



State of New Jersey

2013-14

21-1430-050

EWING HIGH SCHOOL
900 PARKWAY AVE
EWING, NJ 08618-2308

OVERVIEW

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GRADE SPAN 09-12

This school's academic performance **lags in comparison** to schools across the state. Additionally, its academic performance **is about average when compared** to its peers. This school's college and career readiness **is about average when compared** to schools across the state. Additionally, its college and career readiness **is about average when compared** to its peers. This school's graduation and post-secondary performance **lags in comparison** to schools across the state. Additionally, its graduation and post-secondary readiness **is about average when compared** to its peers.

Performance Areas	Peer Percentile	Statewide Percentile	Percent of Targets Met
Academic Achievement	42	34	100%
College & Career Readiness	58	42	40%
Graduation and Post-Secondary	55	34	100%

Improvement Status

N/A

Rationale

N/A

Very High Performance is defined as being **equal to or above the 80th percentile**.

High Performance is defined as being **between the 60th and 79.9th percentiles**.

Average Performance is defined as being **between the 40th and 59.9th percentiles**.

Lagging Performance is defined as being **between the 20th and 39.9th percentiles**.

Significantly Lagging Performance is defined as being **equal to or below the 19.9th percentile**.

Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

Academic Achievement

This school outperforms **34%** of schools statewide as noted by its statewide percentile and **42%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting **100%** of its performance targets in the area of Academic Achievement.



Academic Achievement measures the content knowledge students have in language arts literacy and math. For high schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey High School Proficiency Assessment (HSPA). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

College and Career Readiness

This school outperforms **42%** of schools statewide as noted by its statewide percentile and **58%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting **40%** of its performance targets in the area of College and Career Readiness.



College and Career Readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For high schools, this includes measures of participation in college readiness tests such as the SAT, ACT or PSAT and in rigorous coursework as defined by participation in AP or IB courses in English, math, social studies and science.

Graduation and Post-Secondary

This school outperforms **34%** of schools statewide as noted by its statewide percentile and **55%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Graduation and Post-Secondary. Additionally, this school is meeting **100%** of its performance targets in the area of Graduation and Post-Secondary.



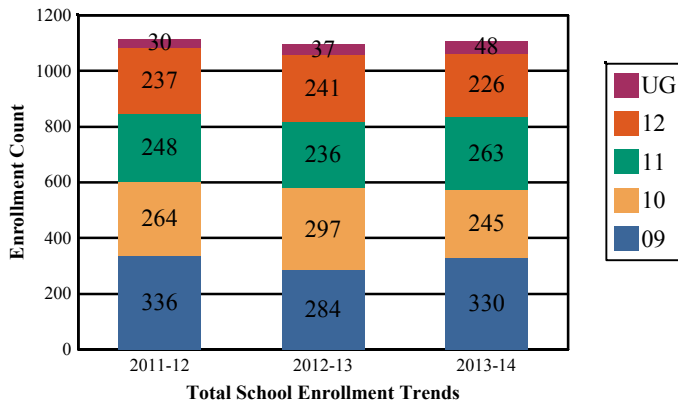
Graduation and Postsecondary measures the rate at which students who begin high school four years earlier graduate within four years. Also included is a measure of the rate at which students in a particular school drop out of school.

DEMOGRAPHIC INFORMATION

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GRADE SPAN 09-12

Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



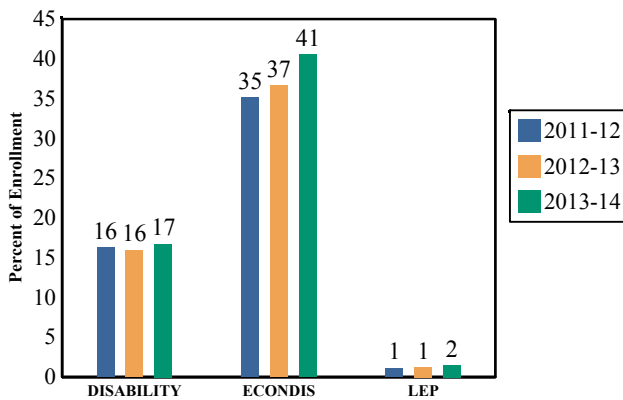
Total School Enrollment Trends

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment

2011-12	1,115
2012-13	1,095
2013-14	1,110

Enrollment Trends by Program Participation



Current Year Enrollment by Program Participation

2013-2014	Count of Students	% of Enrollment
Students with Disability	186	17%
Economically Disadvantaged Students	450	40.6%
Limited English Proficient Students	17	1.5%

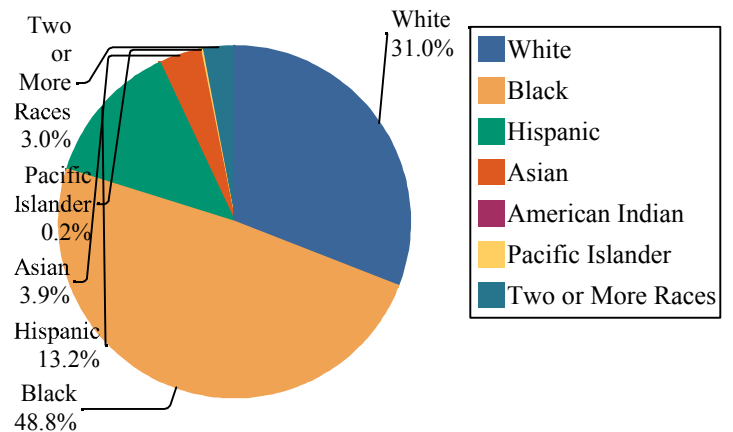
Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2013-14	Percent
English	90.5%
Spanish	5.2%
Creoles and pidgins, French	0.9%
Polish	0.8%
Creoles and pidgins, English	0.6%
Urdu	0.4%
Other	1.6%

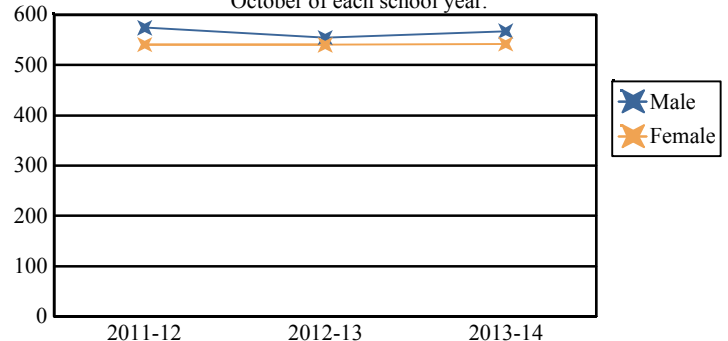
Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001



Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2011-12	574	541
2012-13	555	540
2013-14	568	542



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ACADEMIC ACHIEVEMENT

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Academic Achievement measures the content knowledge students have in Language Arts Literacy and Math. In high schools, this includes the outcomes of the New Jersey High School Proficiency Assessment (HSPA). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both Language Arts Literacy and Math across multiple administrations of the assessment. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than 30% of all schools with HSPA scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile	Percent of Targets Met
HSPA Language Arts Proficiency and above	95%	65	42	100%
HSPA Math Proficiency and above	78%	19	25	100%
SUMMARY - Academic Achievement		42	34	100%

NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

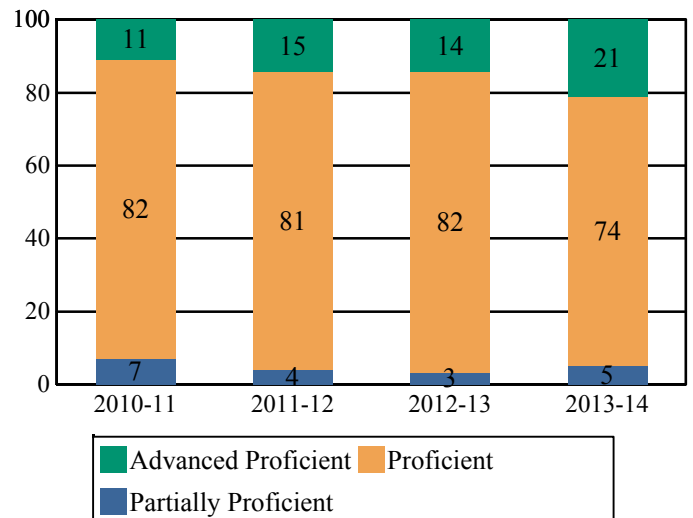
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	238	94.9	90	YES
White	87	94.3	90	YES
Black	119	95.8	90	YES
Hispanic	-	-		--
American Indian	-	-		--
Asian	-	-		--
Two or More Races	-	-		--
Students with Disability	44	72.8	83.5	YES*
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	78	93.6	90	YES

YES* = Met Progress Target (Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.



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NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	238	77.7	79.1	YES*
White	87	89.7	90	YES*
Black	119	68	69.3	YES*
Hispanic	-	-		--
American Indian	-	-		--
Asian	-	-		--
Two or More Races	-	-		--
Students with Disability	44	36.4	46.6	YES*
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	78	71.8	72.7	YES*

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Outcomes - Biology

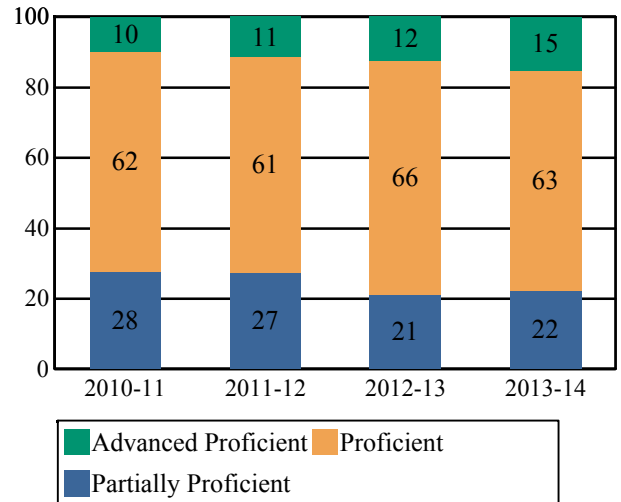
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

Subgroups	Advanced	Proficient	Partially Proficient
Schoolwide	4%	37%	59%
White	7%	47%	46%
Black	3%	30%	68%
Hispanic	0%	32%	68%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	2%	33%	65%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

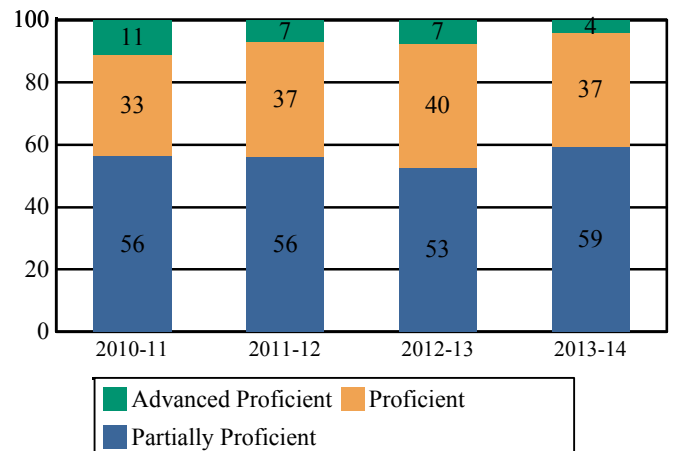
Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.



Proficiency Trends - Biology

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient, and Partially Proficient categories of the Biology Competency Test over the last two years.



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COLLEGE AND CAREER READINESS

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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. The table below presents five such indicators: the percentage of students enrolled in the 12th grade who took the SAT or ACT, the percentage of 10th and 11th graders who took the PSAT, the percentage of students who scored above the SAT benchmark of 1550, the percentage of 11th and 12th graders who took at least one AP or IB test in English, math, social studies or science, and the percentage of those AP or IB tests that were scored a 3 or higher.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in the school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school percentile is 65 in SAT participation has a higher SAT Participation than 65% of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Percent of Students Participating in SAT or ACT	81%	81	49	80%	YES
Percent of Students Participating in PSAT or PLAN	56%	48	30	60%	NO
Percent of Students Scoring Above 1550 on SAT	30%	48	38	40%	NO
Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science	8%	16	16	35%	NO
Percent of AP Tests ≥ 3 or IB Test ≥ 4 in English, Math, Social Studies or Science	84%	97	78	75%	YES
Summary		58	42		40%

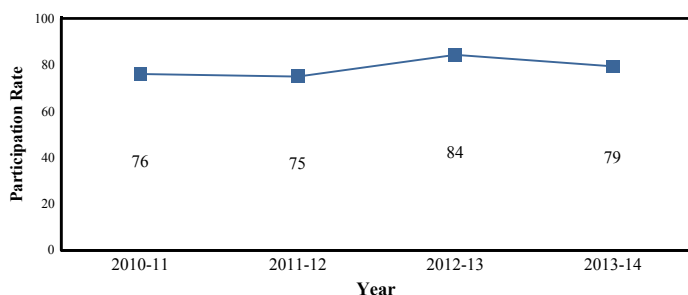
College Readiness Test Participation

The first column of the table below presents the percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT. The second column provides the average across the school's peer group for these two metrics.

2013-14 Percent of Students	School	Peer Avg.	State Avg.
Participating in SAT	79.4%	70.0%	76.2%
Participating in ACT	14.6%		22.5%
Participating in PSAT or PLAN	55.6%	62.0%	75.0%

Participation Trends - SAT Testing

This graph presents the participation rate in the SAT over the last four years.



AP/IB Participation - 'Unique' Students

The table below presents the proportion of 'unique' students enrolled in at least 11th and 12th grade i.e., each student is counted once regardless of how many AP or IB courses he/she may take. The table also presents the proportion of how many 'unique' students took at least one AP or IB test to the school's enrollment in 11th and 12th grade.

2013-14 Percent of Students Taking	School	Peer Avg.	State Avg.
One or More Course	12.3%	24.9%	34.2%
One or More Test	8.2%	20.4%	28.4%
At least one AP or IB Test in English, Math, Social Studies or Science	7.6%	17.8%	18.9%

Note: Students who are enrolled in AP/IB coursework or take AP/IB tests in grades other than 11th and 12th are included in the numerator of this calculation.

AP /IB Test Results

This table presents the percentage of all AP/IB tests taken by students enrolled in the school that were scored AP ≥ 3 and scored IB ≥ 4 .

2013-14	School	Peer Avg.	State Avg.
Percent of AP Tests ≥ 3 or IB Test ≥ 4	85.0%	62.5%	74.1%
Percent of Scores in AP ≥ 3 or IB ≥ 4 in English, Math, Social Studies or Science	83.8%	55.7%	72.4%

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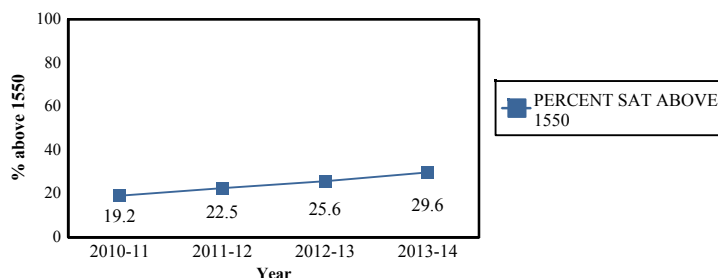
Scholastic Assessment Test (SAT) Results

This table presents the percentage of students who achieved a composite SAT score of 1550 or higher. The SAT benchmark score of 1550 (Critical Reading, Mathematics and Writing Score combined) indicates a 65 percent likelihood of achieving a B- average or higher during the first year of college, which in turn has been found by the College Board's research to be indicative of a high likelihood of college success and completion.

2013-14	School	Peer Avg.	State Avg.
Percent of Students Scoring Above 1550 on SAT	29.6%	30.8%	44.6%

SAT Benchmark Trends

This chart presents the percentage of students who achieved a composite SAT score of 1550 or higher over the past four years.



AP/IB Courses Offered

This table presents the count of students enrolled in each AP/IB course offered in this school in the first column. The second column presents the count of tests taken in each AP/IB course. The numbers may not match as some students do not take the test in the same year as they take the course and some students may take the course without taking the test or vice versa.

AP/IB Course Name	Students Enrolled	Students Tested
AP U.S. History	46	18
AP English Literature and Composition	20	13
AP Calculus AB	12	5
AP Spanish Language	8	8
AP Calculus BC	6	2
AP U.S. Government and Politics	6	4
AP European History	6	3

Composite SAT Score

This chart presents the average composite SAT score from the last academic year for students enrolled in this school as well as the average scores achieved in Critical Reading, Mathematics and Writing. The averages from this school's peer group are also presented.

2013-14	School	Peer Avg.	State Avg.
Composite SAT Score	1,398	1,409	1,514
Critical Reading	471	463	496
Mathematics	458	484	521
Writing	469	462	497

This chart presents the scores achieved in Critical Reading, Mathematics and Writing by the students at the 25th percentile, the 50th percentile and the 75th percentile of the school's distribution of SAT scores.

2013-14	Critical Reading	Mathematics	Writing
75th Percentile	550	530	530
50th Percentile	460	460	460
25th Percentile	390	380	395



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Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	N/R	2.1%
Drama/Theater	4.1%	3.9%
Music	24.8%	17.5%
Visual Arts	36.4%	31.1%
Total: All Visual and Performing Arts	59.7%	49.3%

N/R - Data Not Reported

Career in Technical Education Programs

The chart below contains percentage of students who were participants in an approved Career and Technical Education Program in this school as well as across the State of New Jersey.

Percent of Students Enrolled	School	State
Participating in CTE	23.6%	19.2%

N/R - Data Not Reported



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GRADUATION AND POSTSECONDARY

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This section of the performance report presents data about graduation, dropout and post-secondary attendance. The graduation rate is calculated according to the NCLB Cohort methodology as required by the United States Department of Education. Dropout rates are calculated from student-level data submitted by districts for students officially classified as dropouts. The dropout rate is the count of students who dropout in an academic year divided by the school's total enrollment.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer percentile is 65 in Graduation Rate has a higher Graduation Rate than 65% of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The Statewide Target for Graduation Rate was established pursuant to NJDOE's NCLB Accountability Workbook. The last column - Met Target - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentile, the average of statewide percentile and the percentage of statewide targets met.

Graduation & Post Secondary Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Targets	Met Target
Overall Graduation Rate	91%	81	46	78%	YES
Dropout Rate	1.6%	29	21	2%	YES
SUMMARY - Graduation & Post-Secondary		55	34		100%

Graduation Rate by Subgroup

This table presents for all NCLB-identified subgroups the "4-year Adjusted Graduation Rate." This rate calculates the percentage of students who are awarded a regular, high school diploma within four years of becoming a first-time ninth grader. The rate is adjusted to account for students who 'transfer-in' and for students who are verified as 'transfers-out'.

