

OVERVIEW

MIDDLESEX  
EDISON TWP

GRADE SPAN 09-12

EDISON HIGH SCHOOL  
50 BOULEVARD OF THE EAGLES  
EDISON, NJ 08817

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**

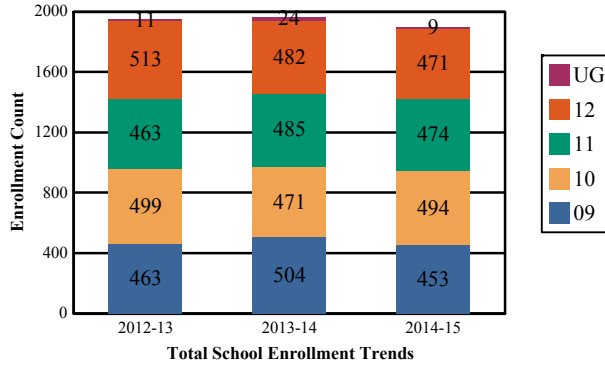
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**Enrollment by Ethnic/Racial Subgroup**

**Enrollment by Grade**

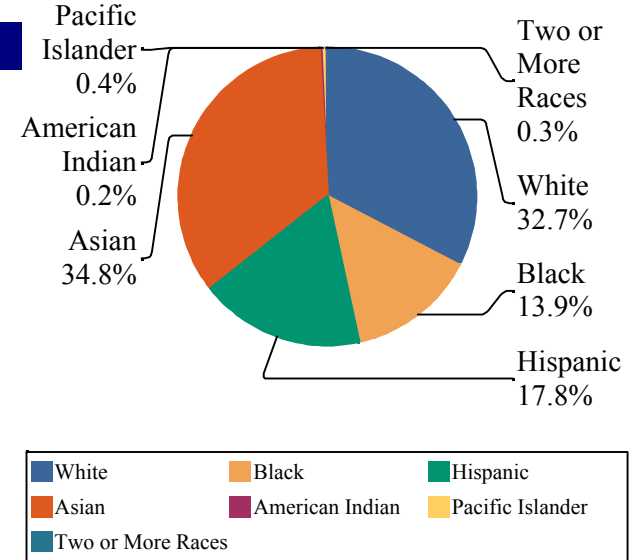
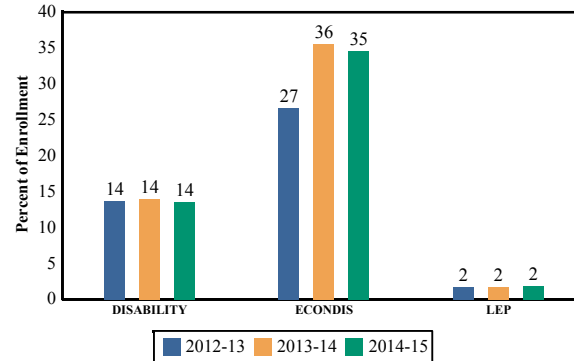
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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

**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.

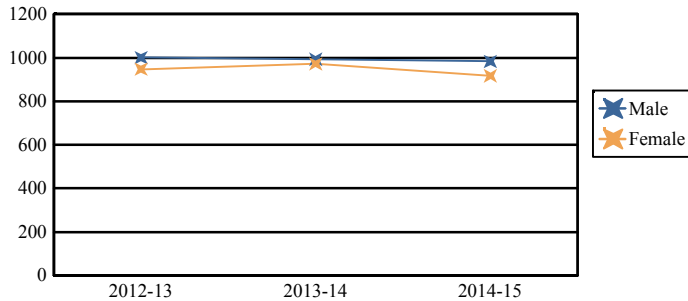


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	1,948
2013-14	1,965
2014-15	1,900

**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	1,001	947
2013-14	993	972
2014-15	983	917

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	258	14%
Economically Disadvantaged Students	657	34.6%
English Language Learners	35	1.8%

**Language Diversity**

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

2014-15	Percent
English	52.3%
Spanish	11.4%
Gujarati	6.2%
Chinese	4.0%
Urdu	3.8%
Hindi	3.4%
Other	18.9%

**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>46%</b>	<b>81</b>	<b>66</b>
Math Met or Exceeded Expectation	<b>24%</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	677	45.8%	95%	75.7%	<b>NO</b>
White	214	41.5%	95%	68.9%	<b>NO</b>
African American	83	26.5%	95%	74.4%	<b>NO</b>
Hispanic	107	28%	95%	63.8%	<b>NO</b>
American Indian	-	-	--	--	--
Asian	272	61.7%	95%	89.8%	<b>NO</b>
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	187	32.1%	95%	66%	<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.

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**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	701	24.4%	95%	79.9%	NO
White	223	18.8%	95%	73.9%	NO
African American	-	-	--	--	--
Hispanic	124	11.3%	95%	72.8%	NO
American Indian	-	-	--	--	--
Asian	260	41.5%	95%	89.6%	NO
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	210	15.2%	95%	73.5%	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**

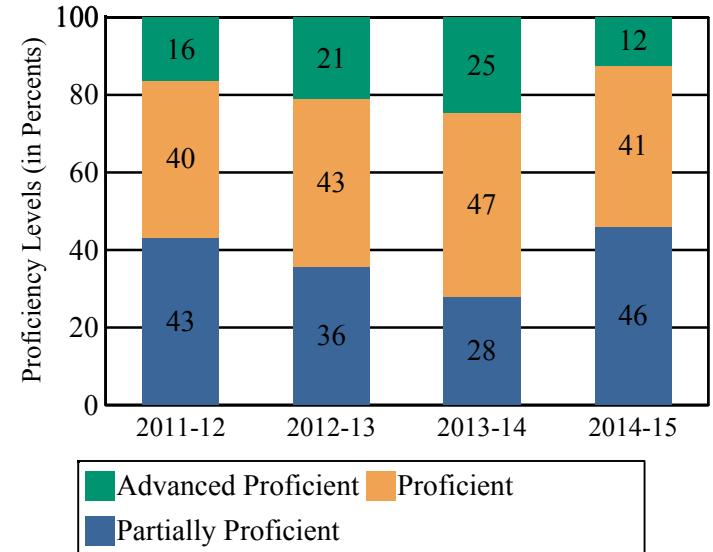
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

Subgroups	Advanced	Proficient	Partially Proficient
Schoolwide	12%	41%	46%
White	8%	43%	49%
African American	3%	31%	67%
Hispanic	4%	38%	58%
American Indian	-	-	-
Asian	26%	48%	26%
Two or More Races	-	-	-
Students with Disability	0%	13%	88%
English Language Learners	-	-	-
Economically Disadvantaged Students	6%	33%	61%

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	348	747	739	12%	14%	24%	38%	12%	50%	41%
White	116	744	746	9%	15%	31%	36%	9%	45%	47%
African American	39	729	723	21%	28%	21%	28%	3%	31%	23%
Hispanic	48	730	725	25%	21%	27%	17%	10%	27%	26%
American Indian	-	-	732	-	-	-	-	-	-	33%
Asian	144	760	765	7%	8%	18%	48%	19%	67%	68%
Two or More Races	-	-	731	-	-	-	-	-	-	36%
Students with Disability	52	712	706	35%	33%	23%	10%	0%	10%	9%
English Language Learners	-	-	693	-	-	-	-	-	-	5%
Economically Disadvantaged Students	86	734	724	21%	16%	27%	30%	6%	36%	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	326	740	735	19%	15%	24%	32%	10%	42%	38%
White	98	736	741	19%	14%	29%	31%	7%	38%	43%
African American	43	719	717	35%	21%	21%	19%	5%	23%	22%
Hispanic	59	727	720	31%	19%	22%	25%	3%	29%	24%
American Indian	-	-	725	-	-	-	-	-	-	27%
Asian	126	755	763	8%	12%	23%	40%	17%	57%	62%
Two or More Races	-	-	729	-	-	-	-	-	-	34%
Students with Disability	-	-	698	-	-	-	-	-	-	8%
English Language Learners	-	-	685	-	-	-	-	-	-	4%
Economically Disadvantaged Students	100	727	718	28%	18%	25%	26%	3%	29%	23%

