



State of New Jersey  
2014-15

23-3620-040

OVERVIEW

MIDDLESEX

NORTH BRUNSWICK TWP

NORTH BRUNSWICK TOWNSHIP HIGH SCHOOL

98 RAIDER ROAD

NORTH BRUNSWICK, NJ 08902-9607

GRADE SPAN 09-12

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

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

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

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

**DEMOGRAPHIC INFORMATION**

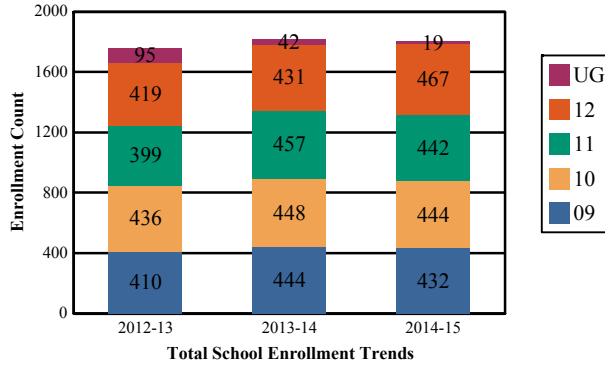
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**Enrollment by Grade**

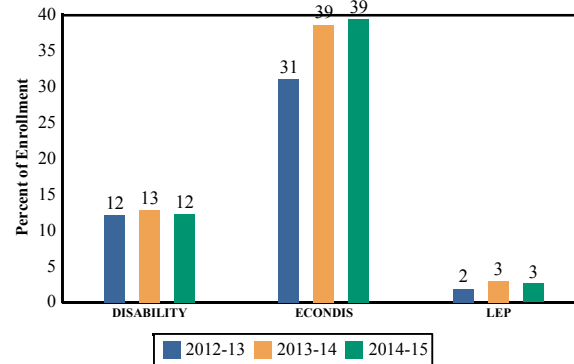
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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.

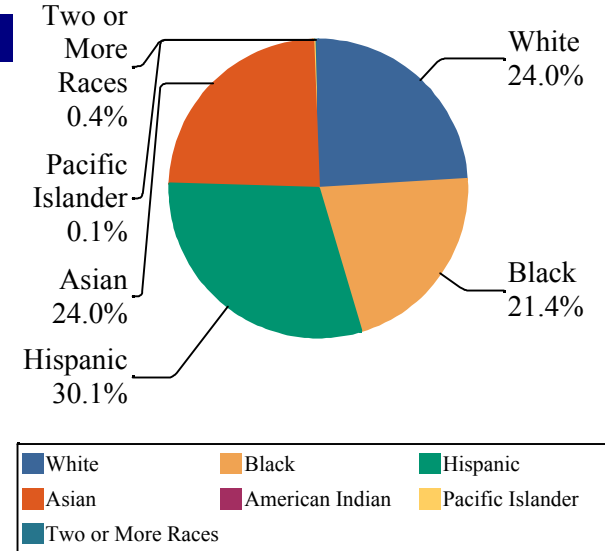
**Enrollment Trends by Program Participation**

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



**Enrollment by Ethnic/Racial Subgroup**

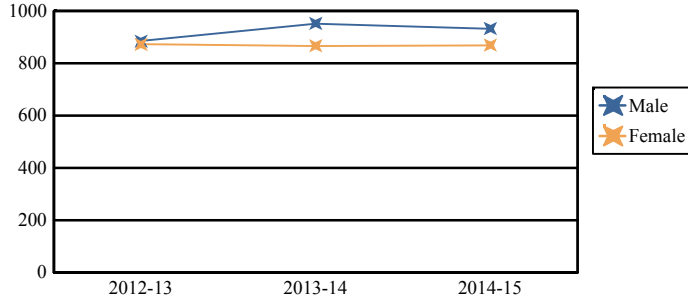
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	1,759
2013-14	1,821
2014-15	1,803

**Enrollment by Gender**

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



	Male	Female
2012-13	886	873
2013-14	953	868
2014-15	934	870

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	221	12%
Economically Disadvantaged Students	712	39.5%
English Language Learners	46	2.6%

**Language Diversity**

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

2014-15	Percent
English	76.8%
Spanish	13.6%
Gujarati	1.9%
Hindi	1.1%
Telugu	0.8%
Turkish	0.8%
Other	5.0%

**ACADEMIC ACHIEVEMENT**

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L), Mathematics and Biology as demonstrated in 2014-2015 *Partnership for Assessment of Readiness for College and Careers (PARCC)* assessments and the End-of-Course Biology assessment. The below chart consist of three columns with measures. The first column - Schoolwide Performance - below includes the percentage of students who met or exceeded expectations in ELA/L or Math. The middle column - Peer School Percentile - indicates how the school's outcomes compare to its group of peer schools. The last column - Statewide Percentile - indicates how the school's outcomes compare to schools across the state in ELA/L.

<b>Academic Achievement</b>	<b>Schoolwide Performance</b>	<b>Peer Percentile</b>	<b>State Percentile</b>
HS English Language Arts/Literacy Met or Exceeded Expectation	<b>42%</b>	<b>65</b>	<b>58</b>
Math Met or Exceeded Expectation	<b>28%</b>		

**ESEA Waiver - English Language Arts/Literacy**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

<b>Subgroups</b>	<b>Valid Scores</b>	<b>% Meeting Standards</b>	<b>Participation Goal</b>	<b>Participation Rate</b>	<b>Met Participation?</b>
Schoolwide	667	41.7%	95%	81.3%	<b>NO</b>
White	132	47%	95%	73.1%	<b>NO</b>
African American	135	29.7%	95%	77.5%	<b>NO</b>
Hispanic	208	18.3%	95%	79.9%	<b>NO</b>
American Indian	-	-	--	--	--
Asian	189	72.5%	95%	94.2%	<b>YES*</b>
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	232	17.7%	95%	76.7%	<b>NO</b>

**YES\* = Met Participation Rate (Participation Averaging applied)**

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

ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	622	27.8%	95%	81.2%	NO
White	131	29%	95%	74.6%	NO
African American	128	14.9%	95%	77.2%	NO
Hispanic	187	14.4%	95%	79.4%	NO
American Indian	-	-	--	--	--
Asian	175	50.8%	95%	93.7%	YES*
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	215	12.1%	95%	77%	NO

YES\* = Met Participation Rate (Participation Averaging applied)

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

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**Proficiency Outcomes - Biology**

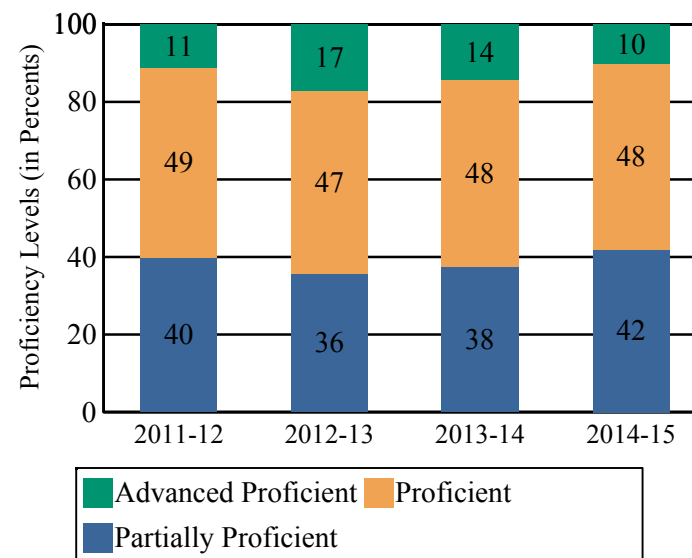
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

Subgroups	Advanced	Proficient	Partially Proficient
Schoolwide	10%	48%	42%
White	7%	56%	37%
African American	3%	35%	62%
Hispanic	2%	41%	57%
American Indian	-	-	-
Asian	27%	59%	15%
Two or More Races	-	-	-
Students with Disability	0%	16%	84%
English Language Learners	-	-	-
Economically Disadvantaged Students	2%	34%	64%

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

**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 four years.



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**PARCC Performance Level**

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations <i>(Min. 650)</i>	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations <i>(Max. 850)</i>

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**PARCC ELA Performance Distribution - Grade - 09**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	364	748	739	9%	19%	27%	30%	14%	45%	41%
White	74	749	746	8%	14%	28%	43%	7%	50%	47%
African American	67	735	723	15%	25%	25%	30%	4%	34%	23%
Hispanic	115	732	725	10%	31%	38%	17%	4%	21%	26%
American Indian	-	-	732	-	-	-	-	-	-	33%
Asian	105	773	765	3%	6%	17%	37%	37%	74%	68%
Two or More Races	-	-	731	-	-	-	-	-	-	36%
Students with Disability	-	-	706	-	-	-	-	-	-	9%
English Language Learners	-	-	693	-	-	-	-	-	-	5%
Economically Disadvantaged Students	132	727	724	13%	30%	37%	18%	2%	20%	24%

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**PARCC ELA Performance Distribution - Grade - 10**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	303	738	735	23%	18%	21%	22%	16%	38%	38%
White	58	749	741	7%	17%	33%	28%	16%	43%	43%
African American	68	723	717	26%	18%	31%	24%	1%	25%	22%
Hispanic	93	710	720	44%	27%	14%	9%	6%	15%	24%
American Indian	-	-	725	-	-	-	-	-	-	27%
Asian	84	772	763	7%	11%	12%	32%	38%	70%	62%
Two or More Races	-	-	729	-	-	-	-	-	-	34%
Students with Disability	-	-	698	-	-	-	-	-	-	8%
English Language Learners	-	-	685	-	-	-	-	-	-	4%
Economically Disadvantaged Students	100	711	718	40%	27%	18%	11%	4%	15%	23%

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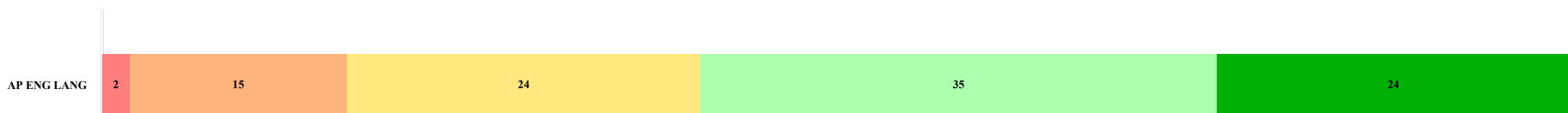
**PARCC ELA Performance Distribution - Grade - 11**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	243	731	741	25%	19%	26%	22%	8%	30%	42%
White	53	746	745	19%	9%	23%	32%	17%	49%	46%
African American	48	717	727	38%	25%	21%	15%	2%	17%	27%
Hispanic	93	720	731	27%	28%	26%	19%	0%	19%	31%
American Indian	-	-	745	-	-	-	-	-	-	38%
Asian	49	751	765	14%	8%	33%	24%	20%	45%	64%
Two or More Races	-	-	738	-	-	-	-	-	-	38%
Students with Disability	-	-	712	-	-	-	-	-	-	16%
English Language Learners	-	-	703	-	-	-	-	-	-	6%
Economically Disadvantaged Students	115	717	730	33%	27%	24%	15%	1%	16%	30%

**Advanced Placement/International Baccalaureate English Performance Distribution**

This graph presents the percentage of students in this school scoring in each performance level of the AP/IB English assessment. Students who score AP >= 3 or score IB >= 4 may earn college credit. Shown below the graph is a table that presents the percentage of students who achieved a score that could potentially earn college credit and the average score earned in the school.



Subject	Valid Scores	% Eligible for College Credit	Average Score Earned in the School	Average Score Earned in the State
AP ENG LANG	54	83.3%	3.65	3.36

- Data is suppressed to protect the confidentiality of the students.

PARCC ALGEBRA I - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	289	727	740	10%	34%	37%	18%	0%	18%	40%
White	56	734	746	4%	30%	41%	25%	0%	25%	47%
African American	64	722	722	17%	31%	38%	14%	0%	14%	20%
Hispanic	129	724	725	12%	42%	33%	13%	0%	13%	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	39	739	769	5%	18%	46%	31%	0%	31%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	44	715	710	20%	57%	11%	11%	0%	11%	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	156	723	725	12%	40%	37%	12%	0%	12%	21%

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**PARCC GEOMETRY - Performance Distribution**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	279	726	728	12%	34%	37%	16%	1%	17%	21%
White	60	733	731	3%	25%	47%	25%	0%	25%	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	-	-	718	-	-	-	-	-	-	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	69	744	751	6%	9%	48%	35%	3%	38%	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	718	-	-	-	-	-	-	8%

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**PARCC ALGEBRA II - Performance Distribution**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	239	733	721	24%	20%	22%	30%	4%	33%	24%
White	49	725	725	27%	18%	33%	22%	0%	22%	27%
African American	36	716	701	44%	17%	14%	22%	3%	25%	8%
Hispanic	62	714	706	31%	37%	19%	13%	0%	13%	10%
American Indian	-	-	720	-	-	-	-	-	-	23%
Asian	92	755	751	11%	11%	22%	48%	9%	57%	53%
Two or More Races	-	-	716	-	-	-	-	-	-	21%
Students with Disability	-	-	691	-	-	-	-	-	-	4%
English Language Learners	-	-	694	-	-	-	-	-	-	6%
Economically Disadvantaged Students	70	708	705	40%	34%	13%	13%	0%	13%	9%

**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 below chart consist of five columns with measures. 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. 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	77%	65	37	80%	NO
Percent of Students Participating in PSAT or PLAN	40%	23	12	60%	NO
Percent of Students Scoring Above 1550 on SAT	45%	97	60	40%	YES
Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science	22%	77	52	35%	NO
Percent of AP Tests $\geq 3$ or IB Test $\geq 4$ in English, Math, Social Studies or Science	76%	84	68	75%	YES
<b>Summary</b>		<b>69</b>	<b>46</b>		<b>40%</b>

**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.

2014-15 Percent of Students	School	Peer Avg.	State Avg.
Participating in SAT	74.3%	72.6%	79.1%
Participating in ACT	22.7%		25.2%
Participating in PSAT or PLAN	40.2%	66.9%	79.6%
Participating in Dual Enrollment	0.0%		14.9%

**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.

2014-15 Percent of Students Taking	School	Peer Avg.	State Avg.
One or More Course	31.4%	28.5%	36.3%
One or More Test	26.2%	23.7%	30.7%
At least one AP or IB Test in English, Math, Social Studies or Science	21.9%	19.1%	25.3%

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.

**COLLEGE AND CAREER READINESS**

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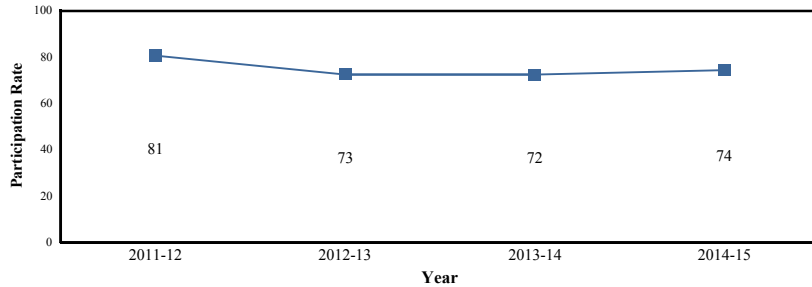
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**Participation Trends - SAT Testing**

**Participation Trends - SAT Testing**

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



**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  $\geq 3$  and scored IB  $\geq 4$ .

2014-15	School	Peer Avg.	State Avg.
Percent of AP Tests $\geq 3$ or IB Test $\geq 4$	75.2%	62.4%	72.4%
Percent of Scores in AP $\geq 3$ or IB $\geq 4$ in English, Math, Social Studies or Science	76.4%	58.9%	69.7%

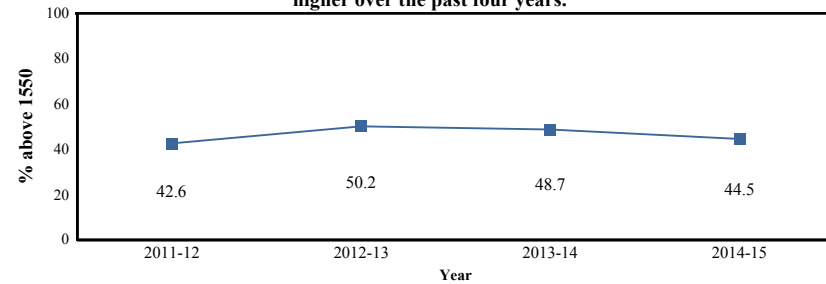
**Scholastic Assessment Test (SAT) Results**

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.

2014-15	School	Peer Avg.	State Avg.
Percent of Students Scoring Above 1550 on SAT	44.5%	31.7%	43.8%

**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.



**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.

2014-15	School	Peer Avg.	State Avg.
Composite SAT Score	1,542	1,432	1,508
Critical Reading	509	470	496
Mathematics	531	493	518
Writing	502	469	494

**Composite SAT Score**

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.