	School	State Target
Schoolwide	91%	78%
White	93%	
Black	91%	
Hispanic	-	
American Indian	-	
Asian	-	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	87%	
Limited English Proficient Students	-	
Economically Disadvantaged Students	90%	

Dropout Rate by Subgroup

This table presents for all NCLB-identified subgroups the Dropout rate. This rate calculates the percentage of students who are classified as dropouts divided by the school's total enrollment and by each subgroup enrollment.

	School	State Target
Schoolwide	1.6%	2%
White	1.7%	
Black	1.6%	
Hispanic	1.9%	
American Indian	-	
Asian	0%	
Native Hawaiian	-	
Two or More Races	0%	
Students with Disability	1%	
Economically Disadvantaged Students	.4%	
Limited English Proficiency	-	



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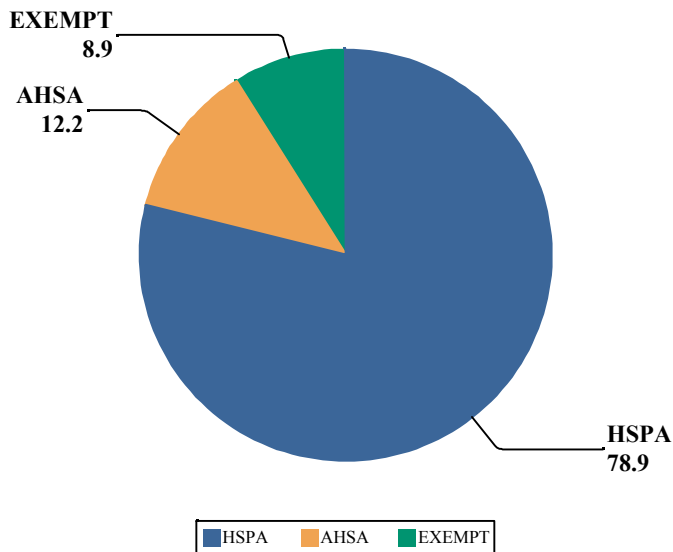
GRADUATION AND POSTSECONDARY

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Graduation Pathway Rates

This chart presents the percentage of high school graduates who graduated by passing both sections of the HSPA, who were exempt from passing the HSPA, or who demonstrated proficiency through an alternative pathway such as through the Alternative High School Assessment, achievement of the 'Just Proficient Mean' or an appeal process.



Extended Year Graduation Rate

The chart below presents the 4-year and 5-year graduation rate for the prior school year's cohort in addition to the 4-year graduation rate for last year's cohort.

Class of	4-year Rate	5-year Rate
2012	84%	89%
2013	82%	86%
2014	91%	

Postsecondary Enrollment Rates

This chart presents the enrollment rates of this school's high school graduates, 16-months after high school graduation. The data is from the National Student Clearinghouse which reports that it collects student-level enrollment data from 95% of Institutions of Higher Education nationwide.

The last columns indicate, for the schoolwide total and each subgroup, the percentage of postsecondary enrollees that were enrolled in either a 2 year or a 4 year institution.

	Percent Enrolled	Percent in 2 Year	Percent in 4 Year
Schoolwide	77%	51.3%	48.7%
White	76.6%	54.2%	45.8%
Black	76.1%	47.6%	52.4%
Hispanic	-	-	-
Asian	-	-	-
American Indian	-	-	-
Native Hawaiian	-	-	-
Two or More Races	-	-	-
Students with Disability	53.7%	90.9%	9.1%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	78.3%	56.9%	43.1%



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WITHIN SCHOOL ACHIEVEMENT GAP

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the so-called Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is larger than the state's.

High School

HSPA Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scaled Score	State Scaled Score
99th	268	287
75th	249	250
50th	234	240
25th	219	224
0th	145	100

	Scaled Score Gap - School	Scaled Score Gap - State
25th vs 75th Gap	30	26

High School

HSPA Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scaled Score	State Scaled Score
99th	268	300
75th	238	253
50th	215	232
25th	200	208
0th	141	132

	Scaled Score Gap - School	Scaled Score Gap - State
25th vs 75th Gap	38	45



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SCHOOL CLIMATE

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GRADE SPAN 09-12

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
2013-14	6 Hrs. 45 Mins.

Student Suspension Rate

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

	School
2013-14	25.4%

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.

2013-14	School
Full Time	5 Hrs. 51 Mins.
Shared Time	3 Hrs. 40 Mins.

Student Expulsions

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

	School
2013-14	0

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.

2013-14	School
Faculty	12
Administrators	370

SCHOOL PEER GROUP**EWING HIGH SCHOOL****21-1430-050**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRAD ESPAN</u>	<u>FRPL</u>	<u>LEP</u>	<u>SpED</u>
ATLANTIC	BUENA REGIONAL	BUENA REGIONAL HIGH SCHOOL	01-0590-025	09-12	39.2%	0.4%	17.2%
BERGEN	BOGOTA BORO	BOGOTA JR./SR. HIGH SCHOOL	03-0440-020	07-12	46.6%	3.0%	15.3%
BERGEN	CLIFFSIDE PARK BORO	CLIFFSIDE PARK HIGH SCHOOL	03-0890-030	09-12	68.3%	8.6%	16.2%
BERGEN	ELMWOOD PARK	MEMORIAL SENIOR HIGH SCHOOL	03-1345-050	09-12	47.5%	3.5%	13.7%
BURLINGTON	MAPLE SHADE TWP	MAPLE SHADE HIGH SCHOOL	05-3010-030	07-12	41.3%	2.2%	23.0%
BURLINGTON	RIVERSIDE TWP	RIVERSIDE HIGH SCHOOL	05-4450-050	09-12	43.9%	3.3%	22.7%
CAMDEN	BLACK HORSE PIKE REGIONAL	HIGHLAND REGIONAL HIGH SCHOOL	07-0390-020	09-12	32.0%	0.0%	14.1%
CAMDEN	BLACK HORSE PIKE REGIONAL	TRITON REGIONAL HIGH SCHOOL	07-0390-050	09-12	34.3%	1.6%	17.6%
CAMDEN	COLLINGSWOOD BORO	COLLINGSWOOD HIGH SCHOOL	07-0940-030	09-12	45.2%	3.5%	17.8%
CAMDEN	PINE HILL BORO	OVERBROOK SENIOR HIGH SCHOOL	07-4110-010	09-12	41.9%	2.1%	19.1%
CAPE MAY	MIDDLE TWP	MIDDLE TOWNSHIP HIGH SCHOOL	09-3130-050	09-12	36.2%	0.7%	20.2%
CHARTERS	CENTRAL JERSEY COLLEGE PREP CS	CENTRAL JERSEY COLLEGE PREP CHARTER SCHOOL	80-6018-900	06-12	42.5%	0.0%	6.9%
CHARTERS	HOBOKEN CS	HOBOKEN CHARTER SCHOOL	80-6720-930	KG-12	30.4%	0.0%	15.0%
ESSEX	BLOOMFIELD TWP	BLOOMFIELD HIGH SCHOOL	13-0410-020	09-12	48.1%	2.7%	16.5%
GLOUCESTER	DEPTFORD TWP	DEPTFORD TOWNSHIP HIGH SCHOOL	15-1100-040	09-12	42.5%	0.7%	15.1%
GLOUCESTER	GATEWAY REGIONAL	GATEWAY REGIONAL HIGH SCHOOL	15-1715-050	07-12	34.7%	0.0%	17.0%
HUDSON	JERSEY CITY	DR RONALD MCNAIR HIGH SCHOOL	17-2390-075	09-12	47.0%	0.0%	0.1%
HUDSON	KEARNY TOWN	KEARNY HIGH SCHOOL	17-2410-050	09-12	50.8%	4.3%	13.8%
HUDSON	NORTH BERGEN TWP	NORTH BERGEN HIGH SCHOOL	17-3610-050	09-12	61.3%	6.8%	14.6%
HUDSON	WEEHAWKEN TWP	WEEHAWKEN HIGH SCHOOL	17-5580-050	07-12	57.9%	4.6%	11.0%
MERCER	EWING TWP	EWING HIGH SCHOOL	21-1430-050	09-12	40.6%	1.5%	14.7%
MIDDLESEX	SAYREVILLE BORO	SAYREVILLE WAR MEMORIAL HIGH SCHOOL	23-4660-050	09-12	37.4%	0.9%	12.9%
MIDDLESEX	SOUTH AMBOY CITY	SOUTH AMBOY MIDDLE/HIGH SCHOOL	23-4830-030	07-12	44.1%	1.9%	15.5%
MIDDLESEX	SOUTH RIVER BORO	SOUTH RIVER HIGH SCHOOL	23-4920-050	09-12	42.2%	2.4%	12.4%
MIDDLESEX	WOODBRIIDGE TWP	WOODBRIIDGE HIGH SCHOOL	23-5850-050	09-12	44.5%	1.3%	13.4%
MORRIS	DOVER TOWN	DOVER HIGH SCHOOL	27-1110-040	09-12	65.7%	6.9%	9.4%
OCEAN	CENTRAL REGIONAL	CENTRAL REGIONAL HIGH SCHOOL	29-0770-030	09-12	32.5%	1.0%	17.2%
OCEAN	PINELANDS REGIONAL	PINELANDS REGIONAL HIGH SCHOOL	29-4105-050	10-12	42.2%	0.8%	16.0%
PASSAIC	CLIFTON CITY	CLIFTON HIGH SCHOOL	31-0900-030	09-12	53.6%	4.4%	12.1%
SALEM	PITTSBGROVE TWP	ARTHUR P SCHALICK HIGH SCHOOL	33-4150-040	09-12	34.5%	0.0%	10.5%
SOMERSET	MANVILLE BORO	MANVILLE HIGH SCHOOL	35-3000-050	09-12	46.2%	2.7%	19.0%

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OVERVIEW

MERCER
EWING TWP

GRADE SPAN PK-05

FRANCIS LORE ELEMENTARY SCHOOL
13 WESTWOOD DRIVE
EWING, NJ 08628-1912

This school's academic performance **is about average when compared** to schools across the state. Additionally, its academic performance **is about average when compared** to its peers. This school's college and career readiness **is about average when compared** to schools across the state. Additionally, its college and career readiness **is high when compared** to its peers. This school's student growth performance **significantly lags in comparison** to schools across the state. Additionally, its student growth performance **significantly lags in comparison** to its peers.

Performance Areas	Peer Percentile	Statewide Percentile	Percent of Targets Met
Academic Achievement	54	41	100%
College and Career Readiness	61	48	100%
Student Growth	17	18	100%

Improvement Status

N/A

Rationale

N/A

Very High Performance is defined as being **equal to or above the 80th percentile**.

High Performance is defined as being **between the 60th and 79.9th percentiles**.

Average Performance is defined as being **between the 40th and 59.9th percentiles**.

Lagging Performance is defined as being **between the 20th and 39.9th percentiles**.

Significantly Lagging Performance is defined as being **equal to or below the 19.9th percentile**.

Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

Academic Achievement

This school outperforms **41%** of schools statewide as noted by its statewide percentile and **54%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting **100%** of its performance targets in the area of Academic Achievement.



Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

College and Career Readiness

This school outperforms **48%** of schools statewide as noted by its statewide percentile and **61%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting **100%** of its performance targets in the area of College and Career Readiness.



College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in eighth grade.

Student Growth

This school outperforms **18%** of schools statewide as noted by its statewide percentile and **17%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, this school is meeting **100%** percentage of its performance targets in the area of Student Growth.



Student Growth measures the performance of students from one year to the next on the New Jersey Assessment of Skills and Knowledge (NJASK) in Language Arts Literacy and Math when compared to students with a similar history of performance on NJASK.

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DEMOGRAPHIC INFORMATION

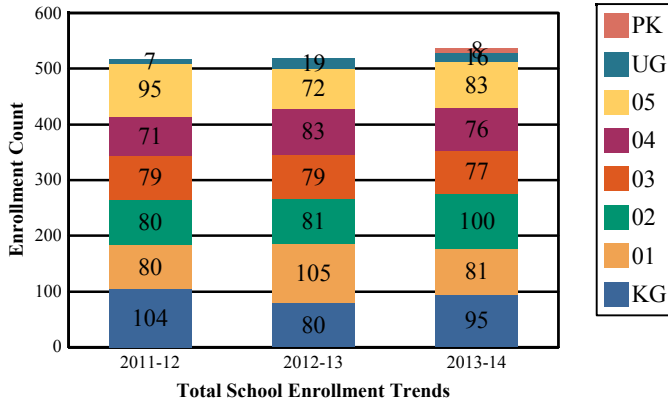
MERCER
EWING TWP

GRADE SPAN PK-05

FRANCIS LORE ELEMENTARY SCHOOL
13 WESTWOOD DRIVE
EWING, NJ 08628-1912

Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



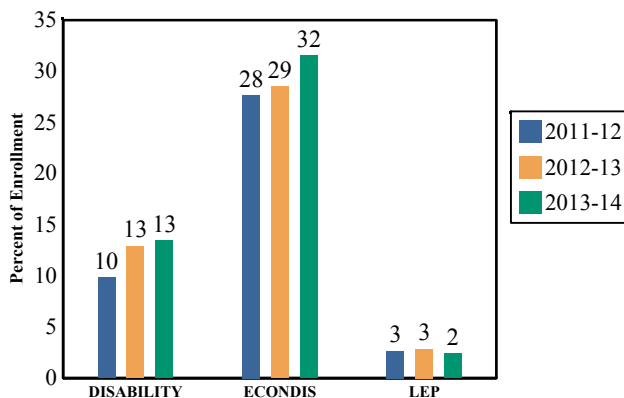
Total School Enrollment Trends

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment

Year	Enrollment
2011-12	516
2012-13	519
2013-14	536

Enrollment Trends by Program Participation



Current Year Enrollment by Program Participation

2013-2014	Count of Students	% of Enrollment
Students with Disability	72	13%
Economically Disadvantaged Students	169	31.5%
Limited English Proficient Students	13	2.4%

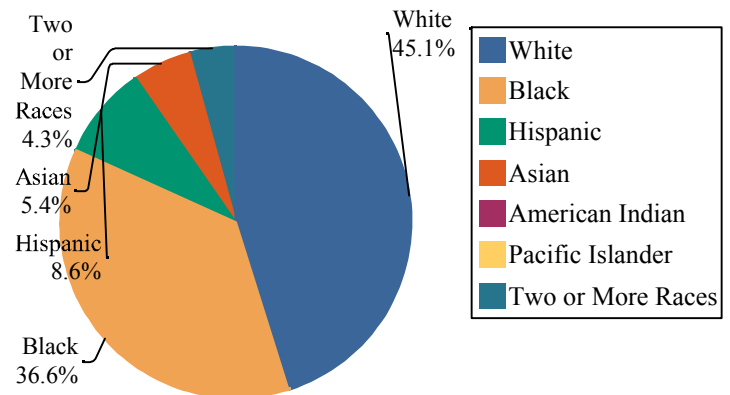
Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2013-14	Percent
English	91.9%
Spanish	3.8%
Polish	0.7%
Vietnamese	0.4%
Hindi	0.4%
Urdu	0.4%
Other	2.5%

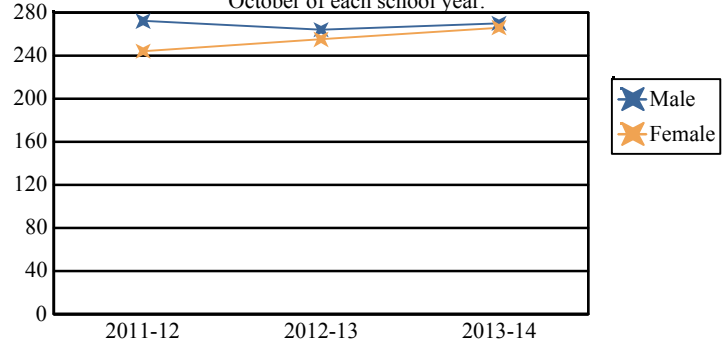
Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001



Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2011-12	272	244
2012-13	264	255
2013-14	270	266

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EWING, NJ 08628-1912

Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than 30% of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile	Percent of Targets Met
NJASK Language Arts Proficiency and above	70%	78	49	100%
NJASK Math Proficiency and above	77%	30	33	100%
SUMMARY - Academic Achievement		54	41	100%

NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

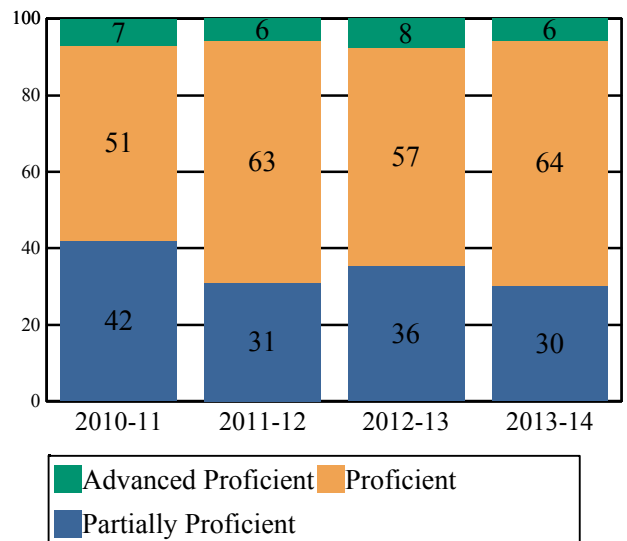
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	222	69.9	68.5	YES
White	101	78.2	81.8	YES*
Black	78	65.4	53	YES
Hispanic	-	-		--
American Indian	-	-		--
Asian	-	-		--
Two or More Races	-	-		--
Students with Disability	39	58.9	55.7	YES
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	63	52.4	58.6	YES*

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.



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ACADEMIC ACHIEVEMENT

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NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

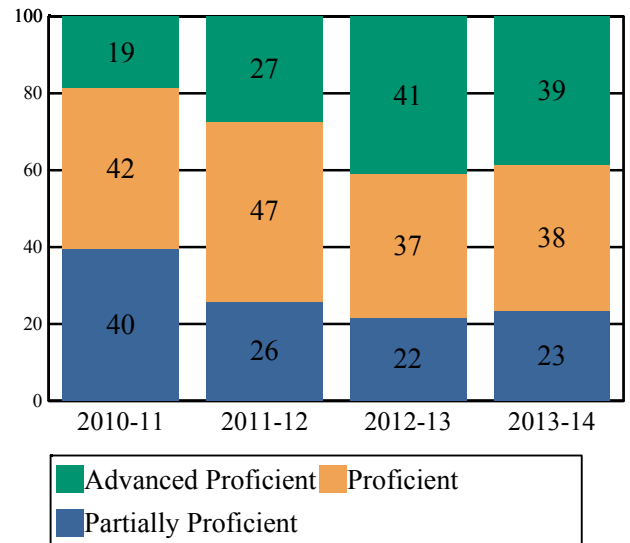
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	223	76.7	70.4	YES
White	102	89.2	82.8	YES
Black	78	62.8	55.7	YES
Hispanic	-	-		--
American Indian	-	-		--
Asian	-	-		--
Two or More Races	-	-		--
Students with Disability	40	77.5	60.1	YES
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	63	60.4	56	YES

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.