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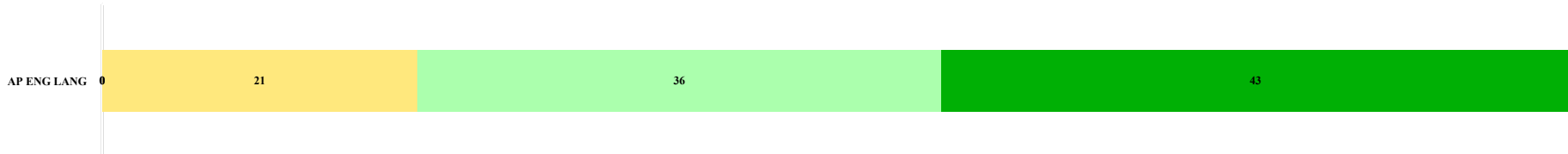
**PARCC ELA Performance Distribution - Grade - 11**

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	166	737	741	17%	26%	19%	30%	8%	37%	42%
White	50	742	745	16%	26%	18%	28%	12%	40%	46%
African American	27	720	727	26%	41%	11%	22%	0%	22%	27%
Hispanic	36	723	731	22%	33%	22%	19%	3%	22%	31%
American Indian	-	-	745	-	-	-	-	-	-	38%
Asian	53	751	765	11%	13%	23%	42%	11%	53%	64%
Two or More Races	-	-	738	-	-	-	-	-	-	38%
Students with Disability	-	-	712	-	-	-	-	-	-	16%
English Language Learners	-	-	703	-	-	-	-	-	-	6%
Economically Disadvantaged Students	52	728	730	13%	40%	25%	17%	4%	21%	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	14	100.0%	4.21	3.36

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

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**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	-	-	740	-	-	-	-	-	-	40%
White	-	-	746	-	-	-	-	-	-	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	-	-	769	-	-	-	-	-	-	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	-	-	725	-	-	-	-	-	-	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	421	731	728	6%	33%	41%	20%	0%	20%	21%
White	128	730	731	5%	30%	49%	16%	0%	16%	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	78	721	718	13%	47%	29%	10%	0%	10%	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	157	741	751	3%	18%	43%	36%	0%	36%	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	124	723	718	10%	40%	37%	12%	0%	12%	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	218	731	721	25%	22%	18%	33%	3%	36%	24%
White	63	731	725	22%	21%	27%	29%	2%	30%	27%
African American	26	717	701	31%	38%	15%	15%	0%	15%	8%
Hispanic	42	705	706	52%	26%	12%	10%	0%	10%	10%
American Indian	-	-	720	-	-	-	-	-	-	23%
Asian	86	750	751	10%	15%	15%	52%	7%	59%	53%
Two or More Races	-	-	716	-	-	-	-	-	-	21%
Students with Disability	-	-	691	-	-	-	-	-	-	4%
English Language Learners	-	-	694	-	-	-	-	-	-	6%
Economically Disadvantaged Students	61	722	705	26%	34%	16%	23%	0%	23%	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	80%	74	44	80%	YES
Percent of Students Participating in PSAT or PLAN	50%	29	21	60%	NO
Percent of Students Scoring Above 1550 on SAT	44%	87	59	40%	YES
Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science	33%	94	76	35%	NO
Percent of AP Tests $\geq 3$ or IB Test $\geq 4$ in English, Math, Social Studies or Science	88%	97	88	75%	YES
<b>Summary</b>		76	58		60%

**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	79.1%	73.2%	79.1%
Participating in ACT	19.1%		25.2%
Participating in PSAT or PLAN	50.0%	67.9%	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	42.1%	29.4%	36.3%
One or More Test	35.4%	24.4%	30.7%
At least one AP or IB Test in English, Math, Social Studies or Science	33.1%	19.7%	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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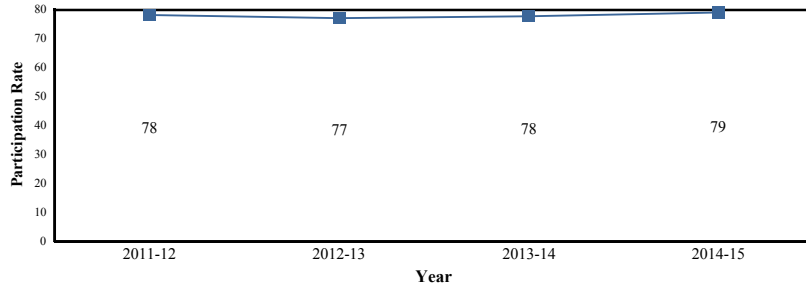
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**Participation Trends - SAT Testing**

**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 >= 3 and scored IB >= 4.

2014-15	School	Peer Avg.	State Avg.
Percent of AP Tests >= 3 or IB Test >= 4	89.8%	61.4%	72.4%
Percent of Scores in AP >= 3 or IB >= 4 in English, Math, Social Studies or Science	88.2%	58.5%	69.7%

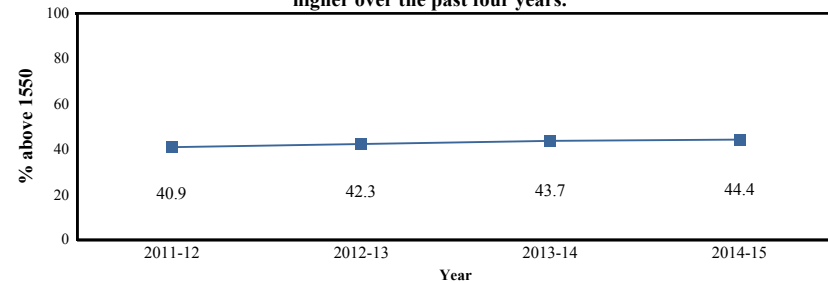
**Scholastic Assessment Test (SAT) Results**

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	44.4%	31.9%	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	1,535	1,432	1,508
Critical Reading	498	470	496
Mathematics	535	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	580	623	570
50th Percentile	490	530	490
25th Percentile	420	450	428

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**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 English Language and Composition	119	89
AP U.S. History	110	100
AP World History	104	89
AP Calculus AB	74	68
AP Spanish Language	47	38
AP U.S. Government and Politics	43	28
AP Chemistry	36	33
AP Biology	35	25
AP Statistics	33	28
AP European History	22	8
AP Calculus BC	12	11
AP Computer Science A	12	10
AP English Literature and Composition	7	6
AP Physics B	6	
AP Studio Art/Three-Dimensional	4	1
AP French Language	3	1
AP Music Theory	3	2
AP Chinese Language and Culture	2	1

AP/IB Course Name	Students Enrolled	Students Tested
AP Physics 1		18
AP Psychology		11
AP Physics C: Electricity and Magnetism		7
AP Physics C: Mechanics		5
AP Studio Art/Two-Dimensional		2
AP Human Geography		1
AP Physics 2		1

**COLLEGE AND CAREER READINESS**

MIDDLESEX  
EDISON TWP

GRADE SPAN 09-12

**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	2.7%	3.8%
Music	16.8%	17.8%
Visual Arts	22.4%	31.7%
<b>Total: All Visual and Performing Arts</b>	41.0%	49.9%

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	0.2%	18.3%
Structured Learning Experience	0.0%	7.0%

N/R - Data Not Reported

**GRADUATION AND POSTSECONDARY**

MIDDLESEX  
EDISON TWP

GRADE SPAN 09-12

EDISON HIGH SCHOOL  
50 BOULEVARD OF THE EAGLES  
EDISON, NJ 08817

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
Overall Graduation Rate	90%	46	34	78%	YES
Dropout Rate	0.1%	100	80	2%	YES
<b>SUMMARY - Graduation &amp; Post-Secondary</b>		73	57		100%

**Graduation Rate by Subgroup**

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

	School	State Target
<b>Schoolwide</b>	90%	78%
White	92%	
African American	87%	
Hispanic	78%	
American Indian	-	
Asian	96%	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	73%	
English Language Learners	-	
Economically Disadvantaged Students	79%	

**Dropout Rate by Subgroup**

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

	School	State Target
<b>Schoolwide</b>	.1%	2%
White	0%	
African American	.4%	
Hispanic	.3%	
American Indian	-	
Asian	0%	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	0%	
English Language Learners	0%	
Economically Disadvantaged Students	.3%	

