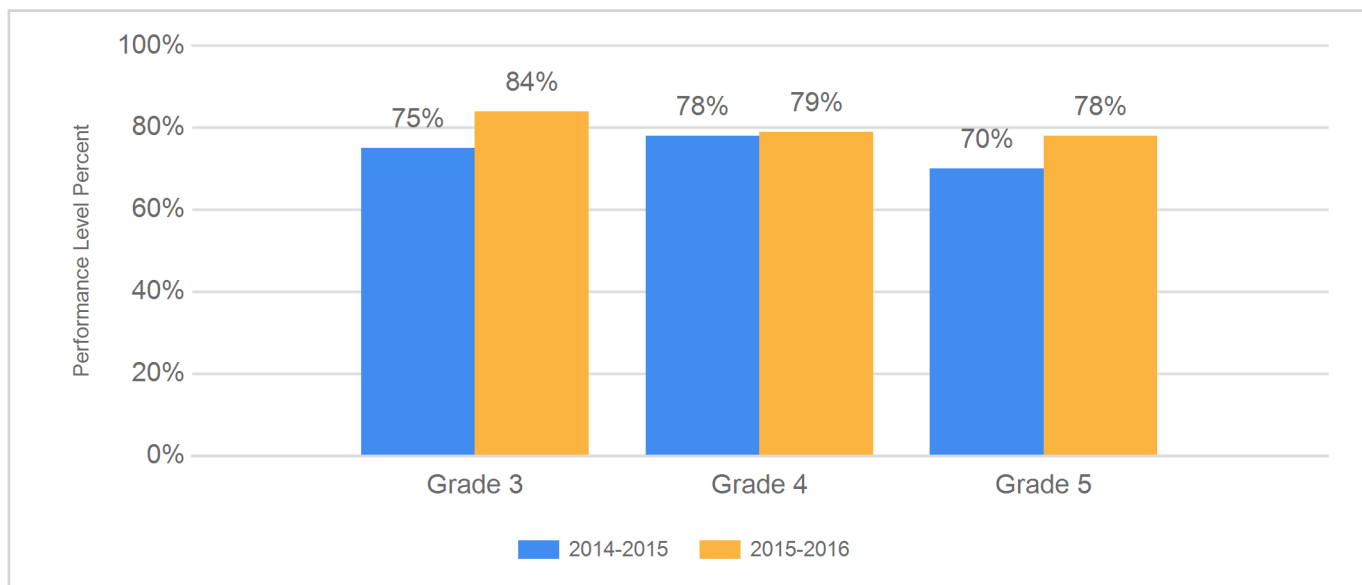
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

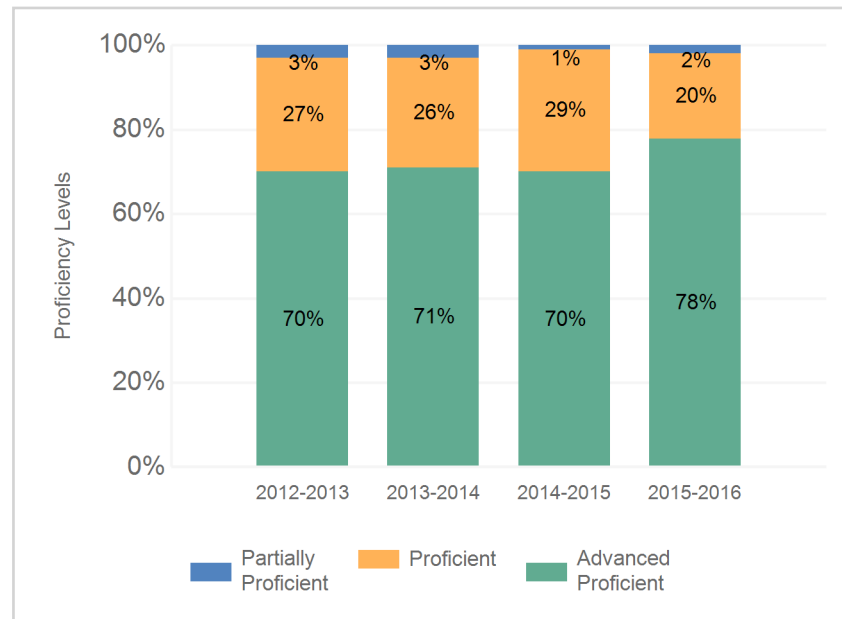
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Statewide	49%	41%	10%
Schoolwide	78%	20%	2%
White	69%	31%	N
African American	S	S	S
Hispanic	73%	27%	N
American Indian	S	S	S
Asian	81%	16%	3%
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	50%	46%	4%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.



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Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
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For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	65	65	50
Student Growth on Math	66	53	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	2%	0%
Partially Met (L2)	1%	3%	3%
Approached (L3)	4%	5%	9%
Met (L4)	9%	11%	24%
Exceeded (L5)	6%	8%	12%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	2%
Partially Met (L2)	2%	2%	4%
Approached (L3)	4%	5%	4%
Met (L4)	11%	9%	26%
Exceeded (L5)	10%	7%	14%



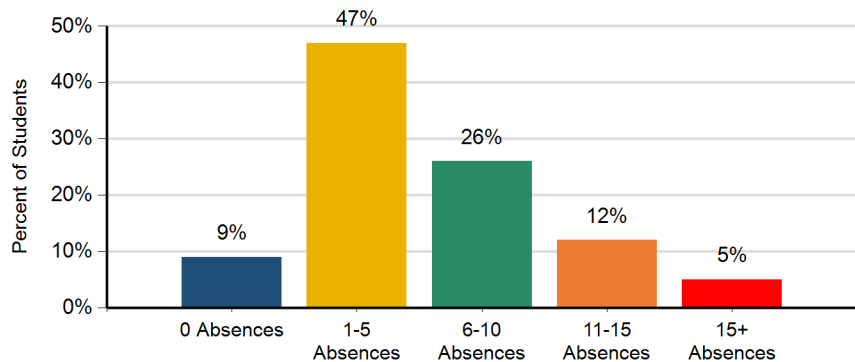
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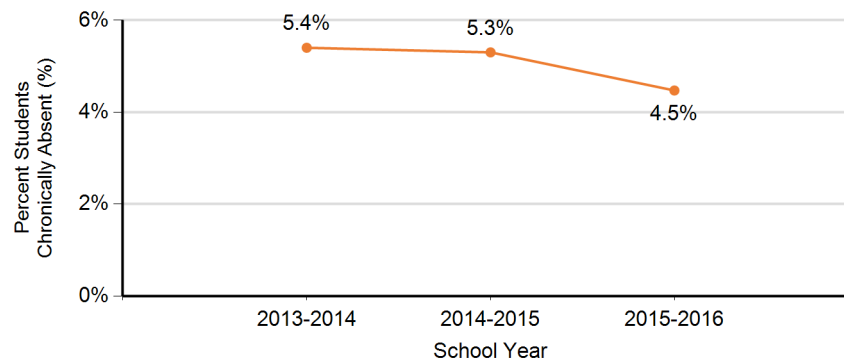
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 35 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 45 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	15:1
Administrator	425:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.7%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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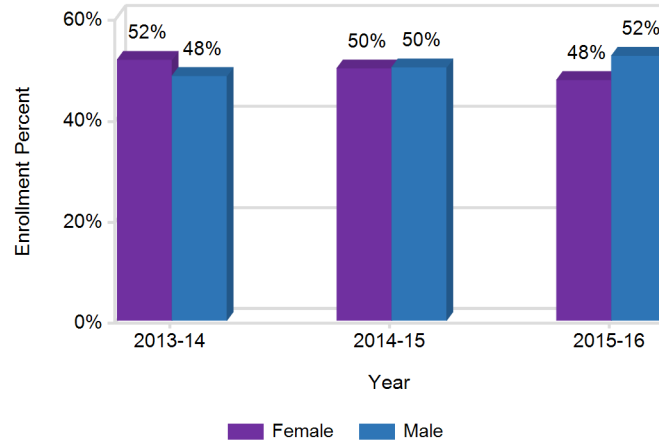
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 06	246	262	238
Grade 07	246	235	252
Grade 08	202	239	243
UG	2	7	9
Total	696	743	742

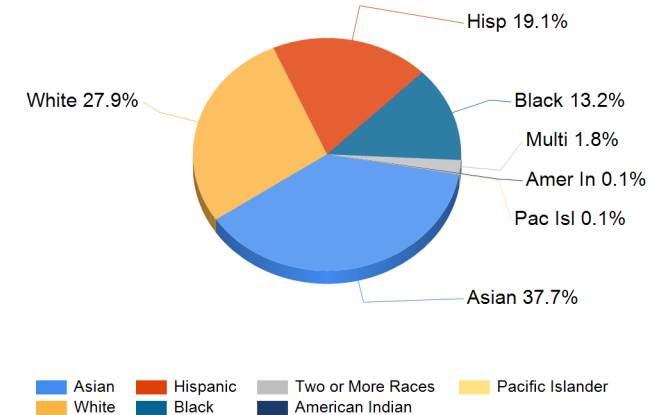
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



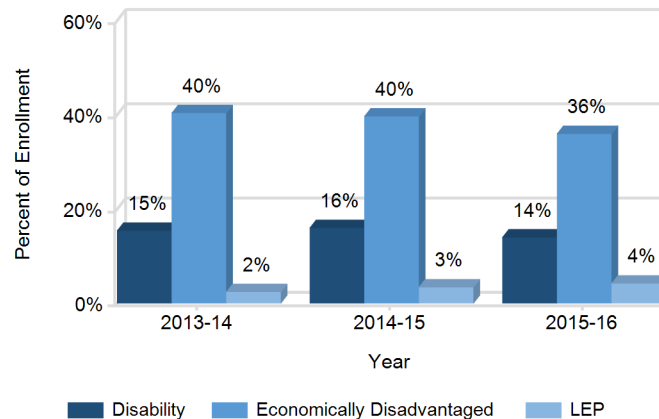
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	47.2%
Spanish	12.9%
Telugu	5.3%
Tamil	4.4%
Hindi	3.6%
Other	25.9%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	63%	21	65
Mathematics Met or Exceeded Expectations	45%	14	44

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	656	63%	65	94%	X	652	45%	44	94%	X
White	188	55%	40	90%	X	188	34%	16	90%	X
African American	85	46%	65	93%	X	84	14%	27	92%	X
Hispanic	110	45%	57	91%	X	108	25%	25	90%	X
American Indian	S	S	S	S		S	S	S	S	
Asian	260	83%	56	100%	✓	259	74%	42	99%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	113	12%	47	94%	X	113	10%	40	94%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	218	45%	72	92%	X	216	24%	35	91%	X