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GRADE SPAN PK-05

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13 WESTWOOD DRIVE
EWING, NJ 08628-1912

NJASK Results - Language Arts Literacy Grade Level - 03

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	7%	79%	14%
White	14%	81%	5%
Black	0%	82%	18%
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	8%	58%	33%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	5%	75%	20%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Language Arts Literacy Grade Level - 04

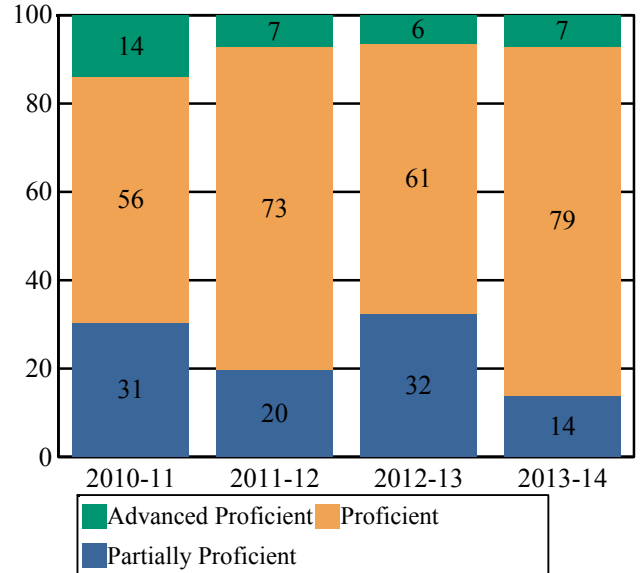
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	4%	60%	36%
White	7%	63%	30%
Black	0%	67%	33%
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	0%	33%	67%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	0%	29%	71%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

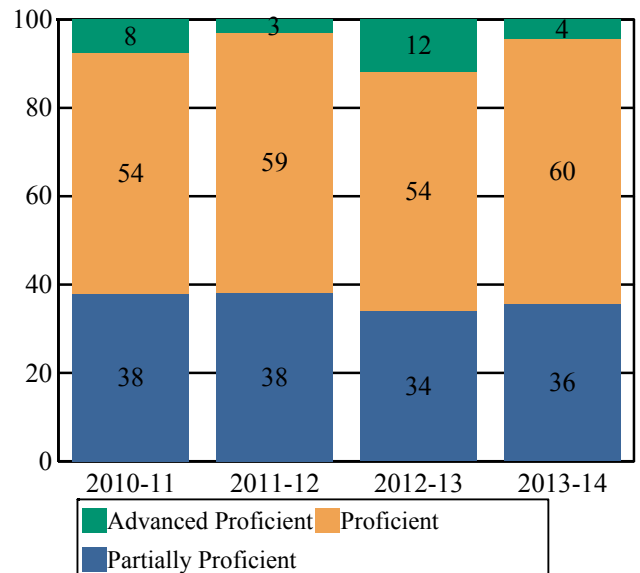
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 03

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



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NJASK Results - Language Arts Literacy Grade Level - 05

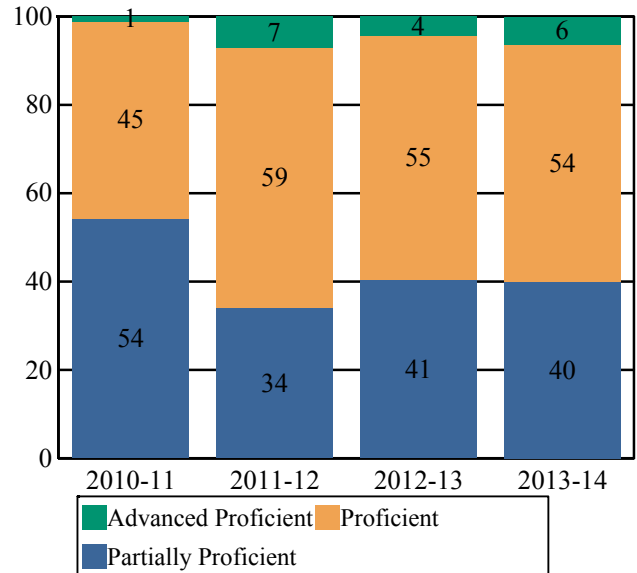
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	6%	54%	40%
White	12%	56%	32%
Black	0%	53%	47%
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	7%	67%	27%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	3%	41%	55%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 05

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep4read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Grade 4 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	25	33	30	12
All Students	Nation	32	33	27	8

2013 National Assessment Educational Progress (NAEP)

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<http://www.nj.gov/education/pr/1314/naep/naep8read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Grade 8 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	15	39	40	7
All Students	Nation	22	42	32	4

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13 WESTWOOD DRIVE
EWING, NJ 08628-1912

ACADEMIC ACHIEVEMENT

MERCER
EWING TWP

GRADE SPAN PK-05

NJASK Results - MATH Grade Level - 03

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	47%	32%	21%
White	70%	27%	3%
Black	18%	45%	36%
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	42%	25%	33%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	25%	30%	45%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - MATH Grade Level - 04

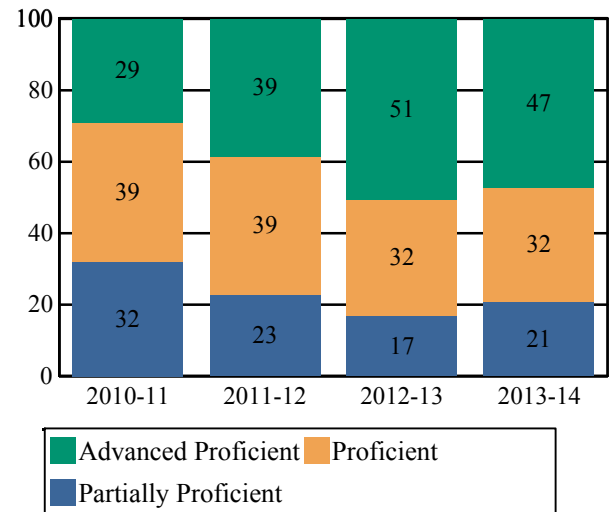
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	44%	41%	15%
White	61%	29%	10%
Black	21%	50%	29%
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	31%	54%	15%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	29%	43%	29%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

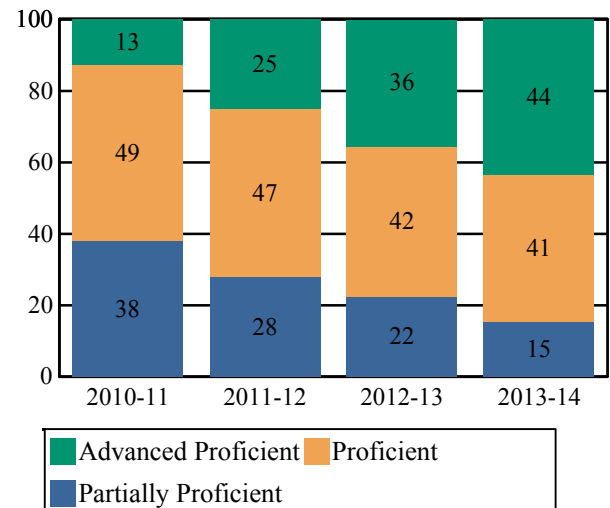
NJASK Proficiency Trends - Math - Grade Level - 03

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Math - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



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ACADEMIC ACHIEVEMENT

MERCER
EWING TWP

GRADE SPAN PK-05

FRANCIS LORE ELEMENTARY SCHOOL
13 WESTWOOD DRIVE
EWING, NJ 08628-1912

NJASK Results - MATH Grade Level - 05

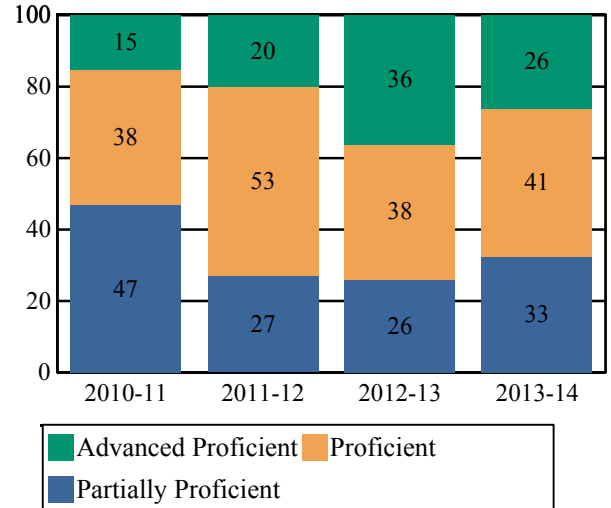
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	26%	41%	33%
White	47%	32%	21%
Black	6%	50%	44%
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	13%	67%	20%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	7%	52%	41%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Proficiency Trends - Math - Grade Level - 05

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



2013 National Assessment Educational Progress (NAEP)

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<http://www.nj.gov/education/pr/1314/naep/naep4math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Grade 4 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	13	38	39	10
All Students	Nation	17	41	34	8

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

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Proficiency Percentages

Grade 8 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	18	34	33	16
All Students	Nation	26	38	27	9

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EWING, NJ 08628-1912

ACADEMIC ACHIEVEMENT

MERCER
EWING TWP

GRADE SPAN PK-05

NJASK Results - Science Grade Level - 04

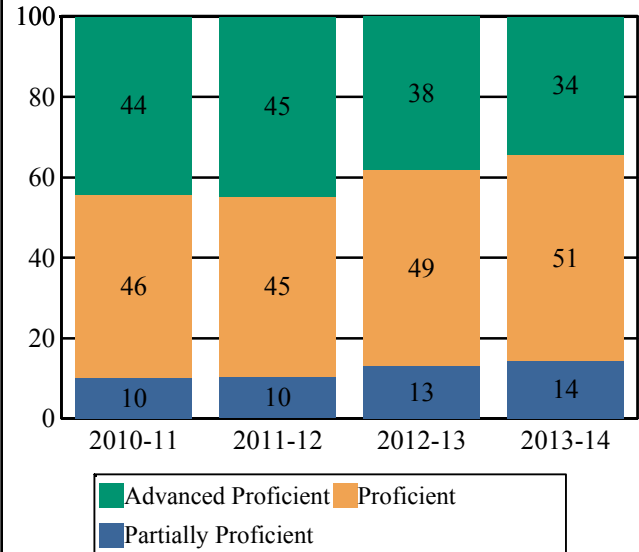
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	34%	51%	14%
White	53%	33%	13%
Black	13%	67%	21%
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	33%	50%	17%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	7%	57%	36%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



COLLEGE AND CAREER READINESS

FRANCIS LORE ELEMENTARY SCHOOL

MERCER
EWING TWP

GRADE SPAN PK-05

13 WESTWOOD DRIVE
EWING, NJ 08628-1912

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. The table presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for 10% or more of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school percentile is 65 in Chronic Absenteeism has a lower Chronic Absenteeism than 65% of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

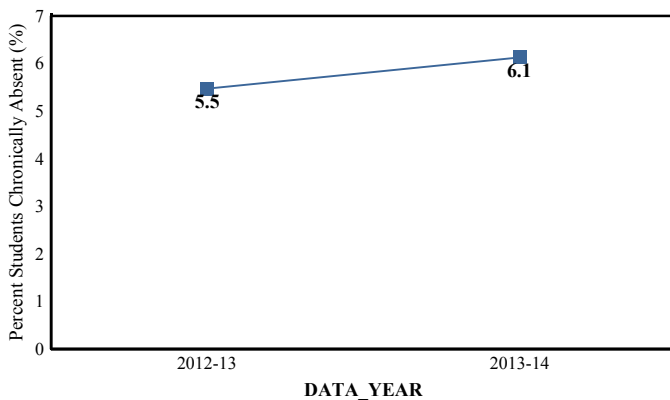
The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	School Performance	Peer Rank (Percentile)	Statewide Rank (Percentile)	Statewide Target	Met Target?
Chronic Absenteeism (%)	6%	61	48	6%	YES
Summary					100%

Chronic Absenteeism - Number of students in the most recent school year that missed 10% or more of the instructional days in the school year divided by the total number of students enrolled.

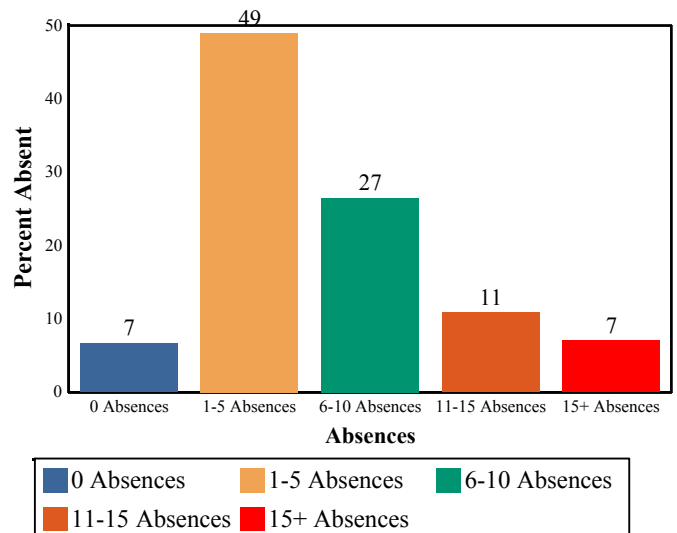
Chronic Absenteeism Trend

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



Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



State of New Jersey

2013-14

21-1430-105

STUDENT GROWTH

MERCER
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GRADE SPAN PK-05

FRANCIS LORE ELEMENTARY SCHOOL
13 WESTWOOD DRIVE
EWING, NJ 08628-1912

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 NJ ASK Language Arts Literacy and Math when compared to other students with a similar NJ ASK test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the target.

The summary row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	42	15	21	35	YES
Student Growth on Math	37	18	15	35	YES
		17	18		100%

Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

Language Arts

	GROWTH		
	Low	Typical	High
Partially Proficient	21%	15%	4%
Proficient	17%	16%	22%
Advanced Proficient	0%	3%	2%

Math

	GROWTH		
	Low	Typical	High
Partially Proficient	17%	5%	4%
Proficient	20%	13%	9%
Advanced Proficient	9%	13%	10%

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.

State of New Jersey

2013-14

21-1430-105

WITHIN SCHOOL ACHIEVEMENT GAP

MERCER
EWING TWP

GRADE SPAN PK-05

FRANCIS LORE ELEMENTARY SCHOOL
13 WESTWOOD DRIVE
EWING, NJ 08628-1912

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the so-called Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is larger than the state's.

Grade Level - 03

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	260	300
75th	230	221
50th	214	207
25th	201	188
0th	160	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	29	33

Grade Level - 04

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	253	300
75th	219	219
50th	202	202
25th	189	186
0th	157	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	30	33

Grade Level - 03

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	256	268
50th	237	229
25th	199	200
0th	149	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	57	68

Grade Level - 04

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	264	264
50th	232	228
25th	203	195
0th	151	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	61	69



State of New Jersey

2013-14

21-1430-105

FRANCIS LORE ELEMENTARY SCHOOL
13 WESTWOOD DRIVE
EWING, NJ 08628-1912

WITHIN SCHOOL ACHIEVEMENT GAP

MERCER
EWING TWP

GRADE SPAN PK-05

Grade Level - 05

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	255	300
75th	218	224
50th	201	206
25th	184	186
0th	146	100

	Scale Score Gap - School	Scale Score Gap - State
--	-----------------------------	----------------------------

25th vs 75th Gap

34

38

Grade Level - 05

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	242	262
50th	212	235
25th	194	206
0th	146	100

	Scale Score Gap - School	Scale Score Gap - State
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25th vs 75th Gap

48

56

State of New Jersey

2013-14

21-1430-105

SCHOOL CLIMATE

MERCER
EWING TWP

GRADE SPAN PK-05

FRANCIS LORE ELEMENTARY SCHOOL
13 WESTWOOD DRIVE
EWING, NJ 08628-1912

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
2013-14	6 Hrs. 40 Mins.

Student Suspension Rate

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

	School
2013-14	2.2%

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.

2013-14	School
Full Time	5 Hrs. 50 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

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

	School
2013-14	0

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.