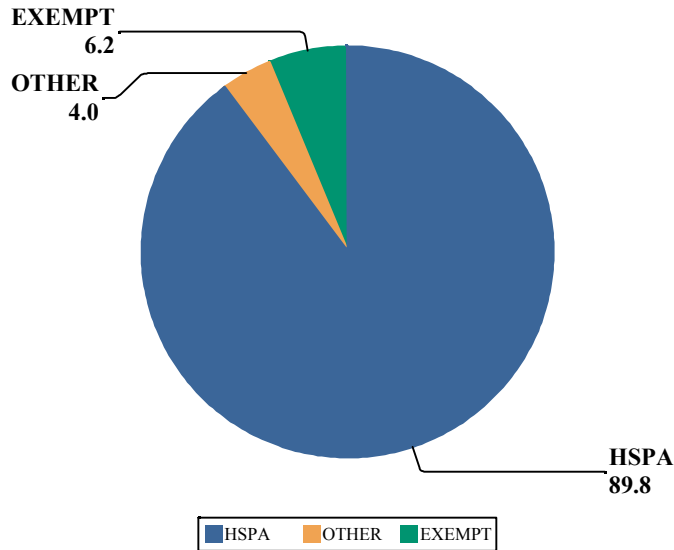
**GRADUATION AND POSTSECONDARY**

MIDDLESEX  
EDISON TWP

GRADE SPAN 09-12

**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	91%	91%
2013	90%	92%
2014	91%	93%
2015	90%	

**GRADUATION AND POSTSECONDARY**

MIDDLESEX  
EDISON TWP

GRADE SPAN 09-12

**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>	79%	38.5%	61.5%
White	73.9%	48.4%	51.6%
African American	80.5%	33.9%	66.1%
Hispanic	67.1%	56.6%	43.4%
Asian	90.4%	23.6%	76.4%
American Indian	-	-	-
Native Hawaiian	-	-	-
Two or More Races	-	-	-
Students with Disability	61.2%	76.7%	23.3%
English Language Learners	-	-	-
Economically Disadvantaged Students	77.6%	38.5%	61.5%

**WITHIN SCHOOL ACHIEVEMENT GAP**

MIDDLESEX  
EDISON TWP

GRADE SPAN 09-12

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	826	850
75th	772	766
50th	748	739
25th	720	710
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	52	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	N/A	821
75th	N/A	762
50th	N/A	735
25th	N/A	711
0th	N/A	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	N/A	51

**WITHIN SCHOOL ACHIEVEMENT GAP**

MIDDLESEX  
EDISON TWP

GRADE SPAN 09-12

**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	822	850
75th	768	766
50th	742	733
25th	712	699
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	56	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	828	850
75th	763	768
50th	734	740
25th	709	711
0th	659	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	54	57

**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	777	793
75th	746	747
50th	731	726
25th	714	710
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	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	813	813
75th	762	748
50th	728	718
25th	700	692
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	62	56

**SCHOOL CLIMATE**

MIDDLESEX  
EDISON TWP

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. 50 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	8.1%

**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. 44 Mins.
Shared Time	4 Hrs. 18 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	475

**SCHOOL PEER GROUP**

**MIDDLESEX  
EDISON TWP**

**GRADE SPAN 09-12**

**EDISON HIGH SCHOOL  
50 BOULEVARD OF THE EAGLES  
EDISON, NJ 08817**

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	HACKENSACK CITY	HACKENSACK HIGH SCHOOL	03-1860-050	09-12	52%	6%	13.2%
BERGEN	RIDGEFIELD PARK TWP	RIDGEFIELD PARK JR SR HIGH SCHOOL	03-4380-050	07-12	39.6%	3.3%	11.7%
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%
<b>MIDDLESEX</b>	<b>EDISON TWP</b>	<b>EDISON HIGH SCHOOL</b>	<b>23-1290-050</b>	<b>09-12</b>	<b>34.6%</b>	<b>1.8%</b>	<b>13%</b>
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	WOODBIDGE TWP	COLONIA HIGH SCHOOL	23-5850-020	09-12	32.2%	2.4%	10.2%
MIDDLESEX	WOODBIDGE TWP	JOHN F. KENNEDY HIGH SCHOOL	23-5850-040	09-12	40.3%	3%	9.4%
OCEAN	BARNEGAT TWP	BARNEGAT HIGH SCHOOL	29-0185-030	09-12	33.1%	0.9%	13.3%

**SCHOOL PEER GROUP**

MIDDLESEX  
EDISON TWP

GRADE SPAN 09-12

EDISON HIGH SCHOOL  
50 BOULEVARD OF THE EAGLES  
EDISON, NJ 08817

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

23-1290-053

JOHN P. STEVENS HIGH SCHOOL  
855 GROVE AVENUE  
EDISON, NJ 08820

OVERVIEW  
MIDDLESEX  
EDISON TWP

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**

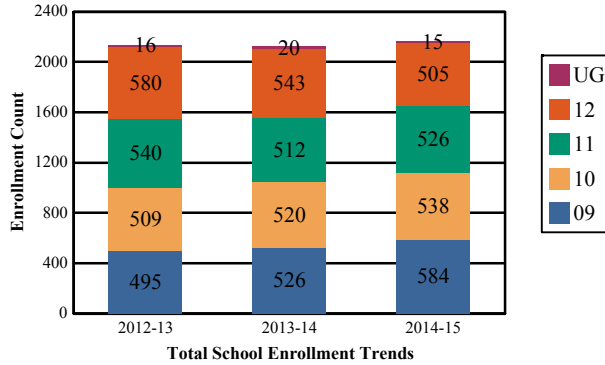
MIDDLESEX  
EDISON TWP

GRADE SPAN 09-12

**Enrollment by Ethnic/Racial Subgroup**

**Enrollment by Grade**

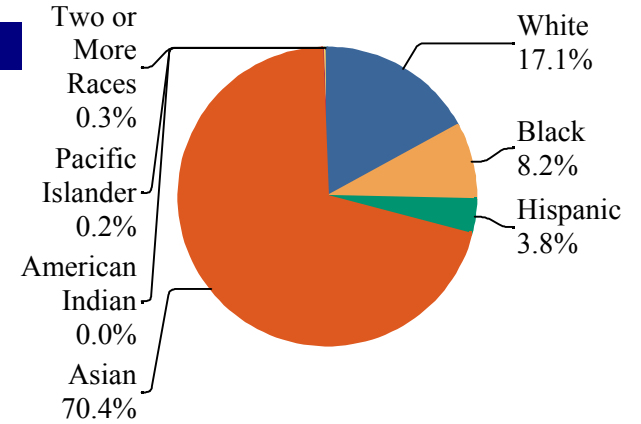
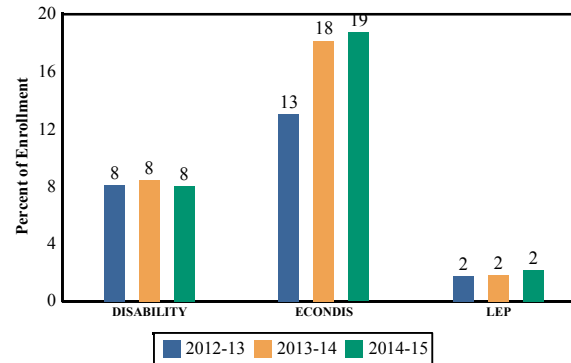
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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

**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.

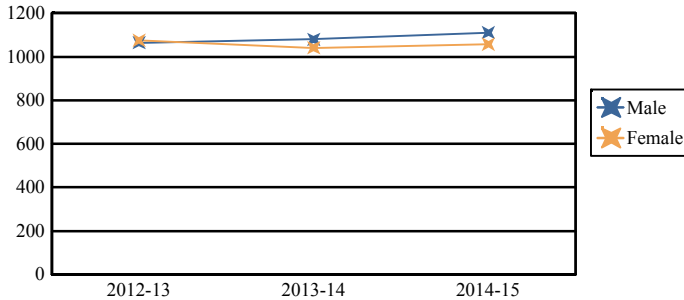


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	2,139
2013-14	2,120
2014-15	2,168

**Enrollment by Gender**

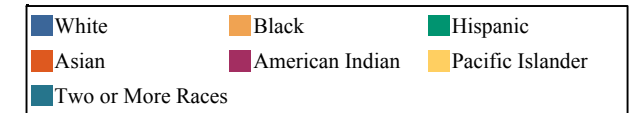
This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	1,064	1,075
2013-14	1,080	1,041
2014-15	1,111	1,058

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	174	8%
Economically Disadvantaged Students	406	18.7%
English Language Learners	47	2.2%



**Language Diversity**

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

2014-15	Percent
English	29.6%
Gujarati	15.6%
Chinese	12.6%
Hindi	9.4%
Telugu	6.2%
Tamil	4.0%
Other	22.7%

**ACADEMIC ACHIEVEMENT**

**MIDDLESEX  
EDISON TWP**

**GRADE SPAN 09-12**

**JOHN P. STEVENS HIGH SCHOOL  
855 GROVE AVENUE  
EDISON, NJ 08820**

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>75%</b>	<b>100</b>	<b>94</b>
Math Met or Exceeded Expectation	<b>64%</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	851	75.2%	95%	80.4%	<b>NO</b>
White	119	69.8%	95%	66.3%	<b>NO</b>
African American	48	29.2%	95%	58.2%	<b>NO</b>
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	659	80.4%	95%	87.3%	<b>NO</b>
Two or More Races	-	-	--	--	--
Students with Disability	61	21.3%	95%	74.4%	<b>NO</b>
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	136	39.7%	95%	75.4%	<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.