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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	230	756	774	750	7%	14%	20%	41%	18%	59%	52%
White	62	744	756	756	13%	18%	18%	44%	8%	52%	61%
African American	S	S	743	732	S	S	S	S	S	S	31%
Hispanic	37	740	744	738	11%	16%	35%	38%	N	38%	37%
Asian	94	777	787	772	N	4%	16%	43%	37%	80%	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	768	755	S	S	S	S	S	S	60%
Students with Disability	31	719	718	719	19%	39%	29%	10%	3%	13%	15%
English Language Learners	S	S	721	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	73	740	744	735	11%	21%	29%	37%	3%	40%	33%
PARCC MATH											
Schoolwide	230	747	761	743	9%	21%	23%	35%	13%	47%	43%
White	62	734	740	750	13%	27%	23%	36%	2%	37%	53%
African American	S	S	728	724	S	S	S	S	S	S	20%
Hispanic	37	725	726	730	16%	35%	27%	22%	N	22%	26%
Asian	94	770	775	768	1%	9%	15%	47%	29%	76%	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	747	748	S	S	S	S	S	S	49%
Students with Disability	31	716	715	717	29%	39%	19%	13%	N	13%	13%
English Language Learners	S	S	723	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	73	731	729	728	14%	36%	23%	22%	6%	27%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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Grade Span 06-08

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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	242	768	783	753	6%	10%	17%	29%	39%	68%	56%
White	70	755	763	760	7%	14%	21%	33%	24%	57%	65%
African American	27	755	751	733	7%	4%	30%	37%	22%	59%	35%
Hispanic	44	750	754	739	9%	16%	25%	32%	18%	50%	41%
Asian	96	789	798	781	3%	4%	6%	23%	64%	87%	84%
American Indian	S	S	772	748	S	S	S	S	S	S	54%
Two or More Races	S	S	767	759	S	S	S	S	S	S	63%
Students with Disability	36	725	724	716	19%	33%	22%	19%	6%	25%	16%
English Language Learners	S	S	700	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	71	745	751	735	11%	20%	25%	24%	20%	44%	37%
PARCC MATH											
Schoolwide	220	742	753	740	9%	21%	31%	31%	9%	40%	39%
White	68	734	738	747	10%	27%	35%	24%	4%	28%	47%
African American	26	729	727	724	15%	27%	46%	8%	4%	12%	19%
Hispanic	43	731	732	729	12%	33%	33%	23%	N	23%	23%
Asian	78	758	768	763	5%	8%	19%	50%	18%	68%	72%
American Indian	S	S	780	736	S	S	S	S	S	S	30%
Two or More Races	S	S	738	744	S	S	S	S	S	S	44%
Students with Disability	S	S	715	713	S	S	S	S	S	S	9%
English Language Learners	S	S	725	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	68	727	731	727	15%	38%	31%	15%	2%	16%	21%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	223	762	777	753	8%	11%	18%	38%	26%	64%	55%
White	57	761	761	759	2%	14%	25%	37%	23%	60%	63%
African American	S	S	741	732	S	S	S	S	S	S	34%
Hispanic	45	748	747	740	16%	9%	24%	38%	13%	51%	43%
Asian	82	781	791	780	5%	6%	7%	38%	44%	82%	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	S	S	756	756	S	S	S	S	S	S	59%
Students with Disability	36	716	718	715	25%	39%	25%	11%	N	11%	16%
English Language Learners	S	S	713	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	93	748	749	736	13%	16%	18%	41%	12%	53%	38%
**PARCC MATH											
Schoolwide	146	722	727	726	19%	30%	32%	19%	N	19%	26%
White	41	722	722	732	24%	27%	29%	20%	N	20%	32%
African American	32	717	717	712	25%	28%	34%	13%	N	13%	14%
Hispanic	38	722	722	721	16%	40%	26%	18%	N	18%	20%
Asian	S	S	738	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	S	S	723	726	S	S	S	S	S	S	26%
Students with Disability	35	705	706	704	43%	31%	14%	11%	N	11%	8%
English Language Learners	S	S	708	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	78	719	719	718	21%	32%	30%	18%	N	18%	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



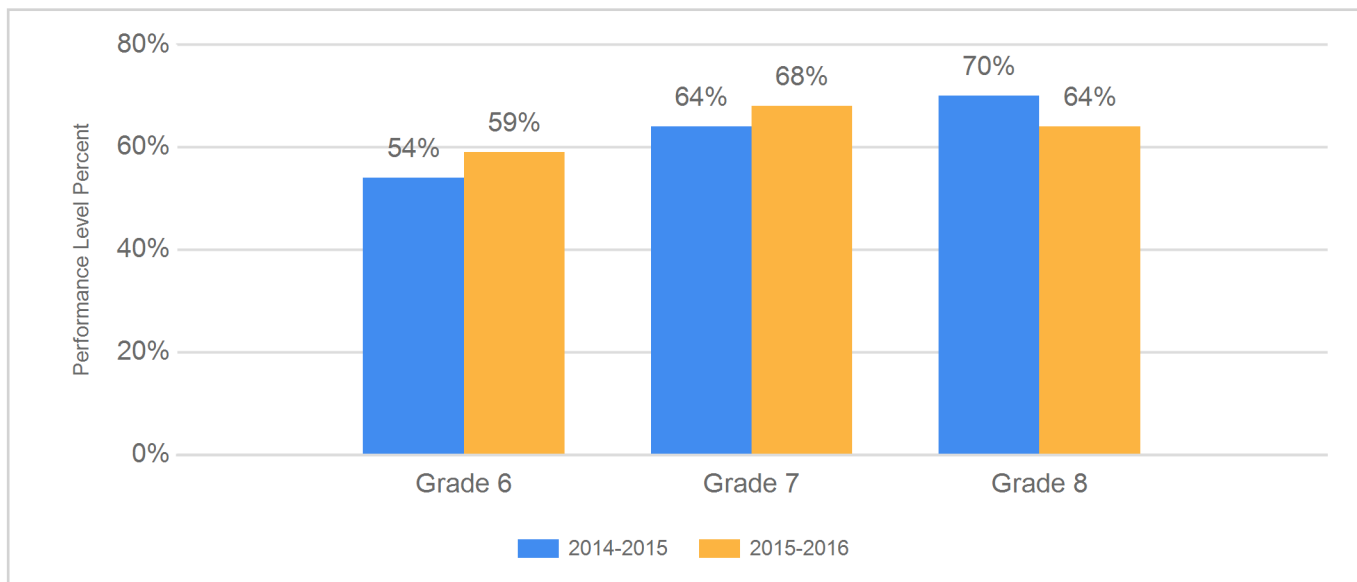
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	84	779	790	769	N	1%	12%	71%	16%	87%	41%
White	16	765	774	772	N	6%	19%	63%	13%	75%	51%
African American	S	S	745	748	S	S	S	S	S	S	20%
Hispanic	S	S	768	746	S	S	S	S	S	S	25%
Asian	59	788	793	789	N	N	5%	76%	19%	95%	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	S	S	803	738	S	S	S	S	S	S	10%
English Language Learners	S	S	S	723	S	S	S	S	S	S	9%
Economically Disadvantaged Students	15	767	776	746	N	N	27%	73%	N	73%	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	14	790	789	776	N	N	N	14%	86%	100%	27%
White	S	S	780	772	S	S	S	S	S	S	34%
African American	N	N	N	755	N	N	N	N	N	N	9%
Hispanic	N	N	N	761	N	N	N	N	N	N	13%
Asian	S	S	S	785	S	S	S	S	S	S	61%
American Indian	N	N	N	777	N	N	N	N	N	N	15%
Two or More Races	N	N	N	778	N	N	N	N	N	N	29%
Students with Disability	N	N	N	771	N	N	N	N	N	N	5%
English Language Learners	N	N	N	770	N	N	N	N	N	N	6%
Economically Disadvantaged Students	S	S	783	759	S	S	S	S	S	S	12%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



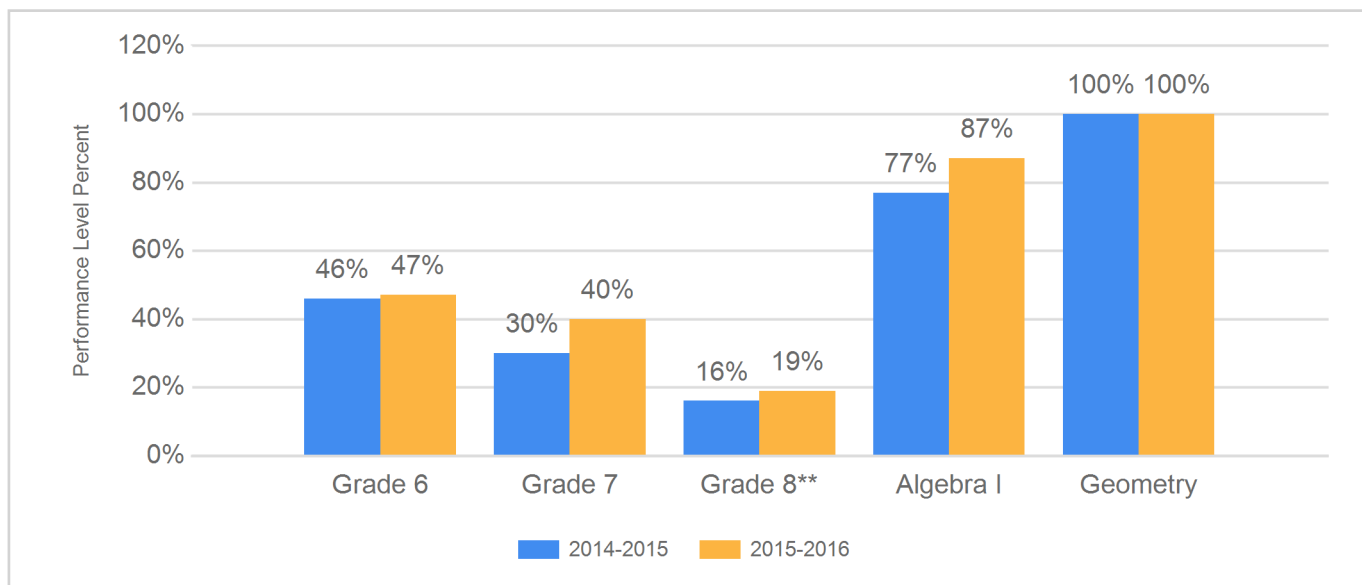
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