2013-14	School
Faculty	13
Administrators	536

SCHOOL PEER GROUP**FRANCIS LORE ELEMENTARY SCHOOL****21-1430-105**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRAD ESPAN</u>	<u>FRPL</u>	<u>LEP</u>	<u>SpED</u>
BERGEN	PALISADES PARK	LINDBERGH ELEMENTARY SCHOOL	03-3910-070	02-07	38.9%	11.1%	9.5%
BERGEN	WALLINGTON BORO	FRANK W. GAVLAK ELEMENTARY SCHOOL	03-5430-055	KG-06	35.8%	5.1%	14.2%
CAMDEN	GLOUCESTER TWP	CHEWS ELEMENTARY SCHOOL	07-1780-040	KG-05	31.5%	0.0%	16.6%
CAMDEN	GLOUCESTER TWP	LORING-FLEMMING ELEMENTARY SCHOOL	07-1780-090	PK-05	37.6%	5.7%	14.2%
CAMDEN	LAUREL SPRINGS BORO	LAUREL SPRINGS SCHOOL	07-2540-050	PK-06	32.6%	1.1%	15.3%
CAMDEN	PENNSAUKEN TWP	GH CARSON ELEMENTARY SCHOOL	07-4060-130	PK-04	57.8%	17.6%	15.8%
CAPE MAY	MIDDLE TWP	MIDDLE TOWNSHIP ELEMENTARY #2	09-3130-085	03-05	44.4%	2.5%	24.3%
CAPE MAY	OCEAN CITY	OCEAN CITY PRIMARY SCHOOL	09-3780-070	KG-03	34.0%	3.7%	11.6%
ESSEX	WEST ORANGE TOWN	EDISON MIDDLE SCHOOL	13-5680-070	06	35.9%	1.3%	17.8%
ESSEX	WEST ORANGE TOWN	PLEASANTDALE ELEMENTARY SCHOOL	13-5680-150	PK-05	41.9%	5.5%	16.6%
GLOUCESTER	FRANKLIN TWP	CAROLINE L. REUTTER SCHOOL	15-1590-070	05-06	32.7%	0.3%	15.8%
GLOUCESTER	GREENWICH TWP	BROAD STREET ELEMENTARY SCHOOL	15-1830-050	KG-04	36.9%	0.0%	21.5%
GLOUCESTER	MONROE TWP	WHITEHALL ELEMENTARY SCHOOL	15-3280-100	KG-04	33.8%	0.0%	15.8%
MERCER	EWING TWP	FRANCIS LORE ELEMENTARY SCHOOL	21-1430-105	PK-05	31.5%	2.4%	12.1%
MERCER	HAMILTON TWP	MCGALLIARD ELEMENTARY SCHOOL	21-1950-200	KG-05	35.9%	9.5%	7.3%
MIDDLESEX	HIGHLAND PARK BORO	BARTLE ELEMENTARY SCHOOL	23-2150-085	02-05	39.7%	5.8%	15.0%
MIDDLESEX	NORTH BRUNSWICK TWP	ARTHUR M. JUDD	23-3620-055	PK-05	31.6%	3.5%	10.8%
MIDDLESEX	PISCATAWAY TWP	ARBOR ELEMENTARY SCHOOL	23-4130-060	04-05	32.7%	4.8%	10.0%
MIDDLESEX	SAYREVILLE BORO	EMMA ARLETH ELEMENTARY SCHOOL	23-4660-060	KG-03	37.2%	1.5%	18.4%
MIDDLESEX	SAYREVILLE BORO	SAMSEL UPPER ELEMENTARY SCHOOL	23-4660-085	PK-05	37.3%	0.9%	21.2%
MONMOUTH	EATONTOWN BORO	MEADOWBROOK	25-1260-080	PK-06	32.9%	0.4%	14.2%
MONMOUTH	EATONTOWN BORO	WOODMERE	25-1260-110	KG-06	40.0%	0.0%	25.5%
OCEAN	LACEY TWP	LANOKA HARBOR ELEMENTARY SCHOOL	29-2480-060	KG-06	32.7%	0.0%	15.6%
OCEAN	OCEAN TWP	FREDERIC A. PRIFF ELEMENTARY SCHOOL	29-3820-030	04-06	41.4%	1.0%	23.6%
OCEAN	TOMS RIVER REGIONAL	PINE BEACH ELEMENTARY SCHOOL	29-5190-090	KG-05	34.3%	4.7%	10.9%
PASSAIC	CLIFTON CITY	SCHOOL #13	31-0900-180	KG-05	47.3%	18.6%	5.5%
PASSAIC	HAWTHORNE BORO	WASHINGTON ELEMENTARY SCHOOL	31-2100-100	KG-05	36.7%	5.6%	13.7%
SALEM	PENNSVILLE	CENTRAL PARK ELEMENTARY SCHOOL	33-4075-060	02-03	34.5%	0.4%	19.8%
SALEM	PITTSBGROVE TWP	OLIVET ELEMENTARY SCHOOL	33-4150-060	03-05	37.7%	0.0%	22.1%
SUSSEX	MONTAGUE TWP	MONTAGUE TOWNSHIP SCHOOL DISTRICT	37-3300-050	PK-06	38.0%	0.0%	21.9%
WARREN	WASHINGTON BORO	WASHINGTON MEMORIAL ELEMENTARY SCHOOL	41-5480-055	03-06	37.0%	0.0%	20.8%



State of New Jersey

2013-14

21-1430-060

GILMORE J FISHER MIDDLE

1325 LOWER FERRY ROAD

EWING, NJ 08618-1409

OVERVIEW

MERCER

EWING TWP

GRADE SPAN 06-08

This school's academic performance **lags in comparison** to schools across the state. Additionally, its academic performance **lags in comparison** to its peers. This school's college and career readiness **lags in comparison** to schools across the state. Additionally, its college and career readiness **is about average when compared** to its peers. This school's student growth performance **is high when compared** to schools across the state. Additionally, its student growth performance **is high when compared** to its peers.

Performance Areas	Peer Percentile	Statewide Percentile	Percent of Targets Met
Academic Achievement	36	38	57%
College and Career Readiness	49	37	0%
Student Growth	70	64	100%

Improvement Status

N/A

Rationale

N/A

Very High Performance is defined as being equal to or above the 80th percentile.

High Performance is defined as being between the 60th and 79.9th percentiles.

Average Performance is defined as being between the 40th and 59.9th percentiles.

Lagging Performance is defined as being between the 20th and 39.9th percentiles.

Significantly Lagging Performance is defined as being equal to or below the 19.9th percentile.

Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

Academic Achievement

This school outperforms **38%** of schools statewide as noted by its statewide percentile and **36%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting **57%** of its performance targets in the area of Academic Achievement.



Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJ ASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

College and Career Readiness

This school outperforms **37%** of schools statewide as noted by its statewide percentile and **49%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting **0%** of its performance targets in the area of College and Career Readiness.



College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in eighth grade.

Student Growth

This school outperforms **64%** of schools statewide as noted by its statewide percentile and **70%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, this school is meeting **100%** percentage of its performance targets in the area of Student Growth.



Student Growth measures the performance of students from one year to the next on the New Jersey Assessment of Skills and Knowledge (NJ ASK) in Language Arts Literacy and Math when compared to students with a similar history of performance on NJASK.



State of New Jersey

2013-14

21-1430-060

GILMORE J FISHER MIDDLE

1325 LOWER FERRY ROAD

EWING, NJ 08618-1409

DEMOGRAPHIC INFORMATION

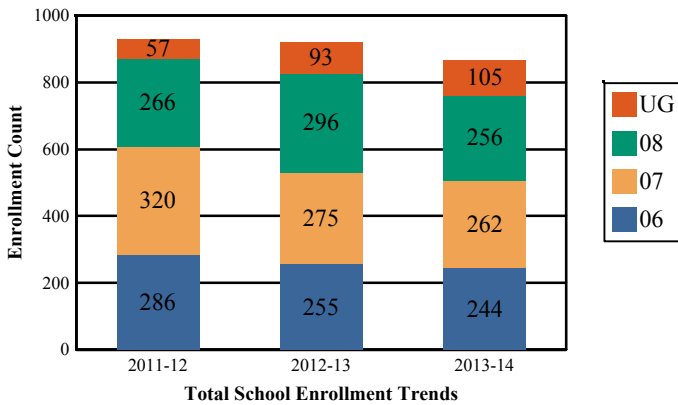
MERCER

EWING TWP

GRADE SPAN 06-08

Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.

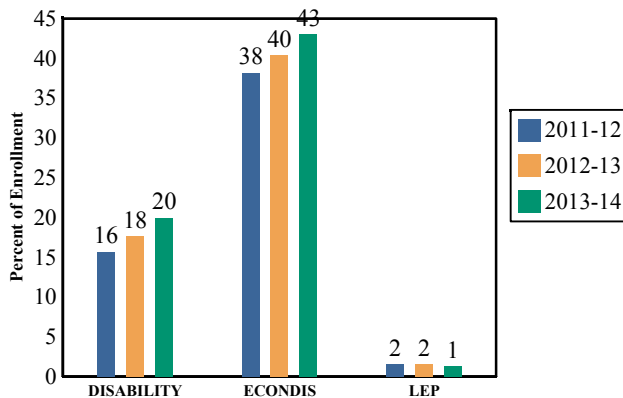


Total School Enrollment Trends

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2011-12	929
2012-13	919
2013-14	867

Enrollment Trends by Program Participation



Current Year Enrollment by Program Participation

2013-2014	Count of Students	% of Enrollment
Students with Disability	173	20%
Economically Disadvantaged Students	373	43.0%
Limited English Proficient Students	11	1.3%

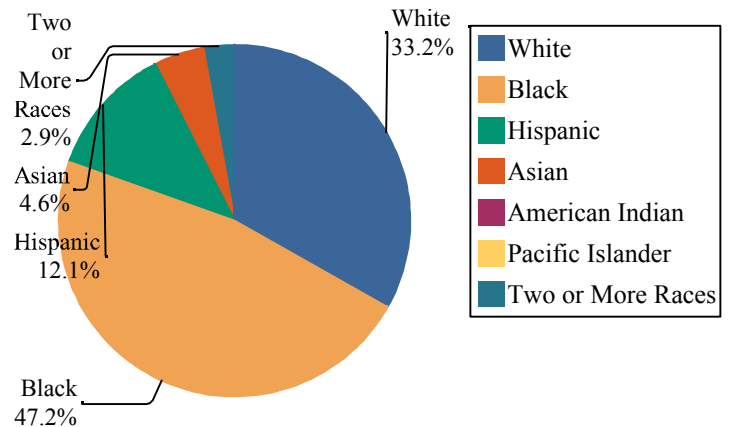
Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2013-14	Percent
English	90.2%
Spanish	3.9%
Polish	1.2%
Creoles and pidgins, Engli	0.9%
Urdu	0.9%
Creoles and pidgins, Frenc	0.7%
Other	2.2%

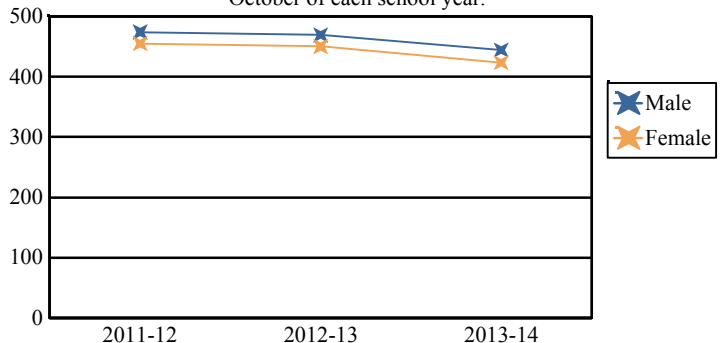
Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001



Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2011-12	474	455
2012-13	469	450
2013-14	444	423

ACADEMIC ACHIEVEMENT

MERCER

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GRADE SPAN 06-08

Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile rank of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than 30% of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile	Percent of Targets Met
NJASK Language Arts Proficiency and above	64%	39	39	14%
NJASK Math Proficiency and above	68%	33	36	100%
SUMMARY - Academic Achievement		36	38	57%

NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

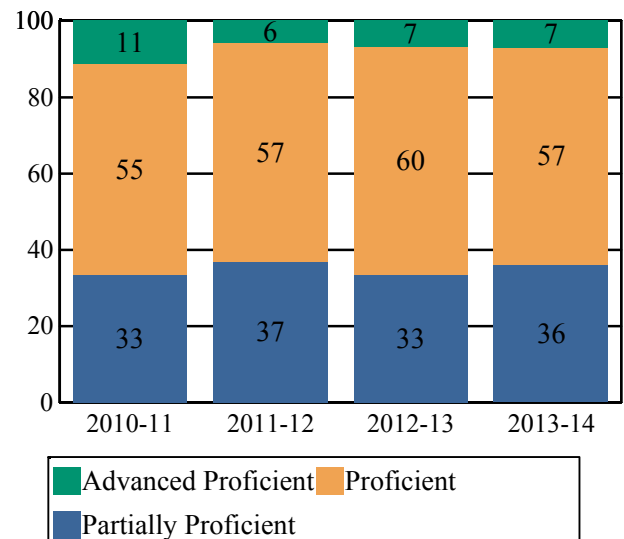
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	798	63.7	74.9	NO
White	280	77.2	82.7	NO
Black	358	50.6	68.6	NO
Hispanic	101	63.3	74	NO
American Indian	-	-		--
Asian	37	89.2	84.5	YES
Two or More Races	-	-		--
Students with Disability	166	28.9	44.7	NO
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	317	53.3	68.2	NO

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.



ACADEMIC ACHIEVEMENT

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GRADE SPAN 06-08

NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

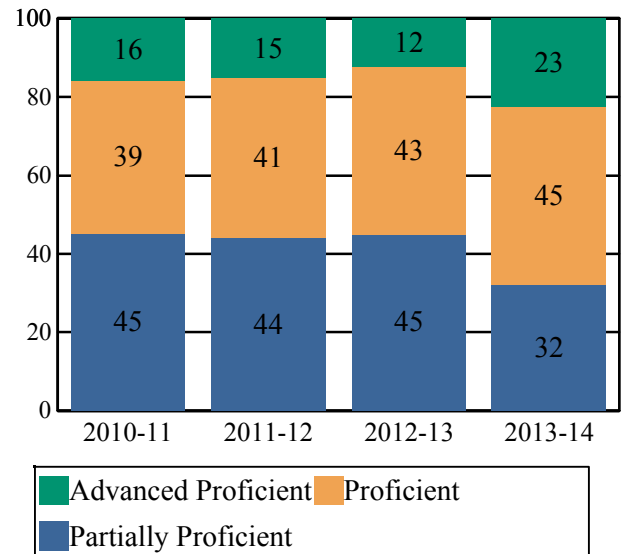
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	799	67.8	66.1	YES
White	280	79.3	76.3	YES
Black	358	56.2	55.4	YES
Hispanic	101	70.3	67	YES
American Indian	-	-		--
Asian	37	89.2	88.9	YES
Two or More Races	-	-		--
Students with Disability	166	34.9	39.8	YES*
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	318	59.1	58.6	YES

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.



ACADEMIC ACHIEVEMENT

MERCER

EWING TWP

GRADE SPAN 06-08

NJASK Results - Language Arts Literacy Grade Level - 06

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	8%	59%	33%
White	10%	72%	17%
Black	4%	41%	55%
Hispanic	3%	75%	23%
American Indian	-	-	-
Asian	38%	62%	0%
Two or More Races	-	-	-
Students with Disability	13%	23%	64%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	5%	49%	46%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Language Arts Literacy Grade Level - 07

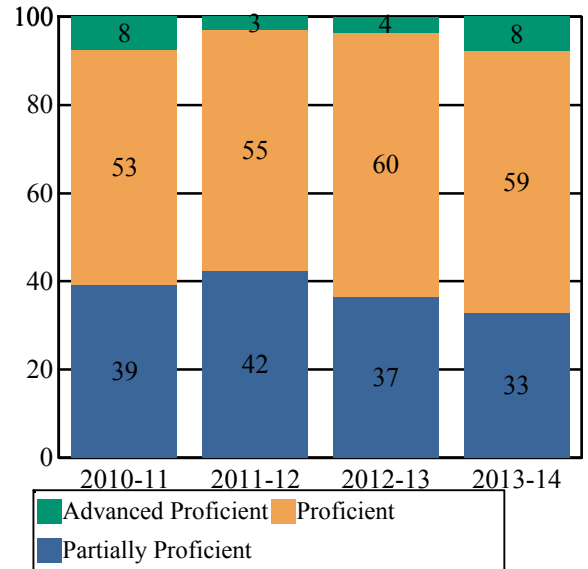
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	9%	40%	51%
White	15%	49%	36%
Black	4%	34%	62%
Hispanic	10%	26%	65%
American Indian	-	-	-
Asian	17%	67%	17%
Two or More Races	-	-	-
Students with Disability	0%	22%	78%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	7%	33%	60%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

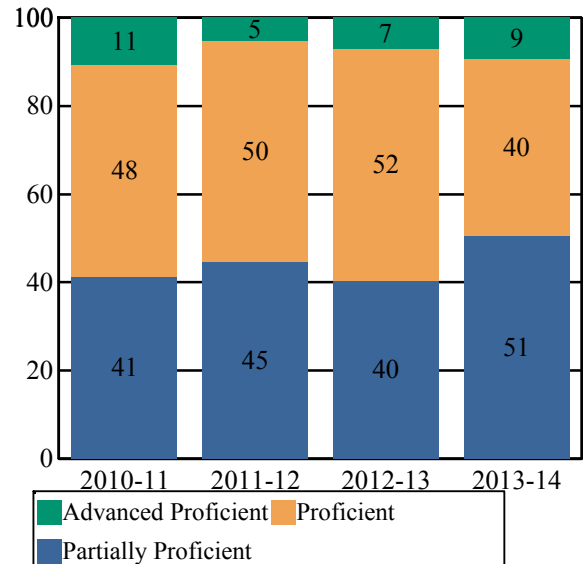
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 06

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 07

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



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GILMORE J FISHER MIDDLE

1325 LOWER FERRY ROAD

EWING, NJ 08618-1409

ACADEMIC ACHIEVEMENT

MERCER

EWING TWP

GRADE SPAN 06-08

NJASK Results - Language Arts Literacy Grade Level - 08

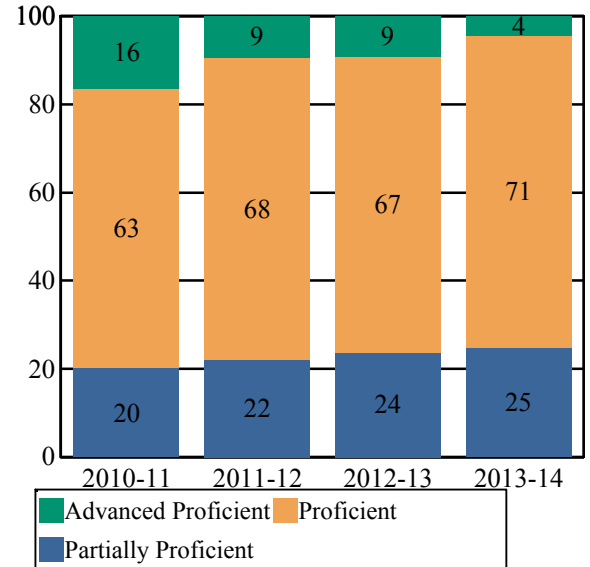
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	4%	71%	25%
White	7%	78%	15%
Black	2%	65%	33%
Hispanic	7%	67%	27%
American Indian	-	-	-
Asian	0%	83%	17%
Two or More Races	-	-	-
Students with Disability	0%	30%	70%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	2%	67%	31%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep4read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Grade 4 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	25	33	30	12
All Students	Nation	32	33	27	8

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep8read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Grade 8 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	15	39	40	7
All Students	Nation	22	42	32	4

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ACADEMIC ACHIEVEMENT

MERCER

EWING TWP

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NJASK Results - MATH Grade Level - 06

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	30%	52%	19%
White	45%	47%	8%
Black	12%	56%	32%
Hispanic	23%	65%	13%
American Indian	-	-	-
Asian	77%	23%	0%
Two or More Races	-	-	-
Students with Disability	15%	36%	49%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	16%	56%	28%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - MATH Grade Level - 07