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

GRADE SPAN 09-12

JOHN P. STEVENS HIGH SCHOOL  
855 GROVE AVENUE  
EDISON, NJ 08820

**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	821	63.7%	95%	80.9%	NO
White	117	50.4%	95%	66.3%	NO
African American	47	10.6%	95%	58.2%	NO
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	631	71.8%	95%	88.2%	NO
Two or More Races	-	-	--	--	--
Students with Disability	60	13.3%	95%	74.2%	NO
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	136	28.7%	95%	76.6%	NO

**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  
EDISON TWP

GRADE SPAN 09-12

JOHN P. STEVENS HIGH SCHOOL  
855 GROVE AVENUE  
EDISON, NJ 08820

**Proficiency Outcomes - Biology**

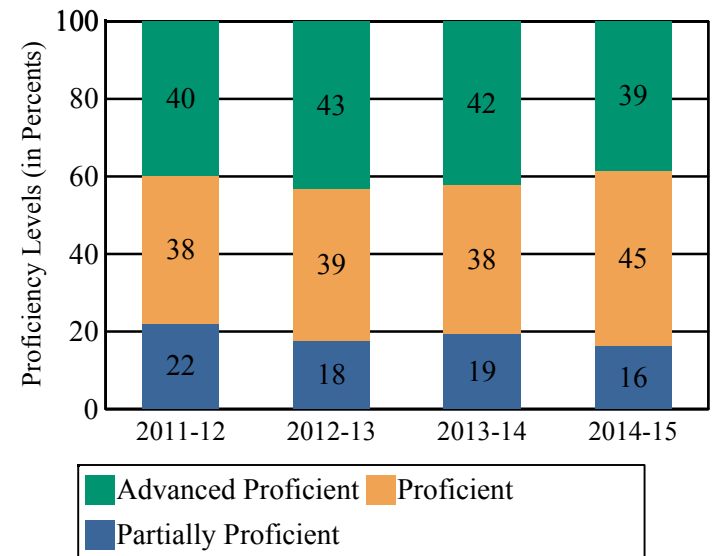
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

Subgroups	Advanced	Proficient	Partially Proficient
Schoolwide	39%	45%	16%
White	32%	50%	18%
African American	8%	27%	65%
Hispanic	-	-	-
American Indian	-	-	-
Asian	44%	46%	10%
Two or More Races	-	-	-
Students with Disability	3%	42%	56%
English Language Learners	-	-	-
Economically Disadvantaged Students	12%	41%	47%

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.



**ACADEMIC ACHIEVEMENT**

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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	471	774	739	4%	8%	13%	36%	39%	75%	41%
White	73	757	746	8%	12%	16%	38%	25%	63%	47%
African American	28	727	723	21%	39%	11%	29%	0%	29%	23%
Hispanic	11	742	725	9%	9%	36%	36%	9%	45%	26%
American Indian	-	-	732	-	-	-	-	-	-	33%
Asian	358	782	765	1%	5%	12%	36%	46%	82%	68%
Two or More Races	-	-	731	-	-	-	-	-	-	36%
Students with Disability	34	714	706	26%	32%	26%	15%	0%	15%	9%
English Language Learners	-	-	693	-	-	-	-	-	-	5%
Economically Disadvantaged Students	63	739	724	10%	33%	19%	25%	13%	38%	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	378	780	735	6%	9%	10%	33%	42%	75%	38%
White	46	780	741	7%	4%	9%	39%	41%	80%	43%
African American	20	730	717	30%	20%	20%	20%	10%	30%	22%
Hispanic	-	-	720	-	-	-	-	-	-	24%
American Indian	-	-	725	-	-	-	-	-	-	27%
Asian	301	785	763	4%	8%	10%	34%	45%	79%	62%
Two or More Races	-	-	729	-	-	-	-	-	-	34%
Students with Disability	25	720	698	40%	20%	16%	20%	4%	24%	8%
English Language Learners	-	-	685	-	-	-	-	-	-	4%
Economically Disadvantaged Students	71	740	718	20%	20%	21%	27%	13%	39%	23%

**ACADEMIC ACHIEVEMENT**

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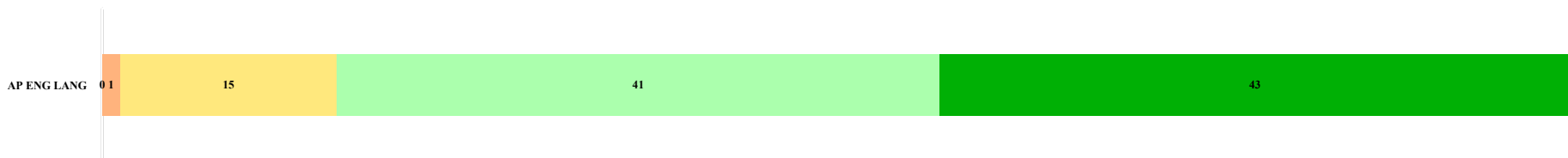
**PARCC ELA Performance Distribution - Grade - 11**

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	182	752	741	9%	16%	21%	37%	16%	54%	42%
White	34	751	745	6%	24%	18%	35%	18%	53%	46%
African American	16	743	727	0%	50%	13%	19%	19%	38%	27%
Hispanic	12	731	731	17%	8%	25%	50%	0%	50%	31%
American Indian	-	-	745	-	-	-	-	-	-	38%
Asian	120	756	765	10%	10%	23%	39%	18%	57%	64%
Two or More Races	-	-	738	-	-	-	-	-	-	38%
Students with Disability	32	727	712	19%	28%	25%	25%	3%	28%	16%
English Language Learners	-	-	703	-	-	-	-	-	-	6%
Economically Disadvantaged Students	47	729	730	19%	26%	23%	28%	4%	32%	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 ENGL LANG	163	98.8%	4.26	3.36

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

**ACADEMIC ACHIEVEMENT**

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**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	125	731	740	10%	31%	40%	18%	1%	19%	40%
White	29	725	746	14%	34%	41%	10%	0%	10%	47%
African American	21	715	722	19%	57%	14%	10%	0%	10%	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	68	739	769	4%	22%	46%	26%	1%	28%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	50	730	725	10%	38%	38%	12%	2%	14%	21%

**ACADEMIC ACHIEVEMENT**

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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	521	754	728	2%	11%	25%	54%	9%	63%	21%
White	75	751	731	0%	11%	32%	55%	3%	57%	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	13	728	718	23%	23%	23%	31%	0%	31%	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	404	757	751	1%	8%	23%	57%	11%	68%	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	25	724	709	12%	44%	24%	20%	0%	20%	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	79	736	718	6%	30%	30%	33%	0%	33%	8%

**ACADEMIC ACHIEVEMENT**

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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	308	769	721	9%	13%	9%	44%	25%	68%	24%
White	44	749	725	11%	20%	18%	36%	14%	50%	27%
African American	12	725	701	17%	42%	8%	33%	0%	33%	8%
Hispanic	-	-	706	-	-	-	-	-	-	10%
American Indian	-	-	720	-	-	-	-	-	-	23%
Asian	243	777	751	7%	10%	7%	47%	29%	76%	53%
Two or More Races	-	-	716	-	-	-	-	-	-	21%
Students with Disability	-	-	691	-	-	-	-	-	-	4%
English Language Learners	-	-	694	-	-	-	-	-	-	6%
Economically Disadvantaged Students	42	724	705	24%	38%	12%	24%	2%	26%	9%