2014-15	Critical Reading	Mathematics	Writing
75th Percentile	590	610	580
50th Percentile	510	520	480
25th Percentile	430	450	415

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 Biology	75	57
AP Psychology	61	41
AP Chemistry	58	57
AP English Literature and Composition	56	41
AP English Language and Composition	53	58
AP Calculus AB	47	37
AP Calculus BC	37	34
AP Statistics	36	25
AP U.S. History	34	31
AP Microeconomics	30	24
AP Spanish Language	17	15
AP European History	13	8
AP German Language	13	2
AP Computer Science A	12	11
AP Macroeconomics	11	6
AP Government	11	
AP Music Theory	9	7
AP French Language	7	5

AP/IB Course Name	Students Enrolled	Students Tested
AP Italian Language and Culture	1	
AP Physics C: Electricity and Magnetism		17
AP Physics C: Mechanics		17
AP U.S. Government and Politics		8
AP Chinese Language and Culture		3

### 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	2.8%	3.8%
Music	18.0%	17.8%
Visual Arts	35.4%	31.7%
<b>Total: All Visual and Performing Arts</b>	<b>53.3%</b>	<b>49.9%</b>

N/R - Data Not Reported

### Participation in Career Readiness

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	16.1%	18.3%
Structured Learning Experience	0.3%	7.0%

N/R - Data Not Reported

**GRADUATION AND POSTSECONDARY**

**NORTH BRUNSWICK TOWNSHIP HIGH SCHOOL**

**MIDDLESEX**

**98 RAIDER ROAD**

**NORTH BRUNSWICK TWP**

**GRADE SPAN 09-12**

**NORTH BRUNSWICK, NJ 08902-9607**

This section of the performance report presents data about graduation, dropout and post-secondary attendance. The graduation rate is calculated according to the ESEA 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 below chart consist of five columns with measures. 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. 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 ESEA 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
<b>Overall Graduation Rate</b>	<b>84%</b>	<b>13</b>	<b>18</b>	<b>78%</b>	<b>YES</b>
<b>Dropout Rate</b>	<b>1.0%</b>	<b>45</b>	<b>29</b>	<b>2%</b>	<b>YES</b>
<b>SUMMARY - Graduation &amp; Post-Secondary</b>		<b>29</b>	<b>24</b>		<b>100%</b>

**Graduation Rate by Subgroup**

**Dropout 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'.

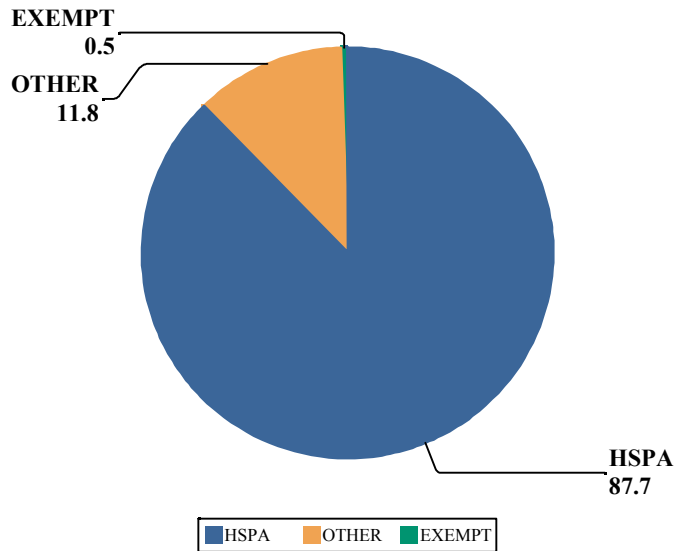
This table presents for all NCLB-identified subgroups the Dropout rate. This rate calculates the percentage of students who are classified as dropouts divided by the school's total enrollment and by each subgroup enrollment.

	School	State Target
<b>Schoolwide</b>	84%	78%
White	92%	
African American	83%	
Hispanic	68%	
American Indian	-	
Asian	96%	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	80%	
English Language Learners	-	
Economically Disadvantaged Students	78%	

	School	State Target
<b>Schoolwide</b>	1%	2%
White	.5%	
African American	.5%	
Hispanic	2.4%	
American Indian	-	
Asian	.2%	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	.9%	
English Language Learners	4.3%	
Economically Disadvantaged Students	0%	

**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	89%	92%
2013	89%	92%
2014	89%	90%
2015	84%	

**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.

	<b>Percent Enrolled</b>	<b>Percent in 2 Year</b>	<b>Percent in 4 Year</b>
<b>Statewide</b>	<b>78.5%</b>	<b>34.3%</b>	<b>64.7%</b>
<b>Schoolwide</b>	81%	42.5%	57.5%
White	83.5%	45.9%	54.1%
African American	79.3%	45.2%	54.8%
Hispanic	64.9%	63.5%	36.5%
Asian	95.3%	19.5%	80.5%
American Indian	-	-	-
Native Hawaiian	-	-	-
Two or More Races	-	-	-
Students with Disability	52.1%	92%	8%
English Language Learners	-	-	-
Economically Disadvantaged Students	71.9%	64.1%	35.9%

**WITHIN SCHOOL ACHIEVEMENT GAP**

MIDDLESEX  
NORTH BRUNSWICK TWP

GRADE SPAN 09-12

NORTH BRUNSWICK TOWNSHIP HIGH SCHOOL  
98 RAIDER ROAD  
NORTH BRUNSWICK, NJ 08902-9607

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 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 broader than the state gap indicates that the school's range of student outcomes is larger than the state's.

**Grade Level - 09**

**PARCC English Language Arts/Literacy 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	824	850
75th	773	766
50th	745	739
25th	722	710
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	51	56

**PARCC ALG-1 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	774	821
75th	745	762
50th	728	735
25th	712	711
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	51

**WITHIN SCHOOL ACHIEVEMENT GAP**

MIDDLESEX

NORTH BRUNSWICK TWP

**Grade Level - 10**

**PARCC English Language Arts/Literacy 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	850	850
75th	768	766
50th	732	733
25th	696	699
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	72	67

**Grade Level - 11**

**PARCC English Language Arts/Literacy 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	837	850
75th	760	768
50th	731	740
25th	701	711
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	59	57

NORTH BRUNSWICK TOWNSHIP HIGH SCHOOL

98 RAIDER ROAD

NORTH BRUNSWICK, NJ 08902-9607

GRADE SPAN 09-12

**PARCC GEO 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	779	793
75th	743	747
50th	727	726
25th	709	710
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	37

**PARCC ALG-2 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	827	813
75th	763	748
50th	731	718
25th	699	692
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	64	56

**SCHOOL CLIMATE**

MIDDLESEX

NORTH BRUNSWICK TWP

NORTH BRUNSWICK TOWNSHIP HIGH SCHOOL

98 RAIDER ROAD

NORTH BRUNSWICK, NJ 08902-9607

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
2014-15	6 Hrs. 44 Mins.

**Student Suspension Rate**

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

	School
2014-15	33.2%

**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.

2014-15	School
Full Time	5 Hrs. 29 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
2014-15	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.

2014-15	School
Faculty	13
Administrators	301

**SCHOOL PEER GROUP**  
MIDDLESEX  
NORTH BRUNSWICK TWP

NORTH BRUNSWICK TOWNSHIP HIGH SCHOOL  
98 RAIDER ROAD  
NORTH BRUNSWICK, NJ 08902-9607

GRADE SPAN 09-12

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>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNER</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	HAMMONTON TOWN	HAMMONTON HIGH SCHOOL	01-1960-050	09-12	32.3%	1.7%	17.2%
BERGEN	BERGENFIELD BORO	BERGENFIELD HIGH SCHOOL	03-0300-020	09-12	33.8%	1.5%	11.8%
BERGEN	BOGOTA BORO	BOGOTA JR./SR. HIGH SCHOOL	03-0440-020	07-12	48.5%	4.2%	15.9%
BERGEN	CARLSTADT-EAST RUTHERFORD	HENRY P. BECTON REGIONAL HIGH SCHOOL	03-0745-050	09-12	33.5%	2.2%	10.7%
BERGEN	RIDGEFIELD PARK TWP	RIDGEFIELD PARK JR SR HIGH SCHOOL	03-4380-050	07-12	39.6%	3.3%	11.7%
BURLINGTON	MAPLE SHADE TWP	MAPLE SHADE HIGH SCHOOL	05-3010-030	07-12	43.8%	2.6%	20.9%
CAMDEN	LINDENWOLD BORO	LINDENWOLD HIGH SCHOOL	07-2670-005	09-12	66.2%	7.9%	12.7%
CAMDEN	STERLING HIGH SCHOOL DIST	STERLING HIGH SCHOOL	07-5035-050	09-12	31.4%	0.3%	17.9%
ESSEX	BELLEVILLE TOWN	BELLEVILLE HIGH SCHOOL	13-0250-020	09-12	53.5%	5.7%	11.8%
ESSEX	WEST ORANGE TOWN	WEST ORANGE HIGH SCHOOL	13-5680-050	09-12	48%	4.6%	18.4%
GLOUCESTER	MONROE TWP	WILLIAMSTOWN HIGH SCHOOL	15-3280-050	09-12	30.5%	0.5%	16%
HUDSON	KEARNY TOWN	KEARNY HIGH SCHOOL	17-2410-050	09-12	50.1%	5%	14%
HUDSON	SECAUCUS TOWN	SECAUCUS HIGH SCHOOL	17-4730-050	09-12	31.1%	2%	14.4%
HUDSON	WEEHAWKEN TWP	WEEHAWKEN HIGH SCHOOL	17-5580-050	07-12	59.4%	6.2%	12.9%
MERCER	HAMILTON TWP	HAMILTON WEST-WATSON	21-1950-060	09-12	41.8%	2.7%	14.4%
MIDDLESEX	DUNELLEN BORO	DUNELLEN HIGH SCHOOL	23-1140-040	09-12	44.3%	2.7%	8.7%
MIDDLESEX	EDISON TWP	EDISON HIGH SCHOOL	23-1290-050	09-12	34.6%	1.8%	13%
MIDDLESEX	NORTH BRUNSWICK TWP	NORTH BRUNSWICK TOWNSHIP HIGH SCHOOL	23-3620-040	09-12	39.5%	2.6%	12%
MIDDLESEX	SAYREVILLE BORO	SAYREVILLE WAR MEMORIAL HIGH SCHOOL	23-4660-050	09-12	37.6%	1.4%	13.6%
MIDDLESEX	SOUTH RIVER BORO	SOUTH RIVER HIGH SCHOOL	23-4920-050	09-12	39.4%	3%	12.9%
MIDDLESEX	WOODBRIIDGE TWP	JOHN F. KENNEDY HIGH SCHOOL	23-5850-040	09-12	40.3%	3%	9.4%
MIDDLESEX	WOODBRIIDGE TWP	WOODBRIIDGE HIGH SCHOOL	23-5850-050	09-12	42%	2.1%	12.1%
OCEAN	BARNEGAT TWP	BARNEGAT HIGH SCHOOL	29-0185-030	09-12	33.1%	0.9%	13.3%

**SCHOOL PEER GROUP**

MIDDLESEX

NORTH BRUNSWICK TWP

GRADE SPAN 09-12

NORTH BRUNSWICK TOWNSHIP HIGH SCHOOL

98 RAIDER ROAD

NORTH BRUNSWICK, NJ 08902-9607

OCEAN	BRICK TWP	<b>BRICK TOWNSHIP HIGH SCHOOL</b>	29-0530-020	09-12	30.5%	1.8%	17.3%
OCEAN	PINELANDS REGIONAL	<b>PINELANDS REGIONAL HIGH SCHOOL</b>	29-4105-050	10-12	36%	1.1%	13.6%
PASSAIC	CLIFTON CITY	<b>CLIFTON HIGH SCHOOL</b>	31-0900-030	09-12	55.8%	4.9%	12%
SOMERSET	BOUND BROOK BORO	<b>BOUND BROOK HIGH SCHOOL</b>	35-0490-020	09-12	63.3%	7.1%	13.1%
SOMERSET	MANVILLE BORO	<b>MANVILLE HIGH SCHOOL</b>	35-3000-050	09-12	46%	3.7%	17.7%
UNION	ROSELLE PARK BORO	<b>ROSELLE PARK HIGH SCHOOL</b>	39-4550-050	09-12	42%	4%	11.5%
UNION	UNION TWP	<b>UNION SENIOR HIGH</b>	39-5290-050	09-12	39.7%	2.6%	13.4%
WARREN	PHILLIPSBURG TOWN	<b>PHILLIPSBURG HIGH SCHOOL</b>	41-4100-050	09-12	31.4%	0.5%	13.4%



State of New Jersey  
2014-15

23-3620-055

ARTHUR M. JUDD

1595 ROOSEVELT AVENUE  
NORTH BRUNSWICK, NJ 08902

OVERVIEW

MIDDLESEX

NORTH BRUNSWICK TWP

GRADE SPAN PK-05

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

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

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

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

**DEMOGRAPHIC INFORMATION**

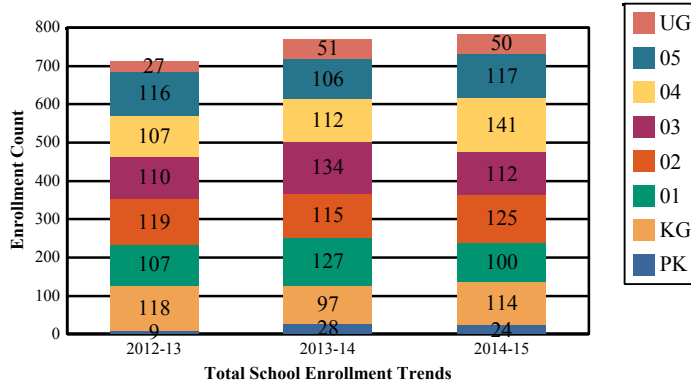
MIDDLESEX  
NORTH BRUNSWICK TWP

GRADE SPAN PK-05

**Enrollment by Ethnic/Racial Subgroup**

**Enrollment by Grade**

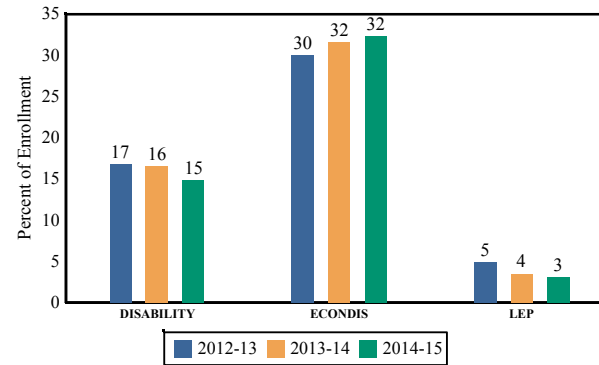
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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.

**Enrollment Trends by Program Participation**

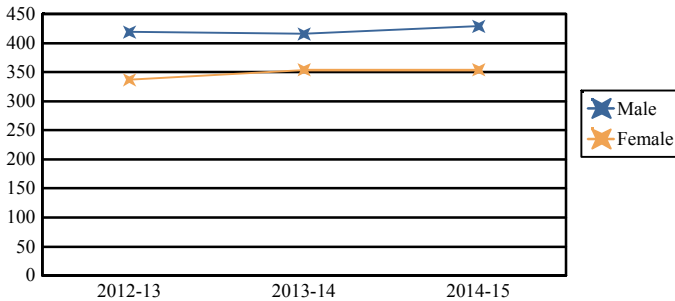
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Total School Enrollment	
2012-13	756
2013-14	770
2014-15	783

**Enrollment by Gender**

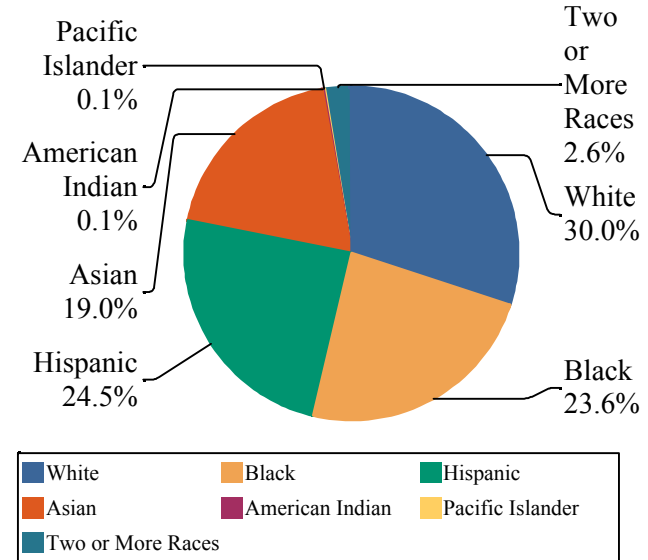
This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	419	337
2013-14	416	354
2014-15	429	354

Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	117	15%
Economically Disadvantaged Students	253	32.3%
English Language Learners	24	3.1%

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



**Language Diversity**

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

2014-15	Percent
English	77.3%
Spanish	10.5%
Arabic	1.5%
Gujarati	1.1%
Hindi	0.9%
Malayalam	0.6%
Other	8.1%

**ACADEMIC ACHIEVEMENT**

**MIDDLESEX**

**NORTH BRUNSWICK TWP**

**GRADE SPAN PK-05**

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	<b>51%</b>	<b>88</b>	<b>46</b>
Math Met or Exceeded Expectation	<b>44%</b>		