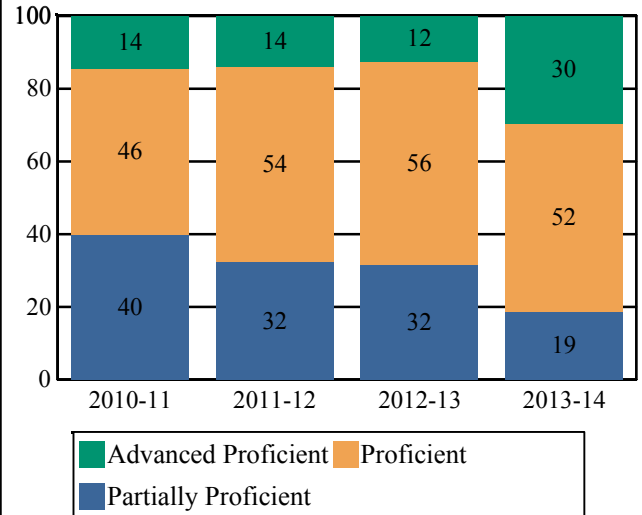
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	11%	42%	47%
White	24%	39%	37%
Black	2%	43%	55%
Hispanic	6%	35%	58%
American Indian	-	-	-
Asian	17%	58%	25%
Two or More Races	-	-	-
Students with Disability	0%	27%	73%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	4%	44%	52%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

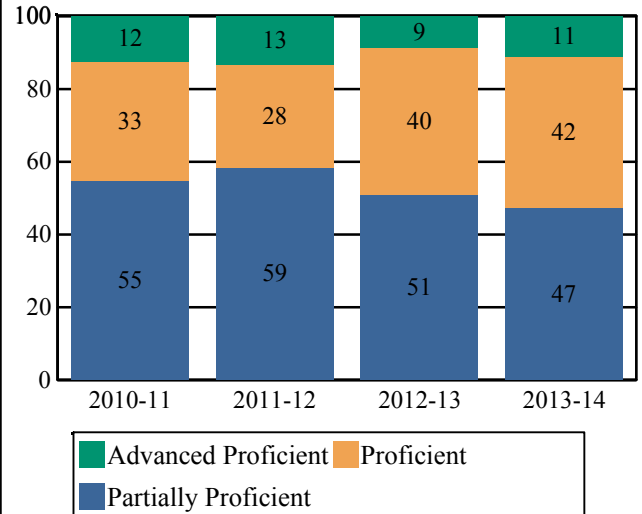
NJASK Proficiency Trends - Math - Grade Level - 06

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Math - Grade Level - 07

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



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ACADEMIC ACHIEVEMENT

MERCER

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GRADE SPAN 06-08

NJASK Results - MATH Grade Level - 08

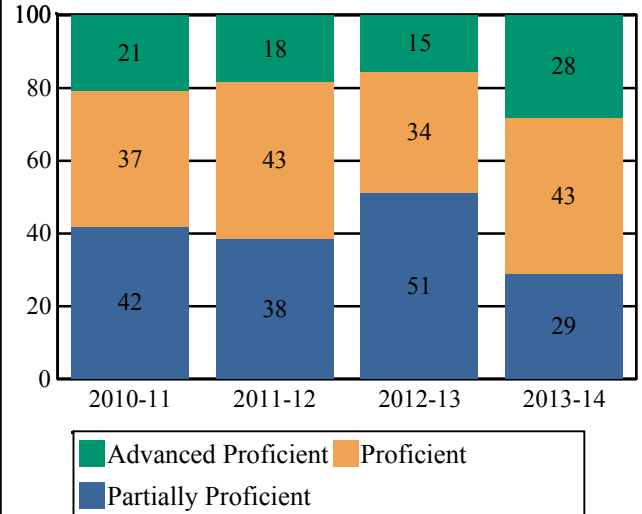
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	28%	43%	29%
White	41%	44%	16%
Black	15%	43%	42%
Hispanic	33%	43%	23%
American Indian	-	-	-
Asian	58%	33%	8%
Two or More Races	-	-	-
Students with Disability	0%	28%	72%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	18%	43%	39%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Proficiency Trends - Math - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



2013 National Assessment Educational Progress (NAEP)

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<http://www.nj.gov/education/pr/1314/naep/naep4math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Grade 4 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	13	38	39	10
All Students	Nation	17	41	34	8

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep8math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Grade 8 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	18	34	33	16
All Students	Nation	26	38	27	9



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GILMORE J FISHER MIDDLE

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ACADEMIC ACHIEVEMENT

MERCER

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GRADE SPAN 06-08

NJASK Results - Science Grade Level - 08

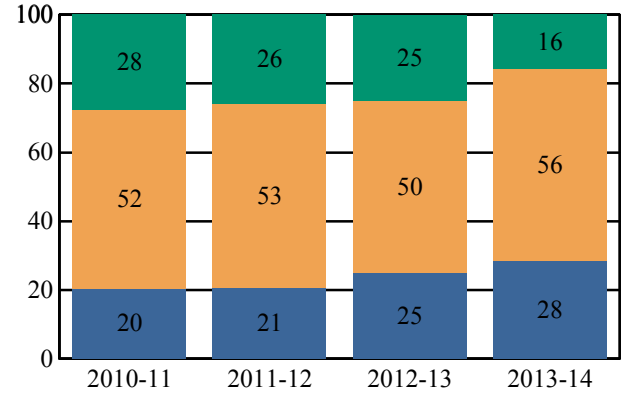
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	16%	56%	28%
White	35%	49%	16%
Black	4%	56%	40%
Hispanic	10%	70%	20%
American Indian	-	-	-
Asian	8%	67%	25%
Two or More Races	-	-	-
Students with Disability	0%	26%	74%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	6%	62%	32%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



■ Advanced Proficient
 ■ Proficient
 ■ Partially Proficient

State of New Jersey

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COLLEGE AND CAREER READINESS

MERCER

EWING TWP

GRADE SPAN 06-08

GILMORE J FISHER MIDDLE

1325 LOWER FERRY ROAD

EWING, NJ 08618-1409

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. First, the table presents the percentage of students, as measured against the school's enrollment in eighth grade, who were reported via NJSMART as being enrolled in Algebra I. The table also presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for 10% or more of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school is 65 in Algebra I Enrollment has a higher Algebra I Enrollment than 65% of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	School Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Students taking Algebra (%)	19%	42	35	20%	NO
Chronic Absenteeism (%)	9%	55	38	6%	NO
Summary		49	37		0%

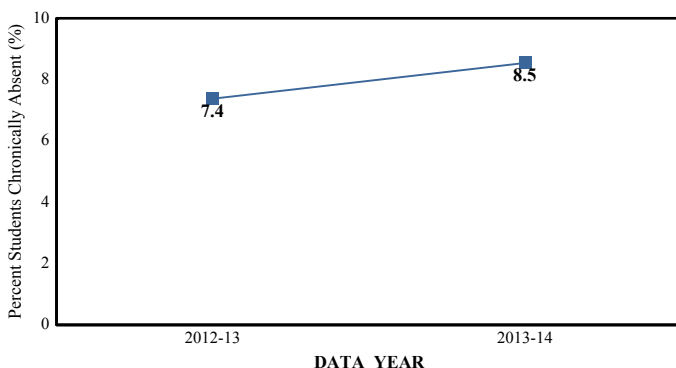
Algebra I

This table presents the percentage of eighth graders who were reported in the Algebra I course code in NJSMART and the percentage of those students who earned a C or higher in the course.

2013-14	School
Students taking Algebra I	19%
Algebra grade (C or better)	92%

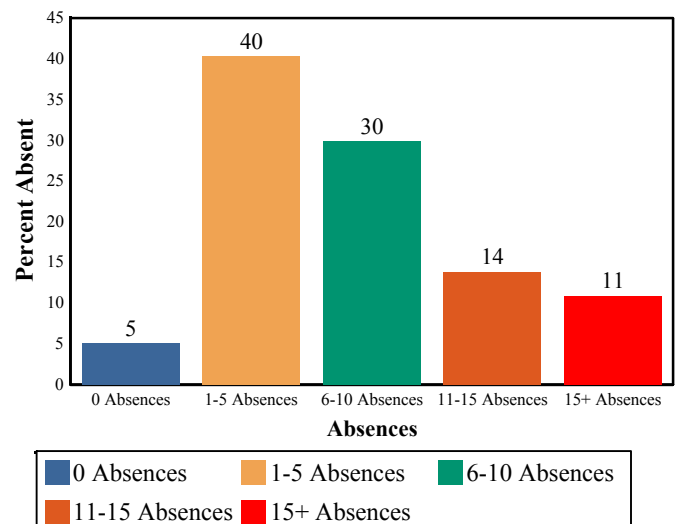
Chronic Absenteeism Trend

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



Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



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STUDENT GROWTH

MERCER

EWING TWP

GRADE SPAN 06-08

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 NJ ASK Language Arts Literacy and Math when compared to other students with a similar NJ ASK test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the target.

The summary row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	44	39	30	35	YES
Student Growth on Math	68	100	97	35	YES
		70	64		100%

Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

Language Arts

	GROWTH		
	Low	Typical	High
Partially Proficient	22%	9%	7%
Proficient	19%	19%	19%
Advanced Proficient	0%	2%	4%

Math

	GROWTH		
	Low	Typical	High
Partially Proficient	12%	12%	9%
Proficient	6%	12%	27%
Advanced Proficient	2%	4%	16%

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.

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GILMORE J FISHER MIDDLE
1325 LOWER FERRY ROAD
EWING, NJ 08618-1409

WITHIN SCHOOL ACHIEVEMENT GAP

MERCER

EWING TWP

GRADE SPAN 06-08

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the so-called Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is larger than the state's.

Grade Level - 06

Grade Level - 06

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	266	300
75th	227	230
50th	210	211
25th	193	192
0th	147	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	38

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	250	259
50th	224	228
25th	201	201
0th	105	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	49	58

Grade Level - 07

Grade Level - 07

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	281	300
75th	222	234
50th	196	211
25th	181	188
0th	100	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	46

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	295	300
75th	220	250
50th	200	214
25th	173	184
0th	106	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	47	66



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WITHIN SCHOOL ACHIEVEMENT GAP

MERCER

EWING TWP

GRADE SPAN 06-08

GILMORE J FISHER MIDDLE

1325 LOWER FERRY ROAD

EWING, NJ 08618-1409

Grade Level - 08

Grade Level - 08

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	258	300
75th	229	238
50th	213	221
25th	199	204
0th	161	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	30	34

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	250	259
50th	223	227
25th	188	192
0th	104	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	62	67



State of New Jersey

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SCHOOL CLIMATE

MERCER

EWING TWP

GRADE SPAN 06-08

GILMORE J FISHER MIDDLE

1325 LOWER FERRY ROAD

EWING, NJ 08618-1409

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
2013-14	6 Hrs. 40 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.

2013-14	School
Full Time	5 Hrs. 44 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Suspension Rate

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

	School
2013-14	22.3%

Student Expulsions

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

	School
2013-14	0

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.

2013-14	School
Faculty	10
Administrators	434

SCHOOL PEER GROUP**GILMORE J FISHER MIDDLE****21-1430-060**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

COUNTY NAME	DISTRICT NAME	SCHOOL NAME	CDS CODE	GRAD ESPAN	FRPL	LEP	SpED
ATLANTIC	FOLSOM BORO	FOLSOM ELEMENTARY SCHOOL	01-1540-050 PK-08		38.3%	0.0%	17.1%
ATLANTIC	HAMILTON TWP	WILLIAM DAVIES MIDDLE SCHOOL	01-1940-120 06-08		46.5%	1.5%	17.9%
ATLANTIC	SOMERS POINT CITY	JORDAN ROAD ELEMENTARY SCHOOL	01-4800-055 KG-08		68.2%	5.0%	15.1%
BERGEN	LODI BOROUGH	THOMAS JEFFERSON MIDDLE SCHOOL	03-2740-067 06-08		66.4%	3.4%	11.5%
BERGEN	LYNDHURST TWP	JEFFERSON SCHOOL	03-2860-080 04-08		32.6%	1.8%	27.1%
BERGEN	TEANECK TWP	BENJAMIN FRANKLIN MIDDLE SCHOOL	03-5150-060 05-08		42.4%	1.0%	22.4%
BERGEN	TEANECK TWP	THOMAS JEFFERSON MIDDLE SCHOOL	03-5150-070 05-08		36.8%	1.2%	21.2%
BURLINGTON	DELANCO TWP	WALNUT STREET SCHOOL	05-1030-060 06-08		41.0%	0.0%	18.0%
BURLINGTON	EDGEWATER PARK TWP	SAMUEL M RIDGWAY MIDDLE SCHOOL	05-1280-070 05-08		52.7%	2.5%	14.8%
CAMDEN	BELLMAWR BORO	BELL OAKS UPPER ELEMENTARY SCHOOL	07-0260-015 05-08		53.2%	2.6%	13.4%
CHARTERS	GREATER BRUNSWICK CS	GREATER BRUNSWICK CHARTER SCHOOL	80-6635-930 KG-08		63.4%	4.2%	13.6%
CHARTERS	SOARING HEIGHTS CS	SOARING HEIGHTS	80-7830-980 KG-08		51.6%	0.0%	6.2%
CUMBERLANI	MAURICE RIVER TWP	MAURICE RIVER TOWNSHIP ELEMENTARY SCHOOL	11-3050-065 PK-08		41.0%	0.0%	16.4%
GLOUCESTER	DEPTFORD TWP	MONONGAHELA MIDDLE SCHOOL	15-1100-045 07-08		43.4%	0.2%	17.0%
GLOUCESTER	GREENWICH TWP	NEHAUNSEY MIDDLE SCHOOL	15-1830-060 05-08		37.5%	0.0%	21.3%
HUDSON	KEARNY TOWN	SCHUYLER ELEMENTARY SCHOOL	17-2410-110 PK-08		49.8%	0.4%	11.5%
HUDSON	NORTH BERGEN TWP	FRANKLIN ELEMENTARY SCHOOL	17-3610-060 01-08		58.6%	4.3%	16.7%
HUNTERDON	HAMPTON BORO	HAMPTON BOROUGH PUBLIC SCHOOL	19-1970-050 PK-08		40.2%	0.0%	16.4%
MERCER	EWING TWP	GILMORE J FISHER MIDDLE	21-1430-060 06-08		43.0%	1.3%	20.0%
MIDDLESEX	SAYREVILLE BORO	SAYREVILLE MIDDLE SCHOOL	23-4660-055 06-08		38.1%	1.0%	19.2%
MIDDLESEX	WOODBRIIDGE TWP	AVENEL MIDDLE SCHOOL	23-5850-045 06-08		51.6%	0.3%	10.0%
MIDDLESEX	WOODBRIIDGE TWP	FORDS MIDDLE SCHOOL	23-5850-070 06-08		49.8%	0.1%	10.7%
MIDDLESEX	WOODBRIIDGE TWP	WOODBRIIDGE MIDDLE SCHOOL	23-5850-090 06-08		50.0%	0.2%	11.3%
MORRIS	WHARTON BORO	ALFRED C. MACKINNON MIDDLE SCHOOL	27-5770-030 06-08		44.6%	1.4%	16.1%
OCEAN	CENTRAL REGIONAL	CENTRAL REGIONAL MIDDLE SCHOOL	29-0770-050 07-08		36.7%	0.5%	20.1%
OCEAN	TOMS RIVER REGIONAL	TOMS RIVER INTERMEDIATE SCHOOL SOUTH	29-5190-061 06-08		35.6%	0.0%	16.5%
PASSAIC	WOODLAND PARK	MEMORIAL MIDDLE SCHOOL	31-5690-070 05-08		48.1%	2.2%	16.9%
SALEM	QUINTON TWP	QUINTON TOWNSHIP SCHOOL DISTRICT	33-4280-050 PK-08		42.4%	0.0%	11.3%
SOMERSET	MANVILLE BORO	ALEXANDER BATCHO INTERMEDIATE SCHOOL	35-3000-065 06-08		50.5%	1.7%	17.5%
SUSSEX	NEWTON TOWN	HALSTED MIDDLE SCHOOL	37-3590-060 06-08		39.6%	1.4%	18.2%
UNION	LINDEN CITY	MYLES J. MCMANUS MIDDLE SCHOOL	39-2660-060 06-08		52.0%	1.4%	15.2%



State of New Jersey

2013-14

21-1430-130

OVERVIEW

MERCER

EWING TWP

GRADE SPAN KG-05

PARKWAY ELEMENTARY SCHOOL

446 PARKWAY AVENUE

EWING, NJ 08618-2605

This school's academic performance **significantly lags in comparison** to schools across the state. Additionally, its academic performance **lags in comparison** to its peers. This school's college and career readiness **is high when compared** to schools across the state. Additionally, its college and career readiness **is high when compared** to its peers. This school's student growth performance **is about average when compared** to schools across the state. Additionally, its student growth performance **is about average when compared** to its peers.

Performance Areas	Peer Percentile	Statewide Percentile	Percent of Targets Met
Academic Achievement	22	18	67%
College and Career Readiness	74	60	100%
Student Growth	53	40	100%

Improvement Status

N/A

Rationale

N/A

Very High Performance is defined as being **equal to or above the 80th percentile**.

High Performance is defined as being **between the 60th and 79.9th percentiles**.

Average Performance is defined as being **between the 40th and 59.9th percentiles**.

Lagging Performance is defined as being **between the 20th and 39.9th percentiles**.

Significantly Lagging Performance is defined as being **equal to or below the 19.9th percentile**.

Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

Academic Achievement

This school outperforms **18%** of schools statewide as noted by its statewide percentile and **22%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting **67%** of its performance targets in the area of Academic Achievement.



Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

College and Career Readiness

This school outperforms **60%** of schools statewide as noted by its statewide percentile and **74%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting **100%** of its performance targets in the area of College and Career Readiness.



College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in eighth grade.

Student Growth

This school outperforms **40%** of schools statewide as noted by its statewide percentile and **53%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, this school is meeting **100%** percentage of its performance targets in the area of Student Growth.



Student Growth measures the performance of students from one year to the next on the New Jersey Assessment of Skills and Knowledge (NJASK) in Language Arts Literacy and Math when compared to students with a similar history of performance on NJASK.