**COLLEGE AND CAREER READINESS**

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**GRADE SPAN 09-12**

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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	96%	97	74	80%	YES
Percent of Students Participating in PSAT or PLAN	48%	10	19	60%	NO
Percent of Students Scoring Above 1550 on SAT	78%	100	94	40%	YES
Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science	60%	97	95	35%	YES
Percent of AP Tests >= 3 or IB Test >= 4 in English, Math, Social Studies or Science	93%	100	96	75%	YES
<b>Summary</b>		<b>81</b>	<b>76</b>		<b>80%</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	95.1%	79.1%	79.1%
Participating in ACT	18.8%		25.2%
Participating in PSAT or PLAN	48.5%	85.1%	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	66.7%	35.0%	36.3%
One or More Test	62.7%	29.4%	30.7%
At least one AP or IB Test in English, Math, Social Studies or Science	60.3%	25.5%	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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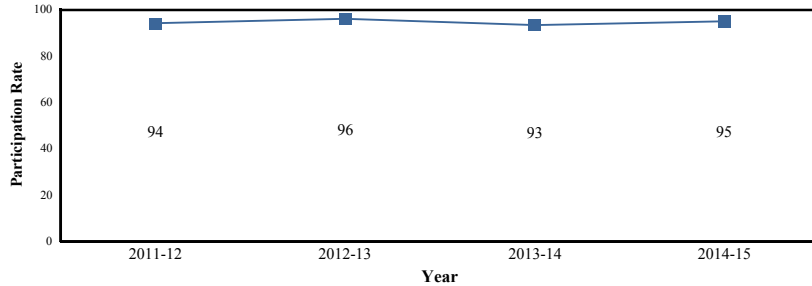
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GRADE SPAN 09-12

**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 $\geq 4$	93.5%	70.4%	72.4%
Percent of Scores in AP $\geq 3$ or IB $\geq 4$ in English, Math, Social Studies or Science	93.4%	69.9%	69.7%

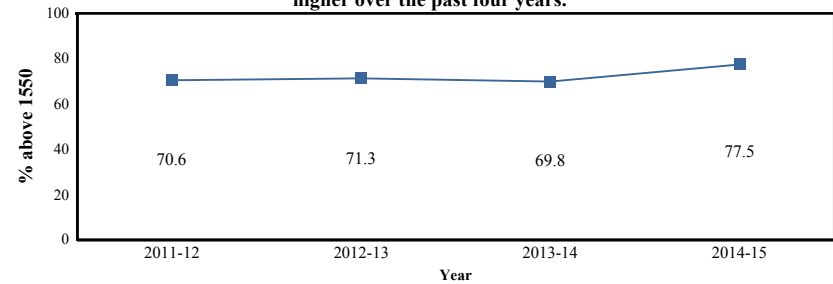
**Scholastic Assessment Test (SAT) Results**

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	77.5%	42.9%	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	1,813	1,521	1,508
Critical Reading	583	498	496
Mathematics	631	523	518
Writing	599	500	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	673	740	700
50th Percentile	590	650	610
25th Percentile	500	550	510

**COLLEGE AND CAREER READINESS**

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**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 World History	214	171
AP U.S. History	209	208
AP English Language and Composition	198	202
AP English Literature and Composition	188	100
AP U.S. Government and Politics	140	67
AP Calculus AB	103	37
AP Biology	97	76
AP Chemistry	54	53
AP Statistics	48	41
AP Spanish Language	38	30
AP Calculus BC	32	84
AP European History	31	15
AP Physics B	29	
AP Computer Science A	24	22
AP French Language	23	3
AP Music Theory	3	2
AP Studio Art/Three-Demensional	2	
AP Physics 1		92

AP/IB Course Name	Students Enrolled	Students Tested
AP Psychology		59
AP Macroeconomics		21
AP Physics C: Electricity and Magnetism		21
AP Microeconomics		18
AP Physics C: Mechanics		17
AP Chinese Language and Culture		12
AP Environmental Science		7
AP Studio Art/Two-Dimensional		3
AP Human Geography		2
AP Physics 2		1

**COLLEGE AND CAREER READINESS**

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**Visual and Performing Arts**

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

Percent of Students Enrolled	School	State
Dance	N/R	2.1%
Drama/Theater	3.0%	3.8%
Music	23.2%	17.8%
Visual Arts	21.8%	31.7%
<b>Total: All Visual and Performing Arts</b>	47.4%	49.9%

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	0.0%	18.3%
Structured Learning Experience	0.0%	7.0%

N/R - Data Not Reported

**GRADUATION AND POSTSECONDARY**

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This section of the performance report presents data about graduation, dropout and post-secondary attendance. The graduation rate is calculated according to the 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
Overall Graduation Rate	97%	97	82	78%	YES
Dropout Rate	0 %	100	100	2%	YES
<b>SUMMARY - Graduation &amp; Post-Secondary</b>		<b>99</b>	<b>91</b>		<b>100%</b>

**Graduation Rate by Subgroup**

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

	School	State Target
<b>Schoolwide</b>	97%	78%
White	96%	
African American	96%	
Hispanic	-	
American Indian	-	
Asian	98%	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	88%	
English Language Learners	-	
Economically Disadvantaged Students	96%	

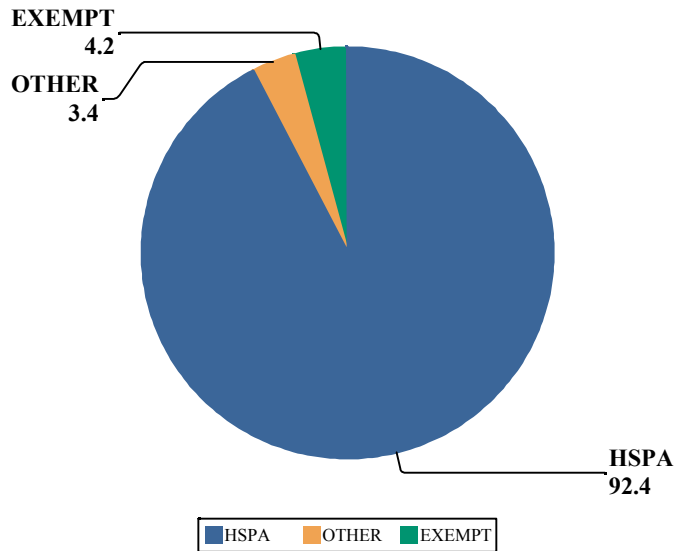
**Dropout Rate by Subgroup**

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

	School	State Target
<b>Schoolwide</b>	0%	2%
White	0%	
African American	0%	
Hispanic	0%	
American Indian	-	
Asian	0%	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	0%	
English Language Learners	0%	
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	96%	96%
2013	97%	98%
2014	98%	98%
2015	97%	

**GRADUATION AND POSTSECONDARY**

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**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>	89%	20.5%	79.5%
White	91.2%	24.3%	75.7%
African American	82.2%	37.8%	62.2%
Hispanic	-	-	-
Asian	91.3%	14.7%	85.3%
American Indian	-	-	-
Native Hawaiian	-	-	-
Two or More Races	-	-	-
Students with Disability	70.8%	64.7%	35.3%
English Language Learners	-	-	-
Economically Disadvantaged Students	86.4%	48.7%	51.3%

**WITHIN SCHOOL ACHIEVEMENT GAP**

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the 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	843	850
75th	800	766
50th	779	739
25th	745	710
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	55	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	789	821
75th	744	762
50th	728	735
25th	714	711
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	30	51

**WITHIN SCHOOL ACHIEVEMENT GAP**

MIDDLESEX  
EDISON TWP

GRADE SPAN 09-12

**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	817	766
50th	781	733
25th	747	699
0th	657	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	70	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	840	850
75th	777	768
50th	751	740
25th	723	711
0th	659	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	54	57

**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	798	793
75th	771	747
50th	758	726
25th	739	710
0th	672	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	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	850	813
75th	806	748
50th	778	718
25th	730	692
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	76	56

**SCHOOL CLIMATE**

MIDDLESEX  
EDISON TWP

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. 50 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	5.4%

**Instructional Time**

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 36 Mins.
Shared Time	3 Hrs. 30 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	14
Administrators	542