**ESEA Waiver - English Language Arts/Literacy**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	338	51.2%	95%	98.1%	YES
White	115	65.2%	95%	98.3%	YES
African American	73	30.1%	95%	97.5%	YES
Hispanic	84	41.6%	95%	98.9%	YES
American Indian	-	-	--	--	--
Asian	58	63.8%	95%	96.9%	YES
Two or More Races	-	-	--	--	--
Students with Disability	54	18.5%	95%	98.2%	YES
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	107	31.7%	95%	98.3%	YES

**YES\* = Met Participation Rate (Participation Averaging applied)**

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

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
NORTH BRUNSWICK TWP

GRADE SPAN PK-05

**ESEA Waiver - Math**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	338	43.5%	95%	98.1%	YES
White	115	52.2%	95%	98.3%	YES
African American	73	23.3%	95%	97.5%	YES
Hispanic	84	29.8%	95%	98.9%	YES
American Indian	-	-	--	--	--
Asian	58	69%	95%	96.9%	YES
Two or More Races	-	-	--	--	--
Students with Disability	54	20.4%	95%	98.2%	YES
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	107	23.3%	95%	98.4%	YES

**YES\* = Met Participation Rate (Participation Averaging applied)**

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

**ACADEMIC ACHIEVEMENT**

MIDDLESEX

NORTH BRUNSWICK TWP

GRADE SPAN PK-05

**PARCC Performance Level**

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations <i>(Min. 650)</i>	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations <i>(Max. 850)</i>

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
NORTH BRUNSWICK TWP

GRADE SPAN PK-05

ARTHUR M. JUDD  
1595 ROOSEVELT AVENUE  
NORTH BRUNSWICK, NJ 08902

**PARCC ELA Performance Distribution - Grade - 03**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	107	748	744	8%	23%	21%	41%	6%	47%	44%
White	33	754	753	3%	24%	12%	55%	6%	61%	55%
African American	25	733	725	8%	44%	20%	28%	0%	28%	26%
Hispanic	29	741	727	14%	14%	38%	31%	3%	34%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	16	766	769	13%	6%	13%	56%	13%	69%	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	19	721	718	26%	32%	11%	32%	0%	32%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	38	732	724	18%	32%	21%	26%	3%	29%	24%

**ACADEMIC ACHIEVEMENT**

**MIDDLESEX  
NORTH BRUNSWICK TWP**

**GRADE SPAN PK-05**

**ARTHUR M. JUDD  
1595 ROOSEVELT AVENUE  
NORTH BRUNSWICK, NJ 08902**

**PARCC ELA Performance Distribution - Grade - 04**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	127	756	751	3%	13%	28%	45%	12%	57%	52%
White	43	764	758	2%	2%	21%	63%	12%	74%	63%
African American	24	743	733	4%	13%	50%	33%	0%	33%	30%
Hispanic	35	750	737	3%	14%	31%	40%	11%	51%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	21	766	773	0%	29%	14%	33%	24%	57%	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	20	731	725	5%	45%	35%	15%	0%	15%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	35	738	734	9%	23%	29%	40%	0%	40%	31%

**ACADEMIC ACHIEVEMENT**

**MIDDLESEX  
NORTH BRUNSWICK TWP**

**GRADE SPAN PK-05**

**ARTHUR M. JUDD  
1595 ROOSEVELT AVENUE  
NORTH BRUNSWICK, NJ 08902**

**PARCC ELA Performance Distribution - Grade - 05**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	104	752	751	5%	14%	32%	47%	2%	49%	53%
White	39	754	757	5%	13%	23%	59%	0%	59%	62%
African American	24	741	734	8%	17%	46%	29%	0%	29%	31%
Hispanic	20	746	737	5%	20%	40%	30%	5%	35%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	21	767	771	0%	10%	24%	62%	5%	67%	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	-	-	723	-	-	-	-	-	-	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	34	739	734	6%	24%	44%	26%	0%	26%	31%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
NORTH BRUNSWICK TWP

GRADE SPAN PK-05

ARTHUR M. JUDD  
1595 ROOSEVELT AVENUE  
NORTH BRUNSWICK, NJ 08902

**PARCC MATH - Performance Distribution - Grade - 03**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	107	742	746	5%	28%	24%	37%	6%	43%	46%
White	33	750	752	6%	15%	27%	42%	9%	52%	56%
African American	25	730	728	4%	40%	28%	28%	0%	28%	25%
Hispanic	29	732	733	3%	38%	31%	24%	3%	28%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	16	757	772	6%	19%	6%	63%	6%	69%	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	19	717	727	21%	32%	26%	21%	0%	21%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	38	726	730	8%	37%	29%	26%	0%	26%	26%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
NORTH BRUNSWICK TWP

GRADE SPAN PK-05

ARTHUR M. JUDD  
1595 ROOSEVELT AVENUE  
NORTH BRUNSWICK, NJ 08902

**PARCC MATH - Performance Distribution - Grade - 04**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	127	745	744	5%	19%	33%	39%	4%	43%	42%
White	43	752	749	2%	19%	28%	47%	5%	51%	50%
African American	24	732	727	4%	33%	38%	25%	0%	25%	20%
Hispanic	35	736	732	9%	11%	49%	31%	0%	31%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	21	764	769	0%	14%	19%	52%	14%	67%	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	20	728	724	5%	65%	5%	25%	0%	25%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	35	730	730	14%	23%	34%	29%	0%	29%	23%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
NORTH BRUNSWICK TWP

GRADE SPAN PK-05

ARTHUR M. JUDD  
1595 ROOSEVELT AVENUE  
NORTH BRUNSWICK, NJ 08902

**PARCC MATH - Performance Distribution - Grade - 05**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	104	747	744	2%	24%	30%	38%	6%	44%	42%
White	39	748	749	3%	18%	26%	51%	3%	54%	49%
African American	24	735	728	4%	33%	46%	13%	4%	17%	21%
Hispanic	20	737	733	0%	40%	30%	30%	0%	30%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	21	768	768	0%	10%	19%	52%	19%	71%	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	15	719	724	13%	60%	13%	13%	0%	13%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	34	732	731	3%	47%	35%	12%	3%	15%	23%

**2015 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 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

- Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
- Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
- Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
- Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

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

**Proficiency Percentages**

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

**ACADEMIC ACHIEVEMENT**

MIDDLESEX

NORTH BRUNSWICK TWP

GRADE SPAN PK-05

**NJASK Results - Science Grade Level - 04**

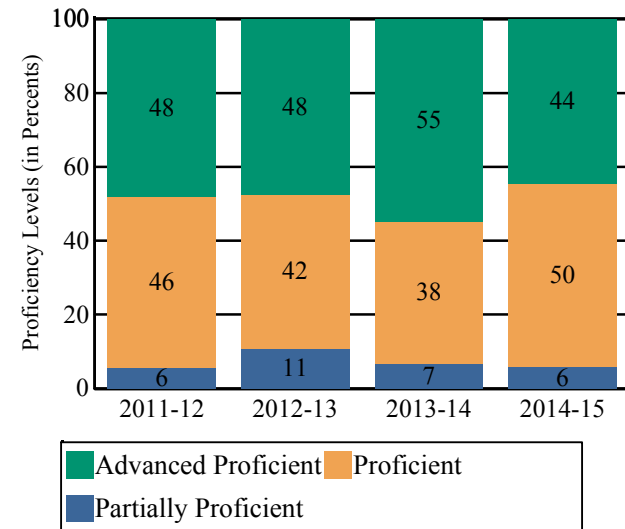
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	44%	50%	6%
White	57%	41%	2%
African American	29%	67%	4%
Hispanic	37%	49%	14%
American Indian	-	-	-
Asian	52%	48%	0%
Two or More Races	-	-	-
Students with Disability	23%	64%	14%
English Language Learners	-	-	-
Economically Disadvantaged Students	20%	66%	14%

Data is presented for subgroups when the count is high enough under ESEA Waiver 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**

MIDDLESEX

NORTH BRUNSWICK TWP

ARTHUR M. JUDD

1595 ROOSEVELT AVENUE

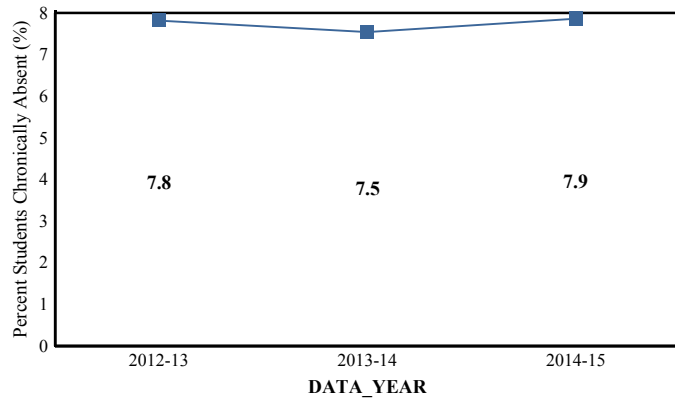
NORTH BRUNSWICK, NJ 08902

GRADE SPAN PK-05

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 successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

**Chronic Absenteeism Trend**

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

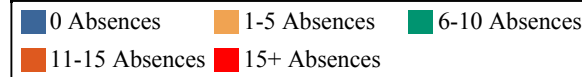
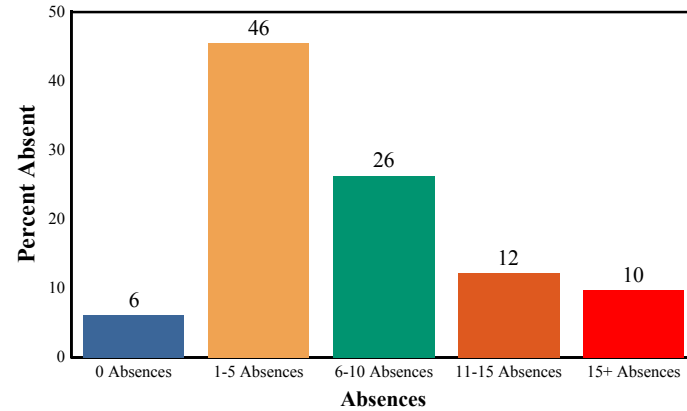


**Chronic Absenteeism for 2014-15**

**7.87%**

**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**

MIDDLESEX

GRADE SPAN PK-05

NORTH BRUNSWICK TWP

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

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics 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 statewide target, which was set to 35.

The fourth 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	56	88	67	35	YES
Student Growth on Math	40	24	20	35	YES
		56	44		100%

**Student Growth**

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

**Language Arts**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	4%	0%	0%
Partially Met	6%	4%	1%
Approached	9%	13%	9%
Met	9%	13%	25%
Exceeded	0%	0%	7%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	5%	0%	0%
Partially Met	13%	3%	2%
Approached	13%	12%	7%
Met	13%	15%	12%
Exceeded	0%	0%	5%

**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.

**WITHIN SCHOOL ACHIEVEMENT GAP**

MIDDLESEX

NORTH BRUNSWICK TWP

GRADE SPAN PK-05

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 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 broader than the state's.

**Grade Level - 03**

**PARCC 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	825	850
75th	776	770
50th	748	743
25th	719	715
0th	651	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	57	55

**Grade Level - 03**

**PARCC 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	817	850
75th	765	767
50th	740	745
25th	719	722
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	46	45

**WITHIN SCHOOL ACHIEVEMENT GAP**

MIDDLESEX

NORTH BRUNSWICK TWP

GRADE SPAN PK-05

**Grade Level - 04**

**PARCC 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	830	850
75th	773	773
50th	755	750
25th	737	728
0th	678	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	45

**Grade Level - 05**

**PARCC 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	809	850
75th	771	773
50th	749	751
25th	730	728
0th	675	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	45

**Grade Level - 04**

**PARCC 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	804	850
75th	760	764
50th	742	742
25th	728	721
0th	681	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	43

**Grade Level - 05**

**PARCC 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	804	850
75th	762	763
50th	744	743
25th	723	723
0th	657	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	40

**SCHOOL CLIMATE**

MIDDLESEX

NORTH BRUNSWICK TWP

GRADE SPAN PK-05

**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
2014-15	6 Hrs. 35 Mins.

**Student Suspension Rate**

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

	School
2014-15	5.5%

**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.

2014-15	School
Full Time	5 Hrs. 53 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
2014-15	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.

2014-15	School
Faculty	13
Administrators	392

**SCHOOL PEER GROUP**

MIDDLESEX

NORTH BRUNSWICK TWP

GRADE SPAN PK-05

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>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	BERGENFIELD BORO	FRANKLIN ELEMENTARY SCHOOL	03-0300-040	KG-05	35%	4.6%	12.7%
BERGEN	TEANECK TWP	JAMES RUSSELL LOWELL ELEMENTARY SCHOOL	03-5150-130	KG-04	38.1%	3%	14.9%
BERGEN	WALLINGTON BORO	FRANK W. GAVLAK ELEMENTARY SCHOOL	03-5430-055	KG-06	34.9%	3.1%	14.3%
BURLINGTON	MAPLE SHADE TWP	RALPH J. STEINHAUER ELEMENTARY SCHOOL	05-3010-100	05-06	44.3%	2%	22.3%
CAMDEN	CHERRY HILL TWP	CLARA BARTON ELEMENTARY SCHOOL	07-0800-069	KG-05	34.6%	5.8%	9.2%
CAMDEN	COLLINGSWOOD BORO	MARK NEWBIE ELEMENTARY SCHOOL	07-0940-060	KG-05	37.3%	0%	18.2%
CAMDEN	LAUREL SPRINGS BORO	LAUREL SPRINGS SCHOOL	07-2540-050	PK-06	36.5%	1.4%	18.7%
CAMDEN	WATERFORD TWP	THOMAS RICHARDS ELEMENTARY SCHOOL	07-5560-060	PK-04	31.4%	0%	13.8%
CAMDEN	WATERFORD TWP	WATERFORD ELEMENTARY SCHOOL	07-5560-100	04-06	33.2%	0.3%	16.2%
CAPE MAY	MIDDLE TWP	MIDDLE TOWNSHIP ELEMENTARY #2	09-3130-085	03-05	44%	2.3%	21.7%
CUMBERLANI	UPPER DEERFIELD TWP	ELIZABETH F. MOORE SCHOOL	11-5300-060	04-05	54.9%	8.2%	27.2%
ESSEX	WEST ORANGE TOWN	PLEASANTDALE ELEMENTARY SCHOOL	13-5680-150	PK-05	43.4%	4.5%	18.9%
GLOUCESTER	GREENWICH TWP	BROAD STREET ELEMENTARY SCHOOL	15-1830-050	KG-04	35.6%	0%	17.8%
GLOUCESTER	MONROE TWP	WHITEHALL ELEMENTARY SCHOOL	15-3280-100	KG-04	33.7%	0%	15.5%
MERCER	EAST WINDSOR REGIONAL	GRACE N. ROGERS ELEMENTARY SCHOOL	21-1245-060	PK-05	47.4%	14.9%	7%
MIDDLESEX	CARTERET BORO	PRIVATE NICHOLAS MINUE ELEMENTARY SCHOOL	23-0750-057	PK-05	54.2%	20.6%	7.2%
MIDDLESEX	NORTH BRUNSWICK TWP	ARTHUR M. JUDD	23-3620-055	PK-05	32.3%	3.1%	10.5%
MIDDLESEX	OLD BRIDGE TWP	CHEESEQUAKE ELEMENTARY SCHOOL	23-3845-105	KG-05	34%	6.9%	8%
MIDDLESEX	PISCATAWAY TWP	DWIGHT D. EISENHOWER ELEMENTARY SCHOOL	23-4130-065	KG-03	40.2%	10.8%	7.3%
MIDDLESEX	PISCATAWAY TWP	GRANDVIEW ELEMENTARY SCHOOL	23-4130-080	PK-03	32.6%	7.7%	5.9%

**SCHOOL PEER GROUP**

**MIDDLESEX**

**NORTH BRUNSWICK TWP**

**GRADE SPAN PK-05**

MIDDLESEX	SAYREVILLE BORO	<b>DWIGHT D. EISENHOWER ELEMENTARY SCHOOL</b>	23-4660-070	KG-03	33.5%	2.4%	11.4%
MIDDLESEX	SAYREVILLE BORO	<b>EMMA ARLETH ELEMENTARY SCHOOL</b>	23-4660-060	KG-03	36.1%	2.2%	17.5%
OCEAN	LACEY TWP	<b>LANOKA HARBOR ELEMENTARY SCHOOL</b>	29-2480-060	KG-04	34.9%	1.1%	17.3%
OCEAN	OCEAN TWP	<b>FREDERIC A. PRIFF ELEMENTARY SCHOOL</b>	29-3820-030	04-06	38.3%	0%	20%
OCEAN	OCEAN TWP	<b>WARETOWN ELEMENTARY SCHOOL</b>	29-3820-050	PK-03	31.9%	0%	16.7%
OCEAN	TOMS RIVER REGIONAL	<b>JOSEPH A. CITTA ELEMENTARY SCHOOL</b>	29-5190-067	KG-05	31.8%	4.7%	9.1%
OCEAN	TUCKERTON BORO	<b>TUCKERTON ELEMENTARY SCHOOL</b>	29-5220-050	PK-06	38.4%	1.2%	17.5%
SALEM	PENNSVILLE	<b>CENTRAL PARK ELEMENTARY SCHOOL</b>	33-4075-060	02-03	36.4%	0.8%	16.2%
SOMERSET	FRANKLIN TWP	<b>MACAFEE ROAD SCHOOL</b>	35-1610-115	PK-04	38.3%	1.4%	19%
UNION	LINDEN CITY	<b>NUMBER 8</b>	39-2660-150	PK-05	56.6%	21.9%	5.5%
UNION	UNION TWP	<b>CONNECTICUT FARMS</b>	39-5290-090	PK-04	36.2%	7.2%	9.8%