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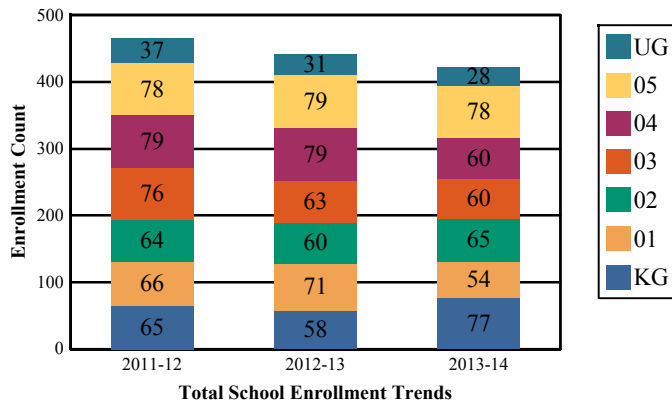
DEMOGRAPHIC INFORMATION

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GRADE SPAN KG-05

Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



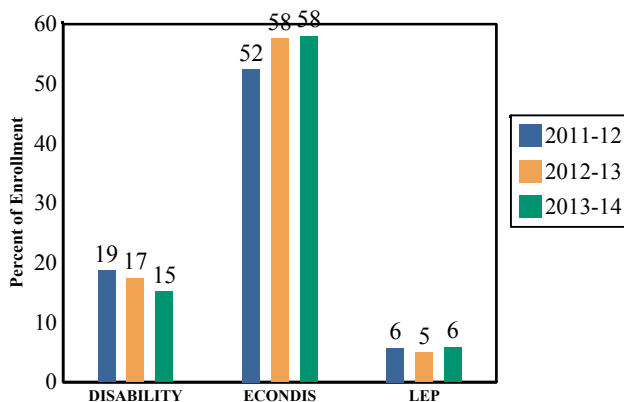
Total School Enrollment Trends

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment

2011-12	465
2012-13	441
2013-14	422

Enrollment Trends by Program Participation



Current Year Enrollment by Program Participation

2013-2014	Count of Students	% of Enrollment
Students with Disability	64	15%
Economically Disadvantaged Students	245	58.1%
Limited English Proficient Students	25	5.9%

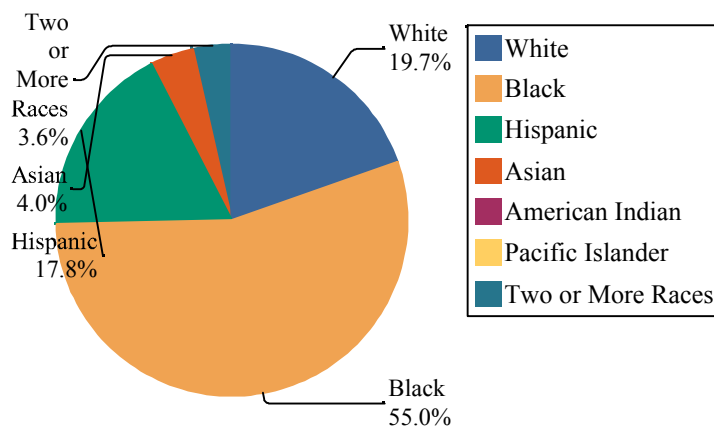
Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2013-14	Percent
English	87.0%
Spanish	8.3%
Creoles and pidgins, Engli	1.2%
Gujarati	0.9%
Creoles and pidgins, Frenc	0.5%
Urdu	0.5%
Other	1.7%

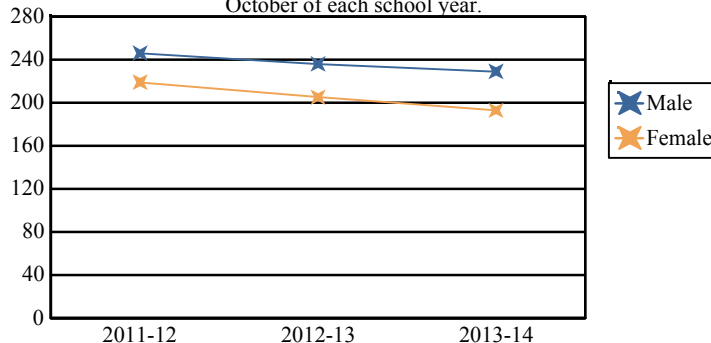
Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001



Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2011-12	246	219
2012-13	236	205
2013-14	229	193

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ACADEMIC ACHIEVEMENT

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Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than 30% of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile	Percent of Targets Met
NJASK Language Arts Proficiency and above	49%	10	17	33%
NJASK Math Proficiency and above	68%	33	19	100%
SUMMARY - Academic Achievement		22	18	67%

NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

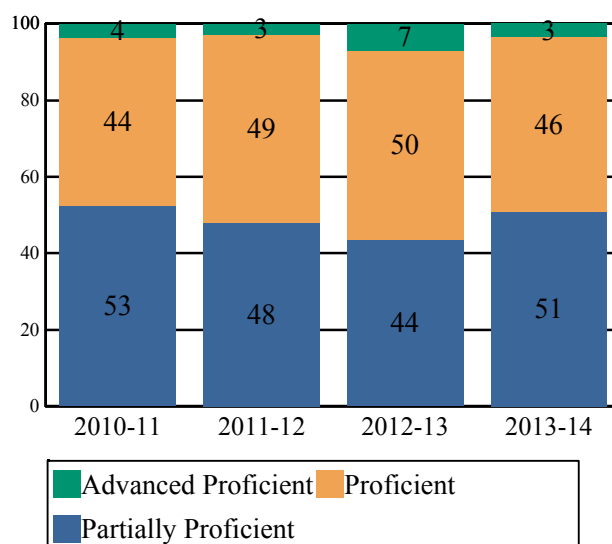
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	204	49	60.7	NO
White	41	61	76.7	NO
Black	105	46.7	52.1	YES*
Hispanic	42	38.1	58.8	NO
American Indian	-	-		--
Asian	-	-		--
Two or More Races	-	-		--
Students with Disability	48	33.4	45.4	YES*
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	122	42.7	58.3	NO

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.





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NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

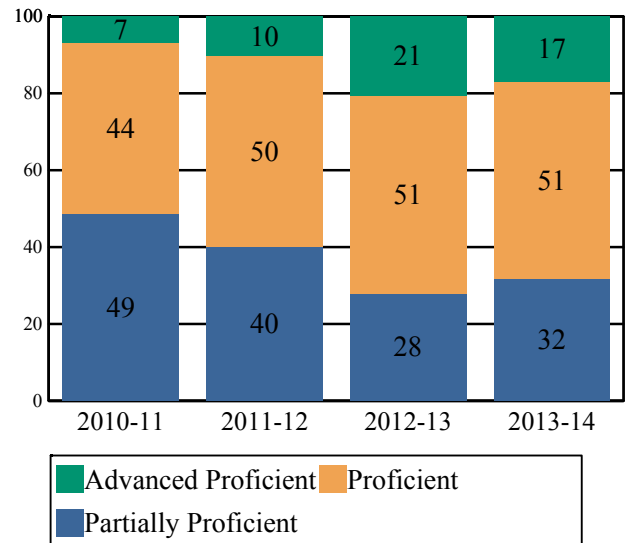
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	205	68.3	63.6	YES
White	42	90.5	79.6	YES
Black	105	58.1	55.2	YES
Hispanic	42	64.2	62.6	YES
American Indian	-	-		--
Asian	-	-		--
Two or More Races	-	-		--
Students with Disability	49	63.2	53.9	YES
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	122	63.9	60.2	YES

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.



ACADEMIC ACHIEVEMENT

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GRADE SPAN KG-05

NJASK Results - Language Arts Literacy Grade Level - 03

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	3%	53%	44%
White	6%	56%	38%
Black	0%	59%	41%
Hispanic	8%	31%	62%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	0%	47%	53%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	3%	48%	50%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Language Arts Literacy Grade Level - 04

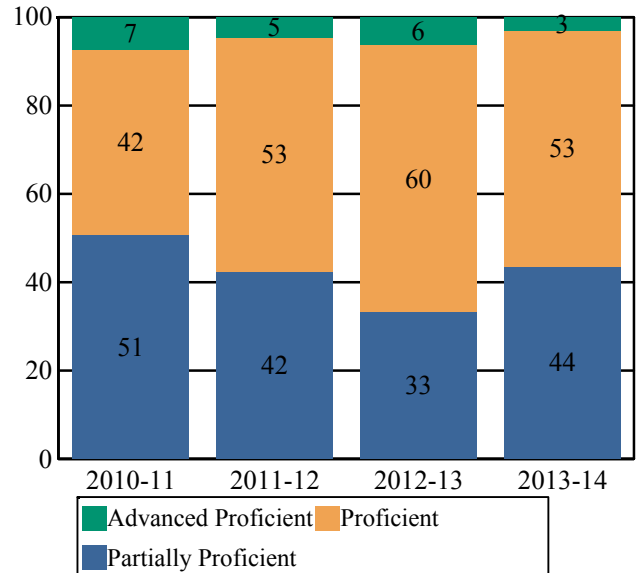
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	2%	42%	57%
White	-	-	-
Black	0%	36%	64%
Hispanic	0%	31%	69%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	0%	14%	86%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	0%	32%	68%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

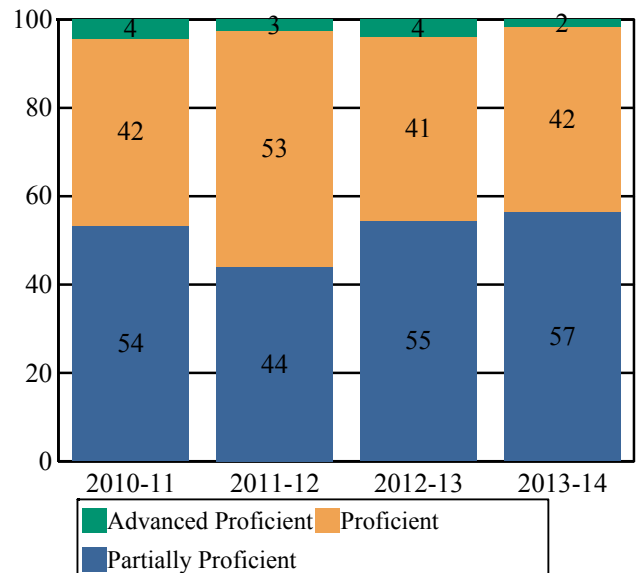
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 03

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



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NJASK Results - Language Arts Literacy Grade Level - 05

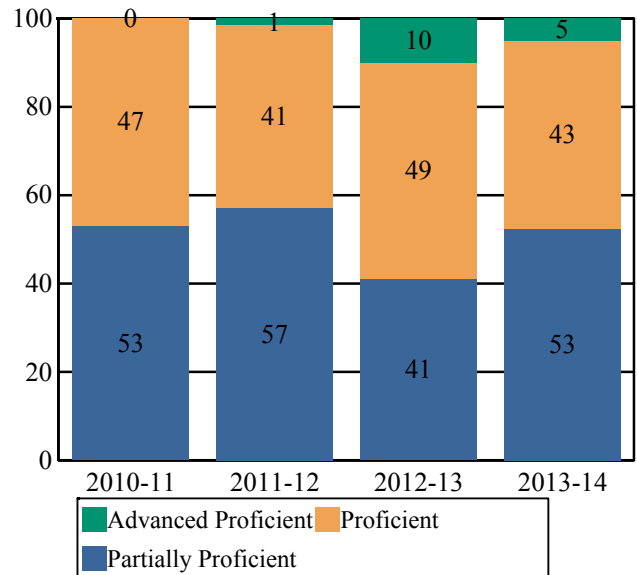
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	5%	43%	53%
White	0%	53%	47%
Black	9%	36%	56%
Hispanic	0%	46%	54%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	5%	32%	63%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	4%	40%	56%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 05

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep4read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Grade 4 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	25	33	30	12
All Students	Nation	32	33	27	8

2013 National Assessment Educational Progress (NAEP)

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<http://www.nj.gov/education/pr/1314/naep/naep8read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Grade 8 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	15	39	40	7
All Students	Nation	22	42	32	4

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GRADE SPAN KG-05

NJASK Results - MATH Grade Level - 03

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	11%	56%	33%
White	13%	81%	6%
Black	13%	47%	41%
Hispanic	8%	46%	46%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	13%	47%	40%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	13%	50%	38%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - MATH Grade Level - 04

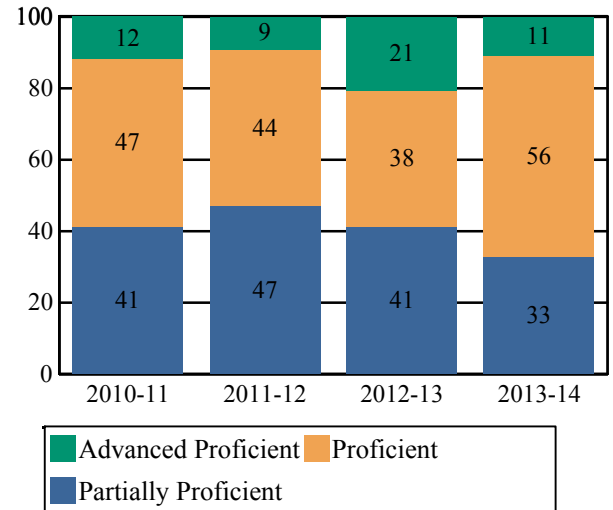
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	20%	42%	38%
White	-	-	-
Black	4%	39%	57%
Hispanic	6%	63%	31%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	14%	36%	50%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	9%	53%	38%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

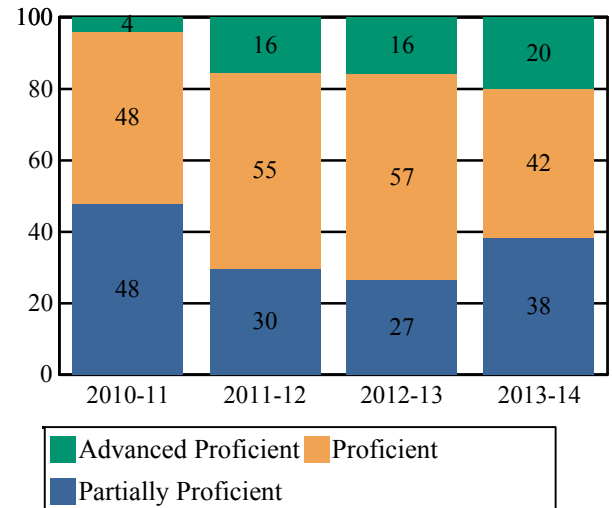
NJASK Proficiency Trends - Math - Grade Level - 03

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Math - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



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GRADE SPAN KG-05

NJASK Results - MATH Grade Level - 05

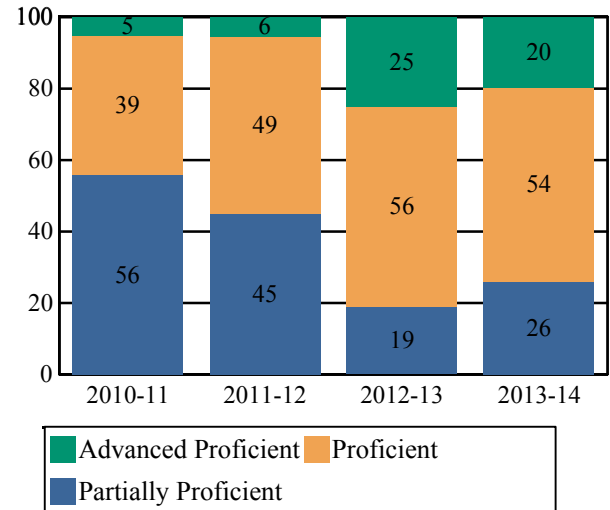
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	20%	54%	26%
White	25%	69%	6%
Black	22%	44%	33%
Hispanic	8%	62%	31%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	20%	55%	25%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	17%	50%	33%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Proficiency Trends - Math - Grade Level - 05

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



2013 National Assessment Educational Progress (NAEP)

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<http://www.nj.gov/education/pr/1314/naep/naep4math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Grade 4 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	13	38	39	10
All Students	Nation	17	41	34	8

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep8math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Grade 8 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	18	34	33	16
All Students	Nation	26	38	27	9



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GRADE SPAN KG-05

NJASK Results - Science Grade Level - 04

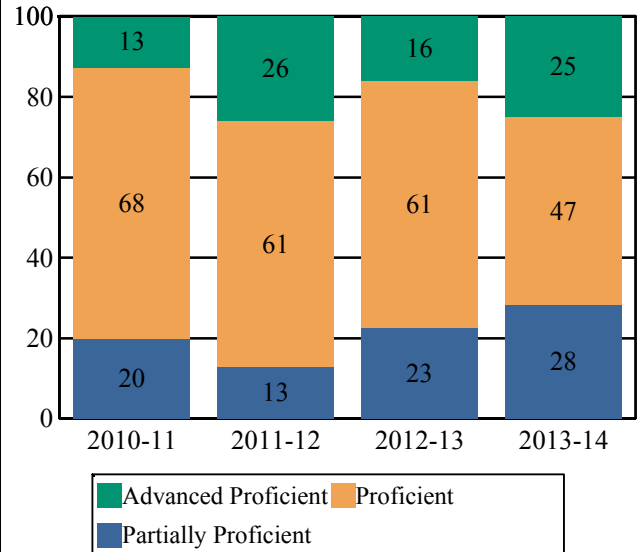
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	25%	47%	28%
White	-	-	-
Black	14%	57%	29%
Hispanic	19%	38%	44%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	21%	21%	57%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	12%	65%	24%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



COLLEGE AND CAREER READINESS

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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. The table presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for 10% or more of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school percentile is 65 in Chronic Absenteeism has a lower Chronic Absenteeism than 65% of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

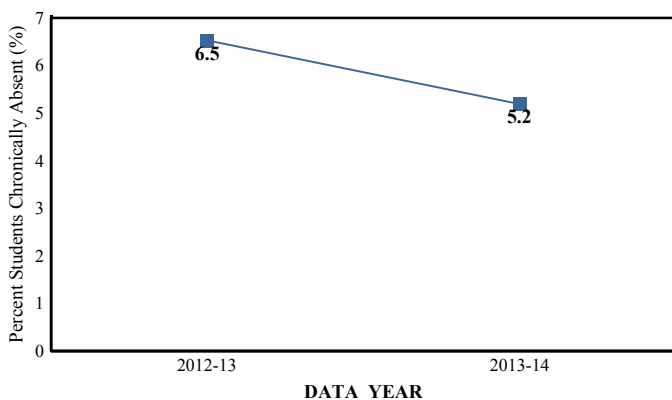
The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	School Performance	Peer Rank (Percentile)	Statewide Rank (Percentile)	Statewide Target	Met Target?
Chronic Absenteeism (%)	5%	74	60	6%	YES
Summary					100%

Chronic Absenteeism - Number of students in the most recent school year that missed 10% or more of the instructional days in the school year divided by the total number of students enrolled.

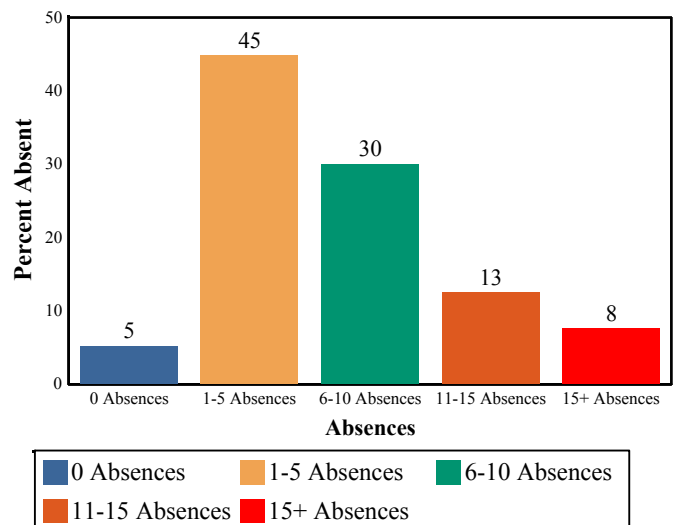
Chronic Absenteeism Trend

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



Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



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STUDENT GROWTH

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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 NJ ASK Language Arts Literacy and Math when compared to other students with a similar NJ ASK test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the target.