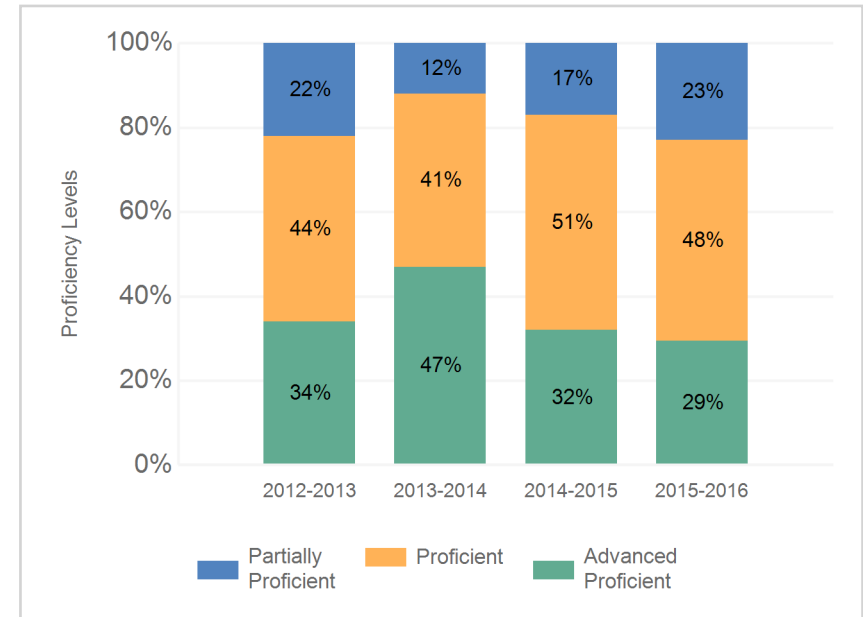
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	29%	48%	23%
White	26%	58%	17%
African American	5%	47%	47%
Hispanic	8%	55%	38%
American Indian	N	N	N
Asian	58%	35%	7%
Two or More Races	S	S	S
Students with Disability	11%	25%	64%
English Language Learners	25%	25%	50%
Economically Disadvantaged Students	11%	54%	35%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span 06-08

23-1290-060

MIDDLESEX

EDISON TWP

Thomas Jefferson Middle School
450 DIVISION STREET
EDISON, NJ 08817

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	59	65	50
Student Growth on Math	47	53	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	1%	2%
Partially Met (L2)	3%	3%	5%
Approached (L3)	6%	6%	12%
Met (L4)	6%	10%	21%
Exceeded (L5)	4%	8%	9%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	3%	1%
Partially Met (L2)	13%	7%	9%
Approached (L3)	8%	8%	10%
Met (L4)	11%	7%	15%
Exceeded (L5)	2%	1%	2%



State of New Jersey
2015-2016

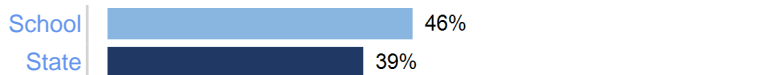
Grade Span 06-08

23-1290-060
MIDDLESEX
EDISON TWP
Thomas Jefferson Middle School
450 DIVISION STREET
EDISON, NJ 08817

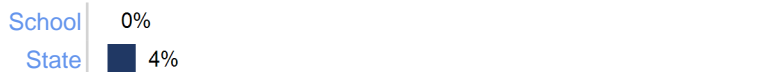
Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



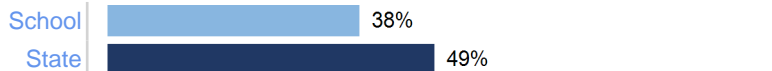
DRAMA



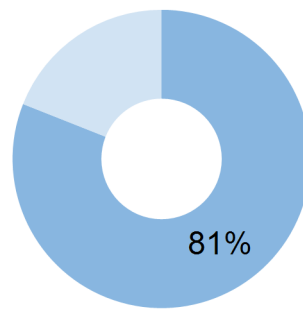
DANCE



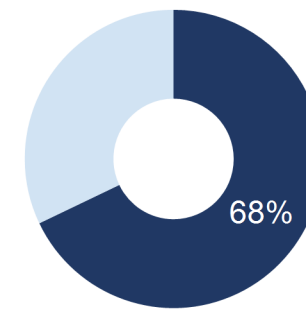
VISUAL ARTS



Any Visual and Performing Arts



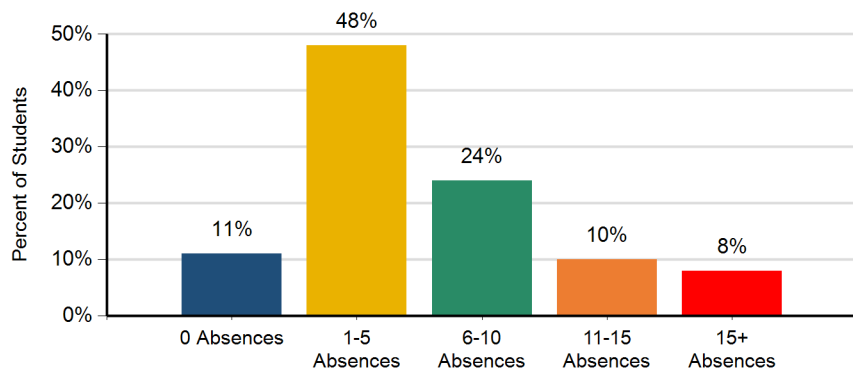
School



State

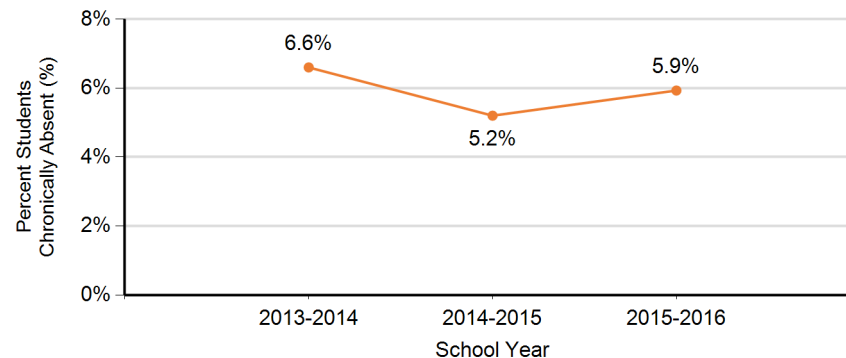
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey
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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 30 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 33 Mins.
Shared Time	2 Hrs. 45 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	10:1
Administrator	371:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	3.5%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)
If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span KH-05

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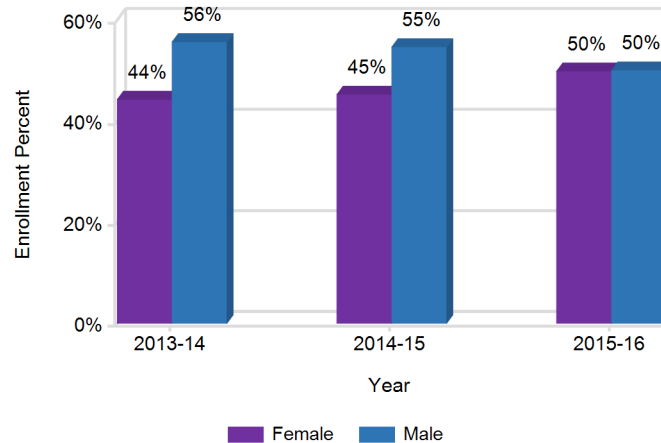
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	82	97	94
Grade 01	118	91	113
Grade 02	100	114	86
Grade 03	91	105	106
Grade 04	93	86	87
Grade 05	73	100	79
UG	23	19	16
Total	580	612	581

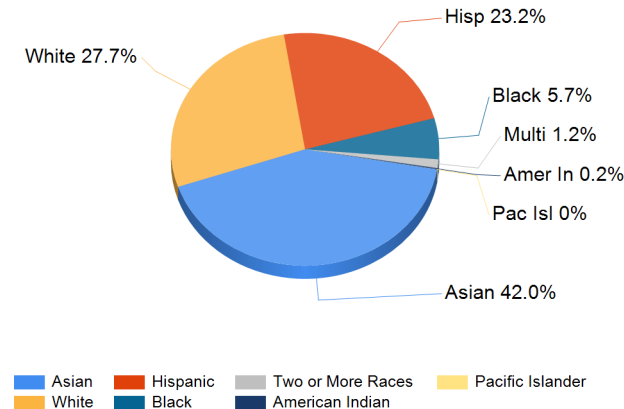
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



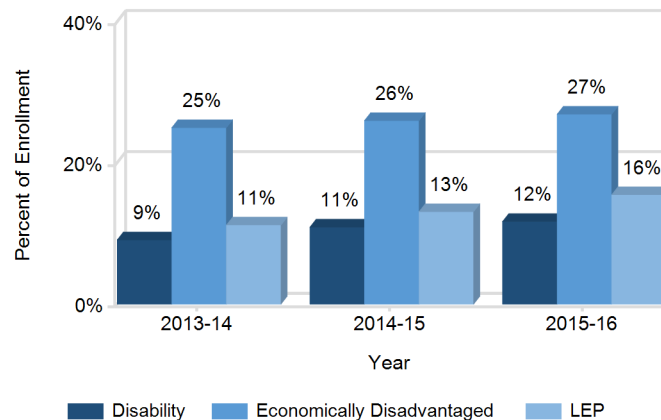
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	48.9%
Spanish	16.5%
Hindi	4.6%
Tamil	4.0%
Telugu	3.8%
Other	22.3%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	57%	14	54
Mathematics Met or Exceeded Expectations	53%	29	58

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	245	57%	54	97%	✓	245	53%	58	97%	✓
White	87	52%	32	96%	✓	87	45%	30	96%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	35	46%	52	96%	✓	35	37%	55	96%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	103	71%	39	100%	✓	103	73%	41	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	38	13%	35	91%	✗	38	19%	51	91%	✗
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	50	32%	46	95%	✓	50	36%	65	95%	✓