State of New Jersey  
2014-15

23-3620-060

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OVERVIEW

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GRADE SPAN PK-05

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

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

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

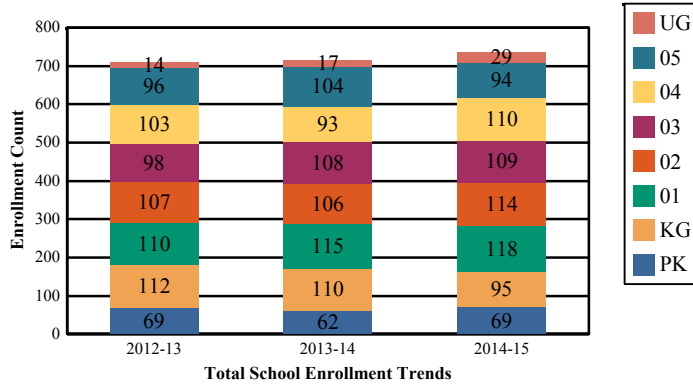
To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

**DEMOGRAPHIC INFORMATION**

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**Enrollment by Grade**

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

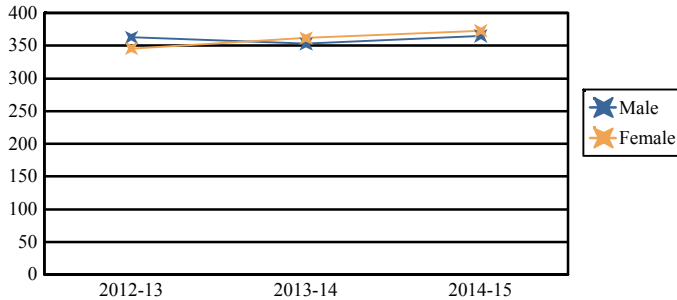


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	709
2013-14	715
2014-15	738

**Enrollment by Gender**

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

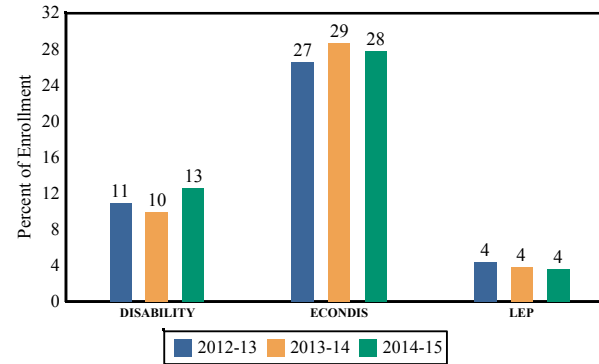


	Male	Female
2012-13	363	346
2013-14	353	362
2014-15	365	373

GRADE SPAN PK-05

**Enrollment Trends by Program Participation**

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.

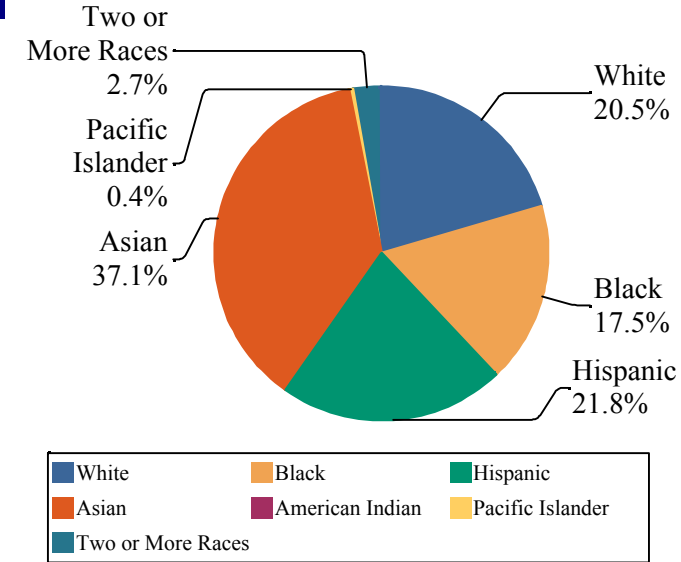


Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	93	13%
Economically Disadvantaged Students	205	27.8%
English Language Learners	27	3.7%

23-3620-060  
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**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.



**Language Diversity**

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

2014-15	Percent
English	73.4%
Spanish	8.4%
Gujarati	3.5%
Hindi	3.1%
Tamil	2.9%
Telugu	1.4%
Other	7.3%

**ACADEMIC ACHIEVEMENT**

**MIDDLESEX**

**NORTH BRUNSWICK TWP**

**GRADE SPAN PK-05**

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers (PARCC)* assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	50%	39	43
Math Met or Exceeded Expectation	44%		

**ESEA Waiver - English Language Arts/Literacy**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	286	49.7%	95%	96.5%	YES
White	74	40.5%	95%	94.9%	YES
African American	47	23.4%	95%	98%	YES
Hispanic	55	25.4%	95%	94%	YES*
American Indian	-	-	--	--	--
Asian	106	79.3%	95%	99.1%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	84	20.2%	95%	94.9%	YES

YES\* = Met Participation Rate (Participation Averaging applied)

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

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
NORTH BRUNSWICK TWP

GRADE SPAN PK-05

**ESEA Waiver - Math**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	287	43.6%	95%	96.8%	YES
White	74	32.4%	95%	94.9%	YES
African American	47	14.9%	95%	98%	YES
Hispanic	56	16.1%	95%	95.5%	YES
American Indian	-	-	--	--	--
Asian	106	78.3%	95%	99.1%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	84	19.1%	95%	94.9%	YES

**YES\* = Met Participation Rate (Participation Averaging applied)**

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

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
NORTH BRUNSWICK TWP

GRADE SPAN PK-05

**PARCC Performance Level**

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations <i>(Min. 650)</i>	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations <i>(Max. 850)</i>

**PARCC ELA Performance Distribution - Grade - 03**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	94	752	744	10%	19%	20%	43%	9%	51%	44%
White	24	747	753	8%	21%	33%	29%	8%	38%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	19	721	727	26%	26%	21%	26%	0%	26%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	40	779	769	3%	5%	10%	68%	15%	83%	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	34	728	724	15%	32%	29%	24%	0%	24%	24%

**ACADEMIC ACHIEVEMENT**

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GRADE SPAN PK-05

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**PARCC ELA Performance Distribution - Grade - 04**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	105	749	751	10%	15%	30%	30%	14%	45%	52%
White	24	744	758	8%	21%	29%	42%	0%	42%	63%
African American	22	735	733	9%	36%	32%	18%	5%	23%	30%
Hispanic	23	727	737	26%	9%	48%	13%	4%	17%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	34	775	773	3%	3%	18%	38%	38%	76%	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	27	720	734	30%	22%	37%	11%	0%	11%	31%

**ACADEMIC ACHIEVEMENT**

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GRADE SPAN PK-05

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**PARCC ELA Performance Distribution - Grade - 05**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	87	750	751	7%	16%	23%	48%	6%	54%	53%
White	26	740	757	15%	19%	23%	35%	8%	42%	62%
African American	14	734	734	14%	21%	29%	36%	0%	36%	31%
Hispanic	13	741	737	0%	23%	38%	38%	0%	38%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	32	770	771	0%	6%	16%	69%	9%	78%	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	-	-	723	-	-	-	-	-	-	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	23	734	734	4%	35%	35%	26%	0%	26%	31%

**ACADEMIC ACHIEVEMENT**  
MIDDLESEX  
NORTH BRUNSWICK TWP

GRADE SPAN PK-05

**PARCC MATH - Performance Distribution - Grade - 03**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	95	745	746	15%	17%	24%	28%	16%	44%	46%
White	24	741	752	17%	17%	29%	21%	17%	38%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	20	728	733	20%	20%	45%	15%	0%	15%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	40	767	772	3%	10%	13%	48%	28%	75%	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	34	724	730	29%	18%	35%	15%	3%	18%	26%

**ACADEMIC ACHIEVEMENT**  
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GRADE SPAN PK-05

**PARCC MATH - Performance Distribution - Grade - 04**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	105	741	744	10%	27%	23%	32%	8%	40%	42%
White	24	735	749	4%	38%	33%	21%	4%	25%	50%
African American	22	726	727	14%	27%	41%	18%	0%	18%	20%
Hispanic	23	715	732	26%	43%	17%	13%	0%	13%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	34	769	769	3%	9%	9%	59%	21%	79%	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	27	715	730	22%	41%	22%	15%	0%	15%	23%

**ACADEMIC ACHIEVEMENT**  
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GRADE SPAN PK-05

**PARCC MATH - Performance Distribution - Grade - 05**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	87	746	744	5%	20%	29%	38%	9%	47%	42%
White	26	739	749	8%	15%	42%	31%	4%	35%	49%
African American	14	726	728	7%	57%	14%	21%	0%	21%	21%
Hispanic	13	733	733	8%	23%	46%	23%	0%	23%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	32	768	768	0%	3%	16%	59%	22%	81%	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	23	731	731	0%	48%	26%	26%	0%	26%	23%

**2015 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 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

- Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
- Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
- Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
- Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

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

**Proficiency Percentages**

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

**ACADEMIC ACHIEVEMENT**

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NORTH BRUNSWICK TWP

GRADE SPAN PK-05

**NJASK Results - Science Grade Level - 04**

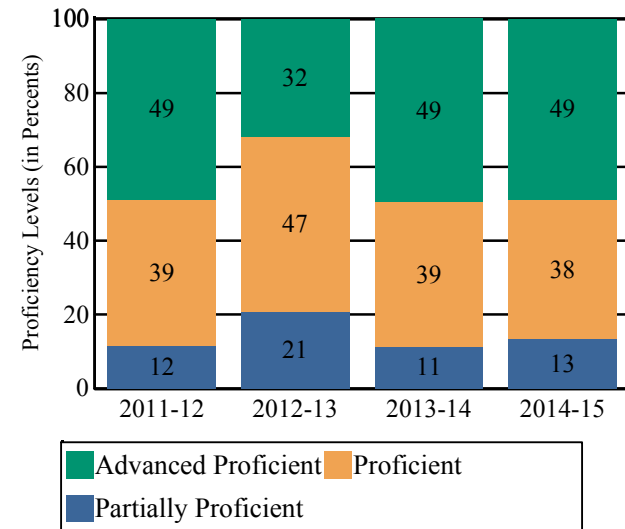
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	49%	38%	13%
White	35%	48%	17%
African American	36%	41%	23%
Hispanic	29%	50%	21%
American Indian	-	-	-
Asian	79%	21%	0%
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	31%	42%	27%

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

**NJASK Proficiency Trends - Science - Grade Level - 04**

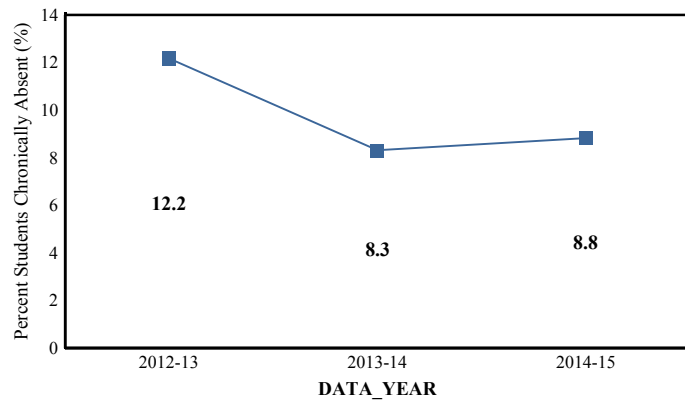
This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



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 successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

### Chronic Absenteeism Trend

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

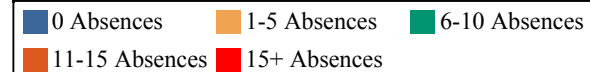
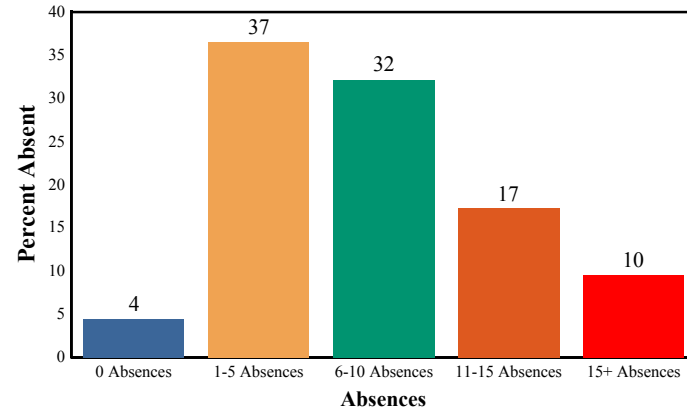


**Chronic Absenteeism for 2014-15**

**8.82%**

### 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**

MIDDLESEX

GRADE SPAN PK-05

NORTH BRUNSWICK TWP

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

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics 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 statewide target, which was set to 35.

The fourth 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	43	29	23	35	YES
Student Growth on Math	43	40	28	35	YES
		35	26		100%

**Student Growth**

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

**Language Arts**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	8%	1%	0%
Partially Met	11%	5%	1%
Approached	14%	10%	3%
Met	7%	16%	16%
Exceeded	0%	1%	9%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	6%	1%	0%
Partially Met	14%	7%	2%
Approached	9%	13%	5%
Met	9%	11%	15%
Exceeded	0%	1%	8%

**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.

**WITHIN SCHOOL ACHIEVEMENT GAP**

MIDDLESEX

NORTH BRUNSWICK TWP

GRADE SPAN PK-05

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 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 broader than the state's.

**Grade Level - 03**

**PARCC 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	838	850
75th	778	770
50th	749	743
25th	718	715
0th	667	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	60	55

**Grade Level - 03**

**PARCC 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	809	850
75th	773	767
50th	739	745
25th	714	722
0th	673	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	59	45

**WITHIN SCHOOL ACHIEVEMENT GAP**

MIDDLESEX

NORTH BRUNSWICK TWP

GRADE SPAN PK-05

**Grade Level - 04**

**PARCC 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	848	850
75th	772	773
50th	746	750
25th	725	728
0th	664	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	47	45

**Grade Level - 05**

**PARCC 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	807	850
75th	773	773
50th	752	751
25th	724	728
0th	660	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	49	45

**Grade Level - 04**

**PARCC 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	822	850
75th	767	764
50th	736	742
25th	714	721
0th	658	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	53	43

**Grade Level - 05**

**PARCC 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	807	850
75th	767	763
50th	740	743
25th	725	723
0th	685	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	42	40

**SCHOOL CLIMATE**

MIDDLESEX

NORTH BRUNSWICK TWP

GRADE SPAN PK-05

**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
2014-15	6 Hrs. 35 Mins.

**Student Suspension Rate**

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

	School
2014-15	0.0%

**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.

2014-15	School
Full Time	5 Hrs. 53 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
2014-15	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.