The summary row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	42	31	21	35	YES
Student Growth on Math	53	74	58	35	YES
		53	40		100%

Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

Language Arts

	GROWTH		
	Low	Typical	High
Partially Proficient	27%	17%	10%
Proficient	16%	11%	17%
Advanced Proficient	0%	1%	1%

Math

	GROWTH		
	Low	Typical	High
Partially Proficient	17%	13%	4%
Proficient	10%	18%	20%
Advanced Proficient	3%	5%	10%

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.

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WITHIN SCHOOL ACHIEVEMENT GAP

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the so-called Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is larger than the state's.

Grade Level - 03

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	255	300
75th	211	221
50th	200	207
25th	186	188
0th	146	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	25	33

Grade Level - 04

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	239	300
75th	212	219
50th	192	202
25th	179	186
0th	148	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	33

Grade Level - 03

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	272	300
75th	225	268
50th	207	229
25th	182	200
0th	139	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	68

Grade Level - 04

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	241	264
50th	209	228
25th	188	195
0th	129	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	53	69



State of New Jersey

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WITHIN SCHOOL ACHIEVEMENT GAP

MERCER
EWING TWP

GRADE SPAN KG-05

PARKWAY ELEMENTARY SCHOOL
446 PARKWAY AVENUE
EWING, NJ 08618-2605

Grade Level - 05

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	251	300
75th	212	224
50th	195	206
25th	186	186
0th	152	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	26	38

Grade Level - 05

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	279	300
75th	235	262
50th	216	235
25th	194	206
0th	155	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	56



State of New Jersey

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SCHOOL CLIMATE

MERCER
EWING TWP

GRADE SPAN KG-05

PARKWAY ELEMENTARY SCHOOL
446 PARKWAY AVENUE
EWING, NJ 08618-2605

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
2013-14	6 Hrs. 40 Mins.

Student Suspension Rate

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

	School
2013-14	15.2%

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.

2013-14	School
Full Time	5 Hrs. 50 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

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

	School
2013-14	0

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.

2013-14	School
Faculty	11
Administrators	422

SCHOOL PEER GROUP**PARKWAY ELEMENTARY SCHOOL****21-1430-130**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRAD ESPAN</u>	<u>FRPL</u>	<u>LEP</u>	<u>SpED</u>
ATLANTIC	EGG HARBOR TWP	CLAYTON J. DAVENPORT ELEMENTARY SCHOOL	01-1310-033 PK-03		58.3%	7.3%	13.5%
ATLANTIC	EGG HARBOR TWP	DR. JOYANNE D. MILLER ELEMENTARY SCHOOL	01-1310-045 04-05		46.1%	0.9%	11.7%
ATLANTIC	GALLOWAY TWP	REEDS ROAD ELEMENTARY SCHOOL	01-1690-045 KG-06		55.0%	6.3%	13.5%
ATLANTIC	GALLOWAY TWP	SMITHVILLE ELEMENTARY SCHOOL	01-1690-048 KG-06		49.5%	3.6%	12.2%
BERGEN	BERGENFIELD BORO	HOOVER ELEMENTARY SCHOOL	03-0300-050 KG-05		57.2%	11.3%	6.8%
BERGEN	ENGLEWOOD CITY	DR. LEROY MCCLOUD ELEMENTARY SCHOOL	03-1370-060 04-06		59.8%	7.0%	14.1%
BERGEN	GARFIELD CITY	JAMES MADISON SCHOOL #10	03-1700-205 PK-05		66.6%	5.7%	23.5%
BERGEN	LODI BOROUGH	HILLTOP SCHOOL	03-2740-065 PK-05		56.1%	7.3%	9.7%
BERGEN	LODI BOROUGH	WASHINGTON SCHOOL	03-2740-090 PK-05		55.3%	7.3%	9.3%
BERGEN	RIDGEFIELD PARK TWP	GRANT ELEMENTARY SCHOOL	03-4380-060 KG-06		45.8%	7.1%	1.7%
BURLINGTON	MOUNT HOLLY TWP	GERTRUDE C. FOLWELL ELEMENTARY SCHOOL	05-3430-050 03-05		62.7%	3.5%	24.2%
CAMDEN	BERLIN TWP	JOHN F KENNEDY ELEMENTARY SCHOOL	07-0340-050 PK-03		51.0%	0.0%	14.4%
CAMDEN	WINSLOW TWP	WINSLOW TOWNSHIP ELEMENTARY SCHOOL FOUR	07-5820-060 PK-03		49.1%	2.8%	9.5%
CAMDEN	WINSLOW TWP	WINSLOW TOWNSHIP ELEMENTARY SCHOOL TWO	07-5820-040 PK-03		52.1%	6.1%	8.6%
CAPE MAY	LOWER TWP	MAUD ABRAMS SCHOOL	09-2840-060 03-04		59.2%	2.0%	23.9%
CUMBERLANI	MILLVILLE CITY	MOUNT PLEASANT ELEMENTARY SCHOOL	11-3230-080 KG-05		53.8%	0.0%	19.8%
CUMBERLANI	VINELAND CITY	PAULINE J. PETWAY ELEMENTARY SCHOOL	11-5390-270 KG-05		55.8%	4.4%	14.0%
ESSEX	BELLEVILLE TOWN	BELLEVILLE PS3	13-0250-050 KG-05		65.1%	12.1%	14.4%
ESSEX	BLOOMFIELD TWP	WATSESSING ELEMENTARY	13-0410-150 KG-06		58.6%	6.8%	14.7%
ESSEX	WEST ORANGE TOWN	HAZEL AVENUE ELEMENTARY SCHOOL	13-5680-130 KG-05		56.4%	10.4%	6.1%
GLOUCESTER	GLASSBORO	DORTHY L. BULLOCK SCHOOL	15-1730-065 01-03		58.3%	8.2%	12.0%
GLOUCESTER	NATIONAL PARK BORO	NATIONAL PARK SCHOOL	15-3490-050 PK-06		46.8%	0.0%	13.7%
GLOUCESTER	WOODBURY CITY	WEST END MEMORIAL ELEMENTARY SCHOOL	15-5860-110 PK-05		56.3%	3.6%	15.4%
HUDSON	WEEHAWKEN TWP	THEODORE ROOSEVELT SCHOOL	17-5580-080 03-06		48.5%	4.3%	7.3%
MERCER	EWING TWP	PARKWAY ELEMENTARY SCHOOL	21-1430-130 KG-05		58.1%	5.9%	15.2%
MIDDLESEX	NORTH BRUNSWICK TWP	PARSONS	23-3620-090 PK-05		46.8%	5.9%	6.3%
MIDDLESEX	WOODBRIIDGE TWP	AVENEL STREET ELEMENTARY SCHOOL	23-5850-100 KG-05		37.2%	0.0%	2.9%
OCEAN	BARNEGAT TWP	LILLIAN M. DUNFEE ELEMENTARY	29-0185-010 KG-05		49.1%	1.3%	14.1%
PASSAIC	WOODLAND PARK	BEATRICE GILMORE SCHOOL	31-5690-060 03-04		46.6%	3.6%	10.0%
UNION	RAHWAY CITY	FRANKLIN ELEMENTARY SCHOOL	39-4290-080 PK-06		62.2%	14.8%	10.0%
WARREN	PHILLIPSBURG TOWN	GREEN STREET ELEMENTARY SCHOOL	41-4100-105 03-05		69.3%	5.5%	25.8%



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WL ANTHEIL ELEMENTARY SCHOOL
339 EWINGVILLE ROAD
EWING, NJ 08638-1721

OVERVIEW

MERCER
EWING TWP

GRADE SPAN PK-05

This school's academic performance **is about average when compared** to schools across the state. Additionally, its academic performance **is very high when compared** to its peers. This school's college and career readiness **is about average when compared** to schools across the state. Additionally, its college and career readiness **is high when compared** to its peers. This school's student growth performance **is about average when compared** to schools across the state. Additionally, its student growth performance **is very high when compared** to its peers.

Performance Areas	Peer Percentile	Statewide Percentile	Percent of Targets Met
Academic Achievement	83	45	100%
College and Career Readiness	68	45	0%
Student Growth	83	59	100%

Improvement Status

N/A

Rationale

N/A

Very High Performance is defined as being **equal to or above the 80th percentile**.

High Performance is defined as being **between the 60th and 79.9th percentiles**.

Average Performance is defined as being **between the 40th and 59.9th percentiles**.

Lagging Performance is defined as being **between the 20th and 39.9th percentiles**.

Significantly Lagging Performance is defined as being **equal to or below the 19.9th percentile**.

Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

Academic Achievement

This school outperforms **45%** of schools statewide as noted by its statewide percentile and **83%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting **100%** of its performance targets in the area of Academic Achievement.



Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

College and Career Readiness

This school outperforms **45%** of schools statewide as noted by its statewide percentile and **68%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting **0%** of its performance targets in the area of College and Career Readiness.



College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in eighth grade.

Student Growth

This school outperforms **59%** of schools statewide as noted by its statewide percentile and **83%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, this school is meeting **100%** percentage of its performance targets in the area of Student Growth.



Student Growth measures the performance of students from one year to the next on the New Jersey Assessment of Skills and Knowledge (NJASK) in Language Arts Literacy and Math when compared to students with a similar history of performance on NJASK.



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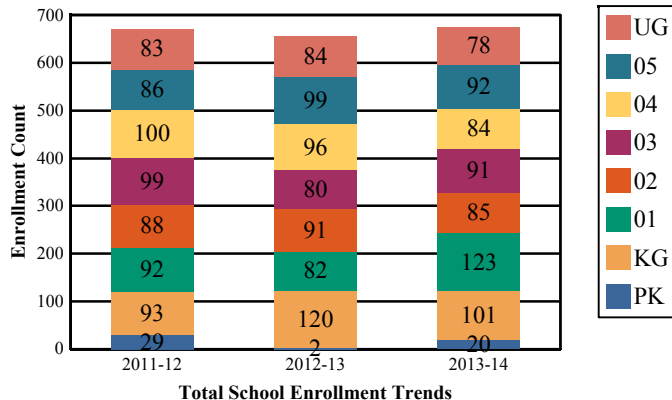
DEMOGRAPHIC INFORMATION

MERCER
EWING TWP

GRADE SPAN PK-05

Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.

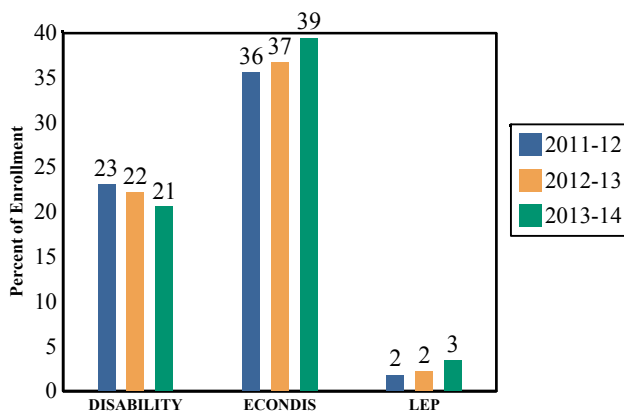


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment

2011-12	670
2012-13	683
2013-14	674

Enrollment Trends by Program Participation



Current Year Enrollment by Program Participation

2013-2014	Count of Students	% of Enrollment
Students with Disability	139	21%
Economically Disadvantaged Students	266	39.5%
Limited English Proficient Students	23	3.4%

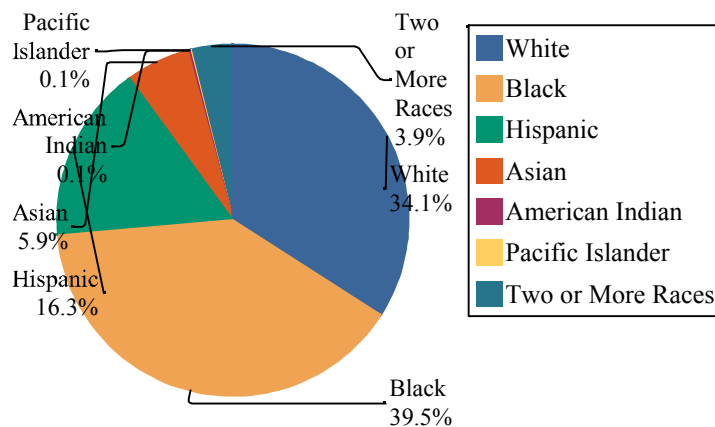
Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2013-14	Percent
English	86.1%
Spanish	7.3%
Polish	2.1%
Gujarati	0.6%
Russian	0.6%
Creoles and pidgins	0.6%
Other	2.8%

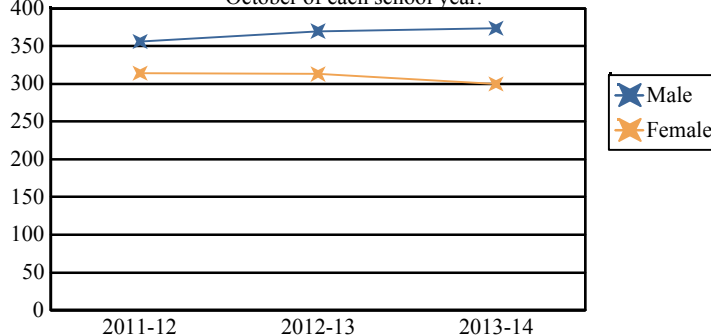
Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001



Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2011-12	356	314
2012-13	370	313
2013-14	374	300

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ACADEMIC ACHIEVEMENT

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Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than 30% of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile	Percent of Targets Met
NJASK Language Arts Proficiency and above	69%	91	48	100%
NJASK Math Proficiency and above	80%	75	41	100%
SUMMARY - Academic Achievement		83	45	100%

NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

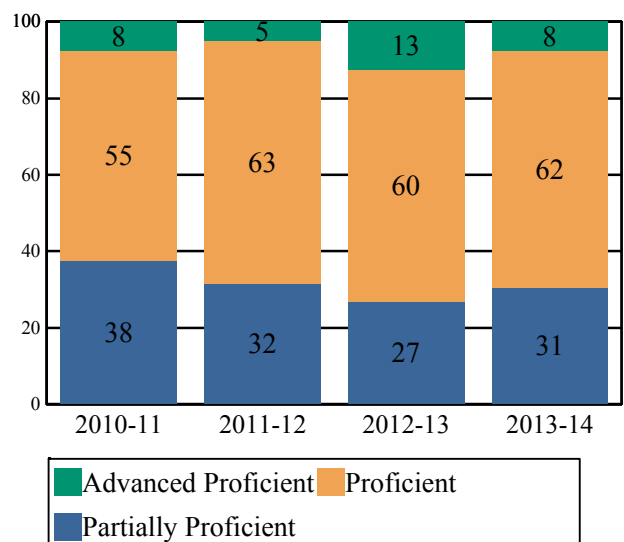
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	262	69.4	71.8	YES*
White	92	83.7	81.7	YES
Black	98	59.2	60	YES*
Hispanic	47	59.6	67.1	YES*
American Indian	-	-		--
Asian	-	-		--
Two or More Races	-	-		--
Students with Disability	61	52.5	53.5	YES*
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	101	52.5	61.2	YES*

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.





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ACADEMIC ACHIEVEMENT

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GRADE SPAN PK-05

NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

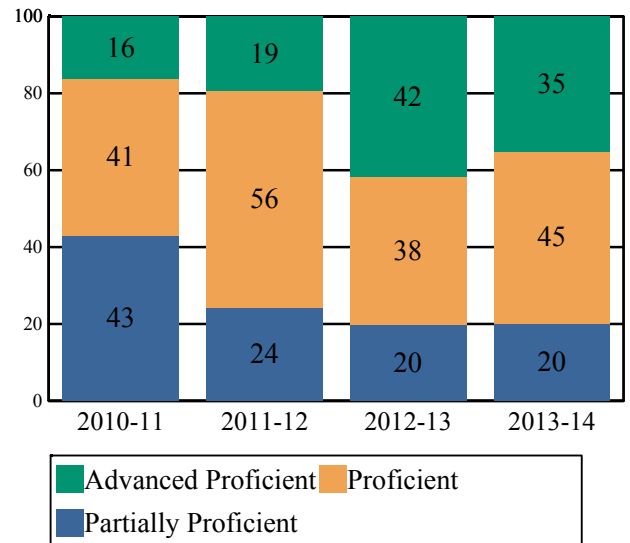
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	262	79.8	67.7	YES
White	92	89.2	76	YES
Black	98	72.5	57	YES
Hispanic	47	72.4	82.2	YES*
American Indian	-	-		--
Asian	-	-		--
Two or More Races	-	-		--
Students with Disability	61	63.9	52.1	YES
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	101	66.3	58	YES

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.