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	98	744	764	746	9%	21%	26%	39%	5%	44%	48%
White	40	738	745	756	8%	28%	30%	33%	3%	35%	58%
African American	S	S	732	727	S	S	S	S	S	S	30%
Hispanic	S	S	738	730	S	S	S	S	S	S	31%
Asian	38	757	775	772	8%	8%	26%	47%	11%	58%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	S	S	718	718	S	S	S	S	S	S	22%
English Language Learners	S	S	721	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	20	726	733	727	20%	40%	5%	35%	N	35%	28%
PARCC MATH											
Schoolwide	103	748	769	749	8%	18%	26%	39%	10%	49%	52%
White	40	739	747	757	13%	18%	30%	38%	3%	40%	63%
African American	S	S	732	730	S	S	S	S	S	S	31%
Hispanic	S	S	741	736	S	S	S	S	S	S	35%
Asian	40	765	781	777	3%	10%	23%	43%	23%	65%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	11	721	729	727	18%	55%	9%	9%	9%	18%	28%
English Language Learners	S	S	732	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	23	734	737	732	17%	22%	22%	39%	N	39%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KH-05

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MIDDLESEX
EDISON TWP
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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	84	760	771	750	10%	7%	16%	50%	18%	68%	54%
White	20	751	755	759	15%	5%	15%	55%	10%	65%	64%
African American	S	S	739	733	S	S	S	S	S	S	33%
Hispanic	14	746	749	737	7%	21%	14%	57%	N	57%	37%
Asian	39	774	781	773	8%	3%	8%	49%	33%	82%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	773	756	S	S	S	S	S	S	62%
Students with Disability	S	S	717	723	S	S	S	S	S	S	22%
English Language Learners	S	S	704	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	23	739	744	734	17%	13%	30%	30%	9%	39%	33%
PARCC MATH											
Schoolwide	85	750	769	745	9%	12%	20%	52%	7%	59%	47%
White	20	745	750	752	10%	5%	30%	50%	5%	55%	57%
African American	S	S	733	727	S	S	S	S	S	S	24%
Hispanic	15	729	743	733	27%	20%	13%	33%	7%	40%	30%
Asian	39	766	780	771	5%	5%	13%	67%	10%	77%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	760	750	S	S	S	S	S	S	54%
Students with Disability	11	721	729	724	27%	36%	18%	18%	N	18%	22%
English Language Learners	S	S	721	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	24	731	742	730	25%	25%	13%	29%	8%	38%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	75	757	769	751	5%	15%	19%	49%	12%	61%	53%
White	27	758	756	758	N	11%	22%	59%	7%	67%	64%
African American	S	S	S	733	S	S	S	S	S	S	32%
Hispanic	13	730	740	738	8%	46%	15%	23%	8%	31%	37%
Asian	30	770	780	773	7%	3%	17%	53%	20%	73%	80%
American Indian	S	S	765	750	S	S	S	S	S	S	53%
Two or More Races	S	S	753	759	S	S	S	S	S	S	63%
Students with Disability	12	723	726	723	25%	33%	17%	25%	N	25%	20%
English Language Learners	S	S	719	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	12	722	741	735	25%	33%	17%	25%	N	25%	33%
PARCC MATH											
Schoolwide	78	750	768	747	8%	19%	21%	37%	15%	53%	47%
White	27	749	748	753	N	22%	33%	41%	4%	44%	57%
African American	S	S	731	728	S	S	S	S	S	S	24%
Hispanic	15	718	731	735	27%	33%	13%	27%	N	27%	31%
Asian	31	771	784	774	3%	7%	13%	42%	36%	77%	80%
American Indian	S	S	775	747	S	S	S	S	S	S	49%
Two or More Races	S	S	739	754	S	S	S	S	S	S	56%
Students with Disability	12	718	729	725	8%	58%	17%	17%	N	17%	19%
English Language Learners	S	S	731	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	13	713	734	732	39%	31%	8%	23%	N	23%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



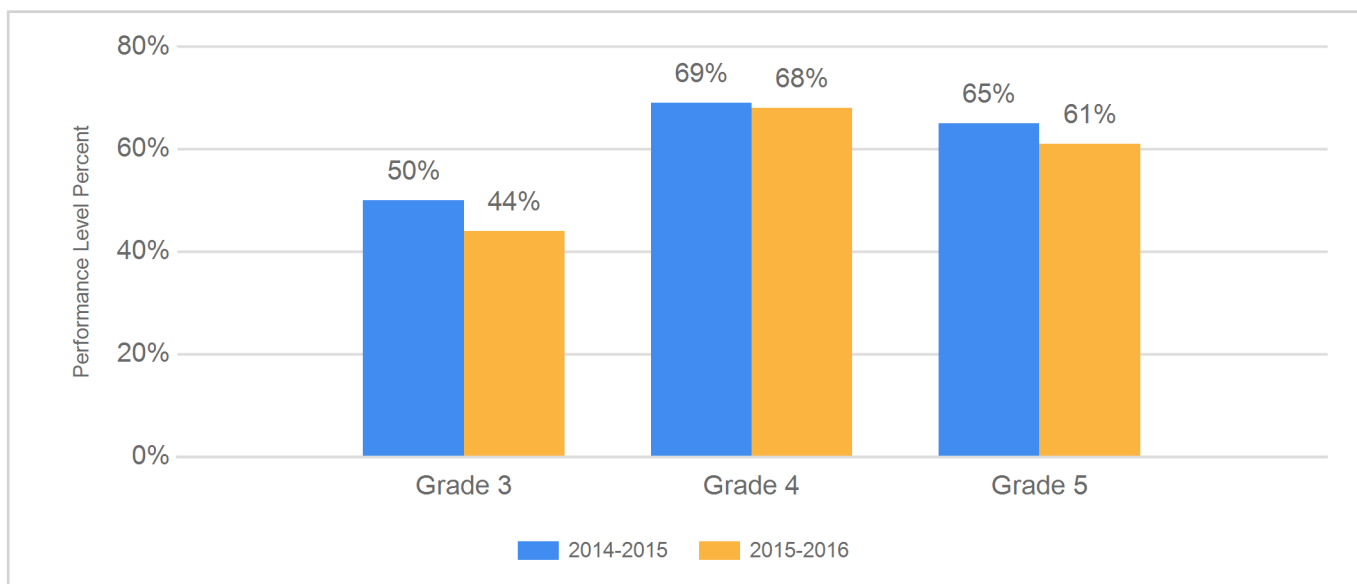
State of New Jersey
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



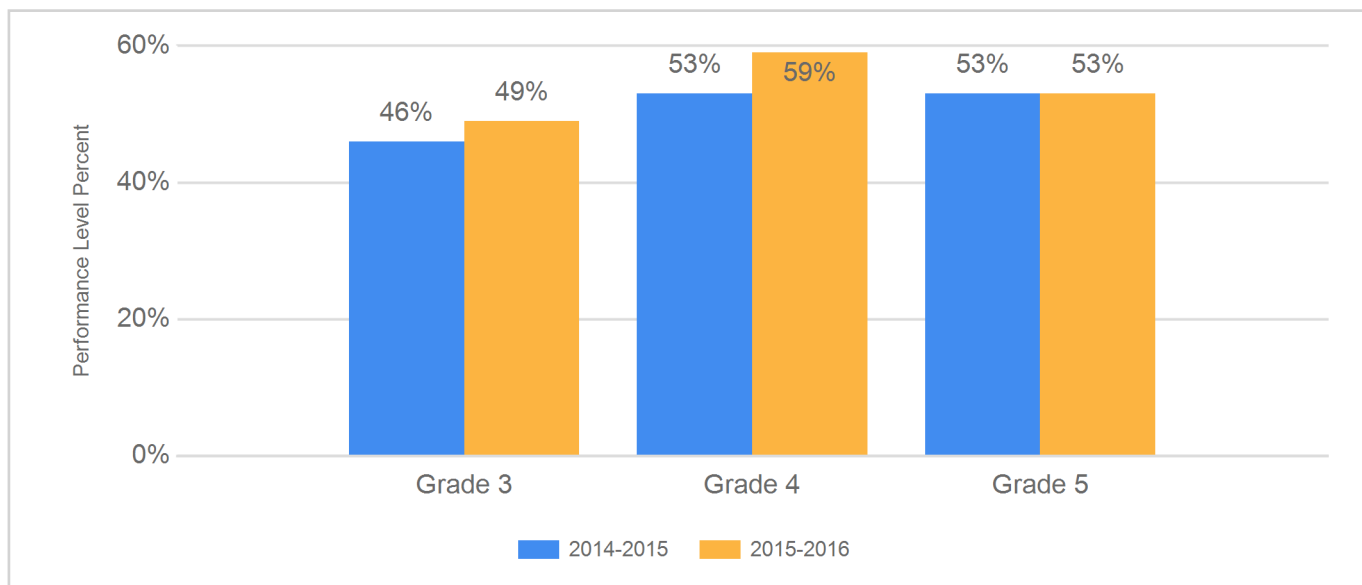
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

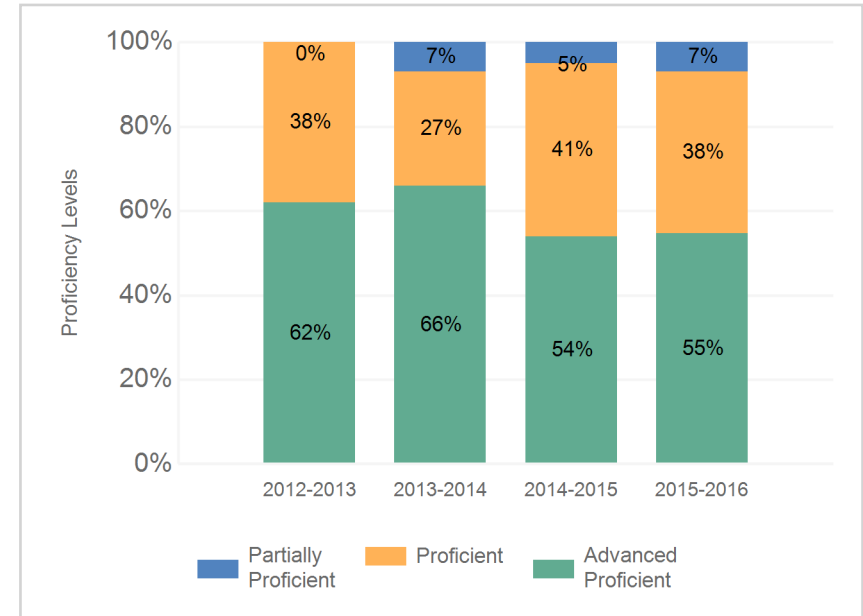
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	55%	38%	7%
White	67%	33%	N
African American	18%	73%	9%
Hispanic	27%	53%	20%
American Indian	N	N	N
Asian	71%	24%	5%
Two or More Races	S	S	S
Students with Disability	33%	67%	N
English Language Learners	S	S	S
Economically Disadvantaged Students	31%	54%	15%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	58	65	50
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Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	2%	4%
Partially Met (L2)	1%	5%	5%
Approached (L3)	6%	1%	11%
Met (L4)	12%	10%	20%
Exceeded (L5)	10%	4%	4%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	1%	4%
Partially Met (L2)	9%	2%	5%
Approached (L3)	10%	6%	12%
Met (L4)	9%	12%	15%
Exceeded (L5)	6%	2%	4%