**SCHOOL PEER GROUP**

**MIDDLESEX  
EDISON TWP**

**GRADE SPAN 09-12**

**JOHN P. STEVENS HIGH SCHOOL  
855 GROVE AVENUE  
EDISON, NJ 08820**

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>
BERGEN	HASBROUCK HEIGHTS BORO	<b>HASBROUCK HEIGHTS HIGH SCHOOL</b>	03-2080-050	09-12	17.8%	1.8%	12.4%
BERGEN	LYNDHURST TWP	<b>LYNDHURST HIGH SCHOOL</b>	03-2860-050	09-12	22.6%	1.8%	15.5%
BERGEN	NORTH ARLINGTON BORO	<b>NORTH ARLINGTON HIGH SCHOOL</b>	03-3600-050	09-12	20.6%	1.2%	17.1%
BERGEN	SADDLE BROOK TWP	<b>SADDLE BROOK MIDDLE/HIGH SCHOOL</b>	03-4610-050	07-12	19.5%	1.2%	19.5%
BERGEN	TEANECK TWP	<b>TEANECK HIGH SCHOOL</b>	03-5150-050	09-12	26%	1.3%	18.5%
BERGEN	WOOD-RIDGE BORO	<b>WOOD-RIDGE HIGH SCHOOL</b>	03-5830-050	09-12	24.8%	1.6%	13.9%
BURLINGTON	BORDENTOWN REGIONAL	<b>BORDENTOWN REGIONAL HIGH SCHOOL</b>	05-0475-050	09-12	25.8%	2.2%	12.3%
BURLINGTON	BURLINGTON TWP	<b>BURLINGTON TOWNSHIP HIGH SCHOOL</b>	05-0620-010	09-12	23.1%	1.8%	12.6%
BURLINGTON	DELRAN TWP	<b>DELRAN HIGH SCHOOL</b>	05-1060-005	09-12	19.3%	1.5%	11.4%
BURLINGTON	RANCOCAS VALLEY REGIONAL	<b>RANCOCAS VALLEY REGIONAL HIGH SCHOOL</b>	05-4320-050	09-12	26.5%	0.6%	16%
CAMDEN	CHERRY HILL TWP	<b>CHERRY HILL HIGH SCHOOL WEST</b>	07-0800-040	09-12	29.8%	1%	19.2%
ESSEX	NUTLEY TOWN	<b>NUTLEY HIGH SCHOOL</b>	13-3750-050	09-12	10.9%	2%	15.5%
ESSEX	SOUTH ORANGE-MAPLEWOOD	<b>COLUMBIA HIGH SCHOOL</b>	13-4900-030	09-12	24.6%	1.1%	10.2%
<b>MIDDLESEX</b>	<b>EDISON TWP</b>	<b>JOHN P. STEVENS HIGH SCHOOL</b>	<b>23-1290-053</b>	<b>09-12</b>	<b>18.7%</b>	<b>2.2%</b>	<b>7.8%</b>
MIDDLESEX	MIDDLESEX BORO	<b>MIDDLESEX HIGH SCHOOL</b>	23-3140-050	09-12	27.8%	1.6%	12.2%
MIDDLESEX	OLD BRIDGE TWP	<b>OLD BRIDGE HIGH SCHOOL</b>	23-3845-040	09-12	26.1%	1.7%	13.9%
MIDDLESEX	SOUTH PLAINFIELD BORO	<b>SOUTH PLAINFIELD HIGH SCHOOL</b>	23-4910-050	09-12	29.4%	1.2%	12.6%
MONMOUTH	HENRY HUDSON REGIONAL	<b>HENRY HUDSON REGIONAL SCHOOL</b>	25-2120-050	07-12	23.4%	2%	19.9%
MONMOUTH	RED BANK REGIONAL	<b>RED BANK REGIONAL HIGH SCHOOL</b>	25-4365-050	09-12	22.8%	1.7%	11.4%
MORRIS	BOONTON TOWN	<b>BOONTON HIGH SCHOOL</b>	27-0450-020	09-12	16.5%	1.8%	17%
MORRIS	MORRIS HILLS REGIONAL	<b>MORRIS HILLS HIGH SCHOOL</b>	27-3370-050	09-12	23.3%	2.4%	11.1%
MORRIS	PARSIPPANY-TROY HILLS TWP	<b>PARSIPPANY HILLS HIGH SCHOOL</b>	27-3950-053	09-12	14.6%	1.8%	15.1%
OCEAN	JACKSON TWP	<b>JACKSON LIBERTY HIGH SCHOOL</b>	29-2360-025	09-12	26.5%	1.1%	11.9%



**State of New Jersey  
2014-15**

23-1290-053

**SCHOOL PEER GROUP**

**JOHN P. STEVENS HIGH SCHOOL  
855 GROVE AVENUE  
EDISON, NJ 08820**

**MIDDLESEX  
EDISON TWP**

**GRADE SPAN 09-12**

OCEAN	PLUMSTED TWP	<b>NEW EGYPT HIGH SCHOOL</b>	29-4190-010	09-12	18%	1.6%	12.3%	
PASSAIC	HAWTHORNE BORO	<b>HAWTHORNE HIGH SCHOOL</b>	31-2100-050	09-12	24.1%	1.5%	19%	
PASSAIC	PASSAIC VALLEY REGIONAL	<b>PASSAIC VALLEY REGIONAL HIGH SCHOOL</b>	31-3990-050	09-12	24.5%	1.3%	12.2%	
SOMERSET	SOMERVILLE BORO	<b>SOMERVILLE HIGH SCHOOL</b>	35-4820-050	09-12	15%	2.2%	10.9%	
SUSSEX	HOPATCONG	<b>HOPATCONG HIGH SCHOOL</b>	37-2240-030	09-12	28.3%	0.7%	23.6%	
UNION	KENILWORTH BORO	<b>DAVID BREARLEY MIDDLE/HIGH SCHOOL</b>	39-2420-010	07-12	24%	1.3%	11.3%	
UNION	SUMMIT CITY	<b>SUMMIT HIGH SCHOOL</b>	39-5090-050	09-12	17.5%	2.5%	11.5%	
WARREN	HACKETTSTOWN	<b>HACKETTSTOWN HIGH SCHOOL</b>	41-1870-050	09-12	13%	2.1%	14.2%	

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/>.

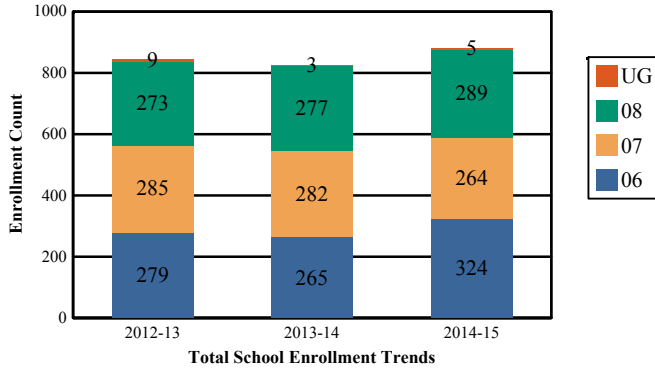
**DEMOGRAPHIC INFORMATION**

MIDDLESEX  
EDISON TWP

GRADE SPAN 06-08

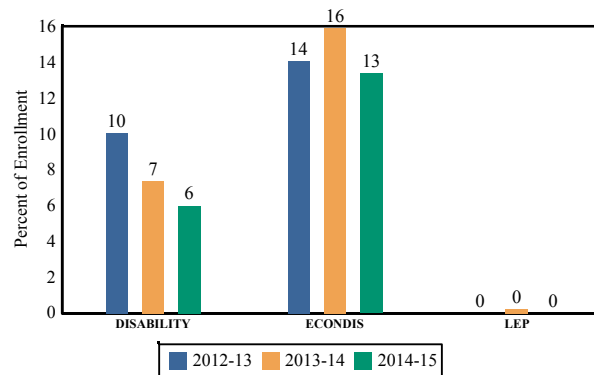
**Enrollment by Grade**

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



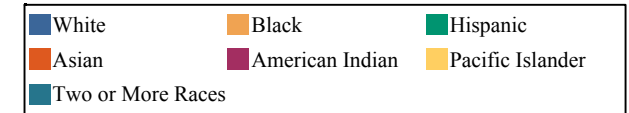
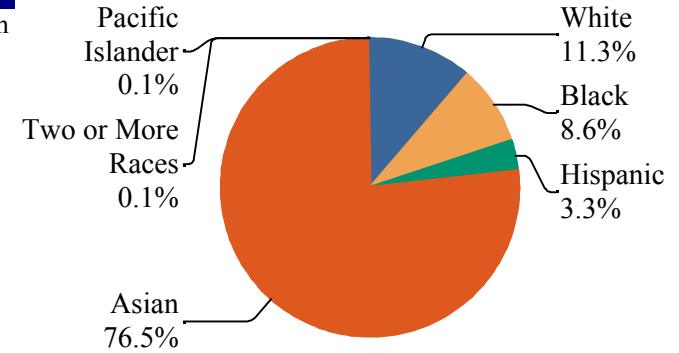
**Enrollment Trends by Program Participation**

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.