2014-15	School
Faculty	15
Administrators	369

**SCHOOL PEER GROUP**  
**MIDDLESEX**  
**NORTH BRUNSWICK TWP**

GRADE SPAN PK-05

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>GRADES</u> <u>PAN</u>	<u>ECONOMICALLY</u> <u>DISADVANTAGED</u>	<u>ENGLISH</u> <u>LANGUAGE</u> <u>LEARNERS</u>	<u>SPECIAL</u> <u>EDUCATION</u>
BERGEN	BERGENFIELD BORO	JEFFERSON ELEMENTARY SCHOOL	03-0300-060	KG-05	27.6%	5.1%	9.4%
CAMDEN	BARRINGTON BORO	AVON ELEMENTARY SCHOOL	07-0190-010	PK-04	27.5%	0%	12.4%
CAMDEN	GLOUCESTER TWP	CHEWS ELEMENTARY SCHOOL	07-1780-040	PK-05	29.2%	0.1%	14%
CAPE MAY	DENNIS TWP	DENNIS TOWNSHIP PRIMARY SCHOOL	09-1080-040	PK-03	27.1%	0%	15.1%
ESSEX	BLOOMFIELD TWP	DEMAREST ELEMENTARY	13-0410-100	PK-06	27.1%	3.3%	8.9%
HUDSON	SECAUCUS TOWN	CLARENDON NO 4	17-4730-065	PK-06	26.3%	1.4%	9.9%
HUDSON	SECAUCUS TOWN	HUBER ST NO 3	17-4730-070	PK-06	29.1%	1.6%	7.9%
HUNTERDON	SOUTH HUNTERDON REGIONAL SCHOOL DISTRICT	STOCKTON BOROUGH SCHOOL	19-1376-010	PK-06	28.1%	0%	14.3%
MERCER	HAMILTON TWP	LANGTREE ELEMENTARY SCHOOL	21-1950-185	PK-05	28.7%	3.2%	10.5%
MIDDLESEX	EDISON TWP	JAMES MONROE ELEMENTARY SCHOOL	23-1290-093	KG-05	21.4%	0.2%	6.3%
MIDDLESEX	MIDDLESEX BORO	WATCHUNG ELEMENTARY SCHOOL	23-3140-090	KG-03	28.6%	5.5%	6.5%
MIDDLESEX	NORTH BRUNSWICK TWP	JOHN ADAMS	23-3620-060	PK-05	27.8%	3.7%	7.6%
MIDDLESEX	OLD BRIDGE TWP	SOUTHWOOD ELEMENTARY SCHOOL	23-3845-150	KG-05	27.4%	0%	10.8%
MIDDLESEX	PISCATAWAY TWP	MARTIN LUTHER KING ELEMENTARY SCHOOL	23-4130-105	04-05	28.1%	3.4%	11.5%
MIDDLESEX	SOUTH PLAINFIELD BORO	FRANKLIN ELEMENTARY SCHOOL	23-4910-060	KG-04	23.5%	0%	7.8%
MIDDLESEX	SOUTH PLAINFIELD BORO	GRANT ELEMENTARY SCHOOL	23-4910-070	05-06	28.4%	1.3%	14.5%
MIDDLESEX	SOUTH PLAINFIELD BORO	JOHN E RILEY ELEMENTARY SCHOOL	23-4910-058	KG-04	23.7%	0%	10.1%
MIDDLESEX	SOUTH PLAINFIELD BORO	ROOSEVELT ELEMENTARY SCHOOL	23-4910-080	PK-04	25.3%	1.6%	8.8%
MIDDLESEX	WOODBRIAGE TWP	FORD AVENUE ELEMENTARY SCHOOL	23-5850-140	KG-05	24.7%	0%	2.6%
MONMOUTH	MATAWAN-ABERDEEN REGIONAL	LLOYD ROAD ELEMENTARY SCHOOL	25-3040-065	04-05	29.7%	0.4%	16.9%
MONMOUTH	MATAWAN-ABERDEEN REGIONAL	RAVINE DRIVE ELEMENTARY SCHOOL	25-3040-075	KG-03	27%	3.7%	8.6%

**SCHOOL PEER GROUP**

MIDDLESEX  
NORTH BRUNSWICK TWP

GRADE SPAN PK-05

MONMOUTH	MIDDLETOWN TWP	<b>PORT MONMOUTH ELEMENTARY SCHOOL</b>	25-3160-150	KG-05	29.6%	1.6%	6.1%
MORRIS	ROXBURY TWP	<b>NIXON ELEMENTARY SCHOOL DISTRICT</b>	27-4560-085	KG-04	27.9%	4.2%	8.1%
OCEAN	JACKSON TWP	<b>LUCY N. HOLMAN ELEMENTARY SCHOOL</b>	29-2360-046	KG-05	28.1%	0%	14.3%
OCEAN	JACKSON TWP	<b>SWITLIK ELEMENTARY SCHOOL</b>	29-2360-050	KG-05	24.7%	0%	10.2%
OCEAN	TOMS RIVER REGIONAL	<b>SILVER BAY ELEMENTARY SCHOOL</b>	29-5190-095	KG-05	27%	0%	14.3%
OCEAN	TOMS RIVER REGIONAL	<b>WEST DOVER ELEMENTARY SCHOOL</b>	29-5190-120	KG-05	28.2%	0.5%	12%
PASSAIC	CLIFTON CITY	<b>SCHOOL #2</b>	31-0900-090	KG-05	29.6%	0.2%	16.1%
SOMERSET	BRIDGEWATER-RARITAN REG	<b>JOHN F KENNEDY ELEMENTARY SCHOOL</b>	35-0555-067	KG-04	23.8%	0%	10.8%
SOMERSET	FRANKLIN TWP	<b>CONERLY ROAD SCHOOL</b>	35-1610-055	PK-04	24.8%	0.7%	9.7%
UNION	UNION TWP	<b>LIVINGSTON</b>	39-5290-130	PK-04	28.1%	4.2%	4.4%

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

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

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

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

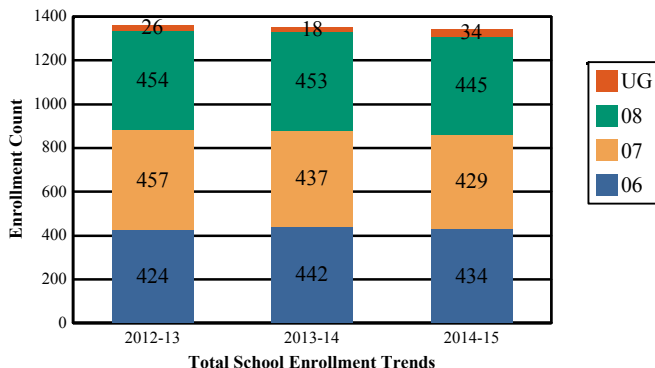
**DEMOGRAPHIC INFORMATION**

MIDDLESEX  
NORTH BRUNSWICK TWP

GRADE SPAN 06-08

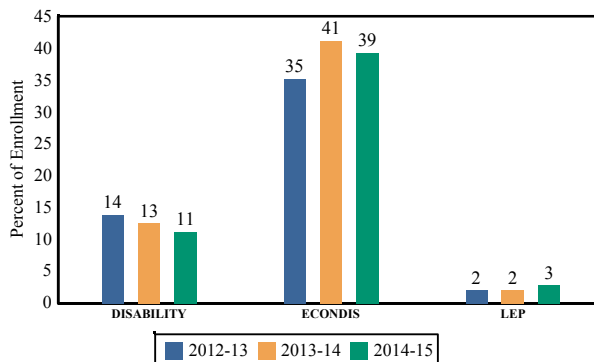
**Enrollment by Grade**

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



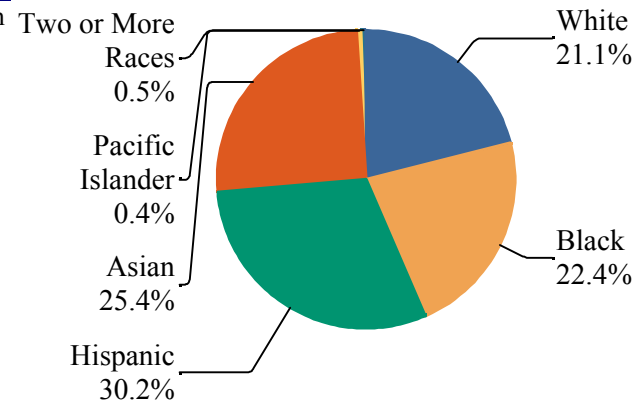
**Enrollment Trends by Program Participation**

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



**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.

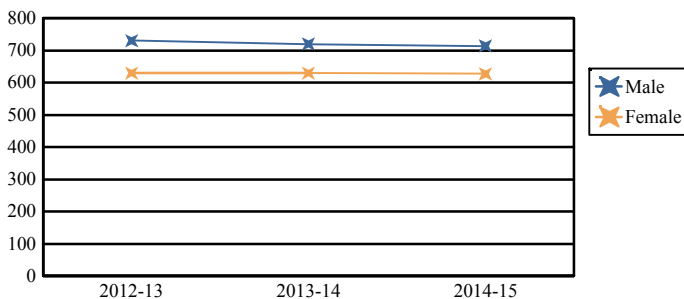


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	1,361
2013-14	1,350
2014-15	1,342

**Enrollment by Gender**

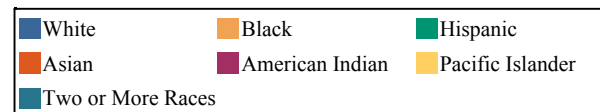
This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	731	630
2013-14	720	630
2014-15	714	628

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	151	11%
Economically Disadvantaged Students	528	39.3%
English Language Learners	38	2.8%



**Language Diversity**

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

2014-15	Percent
English	61.5%
Spanish	18.8%
Hindi	3.2%
Gujarati	2.9%
Telugu	2.3%
Turkish	1.8%
Other	9.5%

**ACADEMIC ACHIEVEMENT**  
MIDDLESEX  
NORTH BRUNSWICK TWP

LINWOOD MIDDLE SCHOOL  
25 LINWOOD PLACE  
NORTH BRUNSWICK, NJ 08902

GRADE SPAN 06-08

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	57%	78	65
Math Met or Exceeded Expectation	42%		

**ESEA Waiver - English Language Arts/Literacy**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	1172	57.3%	95%	93.9%	YES*
White	251	67.3%	95%	91.1%	YES*
African American	246	42.2%	95%	91%	YES*
Hispanic	346	36.1%	95%	94.5%	YES
American Indian	-	-	--	--	--
Asian	321	83.8%	95%	97.9%	YES
Two or More Races	-	-	--	--	--
Students with Disability	132	15.1%	95%	86.1%	YES*
English Language Learners	31	12.9%	95%	100%	YES
Economically Disadvantaged Students	425	37.4%	95%	93.4%	YES*

YES\* = Met Participation Rate (Participation Averaging applied)

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

**ESEA Waiver - Math**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	1177	41.9%	95%	94%	YES*
White	251	47%	95%	90.8%	YES*
African American	248	24.6%	95%	91.7%	YES*
Hispanic	348	21.3%	95%	94.1%	YES*
American Indian	-	-	--	--	--
Asian	322	74.3%	95%	98.3%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	428	20.8%	95%	93.7%	YES*

**YES\* = Met Participation Rate (Participation Averaging applied)**

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

**PARCC Performance Level**

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations <i>(Min. 650)</i>	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations <i>(Max. 850)</i>

**PARCC ELA Performance Distribution - Grade - 06**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	392	751	749	6%	17%	26%	38%	13%	51%	50%
White	81	755	755	4%	17%	20%	47%	12%	59%	59%
African American	78	735	732	8%	28%	35%	29%	0%	29%	29%
Hispanic	110	735	736	14%	22%	34%	28%	3%	31%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	122	774	770	0%	5%	17%	46%	32%	78%	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	30	706	718	40%	33%	17%	7%	3%	10%	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	147	736	733	12%	24%	31%	29%	4%	33%	30%

**PARCC ELA Performance Distribution - Grade - 07**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	391	758	750	11%	12%	14%	33%	29%	62%	53%
White	84	764	757	8%	11%	10%	37%	35%	71%	61%
African American	82	747	730	13%	15%	18%	37%	17%	54%	31%
Hispanic	120	736	736	19%	19%	23%	26%	13%	39%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	105	786	777	2%	4%	6%	36%	52%	89%	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	55	704	713	38%	25%	18%	18%	0%	18%	18%
English Language Learners	15	701	703	53%	20%	7%	20%	0%	20%	11%
Economically Disadvantaged Students	140	741	733	18%	16%	19%	31%	16%	47%	33%

**PARCC ELA Performance Distribution - Grade - 08**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	389	756	750	7%	16%	19%	39%	19%	58%	53%
White	86	764	757	8%	7%	14%	49%	22%	71%	61%
African American	86	742	730	7%	26%	24%	34%	9%	43%	31%
Hispanic	116	741	735	9%	25%	28%	31%	7%	38%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	94	784	778	2%	2%	10%	47%	39%	86%	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	47	709	713	28%	45%	13%	13%	2%	15%	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	138	733	732	12%	30%	26%	30%	2%	32%	34%

**PARCC MATH - Performance Distribution - Grade - 06**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	395	744	743	7%	21%	30%	35%	6%	42%	42%
White	81	748	749	7%	14%	33%	41%	5%	46%	50%
African American	78	729	726	9%	35%	36%	21%	0%	21%	19%
Hispanic	112	727	731	11%	36%	34%	19%	1%	20%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	123	766	768	1%	5%	21%	57%	16%	73%	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	-	-	718	-	-	-	-	-	-	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	148	729	729	12%	32%	32%	24%	0%	24%	23%

**PARCC MATH - Performance Distribution - Grade - 07**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	366	739	740	9%	20%	31%	36%	4%	40%	38%
White	84	747	745	8%	11%	29%	48%	5%	52%	46%
African American	82	732	725	10%	22%	39%	29%	0%	29%	17%
Hispanic	118	725	730	14%	34%	34%	19%	0%	19%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	82	758	760	1%	9%	22%	57%	11%	68%	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	-	-	715	-	-	-	-	-	-	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	140	726	728	10%	36%	34%	19%	0%	19%	21%

**PARCC MATH - Performance Distribution - Grade - 08**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	191	718	726	21%	38%	28%	13%	0%	13%	24%
White	27	721	732	22%	30%	30%	19%	0%	19%	29%
African American	-	-	715	-	-	-	-	-	-	14%
Hispanic	80	719	721	20%	41%	28%	11%	0%	11%	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	14	724	744	21%	21%	36%	21%	0%	21%	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	-	-	705	-	-	-	-	-	-	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	108	715	719	23%	43%	23%	11%	0%	11%	17%

**PARCC ALGEBRA I - Performance Distribution**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	199	764	740	1%	6%	28%	59%	8%	66%	40%
White	58	750	746	2%	14%	31%	53%	0%	53%	47%
African American	24	760	722	0%	4%	33%	54%	8%	63%	20%
Hispanic	38	754	725	0%	5%	39%	55%	0%	55%	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	78	780	769	0%	0%	17%	67%	17%	83%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	32	751	725	0%	9%	47%	41%	3%	44%	21%

**PARCC GEOMETRY - Performance Distribution**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	26	779	728	0%	0%	0%	54%	46%	100%	21%
White	-	-	731	-	-	-	-	-	-	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	-	-	718	-	-	-	-	-	-	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	25	779	751	0%	0%	0%	56%	44%	100%	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	718	-	-	-	-	-	-	8%

**2015 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 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

- Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
- Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
- Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
- Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

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

**Proficiency Percentages**

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

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
NORTH BRUNSWICK TWP

GRADE SPAN 06-08

LINWOOD MIDDLE SCHOOL  
25 LINWOOD PLACE  
NORTH BRUNSWICK, NJ 08902

**NJASK Results - Science Grade Level - 08**

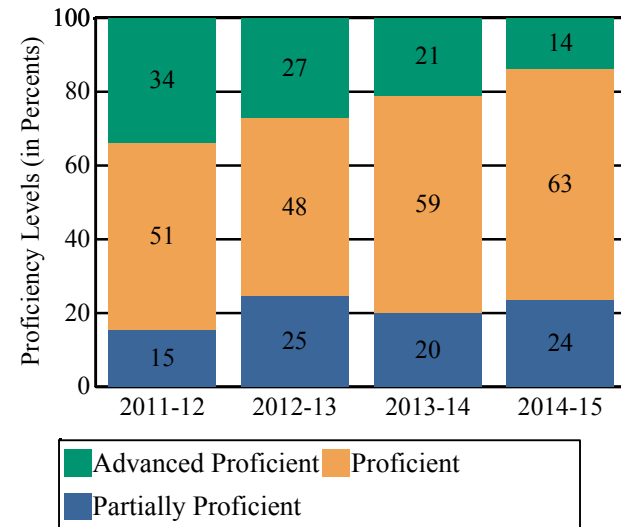
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	14%	63%	24%
White	11%	75%	14%
African American	6%	56%	39%
Hispanic	7%	58%	35%
American Indian	-	-	-
Asian	32%	63%	5%
Two or More Races	-	-	-
Students with Disability	5%	43%	52%
English Language Learners	-	-	-
Economically Disadvantaged Students	3%	53%	44%

Data is presented for subgroups when the count is high enough under ESEA Waiver 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.



**COLLEGE AND CAREER READINESS**

MIDDLESEX  
NORTH BRUNSWICK TWP

GRADE SPAN 06-08

LINWOOD MIDDLE SCHOOL  
25 LINWOOD PLACE  
NORTH BRUNSWICK, NJ 08902

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 successfully graduating high school is regularly attending school. For all elementary and middle schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days. Also presented is the percentage of students participating in Visual and Performing Arts coursework and Algebra I course outcomes.

**Algebra I Course Enrollment**

This table presents the count of students in this school who were reported in the Algebra I course code in NJSMART and the count of students who took the Algebra I test of PARCC.