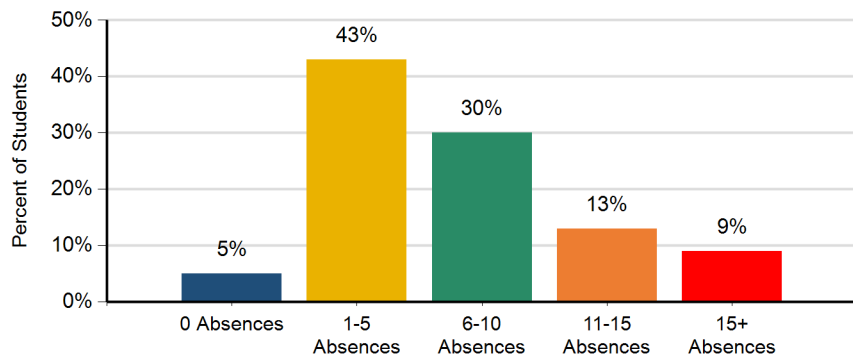
State of New Jersey
2015-2016

Grade Span KH-05

23-1290-150
MIDDLESEX
EDISON TWP
Washington Elementary School
153 WINTHROP ROAD
EDISON, NJ 08817

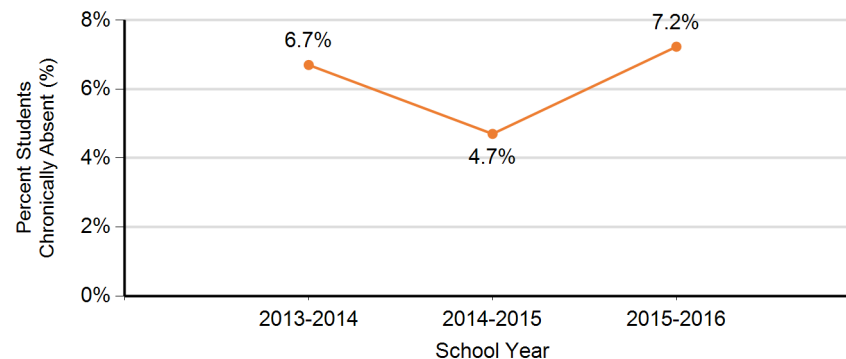
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey
2015-2016

Grade Span KH-05

23-1290-150
MIDDLESEX
EDISON TWP
Washington Elementary School
153 WINTHROP ROAD
EDISON, NJ 08817

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 35 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 45 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	11:1
Administrator	581:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.9%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



State of New Jersey
2015-2016

Grade Span KH-05

23-1290-160
MIDDLESEX
EDISON TWP
Woodbrook Elementary School
15 ROBIN ROAD
EDISON, NJ 08820

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span KH-05

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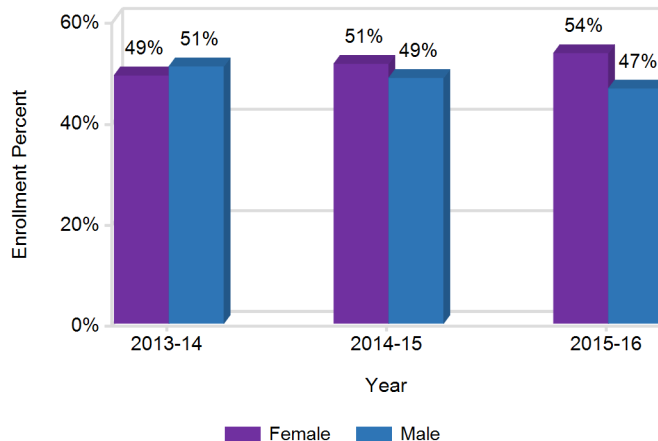
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	95	114	93
Grade 01	135	152	159
Grade 02	173	156	165
Grade 03	178	179	178
Grade 04	176	192	188
Grade 05	164	181	191
UG	0	0	0
Total	921	974	974

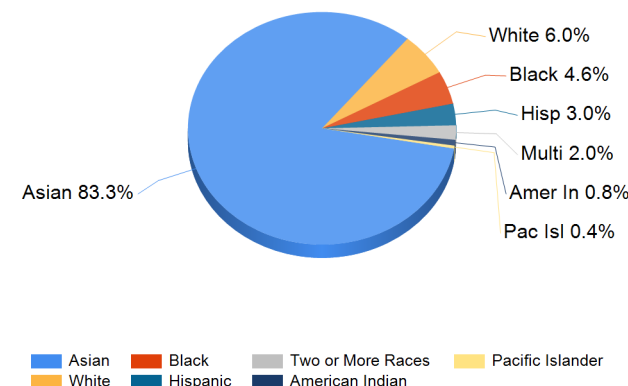
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



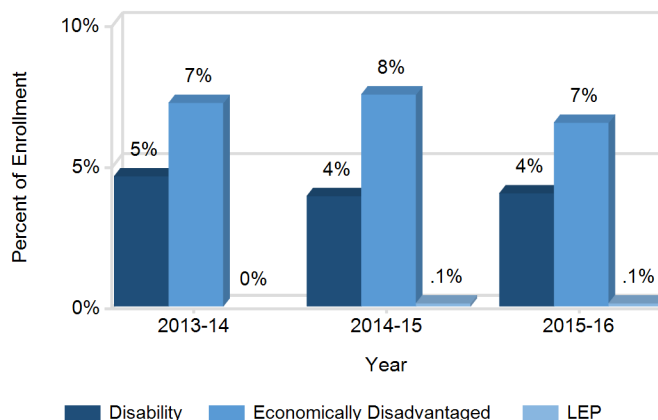
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	38.5%
Telugu	16.0%
Hindi	12.4%
Tamil	9.4%
Gujarati	4.2%
Other	19.3%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

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State of New Jersey
2015-2016

Grade Span KH-05

23-1290-160

MIDDLESEX

EDISON TWP

Woodbrook Elementary School

15 ROBIN ROAD

EDISON, NJ 08820

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	83%	86	95
Mathematics Met or Exceeded Expectations	85%	100	99

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	482	83%	95	99%	✓	483	85%	99	99%	✓
White	41	73%	77	96%	✓	41	71%	81	96%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	S	S	S	S		S	S	S	S	
Asian	388	88%	67	100%	✓	389	92%	74	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



State of New Jersey
2015-2016

Grade Span KH-05

23-1290-160
MIDDLESEX
EDISON TWP
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EDISON, NJ 08820

PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	175	778	764	746	4%	9%	14%	47%	26%	73%	48%
White	S	S	745	756	S	S	S	S	S	S	58%
African American	S	S	732	727	S	S	S	S	S	S	30%
Hispanic	S	S	738	730	S	S	S	S	S	S	31%
Asian	145	785	775	772	2%	7%	10%	52%	29%	81%	74%
American Indian	S	S	772	746	S	S	S	S	S	S	47%
Two or More Races	S	S	775	753	S	S	S	S	S	S	55%
Students with Disability	S	S	718	718	S	S	S	S	S	S	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	S	S	733	727	S	S	S	S	S	S	28%
PARCC MATH											
Schoolwide	175	781	769	749	2%	7%	9%	41%	41%	82%	52%
White	S	S	747	757	S	S	S	S	S	S	63%
African American	S	S	732	730	S	S	S	S	S	S	31%
Hispanic	S	S	741	736	S	S	S	S	S	S	35%
Asian	145	788	781	777	1%	2%	8%	42%	47%	89%	82%
American Indian	S	S	775	746	S	S	S	S	S	S	48%
Two or More Races	S	S	779	754	S	S	S	S	S	S	57%
Students with Disability	S	S	729	727	S	S	S	S	S	S	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	S	S	737	732	S	S	S	S	S	S	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KH-05

23-1290-160
MIDDLESEX
EDISON TWP
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EDISON, NJ 08820

PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	185	781	771	750	1%	4%	8%	45%	42%	87%	54%
White	17	761	755	759	N	12%	29%	35%	24%	59%	64%
African American	S	S	739	733	S	S	S	S	S	S	33%
Hispanic	S	S	749	737	S	S	S	S	S	S	37%
Asian	147	785	781	773	1%	1%	5%	48%	45%	93%	79%
American Indian	S	S	776	748	S	S	S	S	S	S	55%
Two or More Races	S	S	773	756	S	S	S	S	S	S	62%
Students with Disability	S	S	717	723	S	S	S	S	S	S	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	S	S	744	734	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	186	780	769	745	1%	5%	8%	54%	32%	86%	47%
White	17	760	750	752	N	18%	18%	47%	18%	65%	57%
African American	S	S	733	727	S	S	S	S	S	S	24%
Hispanic	S	S	743	733	S	S	S	S	S	S	30%
Asian	148	786	780	771	1%	1%	6%	57%	36%	93%	78%
American Indian	S	S	775	742	S	S	S	S	S	S	44%
Two or More Races	S	S	760	750	S	S	S	S	S	S	54%
Students with Disability	S	S	729	724	S	S	S	S	S	S	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	742	730	S	S	S	S	S	S	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KH-05

23-1290-160
MIDDLESEX
EDISON TWP
Woodbrook Elementary School
15 ROBIN ROAD
EDISON, NJ 08820

PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	189	781	769	751	1%	5%	7%	60%	28%	87%	53%
White	16	771	756	758	N	N	6%	94%	N	94%	64%
African American	S	S	742	733	S	S	S	S	S	S	32%
Hispanic	S	S	740	738	S	S	S	S	S	S	37%
Asian	155	786	780	773	1%	4%	5%	57%	34%	91%	80%
American Indian	S	S	765	750	S	S	S	S	S	S	53%
Two or More Races	S	S	753	759	S	S	S	S	S	S	63%
Students with Disability	S	S	726	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	12	752	741	735	N	17%	33%	50%	N	50%	33%
PARCC MATH											
Schoolwide	189	783	768	747	1%	4%	10%	41%	45%	86%	47%
White	16	761	748	753	6%	13%	6%	50%	25%	75%	57%
African American	S	S	731	728	S	S	S	S	S	S	24%
Hispanic	S	S	731	735	S	S	S	S	S	S	31%
Asian	155	790	784	774	N	1%	7%	41%	52%	93%	80%
American Indian	S	S	S	747	S	S	S	S	S	S	49%
Two or More Races	S	S	739	754	S	S	S	S	S	S	56%
Students with Disability	S	S	729	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	12	735	734	732	N	33%	33%	33%	N	33%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