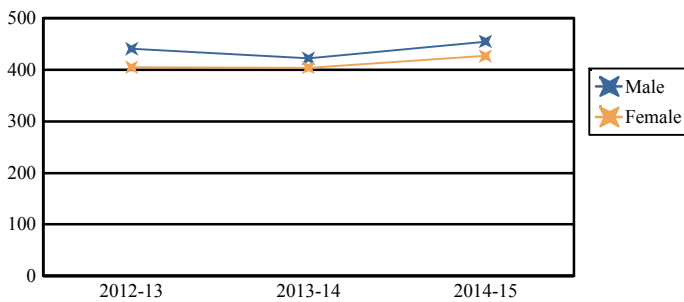


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	846
2013-14	827
2014-15	882

**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	441	405
2013-14	423	405
2014-15	455	427

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	53	6%
Economically Disadvantaged Students	118	13.4%
English Language Learners	0	0.0%

**Language Diversity**

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

2014-15	Percent
English	26.8%
Hindi	14.6%
Gujarati	13.1%
Chinese	10.5%
Telugu	8.9%
Tamil	6.2%
Other	20.0%

**ACADEMIC ACHIEVEMENT**

**MIDDLESEX  
EDISON TWP**

**GRADE SPAN 06-08**

**JOHN ADAMS MIDDLE SCHOOL  
1081 NEW DOVER ROAD  
EDISON, NJ 08820**

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>84%</b>	<b>100</b>	<b>97</b>
Math Met or Exceeded Expectation	<b>75%</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	820	83.7%	95%	95.7%	<b>YES</b>
White	85	72.9%	95%	86.1%	<b>YES*</b>
African American	60	26.6%	95%	85.3%	<b>YES*</b>
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	646	92.1%	95%	98.2%	<b>YES</b>
Two or More Races	-	-	--	--	--
Students with Disability	44	20.5%	95%	86.8%	<b>YES*</b>
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	92	39.1%	95%	88.3%	<b>YES*</b>

**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  
EDISON TWP

GRADE SPAN 06-08

JOHN ADAMS MIDDLE SCHOOL  
1081 NEW DOVER ROAD  
EDISON, NJ 08820

**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	821	75.1%	95%	95.8%	YES
White	86	54.6%	95%	87.1%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	645	86.7%	95%	98.1%	YES
Two or More Races	-	-	--	--	--
Students with Disability	44	11.4%	95%	86.8%	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	92	23.9%	95%	88.3%	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  
EDISON TWP

GRADE SPAN 06-08

JOHN ADAMS MIDDLE SCHOOL  
1081 NEW DOVER ROAD  
EDISON, NJ 08820

**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  
EDISON TWP

GRADE SPAN 06-08

JOHN ADAMS MIDDLE SCHOOL  
1081 NEW DOVER ROAD  
EDISON, NJ 08820

**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	309	779	749	2%	4%	11%	47%	36%	83%	50%
White	27	764	755	4%	7%	26%	48%	15%	63%	59%
African American	24	742	732	13%	8%	42%	38%	0%	38%	29%
Hispanic	14	767	736	7%	7%	21%	36%	29%	64%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	244	785	770	1%	2%	6%	48%	43%	91%	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	-	-	718	-	-	-	-	-	-	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	29	749	733	14%	7%	34%	28%	17%	45%	30%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

GRADE SPAN 06-08

JOHN ADAMS MIDDLE SCHOOL  
1081 NEW DOVER ROAD  
EDISON, NJ 08820

**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	248	788	750	3%	2%	10%	27%	58%	85%	53%
White	27	773	757	11%	0%	4%	41%	44%	85%	61%
African American	14	718	730	29%	36%	21%	14%	0%	14%	31%
Hispanic	-	-	736	-	-	-	-	-	-	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	202	796	777	0%	0%	8%	26%	65%	91%	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	11	728	713	27%	27%	9%	36%	0%	36%	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	31	741	733	19%	16%	26%	23%	16%	39%	33%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

GRADE SPAN 06-08

JOHN ADAMS MIDDLE SCHOOL  
1081 NEW DOVER ROAD  
EDISON, NJ 08820

**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	263	785	750	3%	6%	7%	32%	51%	83%	53%
White	31	765	757	6%	10%	13%	45%	26%	71%	61%
African American	22	728	730	18%	41%	18%	14%	9%	23%	31%
Hispanic	-	-	735	-	-	-	-	-	-	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	200	798	778	1%	1%	5%	32%	63%	95%	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	15	721	713	20%	40%	13%	20%	7%	27%	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	32	736	732	16%	34%	16%	19%	16%	34%	34%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

GRADE SPAN 06-08

JOHN ADAMS MIDDLE SCHOOL  
1081 NEW DOVER ROAD  
EDISON, NJ 08820

**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	309	773	743	2%	8%	14%	41%	35%	76%	42%
White	27	749	749	0%	15%	41%	37%	7%	44%	50%
African American	24	725	726	17%	33%	38%	13%	0%	13%	19%
Hispanic	14	742	731	0%	43%	21%	36%	0%	36%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	244	783	768	0%	3%	8%	45%	43%	89%	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	-	-	718	-	-	-	-	-	-	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	29	734	729	14%	31%	28%	17%	10%	28%	23%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

GRADE SPAN 06-08

JOHN ADAMS MIDDLE SCHOOL  
1081 NEW DOVER ROAD  
EDISON, NJ 08820

**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	209	763	740	3%	8%	18%	52%	19%	71%	38%
White	27	756	745	4%	7%	22%	56%	11%	67%	46%
African American	-	-	725	-	-	-	-	-	-	17%
Hispanic	-	-	730	-	-	-	-	-	-	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	163	769	760	1%	4%	15%	58%	23%	80%	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	11	722	715	18%	36%	27%	18%	0%	18%	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	30	732	728	17%	30%	23%	20%	10%	30%	21%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

GRADE SPAN 06-08

JOHN ADAMS MIDDLE SCHOOL  
1081 NEW DOVER ROAD  
EDISON, NJ 08820

**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	85	730	726	18%	19%	41%	22%	0%	22%	24%
White	-	-	732	-	-	-	-	-	-	29%
African American	-	-	715	-	-	-	-	-	-	14%
Hispanic	-	-	721	-	-	-	-	-	-	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	41	747	744	5%	10%	41%	44%	0%	44%	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	-	-	705	-	-	-	-	-	-	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	-	-	719	-	-	-	-	-	-	17%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

GRADE SPAN 06-08

JOHN ADAMS MIDDLE SCHOOL  
1081 NEW DOVER ROAD  
EDISON, NJ 08820

**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	173	798	740	0%	1%	3%	56%	40%	97%	40%
White	18	776	746	0%	6%	6%	78%	11%	89%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	152	801	769	0%	0%	2%	53%	45%	98%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	-	-	725	-	-	-	-	-	-	21%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

GRADE SPAN 06-08

JOHN ADAMS MIDDLE SCHOOL  
1081 NEW DOVER ROAD  
EDISON, NJ 08820

**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	45	786	728	0%	0%	0%	49%	51%	100%	21%
White	-	-	731	-	-	-	-	-	-	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	-	-	718	-	-	-	-	-	-	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	45	786	751	0%	0%	0%	49%	51%	100%	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	718	-	-	-	-	-	-	8%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

GRADE SPAN 06-08

JOHN ADAMS MIDDLE SCHOOL  
1081 NEW DOVER ROAD  
EDISON, NJ 08820

**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  
EDISON TWP

GRADE SPAN 06-08

JOHN ADAMS MIDDLE SCHOOL  
1081 NEW DOVER ROAD  
EDISON, NJ 08820

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

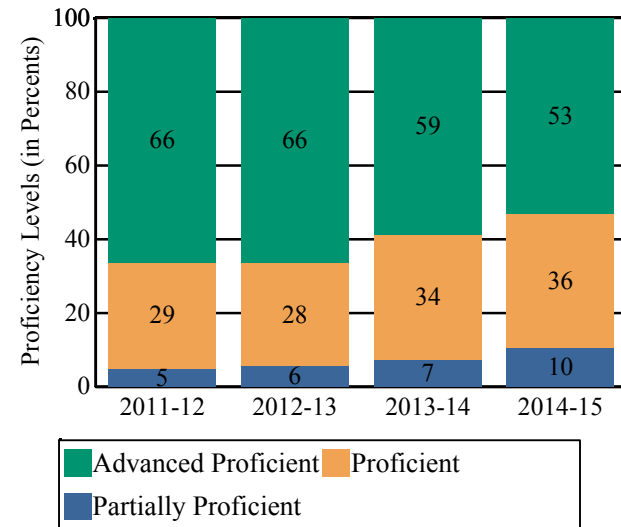
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	53%	36%	10%
White	34%	53%	13%
African American	12%	35%	54%
Hispanic	0%	55%	45%
American Indian	-	-	-
Asian	65%	33%	2%
Two or More Races	-	-	-
Students with Disability	6%	44%	50%
English Language Learners	-	-	-
Economically Disadvantaged Students	14%	43%	43%