Algebra I Enrollment Count	Algebra I PARCC Test Count
220	203

**Algebra I Test Taking**

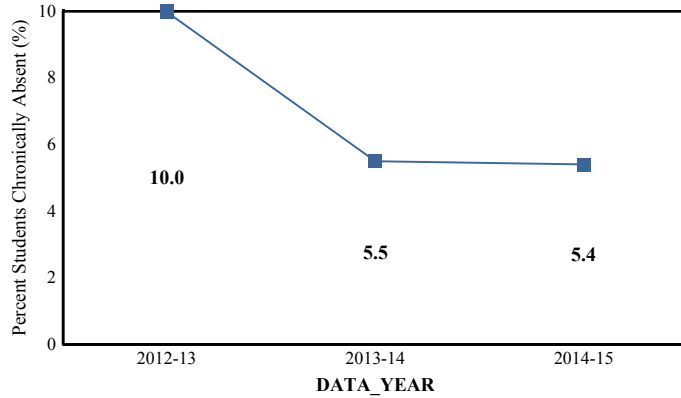
This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
91.4%	66.0%

- Data Suppressed to protect the confidentiality of students

### Chronic Absenteeism Trend

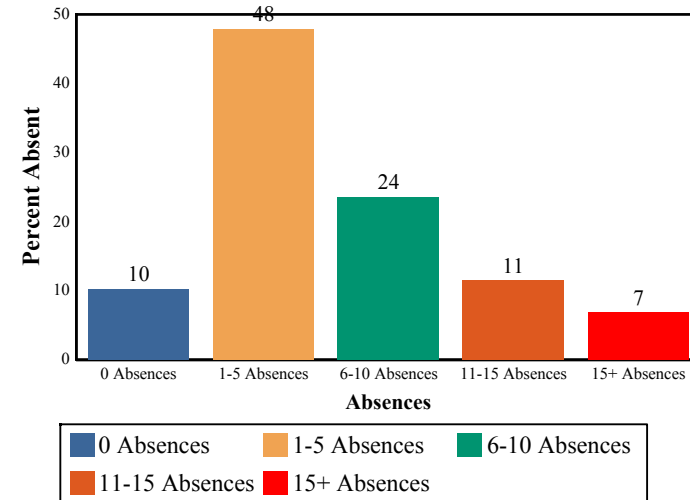
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



<b>Chronic Absenteeism for 2014-15</b>	<b>5.40%</b>
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### 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.



**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	1.6%
Drama/Theater	N/R	3.9%
Music	66.0%	66.0%
Visual Arts	54.9%	71.1%
<b>Total: All Visual and Performing Arts</b>	93.1%	89.8%

N/R - Data Not Reported

**STUDENT GROWTH**

MIDDLESEX  
NORTH BRUNSWICK TWP

GRADE SPAN 06-08

LINWOOD MIDDLE SCHOOL  
25 LINWOOD PLACE  
NORTH BRUNSWICK, NJ 08902

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

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics 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 statewide target, which was set to 35.

The fourth 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	63	88	88	35	YES
Student Growth on Math	48	46	50	35	YES
		67	69		100%

**Student Growth**

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

**Language Arts**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	6%	2%	0%
Partially Met	7%	6%	3%
Approached	6%	8%	6%
Met	4%	11%	21%
Exceeded	0%	2%	17%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	8%	2%	0%
Partially Met	10%	9%	6%
Approached	10%	10%	11%
Met	7%	10%	14%
Exceeded	0%	1%	3%

**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.

**WITHIN SCHOOL ACHIEVEMENT GAP**

**MIDDLESEX  
NORTH BRUNSWICK TWP**

**GRADE SPAN 06-08**

**LINWOOD MIDDLE SCHOOL  
25 LINWOOD PLACE  
NORTH BRUNSWICK, NJ 08902**

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 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 broader than the state's.

**Grade Level - 06**

**PARCC 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	821	850
75th	775	770
50th	749	749
25th	726	726
0th	664	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	49	44

**Grade Level - 06**

**PARCC 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	808	850
75th	765	763
50th	742	742
25th	720	721
0th	658	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	45	42

**WITHIN SCHOOL ACHIEVEMENT GAP**

MIDDLESEX  
NORTH BRUNSWICK TWP

LINWOOD MIDDLE SCHOOL  
25 LINWOOD PLACE  
NORTH BRUNSWICK, NJ 08902

GRADE SPAN 06-08

**Grade Level - 07**

**PARCC 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	848	850
75th	788	776
50th	760	751
25th	726	724
0th	657	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	62	52

**Grade Level - 08**

**PARCC 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	837	850
75th	784	777
50th	756	751
25th	726	723
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	58	54

**Grade Level - 07**

**PARCC 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	797	850
75th	759	759
50th	741	740
25th	718	720
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	39

**Grade Level - 08**

**PARCC 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	772	850
75th	736	748
50th	718	726
25th	702	704
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	44

**SCHOOL CLIMATE**  
MIDDLESEX  
NORTH BRUNSWICK TWP

GRADE SPAN 06-08

**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
2014-15	6 Hrs. 53 Mins.

**Student Suspension Rate**

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

	School
2014-15	28.3%

**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.

2014-15	School
Full Time	5 Hrs. 36 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
2014-15	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.

2014-15	School
Faculty	12
Administrators	336

**SCHOOL PEER GROUP**

**MIDDLESEX  
NORTH BRUNSWICK TWP**

**LINWOOD MIDDLE SCHOOL  
25 LINWOOD PLACE  
NORTH BRUNSWICK, NJ 08902**

**GRADE SPAN 06-08**

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>GRADESPAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	CARLSTADT BORO	CARLSTADT PUBLIC SCHOOL	03-0740-050	PK-08	32.6%	5.1%	10.9%
BERGEN	ENGLEWOOD CITY	JANIS E. DISMUS MIDDLE SCHOOL	03-1370-076	07-08	60.9%	7.4%	13.4%
BERGEN	LYNDHURST TWP	LINCOLN SCHOOL	03-2860-090	04-08	30.3%	3.3%	18%
BERGEN	MOONACHIE BORO	ROBERT L. CRAIG SCHOOL	03-3350-060	PK-08	49.8%	5.3%	13%
CAMDEN	SOMERDALE BORO	SOMERDALE SCHOOL DISTRICT	07-4790-020	PK-08	40%	7.4%	13.6%
CHARTERS	BENJAMIN BANNEKER PREP CS	BENJAMIN BANNEKER PREPARATORY CHARTER SCHOOL	80-6076-961	06-08	41.5%	0%	4.8%
CHARTERS	DR LENA EDWARDS ACADEMIC CS	DR LENA EDWARDS ACADEMIC CHARTER SCHOOL	80-6064-946	KG-08	40.6%	0%	3.8%
CHARTERS	THE RED BANK CS	RED BANK CHARTER SCHOOL	80-7720-915	PK-08	37.8%	3.6%	7.3%
CUMBERLANI	HOPEWELL TWP	HOPEWELL CREST	11-2270-060	KG-08	34.9%	1.8%	11.7%
ESSEX	NEWARK CITY	IVY HILL ELEMENTARY SCHOOL	13-3570-565	PK-08	68.8%	10.3%	18.7%
HUDSON	BAYONNE CITY	NICHOLAS ORESKO #14	17-0220-140	PK-08	44.6%	0%	3.3%
HUDSON	JERSEY CITY	DR. MICHAEL CONTI SCHOOL	17-2390-110	PK-08	68.3%	11.4%	18.1%
HUDSON	JERSEY CITY	RAFAEL DE J. CORDERO SCHOOL	17-2390-300	PK-08	51.3%	12.7%	14.5%
HUDSON	NORTH BERGEN TWP	LINCOLN ELEMENTARY SCHOOL	17-3610-090	PK-08	66.9%	7.8%	12.1%
MERCER	EAST WINDSOR REGIONAL	MELVIN H. KREPS MIDDLE SCHOOL	21-1245-070	06-08	34.5%	4.1%	11.4%
MIDDLESEX	DUNELLEN BORO	LINCOLN MIDDLE SCHOOL	23-1140-060	06-08	40.9%	2%	10.9%
<b>MIDDLESEX</b>	<b>NORTH BRUNSWICK TWP</b>	<b>LINWOOD MIDDLE SCHOOL</b>	<b>23-3620-065</b>	<b>06-08</b>	<b>39.3%</b>	<b>2.8%</b>	<b>11.2%</b>
MIDDLESEX	OLD BRIDGE TWP	CARL SANDBURG MIDDLE SCHOOL	23-3845-103	06-08	31.7%	2.4%	14.1%
MIDDLESEX	PISCATAWAY TWP	QUIBBLETOWN MIDDLE SCHOOL	23-4130-055	06-08	39.7%	4%	10.9%
MIDDLESEX	PISCATAWAY TWP	THEODORE SCHOR MIDDLE SCHOOL	23-4130-057	06-08	39.5%	1.8%	10.9%
MIDDLESEX	WOODBRIIDGE TWP	ISELIN MIDDLE SCHOOL	23-5850-080	06-08	35%	7.5%	8.7%
MONMOUTH	BELMAR BORO	BELMAR ELEMENTARY	25-0270-020	PK-08	61.9%	14.1%	15.6%
MONMOUTH	KEYPORT BORO	KEYPORT CENTRAL SCHOOL	25-2430-060	PK-08	54.8%	8.2%	15.2%
MONMOUTH	MATAWAN-ABERDEEN REGIONAL	MATAWAN-ABERDEEN MIDDLE SCHOOL	25-3040-053	06-08	30.3%	1%	13%

**SCHOOL PEER GROUP**

MIDDLESEX  
NORTH BRUNSWICK TWP

GRADE SPAN 06-08

LINWOOD MIDDLE SCHOOL  
25 LINWOOD PLACE  
NORTH BRUNSWICK, NJ 08902

MORRIS	BOONTON TOWN	JOHN HILL SCHOOL	27-0450-030	01-08	40.4%	7.1%	19.9%
MORRIS	MORRIS SCHOOL DISTRICT	FRELINGHUYSEN MIDDLE SCHOOL	27-3385-075	06-08	34.6%	4%	14.8%
MORRIS	NETCONG BORO	NETCONG ELEMENTARY SCHOOL	27-3520-060	PK-08	37.5%	4.4%	18.2%
PASSAIC	WANAQUE BORO	HASKELL ELEMENTARY SCHOOL	31-5440-050	KG-08	30.2%	4.9%	19.5%
SALEM	OLDMANS TWP	OLDMANS TOWNSHIP SCHOOL	33-3860-010	KG-08	30.9%	0%	6%
SOMERSET	SOUTH BOUND BROOK	ROBERT MORRIS SCHOOL	35-4850-060	PK-08	46.9%	3.7%	10.9%
UNION	ROSELLE PARK BORO	ROSELLE PARK MIDDLE SCHOOL	39-4550-085	06-08	41.5%	4.9%	16%



# State of New Jersey

2014-15

23-3620-070

LIVINGSTON PARK

1128 LIVINGSTON AVENUE

NORTH BRUNSWICK, NJ 08902

## OVERVIEW

MIDDLESEX

NORTH BRUNSWICK TWP

GRADE SPAN KG-05

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

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

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

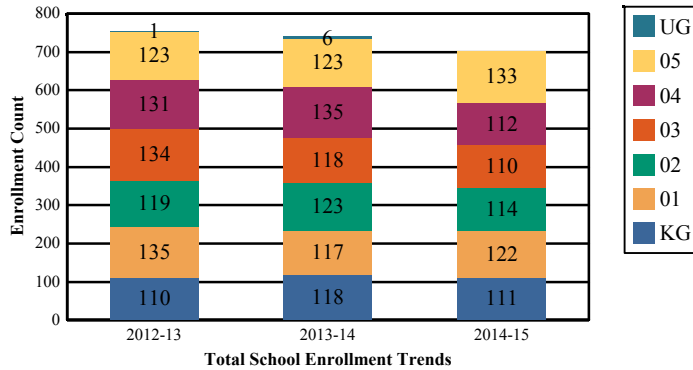
To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

**DEMOGRAPHIC INFORMATION**

MIDDLESEX  
NORTH BRUNSWICK TWP

**Enrollment by Grade**

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

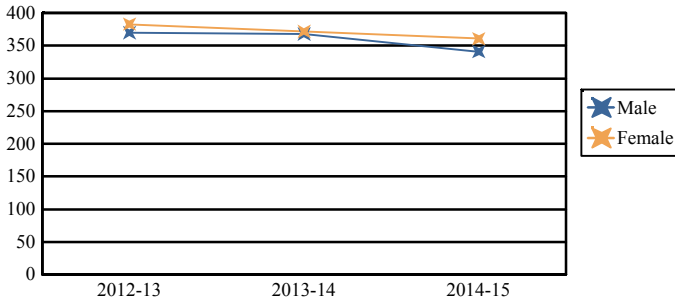


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	753
2013-14	740
2014-15	702

**Enrollment by Gender**

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

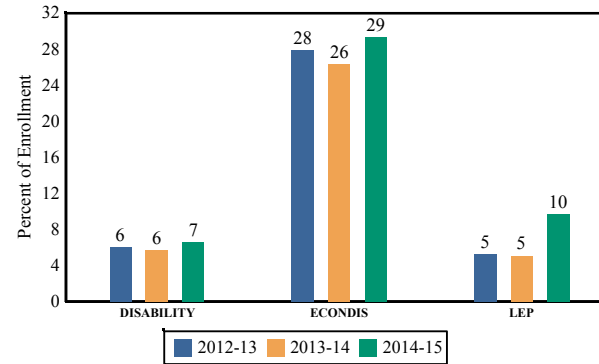


	Male	Female
2012-13	370	383
2013-14	368	372
2014-15	341	361

GRADE SPAN KG-05

**Enrollment Trends by Program Participation**

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.

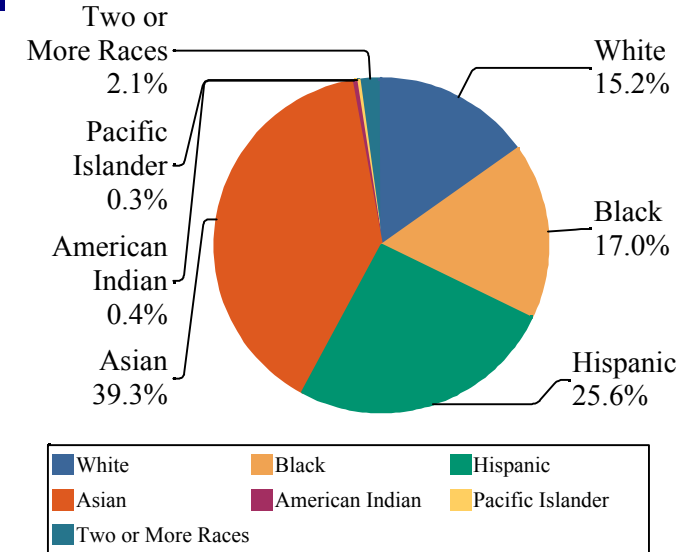


Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	46	7%
Economically Disadvantaged Students	206	29.3%
English Language Learners	68	9.7%

23-3620-070  
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**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.



**Language Diversity**

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

2014-15	Percent
English	67.1%
Spanish	14.0%
Hindi	4.6%
Gujarati	3.7%
Telugu	3.6%
Tamil	1.4%
Other	5.6%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX

NORTH BRUNSWICK TWP

GRADE SPAN KG-05

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	57%	65	56
Math Met or Exceeded Expectation	50%		

**ESEA Waiver - English Language Arts/Literacy**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	320	56.9%	95%	96.6%	YES
White	57	54.4%	95%	95.2%	YES
African American	54	33.3%	95%	89.9%	YES*
Hispanic	71	29.6%	95%	97.5%	YES
American Indian	-	-	--	--	--
Asian	134	82%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	31	12.9%	95%	96.9%	-
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	85	27.1%	95%	93.2%	YES*

YES\* = Met Participation Rate (Participation Averaging applied)

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

**ACADEMIC ACHIEVEMENT**

MIDDLESEX

NORTH BRUNSWICK TWP

GRADE SPAN KG-05

**ESEA Waiver - Math**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	319	49.8%	95%	96.1%	YES
White	57	40.4%	95%	95.2%	YES
African American	53	20.8%	95%	88.6%	YES*
Hispanic	71	21.1%	95%	96.2%	YES
American Indian	-	-	--	--	--
Asian	134	80.6%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	31	16.1%	95%	96.9%	-
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	85	15.3%	95%	93.3%	YES*

**YES\* = Met Participation Rate (Participation Averaging applied)**

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

**ACADEMIC ACHIEVEMENT**

MIDDLESEX

NORTH BRUNSWICK TWP

GRADE SPAN KG-05

**PARCC Performance Level**

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations <i>(Min. 650)</i>	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations <i>(Max. 850)</i>

**PARCC ELA Performance Distribution - Grade - 03**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	98	752	744	12%	10%	26%	45%	7%	52%	44%
White	21	758	753	14%	0%	19%	57%	10%	67%	55%
African American	17	732	725	18%	24%	18%	35%	6%	41%	26%
Hispanic	19	716	727	26%	32%	32%	11%	0%	11%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	40	775	769	3%	0%	28%	60%	10%	70%	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	23	717	724	30%	35%	17%	17%	0%	17%	24%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
NORTH BRUNSWICK TWP

GRADE SPAN KG-05

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**PARCC ELA Performance Distribution - Grade - 04**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	105	754	751	6%	17%	20%	40%	17%	57%	52%
White	20	738	758	25%	10%	25%	35%	5%	40%	63%
African American	15	729	733	0%	47%	40%	13%	0%	13%	30%
Hispanic	25	739	737	4%	32%	28%	32%	4%	36%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	45	778	773	0%	2%	7%	56%	36%	91%	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	11	722	725	27%	36%	18%	18%	0%	18%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	30	728	734	7%	43%	30%	20%	0%	20%	31%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
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GRADE SPAN KG-05

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**PARCC ELA Performance Distribution - Grade - 05**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	117	757	751	6%	9%	24%	54%	7%	61%	53%
White	16	752	757	6%	13%	25%	56%	0%	56%	62%
African American	22	737	734	14%	23%	23%	36%	5%	41%	31%
Hispanic	27	740	737	11%	15%	37%	37%	0%	37%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	49	776	771	0%	0%	16%	69%	14%	84%	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	-	-	723	-	-	-	-	-	-	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	32	738	734	16%	13%	31%	41%	0%	41%	31%