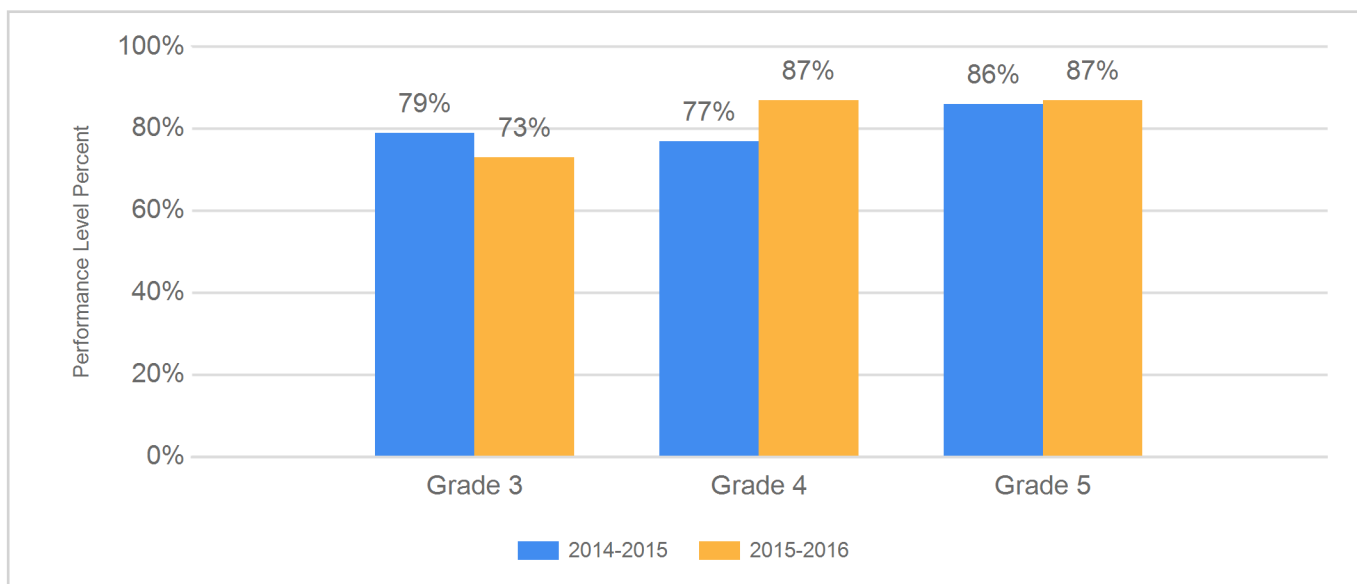
State of New Jersey
2015-2016

Grade Span KH-05

23-1290-160
MIDDLESEX
EDISON TWP
Woodbrook Elementary School
15 ROBIN ROAD
EDISON, NJ 08820

PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



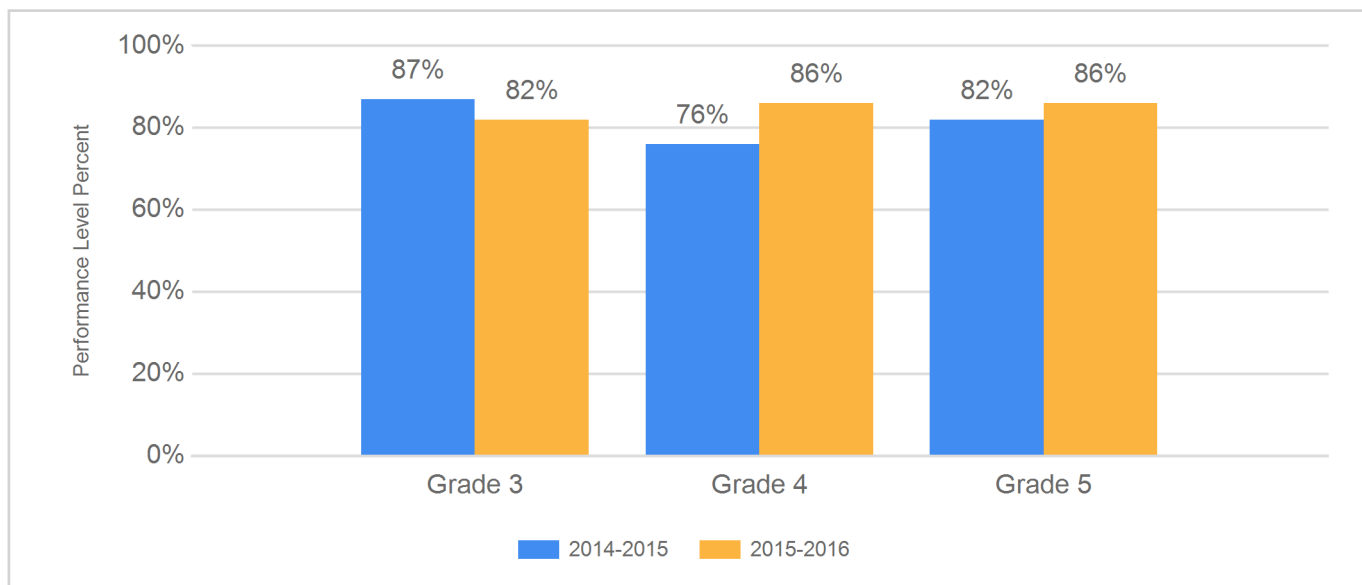
State of New Jersey
2015-2016

Grade Span KH-05

23-1290-160
MIDDLESEX
EDISON TWP
Woodbrook Elementary School
15 ROBIN ROAD
EDISON, NJ 08820

PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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State of New Jersey
2015-2016

Grade Span KH-05

23-1290-160

MIDDLESEX

EDISON TWP

Woodbrook Elementary School

15 ROBIN ROAD

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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

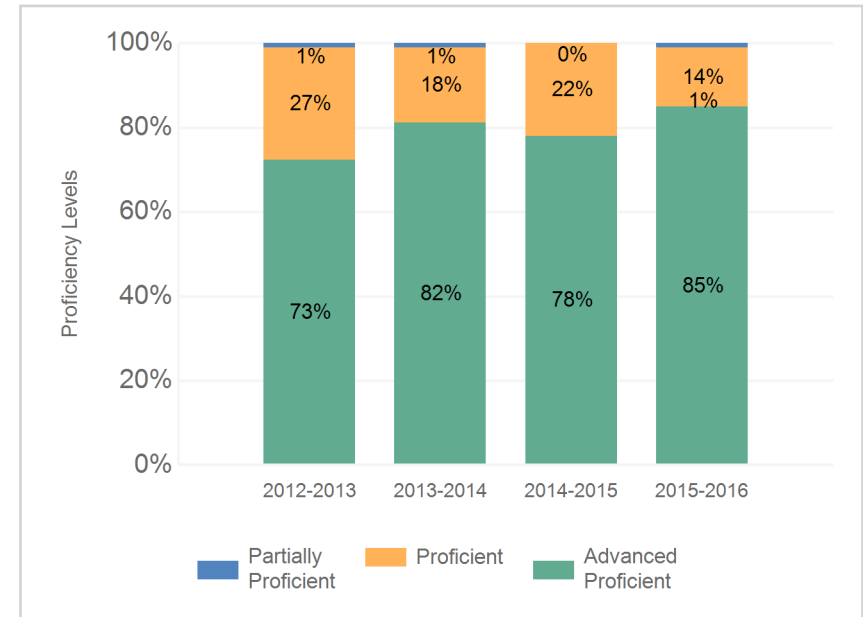
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	85%	14%	1%
White	71%	24%	6%
African American	S	S	S
Hispanic	S	S	S
American Indian	S	S	S
Asian	90%	10%	1%
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	N	N	N
Economically Disadvantaged Students	S	S	S

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span KH-05

23-1290-160
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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span KH-05

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	68	65	50
Student Growth on Math	64	53	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	1%	1%
Partially Met (L2)	1%	1%	1%
Approached (L3)	3%	5%	9%
Met (L4)	10%	14%	32%
Exceeded (L5)	4%	8%	10%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	0%	1%
Partially Met (L2)	1%	3%	1%
Approached (L3)	3%	3%	5%
Met (L4)	10%	12%	27%
Exceeded (L5)	9%	10%	14%



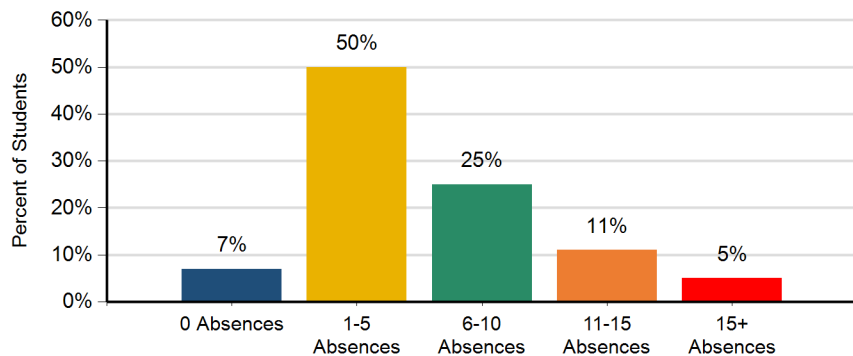
State of New Jersey
2015-2016

Grade Span KH-05

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MIDDLESEX
EDISON TWP
Woodbrook Elementary School
15 ROBIN ROAD
EDISON, NJ 08820

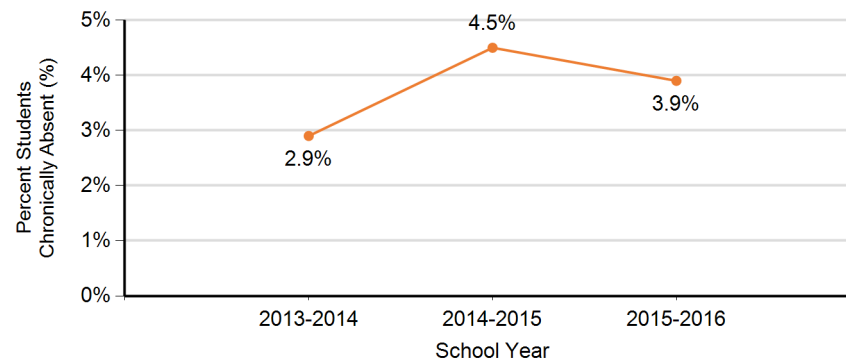
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