ACADEMIC ACHIEVEMENT

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GRADE SPAN PK-05

NJASK Results - Language Arts Literacy Grade Level - 03

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	6%	62%	32%
White	6%	74%	19%
Black	5%	57%	38%
Hispanic	8%	42%	50%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	12%	42%	46%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	4%	39%	57%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Language Arts Literacy Grade Level - 04

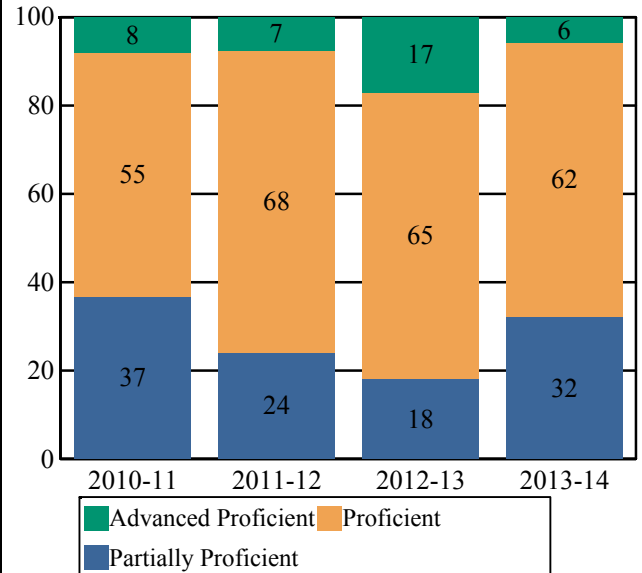
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	8%	63%	29%
White	16%	68%	16%
Black	4%	50%	46%
Hispanic	0%	79%	21%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	8%	38%	54%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	4%	42%	54%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

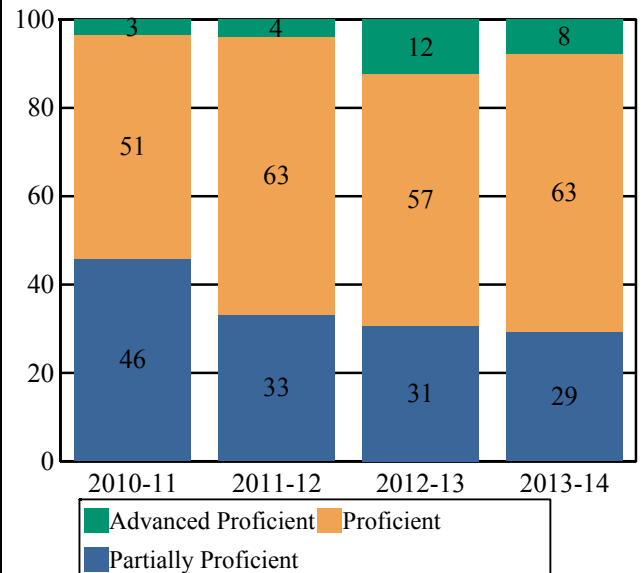
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 03

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



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GRADE SPAN PK-05

NJASK Results - Language Arts Literacy Grade Level - 05

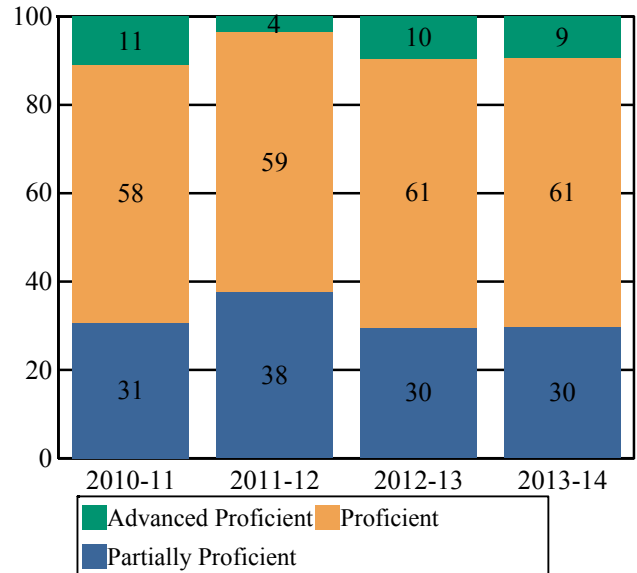
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	9%	61%	30%
White	13%	73%	13%
Black	5%	54%	41%
Hispanic	5%	48%	48%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	0%	55%	45%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	2%	60%	38%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 05

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep4read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Grade 4 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	25	33	30	12
All Students	Nation	32	33	27	8

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep8read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Grade 8 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	15	39	40	7
All Students	Nation	22	42	32	4

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ACADEMIC ACHIEVEMENT

MERCER
EWING TWP

GRADE SPAN PK-05

NJASK Results - MATH Grade Level - 03

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	29%	45%	26%
White	42%	39%	19%
Black	19%	49%	32%
Hispanic	17%	42%	42%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	23%	38%	38%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	11%	36%	54%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - MATH Grade Level - 04

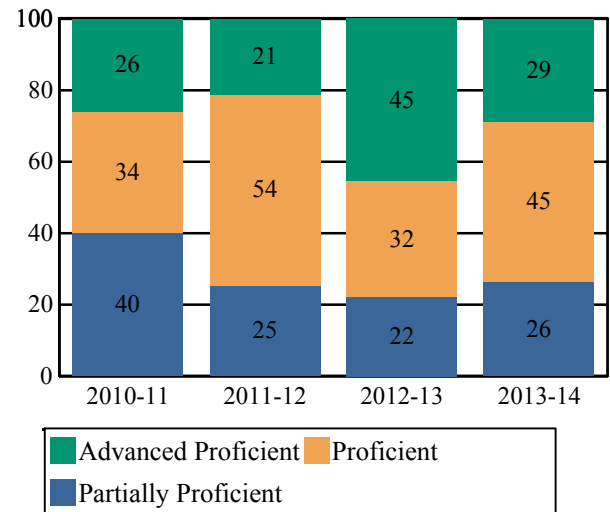
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	46%	36%	18%
White	61%	32%	6%
Black	29%	46%	25%
Hispanic	43%	36%	21%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	15%	38%	46%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	27%	38%	35%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

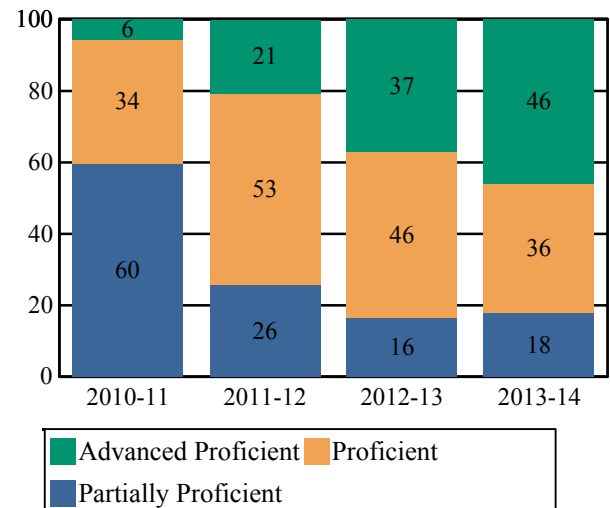
NJASK Proficiency Trends - Math - Grade Level - 03

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Math - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



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WL ANTHEIL ELEMENTARY SCHOOL
339 EWINGVILLE ROAD
EWING, NJ 08638-1721

ACADEMIC ACHIEVEMENT

MERCER
EWING TWP

GRADE SPAN PK-05

NJASK Results - MATH Grade Level - 05

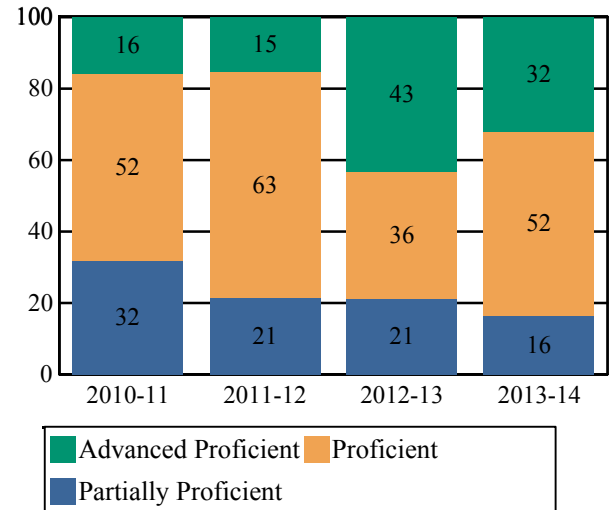
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	32%	52%	16%
White	53%	40%	7%
Black	11%	65%	24%
Hispanic	24%	52%	24%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	14%	59%	27%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	21%	57%	21%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Proficiency Trends - Math - Grade Level - 05

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep4math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Grade 4 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	13	38	39	10
All Students	Nation	17	41	34	8

2013 National Assessment Educational Progress (NAEP)

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<http://www.nj.gov/education/pr/1314/naep/naep8math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Grade 8 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	18	34	33	16
All Students	Nation	26	38	27	9



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ACADEMIC ACHIEVEMENT

MERCER
EWING TWP

GRADE SPAN PK-05

NJASK Results - Science Grade Level - 04

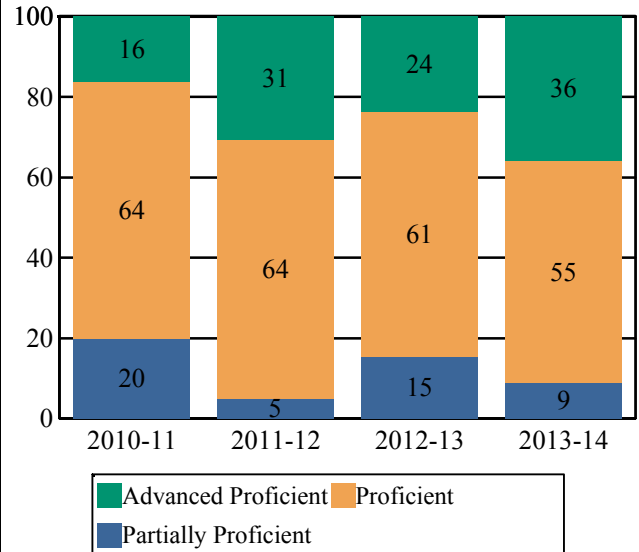
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	36%	55%	9%
White	52%	45%	3%
Black	17%	71%	13%
Hispanic	29%	71%	0%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	23%	54%	23%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	15%	73%	12%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.





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COLLEGE AND CAREER READINESS

MERCER
EWING TWP

GRADE SPAN PK-05

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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. The table presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for 10% or more of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school percentile is 65 in Chronic Absenteeism has a lower Chronic Absenteeism than 65% of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

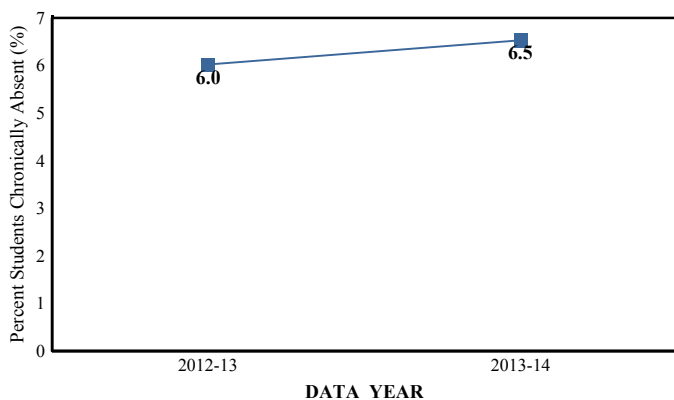
The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	School Performance	Peer Rank (Percentile)	Statewide Rank (Percentile)	Statewide Target	Met Target?
Chronic Absenteeism (%)	7%	68	45	6%	NO
Summary					0%

Chronic Absenteeism - Number of students in the most recent school year that missed 10% or more of the instructional days in the school year divided by the total number of students enrolled.

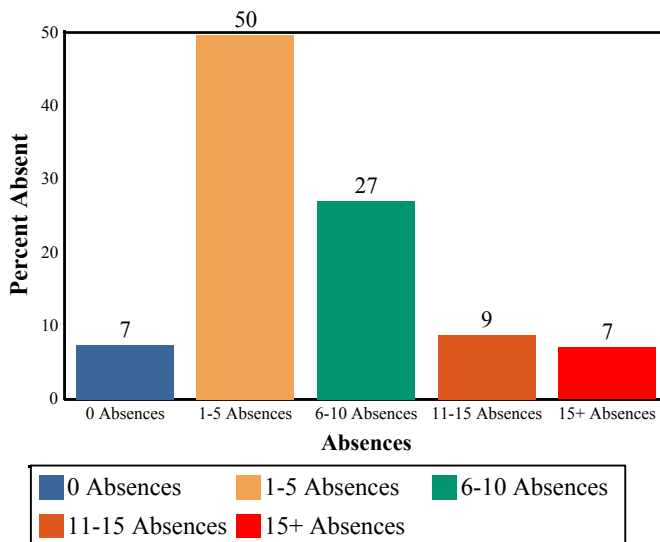
Chronic Absenteeism Trend

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



Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



STUDENT GROWTH

MERCER
EWING TWP

GRADE SPAN PK-05

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 NJ ASK Language Arts Literacy and Math when compared to other students with a similar NJ ASK test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the target.

The summary row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	52	81	52	35	YES
Student Growth on Math	57	85	66	35	YES
		83	59		100%

Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

Language Arts

	GROWTH		
	Low	Typical	High
Partially Proficient	19%	5%	4%
Proficient	15%	22%	26%
Advanced Proficient	0%	1%	8%

Math

	GROWTH		
	Low	Typical	High
Partially Proficient	8%	5%	4%
Proficient	9%	18%	15%
Advanced Proficient	6%	15%	21%

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.

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WITHIN SCHOOL ACHIEVEMENT GAP

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the so-called Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is larger than the state's.

Grade Level - 03

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	251	300
75th	225	221
50th	207	207
25th	191	188
0th	160	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	33

Grade Level - 03

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	242	268
50th	214	229
25th	193	200
0th	149	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	49	68

Grade Level - 04

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	261	300
75th	222	219
50th	212	202
25th	195	186
0th	132	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	27	33

Grade Level - 04

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	270	264
50th	240	228
25th	206	195
0th	160	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	64	69



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WITHIN SCHOOL ACHIEVEMENT GAP

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GRADE SPAN PK-05

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Grade Level - 05

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	266	300
75th	228	224
50th	206	206
25th	192	186
0th	149	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	38

Grade Level - 05

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	254	262
50th	235	235
25th	211	206
0th	122	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	56



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SCHOOL CLIMATE

MERCER
EWING TWP

GRADE SPAN PK-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
2013-14	6 Hrs. 40 Mins.

Student Suspension Rate

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

	School
2013-14	9.5%

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.

2013-14	School
Full Time	5 Hrs. 50 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

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

	School
2013-14	0

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.

2013-14	School
Faculty	11
Administrators	337

SCHOOL PEER GROUP**WL ANTHEIL ELEMENTARY SCHOOL****21-1430-140**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRAD ESPAN</u>	<u>FRPL</u>	<u>LEP</u>	<u>SpED</u>
BERGEN	ELMWOOD PARK	SIXTEENTH AVENUE SCHOOL	03-1345-090 PK-05	43.6%	6.5%	12.4%	
BERGEN	ENGLEWOOD CITY	DR. JOHN GRIECO ELEMENTARY SCHOOL	03-1370-086 01-03	56.8%	16.6%	12.5%	
BERGEN	RIDGEFIELD PARK TWP	LINCOLN ELEMENTARY SCHOOL	03-4380-070 KG-06	38.2%	5.3%	8.6%	
BERGEN	TEANECK TWP	JAMES RUSSELL LOWELL ELEMENTARY SCHOOL	03-5150-130 KG-04	41.1%	2.2%	18.2%	
BURLINGTON	DELANCO TWP	M. JOAN PEARSON ELEMENTARY SCHOOL	05-1030-030 KG-05	39.2%	1.5%	17.6%	
CAMDEN	RUNNEMEDE BORO	GRADE DOWNING ELEMENTARY SCHOOL	07-4590-030 KG-03	33.9%	0.6%	13.1%	
CUMBERLANI	MILLVILLE CITY	RIECK AVENUE ELEMENTARY SCHOOL	11-3230-085 KG-05	58.9%	9.3%	23.6%	
CUMBERLANI	UPPER DEERFIELD TWP	ELIZABETH F. MOORE SCHOOL	11-5300-060 04-05	53.6%	6.7%	21.7%	
ESSEX	BLOOMFIELD TWP	FRANKLIN ELEMENTARY	13-0410-130 KG-06	39.5%	4.9%	10.7%	
GLOUCESTER	DEPTFORD TWP	GOOD INTENT ELEMENTARY SCHOOL	15-1100-090 02-06	44.9%	4.9%	16.7%	
GLOUCESTER	FRANKLIN TWP	MAIN ROAD SCHOOL	15-1590-095 03-04	38.4%	0.9%	15.8%	
MERCER	EWING TWP	WL ANTHEIL ELEMENTARY SCHOOL	21-1430-140 PK-05	39.5%	3.4%	13.8%	
MIDDLESEX	CARTERET BORO	PRIVATE NICHOLAS MINUE ELEMENTARY SCHOOL	23-0750-057 PK-05	53.1%	18.5%	7.6%	
MIDDLESEX	DUNELLEN BORO	JOHN P. FABER ELEMENTARY SCHOOL	23-1140-050 PK-05	42.2%	8.0%	10.5%	
MIDDLESEX	OLD BRIDGE TWP	LEROY GORDON COOPER ELEMENTARY SCHOOL	23-3845-113 KG-05	42.6%	7.6%	10.0%	
MIDDLESEX	SAYREVILLE BORO	HARRY S. TRUMAN ELEMENTARY SCHOOL	23-4660-075 KG-03	33.5%	0.7%	10.6%	
MIDDLESEX	SAYREVILLE BORO	WOODROW WILSON ELEMENTARY SCHOOL	23-4660-120 KG-03	40.3%	1.9%	16.1%	
MIDDLESEX	SOUTH AMBOY CITY	SOUTH AMBOY ELEMENTARY	23-4830-060 PK-06	45.2%	1.9%	19.9%	
MIDDLESEX	SOUTH RIVER BORO	SOUTH RIVER ELEMENTARY SCHOOL	23-4920-065 PK-05	45.1%	3.6%	17.8%	
MIDDLESEX	WOODBIDGE TWP	PORT READING SCHOOL	23-5850-275 KG-05	32.9%	0.0%	12.1%	
MIDDLESEX	WOODBIDGE TWP	WOODBINE AVENUE ELEMENTARY SCHOOL	23-5850-320 KG-05	37.0%	11.1%	1.5%	
MONMOUTH	MATAWAN-ABERDEEN REGIONAL	CLIFFWOOD ELEMENTARY SCHOOL	25-3040-060 KG-03	42.7%	6.3%	14.2%	
OCEAN	BERKELEY TWP	H & M POTTER SCHOOL	29-0320-040 KG-04	40.3%	0.8%	19.0%	
OCEAN	BRICK TWP	EMMA HAVENS YOUNG ELEMENTARY SCHOOL	29-0530-035 KG-06	41.3%	5.4%	13.5%	
OCEAN	MANCHESTER TWP	MANCHESTER TOWNSHIP ELEMENTARY SCHOOL	29-2940-043 KG-05	33.7%	0.2%	11.6%	
OCEAN	TOMS RIVER REGIONAL	EAST DOVER ELEMENTARY SCHOOL	29-5190-070 KG-05	35.7%	0.0%	14.9%	
PASSAIC	CLIFTON CITY	SCHOOL #5	31-0900-120 KG-05	40.3%	0.3%	18.7%	
SOMERSET	FRANKLIN TWP	HILLCREST SCHOOL	35-1610-100 PK-04	49.1%	15.2%	7.9%	
SOMERSET	FRANKLIN TWP	MACAFEE ROAD SCHOOL	35-1610-115 PK-04	38.3%	0.2%	17.8%	
SOMERSET	MANVILLE BORO	ROOSEVELT SCHOOL	35-3000-080 04-05	46.1%	2.3%	23.3%	
UNION	RAHWAY CITY	ROOSEVELT ELEMENTARY SCHOOL	39-4290-120 PK-06	54.6%	10.6%	20.3%	