**PARCC MATH - Performance Distribution - Grade - 03**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	98	756	746	7%	11%	20%	46%	15%	61%	46%
White	21	759	752	5%	5%	14%	67%	10%	76%	56%
African American	17	728	728	18%	35%	18%	29%	0%	29%	25%
Hispanic	19	727	733	16%	21%	42%	21%	0%	21%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	40	779	772	0%	0%	15%	53%	33%	85%	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	23	728	730	17%	26%	35%	22%	0%	22%	26%

**ACADEMIC ACHIEVEMENT**  
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**NORTH BRUNSWICK TWP**

GRADE SPAN KG-05

**PARCC MATH - Performance Distribution - Grade - 04**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	105	745	744	14%	21%	18%	37%	10%	47%	42%
White	20	722	749	25%	30%	30%	15%	0%	15%	50%
African American	15	720	727	27%	27%	27%	20%	0%	20%	20%
Hispanic	25	725	732	24%	40%	12%	20%	4%	24%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	45	775	769	0%	4%	13%	62%	20%	82%	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	11	713	724	27%	45%	9%	18%	0%	18%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	30	716	730	30%	40%	17%	13%	0%	13%	23%

**ACADEMIC ACHIEVEMENT**  
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NORTH BRUNSWICK TWP

GRADE SPAN KG-05

**PARCC MATH - Performance Distribution - Grade - 05**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	116	747	744	7%	19%	31%	33%	10%	43%	42%
White	16	742	749	0%	13%	63%	19%	6%	25%	49%
African American	21	727	728	19%	33%	33%	10%	5%	14%	21%
Hispanic	27	727	733	15%	37%	30%	15%	4%	19%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	49	769	768	0%	4%	20%	57%	18%	76%	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	32	725	731	19%	31%	38%	13%	0%	13%	23%

**2015 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 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

- Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
- Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
- Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
- Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

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

**Proficiency Percentages**

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

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
NORTH BRUNSWICK TWP

GRADE SPAN KG-05

**NJASK Results - Science Grade Level - 04**

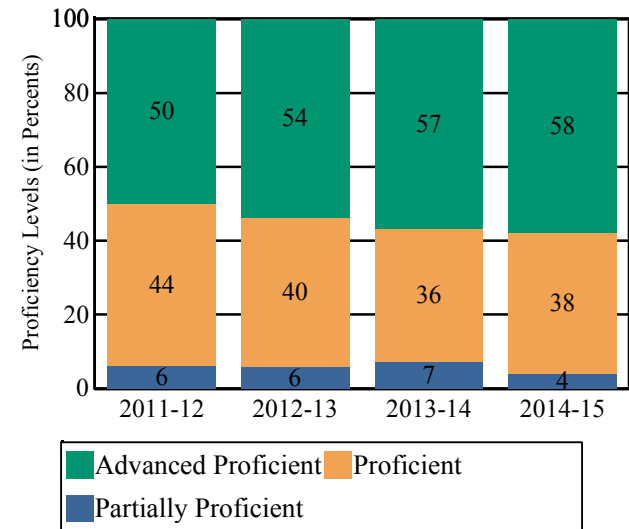
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	58%	38%	4%
White	56%	44%	0%
African American	31%	56%	13%
Hispanic	29%	63%	8%
American Indian	-	-	-
Asian	81%	19%	0%
Two or More Races	-	-	-
Students with Disability	0%	82%	18%
English Language Learners	-	-	-
Economically Disadvantaged Students	20%	70%	10%

Data is presented for subgroups when the count is high enough under ESEA Waiver 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**

MIDDLESEX

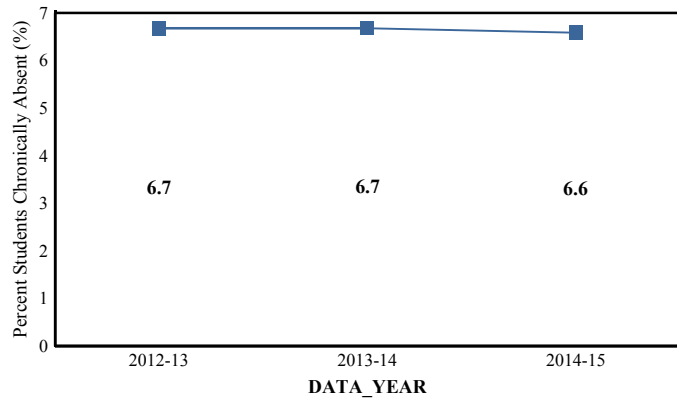
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

**Chronic Absenteeism Trend**

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

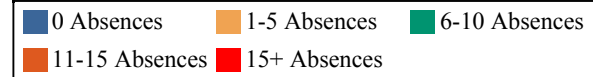
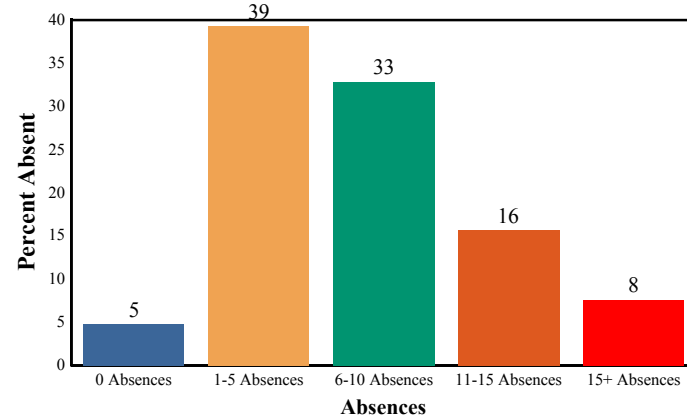


**Chronic Absenteeism for 2014-15**

**6.59%**

**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**

MIDDLESEX

GRADE SPAN KG-05

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

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics 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 statewide target, which was set to 35.

The fourth 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	75	53	35	YES
Student Growth on Math	36	19	12	35	YES
		47	33		100%

**Student Growth**

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

**Language Arts**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	4%	0%	0%
Partially Met	9%	3%	2%
Approached	11%	10%	2%
Met	10%	17%	21%
Exceeded	0%	3%	8%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	9%	0%	0%
Partially Met	15%	5%	1%
Approached	14%	8%	4%
Met	11%	13%	11%
Exceeded	0%	1%	8%

**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.

**WITHIN SCHOOL ACHIEVEMENT GAP**

MIDDLESEX

NORTH BRUNSWICK TWP

GRADE SPAN KG-05

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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 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 broader than the state's.

**Grade Level - 03**

**PARCC 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	828	850
75th	787	770
50th	752	743
25th	728	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	59	55

**Grade Level - 03**

**PARCC 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	818	850
75th	782	767
50th	756	745
25th	734	722
0th	658	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	48	45

**WITHIN SCHOOL ACHIEVEMENT GAP**

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NORTH BRUNSWICK TWP

GRADE SPAN KG-05

**Grade Level - 04**

**PARCC 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	817	850
75th	779	773
50th	757	750
25th	727	728
0th	672	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	52	45

**Grade Level - 05**

**PARCC 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	817	850
75th	780	773
50th	759	751
25th	737	728
0th	675	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	45

**Grade Level - 04**

**PARCC 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	826	850
75th	775	764
50th	744	742
25th	713	721
0th	664	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	62	43

**Grade Level - 05**

**PARCC 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	814	850
75th	768	763
50th	745	743
25th	723	723
0th	684	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	45	40

**SCHOOL CLIMATE**

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NORTH BRUNSWICK TWP

GRADE SPAN KG-05

**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
2014-15	6 Hrs. 35 Mins.

**Student Suspension Rate**

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

	School
2014-15	0.0%

**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.

2014-15	School
Full Time	5 Hrs. 53 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
2014-15	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.

2014-15	School
Faculty	13
Administrators	351

**SCHOOL PEER GROUP**  
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GRADE SPAN KG-05

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>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	BERGENFIELD BORO	JEFFERSON ELEMENTARY SCHOOL	03-0300-060	KG-05	27.6%	5.1%	9.4%
BERGEN	LYNDHURST TWP	MEMORIAL CAMPUS	03-2860-300	03	25.8%	0.5%	16.3%
BERGEN	NORTH ARLINGTON BORO	JEFFERSON ELEMENTARY SCHOOL	03-3600-060	KG-05	26.6%	10.2%	3.9%
CAMDEN	CHERRY HILL TWP	THOMAS PAINE ELEMENTARY SCHOOL	07-0800-115	KG-05	27.9%	5.9%	11.7%
CAMDEN	GLOUCESTER TWP	UNION VALLEY ELEMENTARY SCHOOL	07-1780-180	PK-05	29.9%	4.9%	15.4%
CAMDEN	HADDON TWP	CLYDE S. JENNINGS ELEMENTARY SCHOOL	07-1890-070	KG-05	23.1%	1%	11.5%
CAPE MAY	DENNIS TWP	DENNIS TOWNSHIP PRIMARY SCHOOL	09-1080-040	PK-03	27.1%	0%	15.1%
ESSEX	BLOOMFIELD TWP	DEMAREST ELEMENTARY	13-0410-100	PK-06	27.1%	3.3%	8.9%
ESSEX	WEST ORANGE TOWN	MOUNT PLEASANT ELEMENTARY SCHOOL	13-5680-140	KG-05	25.6%	4.1%	8.9%
MERCER	HAMILTON TWP	MERCERVILLE ELEMENTARY SCHOOL	21-1950-210	PK-05	26.2%	1.4%	15.4%
MERCER	HAMILTON TWP	SUNNYBRAE ELEMENTARY SCHOOL	21-1950-245	PK-05	27.5%	0.6%	16.5%
MIDDLESEX	EDISON TWP	JAMES MONROE ELEMENTARY SCHOOL	23-1290-093	KG-05	21.4%	0.2%	6.3%
MIDDLESEX	EDISON TWP	LINCOLN ELEMENTARY SCHOOL	23-1290-100	KG-05	17.4%	0.3%	5.7%
MIDDLESEX	EDISON TWP	MENLO PARK ELEMENTARY SCHOOL	23-1290-105	KG-05	17.9%	0%	5.4%
MIDDLESEX	NORTH BRUNSWICK TWP	LIVINGSTON PARK	23-3620-070	KG-05	29.3%	9.7%	6.4%
MIDDLESEX	PISCATAWAY TWP	KNOLLWOOD ELEMENTARY SCHOOL	23-4130-100	KG-03	24.2%	5.4%	6.7%
MIDDLESEX	PISCATAWAY TWP	MARTIN LUTHER KING ELEMENTARY SCHOOL	23-4130-105	04-05	28.1%	3.4%	11.5%
MIDDLESEX	SOUTH PLAINFIELD BORO	GRANT ELEMENTARY SCHOOL	23-4910-070	05-06	28.4%	1.3%	14.5%
MIDDLESEX	SOUTH PLAINFIELD BORO	JOHN E RILEY ELEMENTARY SCHOOL	23-4910-058	KG-04	23.7%	0%	10.1%
MONMOUTH	MATAWAN-ABERDEEN REGIONAL	LLOYD ROAD ELEMENTARY SCHOOL	25-3040-065	04-05	29.7%	0.4%	16.9%

**SCHOOL PEER GROUP**

**MIDDLESEX**

**NORTH BRUNSWICK TWP**

**LIVINGSTON PARK**

**1128 LIVINGSTON AVENUE**

**NORTH BRUNSWICK, NJ 08902**

**GRADE SPAN KG-05**

MONMOUTH	MATAWAN-ABERDEEN REGIONAL	<b>RAVINE DRIVE ELEMENTARY SCHOOL</b>	25-3040-075	KG-03	27%	3.7%	8.6%
MORRIS	MINE HILL TWP	<b>CANFIELD AVENUE SCHOOL</b>	27-3240-030	PK-06	24.7%	0.5%	12.5%
OCEAN	BERKELEY TWP	<b>CLARA B. WORTH ELEMENTARY SCHOOL</b>	29-0320-030	KG-04	25.1%	0%	16.1%
OCEAN	JACKSON TWP	<b>SWITLIK ELEMENTARY SCHOOL</b>	29-2360-050	KG-05	24.7%	0%	10.2%
OCEAN	MANCHESTER TWP	<b>WHITING ELEMENTARY SCHOOL</b>	29-2940-060	KG-05	25.9%	0%	15.8%
OCEAN	TOMS RIVER REGIONAL	<b>BEACHWOOD ELEMENTARY SCHOOL</b>	29-5190-064	KG-05	25%	0%	15.8%
OCEAN	TOMS RIVER REGIONAL	<b>SILVER BAY ELEMENTARY SCHOOL</b>	29-5190-095	KG-05	27%	0%	14.3%
SOMERSET	BRIDGEWATER-RARITAN REG	<b>ADAMSVILLE ELEMENTARY SCHOOL</b>	35-0555-030	PK-04	17.7%	0%	6.3%
SOMERSET	BRIDGEWATER-RARITAN REG	<b>JOHN F KENNEDY ELEMENTARY SCHOOL</b>	35-0555-067	KG-04	23.8%	0%	10.8%
SOMERSET	FRANKLIN TWP	<b>CONERLY ROAD SCHOOL</b>	35-1610-055	PK-04	24.8%	0.7%	9.7%
SUSSEX	VERNON TWP	<b>ROLLING HILLS PRIMARY SCHOOL</b>	37-5360-040	02-04	25.1%	0.3%	15.6%



State of New Jersey  
2014-15

23-3620-090  
PARSONS

OVERVIEW

MIDDLESEX  
NORTH BRUNSWICK TWP

GRADE SPAN PK-05

116 HOLLYWOOD STREET  
NORTH BRUNSWICK, NJ 08902

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

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

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

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

**DEMOGRAPHIC INFORMATION**

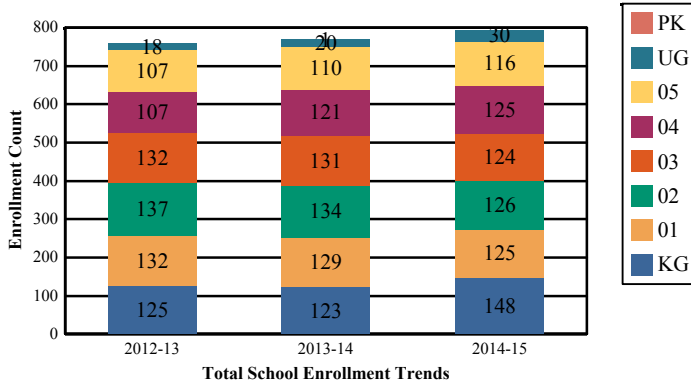
MIDDLESEX  
NORTH BRUNSWICK TWP

GRADE SPAN PK-05

**Enrollment by Ethnic/Racial Subgroup**

**Enrollment by Grade**

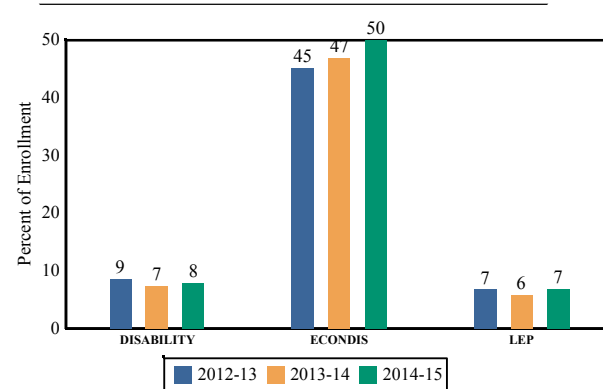
This graph presents the count of students who were 'on roll' by grade in October of each school year.