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State of New Jersey
2015-2016

Grade Span KH-05

23-1290-160
MIDDLESEX
EDISON TWP
Woodbrook Elementary School
15 ROBIN ROAD
EDISON, NJ 08820

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 35 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 45 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	18:1
Administrator	487:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.3%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%



State of New Jersey
2015-2016

Grade Span 06-08

23-1290-063
MIDDLESEX
EDISON TWP
Woodrow Wilson Middle School
50 WOODROW WILSON DRIVE
EDISON, NJ 08820

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)
If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 06-08

23-1290-063
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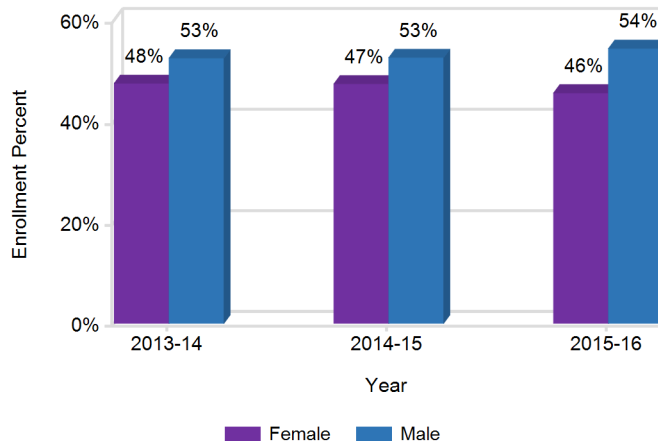
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 06	314	351	349
Grade 07	312	323	372
Grade 08	327	307	335
UG	19	9	5
Total	972	990	1061

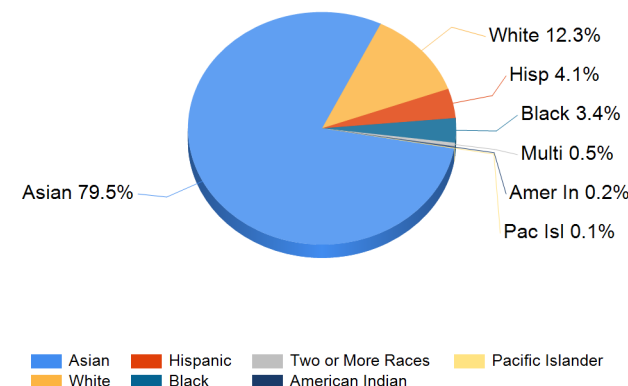
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



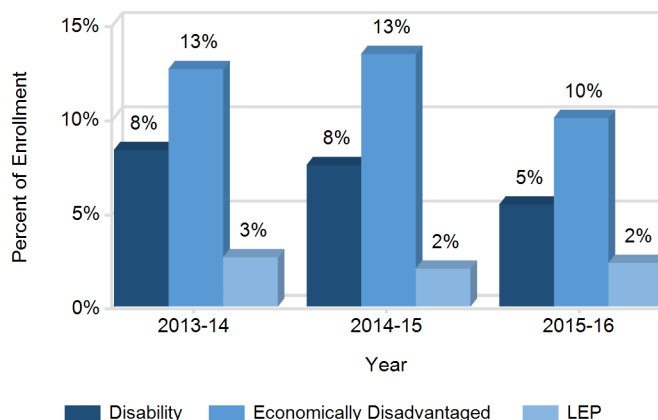
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	25.6%
Gujarati	11.6%
Hindi	11.1%
Telugu	10.2%
Chinese	9.5%
Other	32.3%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	89%	100	99
Mathematics Met or Exceeded Expectations	78%	79	93

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	961	89%	99	98%	✓	961	78%	93	98%	✓
White	120	83%	89	94%	✓	120	57%	53	94%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	35	63%	84	89%	✗	35	29%	34	89%	✗
American Indian	S	S	S	S		S	S	S	S	
Asian	773	92%	75	99%	✓	773	85%	61	99%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	65	45%	93	97%	✓	65	29%	77	97%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	76	72%	96	94%	✓	76	45%	81	94%	✓



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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	341	786	774	750	1%	1%	10%	38%	50%	88%	52%
White	36	776	756	756	3%	N	19%	44%	33%	78%	61%
African American	S	S	743	732	S	S	S	S	S	S	31%
Hispanic	12	761	744	738	8%	N	25%	42%	25%	67%	37%
Asian	282	789	787	772	0%	1%	7%	37%	54%	91%	79%
American Indian	S	S	S	750	S	S	S	S	S	S	58%
Two or More Races	S	S	768	755	S	S	S	S	S	S	60%
Students with Disability	14	744	718	719	14%	7%	36%	36%	7%	43%	15%
English Language Learners	S	S	721	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	22	757	744	735	5%	N	32%	55%	9%	64%	33%
PARCC MATH											
Schoolwide	346	772	761	743	2%	6%	16%	44%	33%	77%	43%
White	36	753	740	750	6%	14%	22%	42%	17%	58%	53%
African American	S	S	728	724	S	S	S	S	S	S	20%
Hispanic	12	746	726	730	8%	N	50%	33%	8%	42%	26%
Asian	287	777	775	768	1%	5%	13%	45%	37%	82%	76%
American Indian	S	S	S	745	S	S	S	S	S	S	50%
Two or More Races	S	S	747	748	S	S	S	S	S	S	49%
Students with Disability	14	730	715	717	21%	29%	21%	21%	7%	29%	13%
English Language Learners	11	728	723	713	18%	18%	36%	27%	N	27%	12%
Economically Disadvantaged Students	24	740	729	728	13%	8%	38%	29%	13%	42%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	362	794	783	753	1%	3%	6%	24%	66%	91%	56%
White	40	783	763	760	N	5%	5%	38%	53%	90%	65%
African American	S	S	751	733	S	S	S	S	S	S	35%
Hispanic	18	749	754	739	11%	11%	28%	33%	17%	50%	41%
Asian	286	800	798	781	0%	2%	4%	20%	74%	94%	84%
American Indian	S	S	772	748	S	S	S	S	S	S	54%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	19	754	724	716	11%	16%	16%	37%	21%	58%	16%
English Language Learners	S	S	700	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	38	760	751	735	11%	3%	13%	58%	16%	74%	37%
PARCC MATH											
Schoolwide	306	765	753	740	1%	7%	21%	46%	25%	71%	39%
White	38	751	738	747	N	11%	47%	32%	11%	42%	47%
African American	S	S	727	724	S	S	S	S	S	S	19%
Hispanic	18	724	732	729	11%	44%	33%	6%	6%	11%	23%
Asian	232	772	768	763	N	3%	15%	52%	30%	82%	72%
American Indian	S	S	780	736	S	S	S	S	S	S	30%
Two or More Races	N	N	N	744	N	N	N	N	N	N	44%
Students with Disability	15	736	715	713	13%	20%	33%	27%	7%	33%	9%
English Language Learners	S	S	725	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	41	739	731	727	10%	10%	49%	27%	5%	32%	21%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	323	791	777	753	0%	3%	7%	39%	51%	90%	55%
White	48	773	761	759	2%	4%	15%	52%	27%	79%	63%
African American	S	S	741	732	S	S	S	S	S	S	34%
Hispanic	S	S	747	740	S	S	S	S	S	S	43%
Asian	255	796	791	780	N	2%	6%	35%	58%	93%	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	S	S	756	756	S	S	S	S	S	S	59%
Students with Disability	21	743	718	715	5%	19%	33%	43%	N	43%	16%
English Language Learners	N	N	N	701	N	N	N	N	N	N	9%
Economically Disadvantaged Students	26	774	749	736	N	12%	15%	42%	31%	73%	38%
**PARCC MATH											
Schoolwide	101	745	727	726	6%	20%	32%	42%	1%	43%	26%
White	25	738	722	732	12%	16%	36%	36%	N	36%	32%
African American	S	S	717	712	S	S	S	S	S	S	14%
Hispanic	S	S	722	721	S	S	S	S	S	S	20%
Asian	62	751	738	745	3%	19%	26%	50%	2%	52%	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	19	721	706	704	21%	37%	32%	11%	N	11%	8%
English Language Learners	S	S	708	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	13	725	719	718	23%	15%	46%	15%	N	15%	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