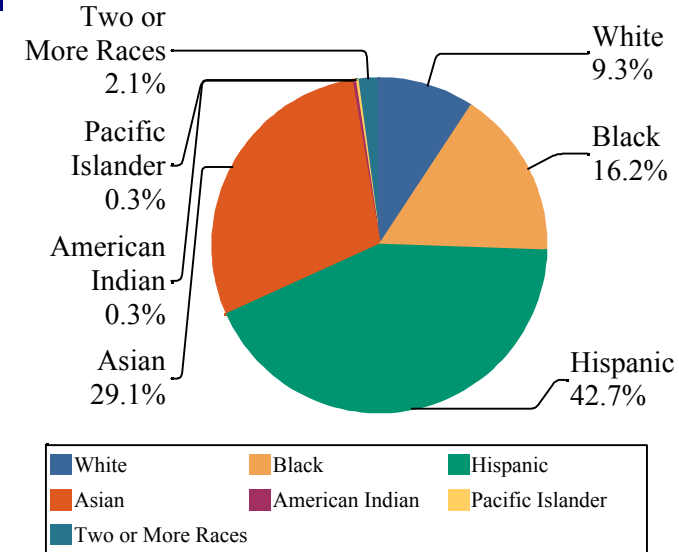
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

**Enrollment Trends by Program Participation**

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



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

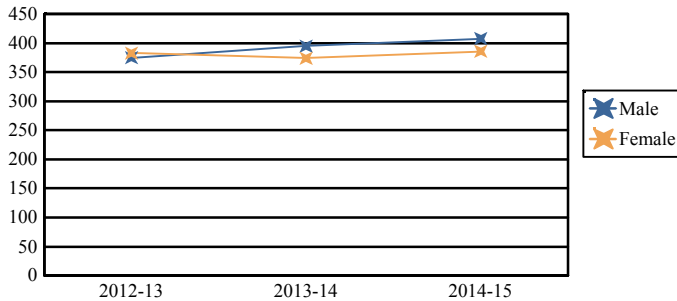


Total School Enrollment	
2012-13	758
2013-14	769
2014-15	794

Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	63	8%
Economically Disadvantaged Students	397	50.0%
English Language Learners	54	6.8%

**Enrollment by Gender**

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



	Male	Female
2012-13	375	383
2013-14	395	374
2014-15	408	386

**Language Diversity**

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

2014-15	Percent
English	59.4%
Spanish	27.2%
Telugu	3.2%
Tamil	1.7%
Hindi	1.5%
Gujarati	1.1%
Other	6.0%

**ACADEMIC ACHIEVEMENT**

**MIDDLESEX**

**NORTH BRUNSWICK TWP**

**GRADE SPAN PK-05**

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	38%	46	25
Math Met or Exceeded Expectation	31%		

**ESEA Waiver - English Language Arts/Literacy**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	357	38.4%	95%	98%	YES
White	32	43.8%	95%	94.6%	-
African American	56	26.8%	95%	98.4%	YES
Hispanic	164	17.1%	95%	97.3%	YES
American Indian	-	-	--	--	--
Asian	100	78%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	33	12.1%	95%	100%	-
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	187	18.2%	95%	97.6%	YES

YES\* = Met Participation Rate (Participation Averaging applied)

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

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
NORTH BRUNSWICK TWP

GRADE SPAN PK-05

116 HOLLYWOOD STREET  
NORTH BRUNSWICK, NJ 08902

**ESEA Waiver - Math**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	358	31%	95%	98%	YES
White	32	25%	95%	94.6%	-
African American	56	17.9%	95%	98.4%	YES
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	100	75%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	33	12.1%	95%	100%	-
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	188	10.1%	95%	97.7%	YES

**YES\* = Met Participation Rate (Participation Averaging applied)**

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

PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations <i>(Min. 650)</i>	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations <i>(Max. 850)</i>

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
NORTH BRUNSWICK TWP

GRADE SPAN PK-05

116 HOLLYWOOD STREET  
NORTH BRUNSWICK, NJ 08902

**PARCC ELA Performance Distribution - Grade - 03**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	117	729	744	26%	21%	21%	27%	3%	31%	44%
White	-	-	753	-	-	-	-	-	-	55%
African American	19	718	725	32%	37%	5%	26%	0%	26%	26%
Hispanic	56	712	727	36%	25%	29%	9%	2%	11%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	33	767	769	6%	3%	18%	64%	9%	73%	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	64	710	724	38%	31%	20%	9%	2%	11%	24%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
NORTH BRUNSWICK TWP

GRADE SPAN PK-05

116 HOLLYWOOD STREET  
NORTH BRUNSWICK, NJ 08902

**PARCC ELA Performance Distribution - Grade - 04**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	120	742	751	13%	21%	29%	28%	10%	38%	52%
White	13	741	758	8%	15%	31%	46%	0%	46%	63%
African American	18	724	733	22%	22%	28%	28%	0%	28%	30%
Hispanic	53	724	737	17%	30%	40%	13%	0%	13%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	33	781	773	0%	6%	15%	42%	36%	79%	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	13	696	725	38%	23%	23%	15%	0%	15%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	62	722	734	21%	31%	32%	16%	0%	16%	31%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
NORTH BRUNSWICK TWP

GRADE SPAN PK-05

116 HOLLYWOOD STREET  
NORTH BRUNSWICK, NJ 08902

**PARCC ELA Performance Distribution - Grade - 05**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	120	746	751	11%	19%	23%	38%	9%	47%	53%
White	11	762	757	0%	27%	9%	45%	18%	64%	62%
African American	19	731	734	21%	21%	32%	26%	0%	26%	31%
Hispanic	55	732	737	15%	27%	31%	25%	2%	27%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	34	771	771	3%	3%	12%	59%	24%	82%	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	-	-	723	-	-	-	-	-	-	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	61	732	734	16%	21%	34%	25%	3%	28%	31%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
NORTH BRUNSWICK TWP

GRADE SPAN PK-05

116 HOLLYWOOD STREET  
NORTH BRUNSWICK, NJ 08902

**PARCC MATH - Performance Distribution - Grade - 03**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	118	732	746	18%	26%	25%	26%	4%	31%	46%
White	-	-	752	-	-	-	-	-	-	56%
African American	19	729	728	11%	21%	53%	16%	0%	16%	25%
Hispanic	57	714	733	30%	37%	23%	11%	0%	11%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	33	768	772	0%	9%	12%	64%	15%	79%	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	65	716	730	29%	34%	25%	12%	0%	12%	26%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
NORTH BRUNSWICK TWP

GRADE SPAN PK-05

116 HOLLYWOOD STREET  
NORTH BRUNSWICK, NJ 08902

**PARCC MATH - Performance Distribution - Grade - 04**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	120	730	744	19%	31%	23%	22%	5%	27%	42%
White	13	733	749	8%	23%	46%	23%	0%	23%	50%
African American	18	716	727	33%	28%	22%	17%	0%	17%	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	33	766	769	3%	9%	18%	52%	18%	70%	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	13	701	724	38%	38%	0%	23%	0%	23%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	23%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
NORTH BRUNSWICK TWP

GRADE SPAN PK-05

116 HOLLYWOOD STREET  
NORTH BRUNSWICK, NJ 08902

**PARCC MATH - Performance Distribution - Grade - 05**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	120	740	744	11%	26%	28%	27%	9%	36%	42%
White	11	751	749	0%	18%	45%	36%	0%	36%	49%
African American	19	720	728	21%	37%	21%	21%	0%	21%	21%
Hispanic	55	726	733	16%	38%	31%	11%	4%	15%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	34	771	768	0%	3%	21%	50%	26%	76%	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	61	723	731	18%	41%	26%	13%	2%	15%	23%

**2015 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 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

- Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
- Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
- Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
- Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

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

**Proficiency Percentages**

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

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
NORTH BRUNSWICK TWP

GRADE SPAN PK-05

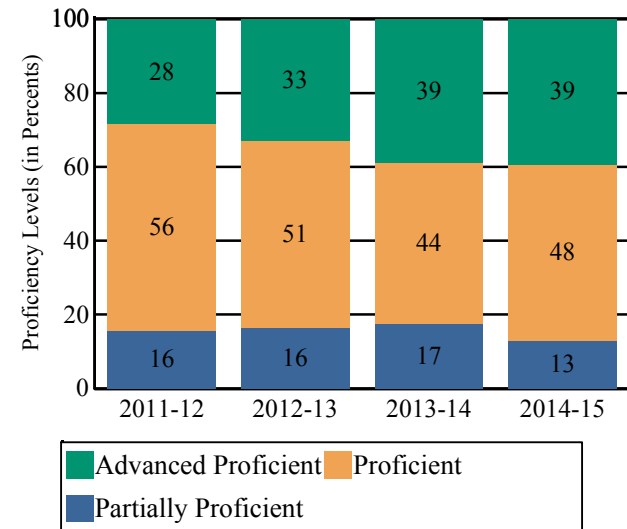
**NJASK Results - Science Grade Level - 04**

**NJASK Proficiency Trends - 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	39%	48%	13%
White	54%	31%	15%
African American	6%	75%	19%
Hispanic	18%	66%	16%
American Indian	-	-	-
Asian	81%	13%	6%
Two or More Races	-	-	-
Students with Disability	8%	42%	50%
English Language Learners	-	-	-
Economically Disadvantaged Students	13%	68%	19%

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



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

**COLLEGE AND CAREER READINESS**

MIDDLESEX

NORTH BRUNSWICK TWP

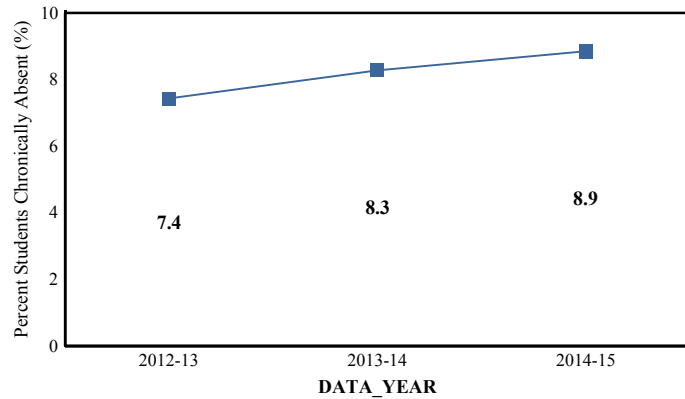
GRADE SPAN PK-05

116 HOLLYWOOD STREET  
NORTH BRUNSWICK, NJ 08902

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 successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

**Chronic Absenteeism Trend**

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

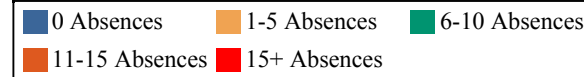
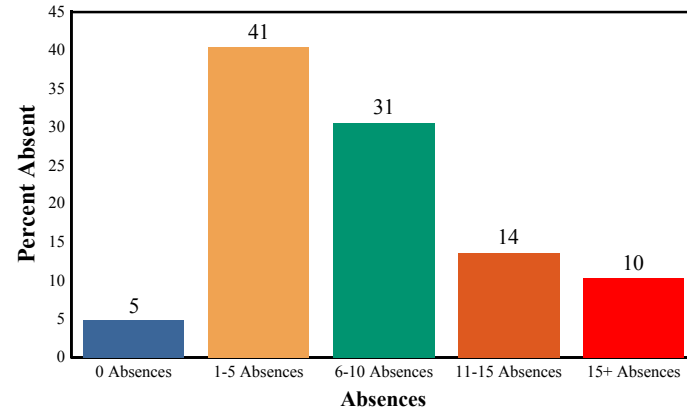


**Chronic Absenteeism for 2014-15**

**8.86%**

**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**

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

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics 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 statewide target, which was set to 35.

The fourth 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	20	21	35	YES
Student Growth on Math	44	37	30	35	YES
		29	26		100%

**Student Growth**

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

**Language Arts**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	11%	1%	0%
Partially Met	12%	5%	4%
Approached	10%	10%	6%
Met	7%	12%	13%
Exceeded	0%	4%	6%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	13%	2%	0%
Partially Met	15%	9%	5%
Approached	9%	9%	9%
Met	6%	7%	9%
Exceeded	0%	1%	6%

**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.

**WITHIN SCHOOL ACHIEVEMENT GAP**

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GRADE SPAN PK-05

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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 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 broader than the state's.

**Grade Level - 03**

**PARCC 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	826	850
75th	759	770
50th	726	743
25th	694	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	65	55

**Grade Level - 03**

**PARCC 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	813	850
75th	763	767
50th	727	745
25th	706	722
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	57	45

**WITHIN SCHOOL ACHIEVEMENT GAP**

MIDDLESEX

NORTH BRUNSWICK TWP

GRADE SPAN PK-05

**Grade Level - 04**

**PARCC 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	844	850
75th	765	773
50th	733	750
25th	717	728
0th	668	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	48	45

**Grade Level - 05**

**PARCC 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	813	850
75th	773	773
50th	745	751
25th	719	728
0th	676	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	54	45

**Grade Level - 04**

**PARCC 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	806	850
75th	744	764
50th	722	742
25th	707	721
0th	661	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	43

**Grade Level - 05**

**PARCC 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	807	850
75th	764	763
50th	739	743
25th	712	723
0th	680	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	52	40

**SCHOOL CLIMATE**

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NORTH BRUNSWICK TWP

GRADE SPAN PK-05

**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
2014-15	6 Hrs. 35 Mins.

**Student Suspension Rate**

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

	School
2014-15	1.0%

**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.

2014-15	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
2014-15	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.

2014-15	School
Faculty	13
Administrators	397

**SCHOOL PEER GROUP**

MIDDLESEX  
NORTH BRUNSWICK TWP

GRADE SPAN PK-05

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>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	BRIGANTINE CITY	BRIGANTINE ELEMENTARY SCHOOL	01-0570-010	PK-04	49%	3.2%	10.2%
ATLANTIC	BUENA REGIONAL	DR. J.P. CLEARY ELEMENTARY	01-0590-300	04-05	64.9%	1.1%	29.1%
ATLANTIC	EGG HARBOR TWP	DR. JOYANNE D. MILLER ELEMENTARY SCHOOL	01-1310-045	04-05	48.7%	1.4%	13.1%
ATLANTIC	GALLOWAY TWP	ARTHUR RANN ELEMENTARY SCHOOL	01-1690-015	KG-06	52.8%	3.7%	15.5%
ATLANTIC	GALLOWAY TWP	SMITHVILLE ELEMENTARY SCHOOL	01-1690-048	KG-06	49.4%	3.7%	10.1%
ATLANTIC	MULLICA TWP	MULLICA TOWNSHIP PRIMARY SCHOOL	01-3480-020	PK-04	47%	0%	13.8%
BERGEN	GARFIELD CITY	JAMES MADISON SCHOOL #10	03-1700-205	PK-05	69%	7.1%	24.2%
BERGEN	RIDGEFIELD PARK TWP	GRANT ELEMENTARY SCHOOL	03-4380-060	KG-06	49.3%	8.1%	3.8%
BURLINGTON	MOUNT HOLLY TWP	GERTRUDE C. FOLWELL ELEMENTARY SCHOOL	05-3430-050	03-05	61.6%	3.1%	23.9%
CAMDEN	COLLINGSWOOD BORO	THOMAS SHARP ELEMENTARY SCHOOL	07-0940-070	PK-05	53.3%	3%	16.8%
CAMDEN	GLOUCESTER TWP	ERIAL ELEMENTARY SCHOOL	07-1780-050	PK-05	44.9%	0%	13.5%
CAMDEN	GLOUCESTER TWP	GLOUCESTER TOWNSHIP ELEMENTARY SCHOOL	07-1780-070	KG-05	45.4%	0%	13.2%
CAMDEN	WINSLOW TWP	WINSLOW TOWNSHIP ELEMENTARY SCHOOL FIVE	07-5820-070	04-06	56.2%	0.8%	20.4%
CAMDEN	WINSLOW TWP	WINSLOW TOWNSHIP ELEMENTARY SCHOOL FOUR	07-5820-060	PK-03	47.5%	2.6%	10.2%
CAPE MAY	CAPE MAY CITY	CAPE MAY CITY ELEMENTARY SCHOOL	09-0710-050	PK-06	49.7%	0%	17%
CUMBERLANI	MILLVILLE CITY	MOUNT PLEASANT ELEMENTARY SCHOOL	11-3230-080	KG-05	50.4%	0%	18.5%
CUMBERLANI	VINELAND CITY	PAULINE J. PETWAY ELEMENTARY SCHOOL	11-5390-270	KG-05	53.6%	6.1%	13.6%
ESSEX	BELLEVILLE TOWN	BELLEVILLE PS7	13-0250-070	PK-06	54.7%	6.5%	12.9%
ESSEX	SOUTH ORANGE-MAPLEWOOD	SETH BOYDEN ELEMENTARY DEMONSTRATION SCHOOL	13-4900-130	KG-05	42.6%	0%	8%
GLOUCESTER	CLAYTON BORO	HERMA S. SIMMONS ELEMENTARY SCHOOL	15-0860-040	PK-05	55.7%	5.3%	13.2%

**SCHOOL PEER GROUP**

MIDDLESEX

NORTH BRUNSWICK TWP

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GLOUCESTER	WESTVILLE BORO	PARKVIEW ELEMENTARY SCHOOL	15-5740-040	PK-06	51.9%	2.2%	17.5%
HUDSON	WEEHAWKEN TWP	THEODORE ROOSEVELT SCHOOL	17-5580-080	03-06	47%	4.7%	8.1%
MIDDLESEX	NORTH BRUNSWICK TWP	PARSONS	23-3620-090	PK-05	50%	6.8%	6.8%
MIDDLESEX	WOODBRIIDGE TWP	AVENEL STREET ELEMENTARY SCHOOL	23-5850-100	KG-05	37.9%	0.4%	3.9%
MONMOUTH	EATONTOWN BORO	MARGARET L VETTER	25-1260-060	KG-06	69.5%	12.6%	19%
MONMOUTH	HIGHLANDS BORO	HIGHLANDS ELEMENTARY SCHOOL	25-2160-050	PK-06	60.6%	2.9%	25.2%
SUSSEX	NEWTON TOWN	MERRIAM AVENUE SCHOOL	37-3590-070	PK-04	53.2%	3.7%	15.9%
UNION	LINDEN CITY	NUMBER 2	39-2660-090	PK-05	67.7%	15.3%	11.4%
UNION	RAHWAY CITY	FRANKLIN ELEMENTARY SCHOOL	39-4290-080	PK-06	67.2%	15.2%	11.5%
UNION	UNION TWP	FRANKLIN ELEMENTARY	39-5290-100	PK-04	49.6%	7%	5.7%
WARREN	PHILLIPSBURG TOWN	GREEN STREET ELEMENTARY SCHOOL	41-4100-105	03-05	69.4%	4.2%	30.3%