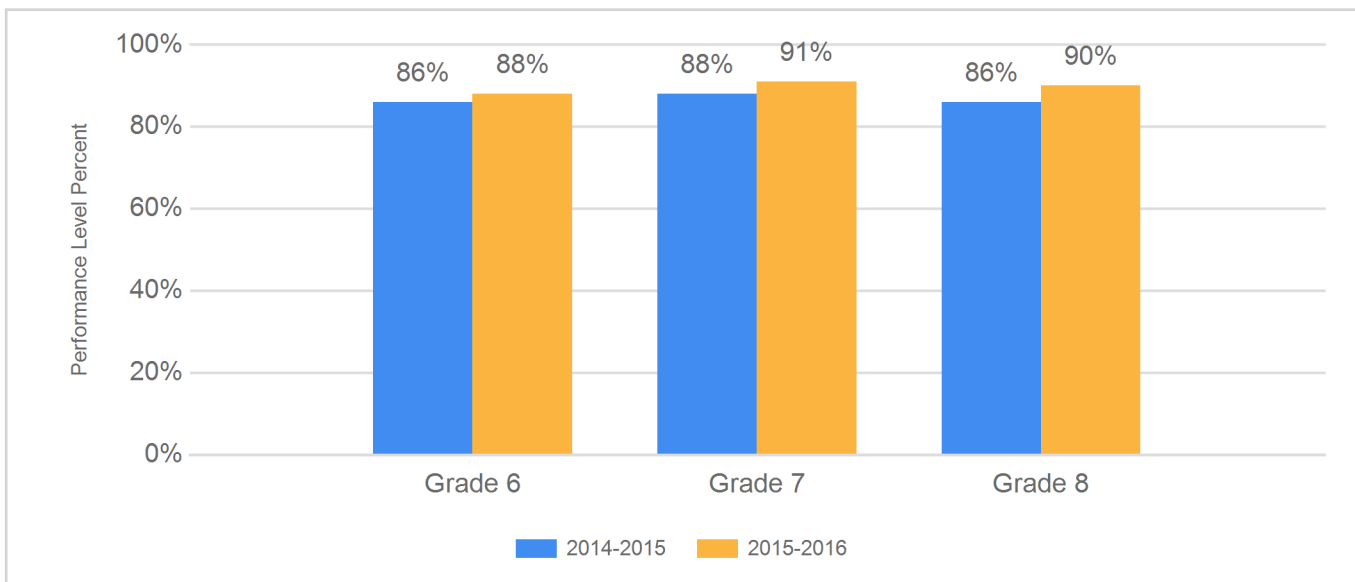
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	241	792	790	769	N	N	3%	71%	27%	98%	41%
White	26	775	774	772	N	N	8%	85%	8%	92%	51%
African American	S	S	745	748	S	S	S	S	S	S	20%
Hispanic	S	S	768	746	S	S	S	S	S	S	25%
Asian	209	795	793	789	N	N	1%	69%	30%	99%	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	S	S	S	776	S	S	S	S	S	S	47%
Students with Disability	S	S	803	738	S	S	S	S	S	S	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	14	783	776	746	N	N	N	86%	14%	100%	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	44	789	789	776	N	N	N	34%	66%	100%	27%
White	N	N	N	772	N	N	N	N	N	N	34%
African American	S	S	S	755	S	S	S	S	S	S	9%
Hispanic	N	N	N	761	N	N	N	N	N	N	13%
Asian	S	S	790	785	S	S	S	S	S	S	61%
American Indian	N	N	N	777	N	N	N	N	N	N	15%
Two or More Races	N	N	N	778	N	N	N	N	N	N	29%
Students with Disability	N	N	N	771	N	N	N	N	N	N	5%
English Language Learners	N	N	N	770	N	N	N	N	N	N	6%
Economically Disadvantaged Students	S	S	783	759	S	S	S	S	S	S	12%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



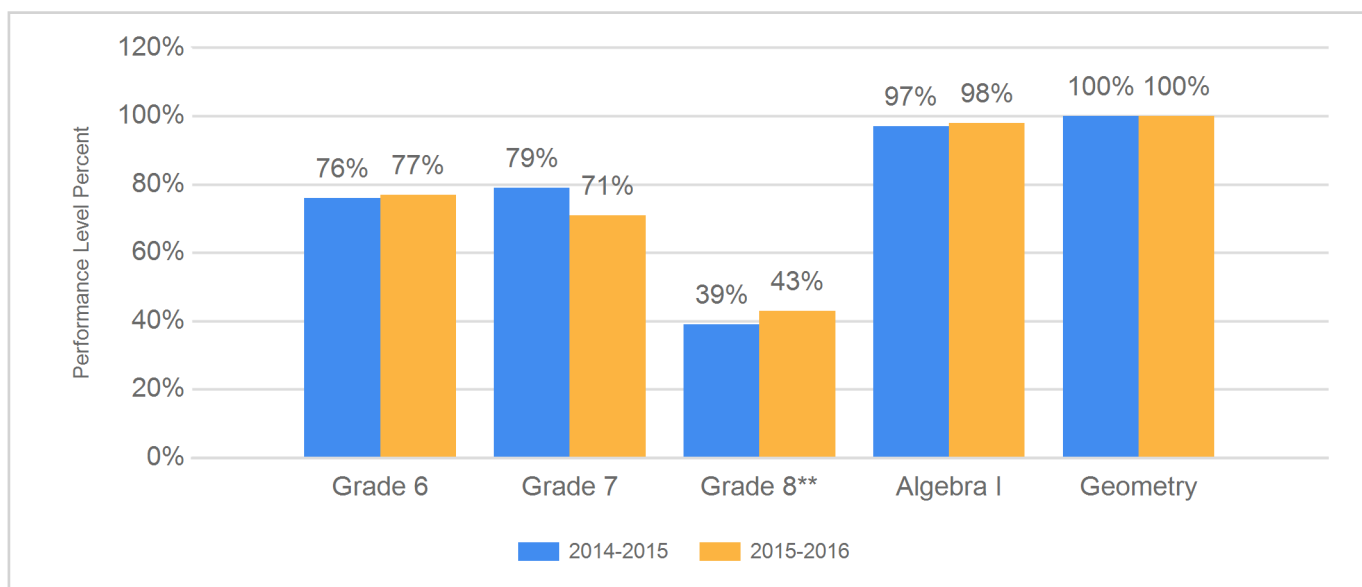
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.

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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

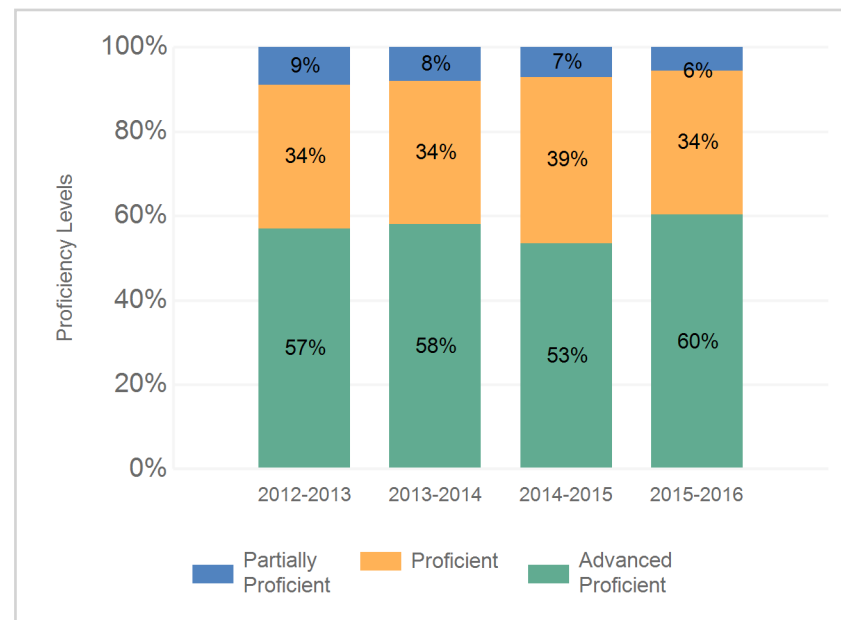
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	60%	34%	6%
White	53%	43%	4%
African American	9%	73%	18%
Hispanic	27%	55%	18%
American Indian	N	N	N
Asian	65%	30%	5%
Two or More Races	S	S	S
Students with Disability	10%	55%	35%
English Language Learners	S	S	S
Economically Disadvantaged Students	30%	57%	13%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	71	65	50
Student Growth on Math	57	53	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	1%
Partially Met (L2)	1%	1%	1%
Approached (L3)	2%	2%	5%
Met (L4)	6%	9%	22%
Exceeded (L5)	10%	19%	22%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	1%	4%	3%
Approached (L3)	6%	7%	9%
Met (L4)	13%	15%	23%
Exceeded (L5)	5%	7%	9%



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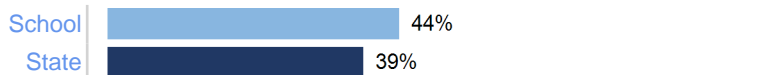
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



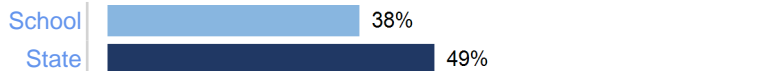
DRAMA



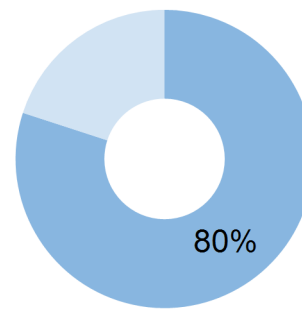
DANCE



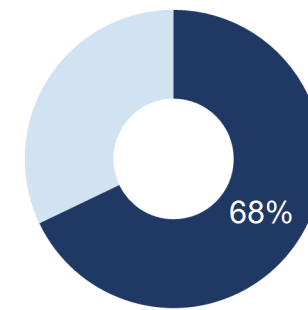
VISUAL ARTS



Any Visual and Performing Arts



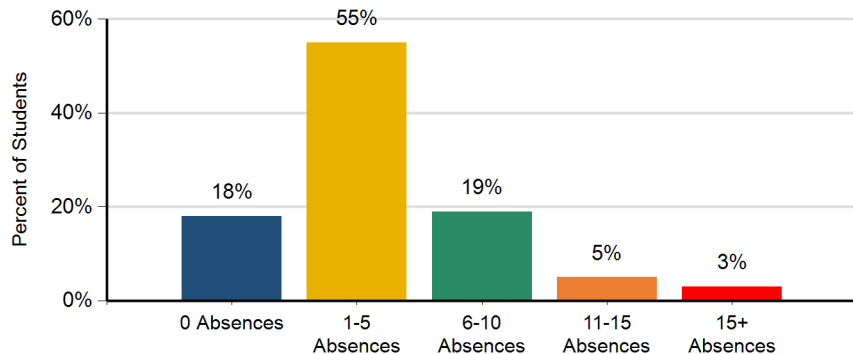
School



State

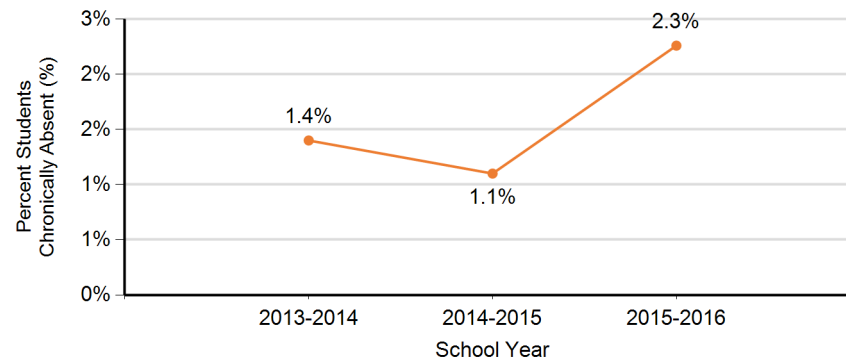
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey
2015-2016

Grade Span 06-08

23-1290-063

MIDDLESEX

EDISON TWP

Woodrow Wilson Middle School

50 WOODROW WILSON DRIVE

EDISON, NJ 08820

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 30 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 33 Mins.
Shared Time	2 Hrs. 45 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	13:1
Administrator	531:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.6%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%