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  
EDISON TWP

GRADE SPAN 06-08

JOHN ADAMS MIDDLE SCHOOL  
1081 NEW DOVER ROAD  
EDISON, NJ 08820

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
182	175

**Algebra I Test Taking**

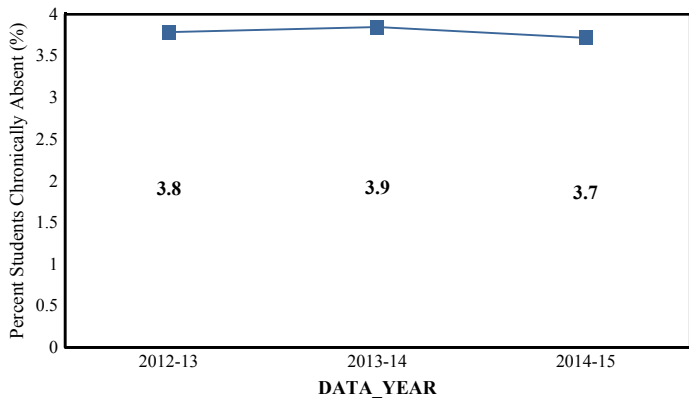
This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
98.4%	96.0%

- 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.

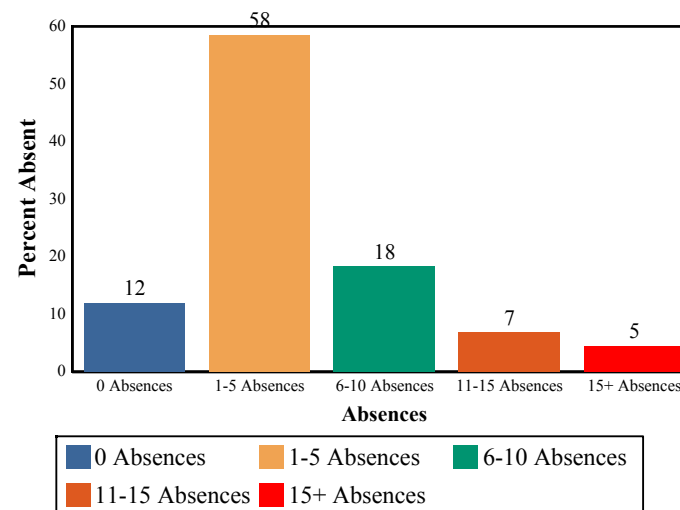


**Chronic Absenteeism for 2014-15**

**3.72%**

### 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	47.7%	66.0%
Visual Arts	28.4%	71.1%
<b>Total: All Visual and Performing Arts</b>	75.6%	89.8%

N/R - Data Not Reported

**STUDENT GROWTH**

MIDDLESEX  
EDISON TWP

GRADE SPAN 06-08

JOHN ADAMS MIDDLE SCHOOL  
1081 NEW DOVER ROAD  
EDISON, NJ 08820

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	64	81	89	35	YES
Student Growth on Math	54	65	69	35	YES
		73	79		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	3%	0%	0%
Partially Met	3%	1%	0%
Approached	4%	3%	2%
Met	9%	12%	16%
Exceeded	4%	12%	31%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	4%	0%	0%
Partially Met	6%	2%	1%
Approached	9%	7%	3%
Met	12%	19%	11%
Exceeded	0%	5%	20%

**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  
EDISON TWP

JOHN ADAMS MIDDLE SCHOOL  
1081 NEW DOVER ROAD  
EDISON, NJ 08820

GRADE SPAN 06-08

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the 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	843	850
75th	797	770
50th	782	749
25th	763	726
0th	682	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	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	843	850
75th	794	763
50th	777	742
25th	753	721
0th	665	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	42

**WITHIN SCHOOL ACHIEVEMENT GAP**

MIDDLESEX  
EDISON TWP

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	850	850
75th	814	776
50th	796	751
25th	765	724
0th	654	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	49	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	850	850
75th	813	777
50th	793	751
25th	762	723
0th	655	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	51	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	810	850
75th	784	759
50th	769	740
25th	743	720
0th	659	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	782	850
75th	749	748
50th	732	726
25th	714	704
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	44

**SCHOOL CLIMATE**

MIDDLESEX  
EDISON 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. 30 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	6.4%

**Instructional Time**

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 22 Mins.
Shared Time	3 Hrs. 4 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	441

**SCHOOL PEER GROUP**

**MIDDLESEX  
EDISON TWP**

**GRADE SPAN 06-08**

**JOHN ADAMS MIDDLE SCHOOL  
1081 NEW DOVER ROAD  
EDISON, NJ 08820**

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	NORTHFIELD CITY	<b>NORTHFIELD COMMUNITY MIDDLE SCHOOL</b>	01-3720-056	05-08	22.3%	1.6%	18.9%
BERGEN	MAYWOOD BORO	<b>MAYWOOD AVENUE SCHOOL</b>	03-3060-060	PK-08	23.5%	1.9%	17%
BERGEN	NEW MILFORD BORO	<b>DAVID E. OWENS MIDDLE SCHOOL</b>	03-3550-085	06-08	17.5%	1.7%	16.4%
BURLINGTON	BURLINGTON TWP	<b>BURLINGTON TOWNSHIP MIDDLE SCHOOL AT SPRINGSIDE</b>	05-0620-051	06-08	24.6%	1.1%	13.9%
BURLINGTON	WESTAMPTON	<b>WESTAMPTON TOWNSHIP MIDDLE SCHOOL</b>	05-5720-050	PK-08	22.9%	1.1%	13.8%
CAMDEN	MERCHANTVILLE BORO	<b>MERCHANTVILLE ELEMENTARY SCHOOL</b>	07-3110-060	PK-08	27.5%	1.4%	15.5%
CAPE MAY	OCEAN CITY	<b>OCEAN CITY INTERMEDIATE SCHOOL</b>	09-3780-060	04-08	28.8%	0%	11.8%
CUMBERLANI	GREENWICH TWP	<b>MORRIS GOODWIN SCHOOL</b>	11-1820-060	KG-08	20.8%	0%	9.4%
ESSEX	MONTCLAIR TOWN	<b>MT. HEBRON MIDDLE SCHOOL</b>	13-3310-127	06-08	23.2%	1.9%	19.4%
GLOUCESTER	LOGAN TWP	<b>LOGAN MIDDLE SCHOOL</b>	15-2750-300	06-08	21.8%	0%	7.7%
HUNTERDON	CLINTON TOWN	<b>CLINTON PUBLIC SCHOOL</b>	19-0910-030	PK-08	11.6%	1.9%	15.2%
MERCER	HAMILTON TWP	<b>EMILY C REYNOLDS MIDDLE SCHOOL</b>	21-1950-080	06-08	27.8%	0.9%	16.6%
<b>MIDDLESEX</b>	<b>EDISON TWP</b>	<b>JOHN ADAMS MIDDLE SCHOOL</b>	<b>23-1290-055</b>	<b>06-08</b>	<b>13.4%</b>	<b>0%</b>	<b>5.8%</b>
MIDDLESEX	SOUTH BRUNSWICK TWP	<b>CROSSROADS SOUTH MIDDLE SCHOOL</b>	23-4860-075	06-08	14.4%	1%	13.1%
MIDDLESEX	SPOTSWOOD BORO	<b>SPOTSWOOD MEMORIAL MIDDLE SCHOOL</b>	23-4970-090	06-08	21.8%	0.3%	9.8%
MONMOUTH	DEAL BORO	<b>DEAL ELEMENTARY SCHOOL</b>	25-1000-040	KG-08	11%	0%	4.9%
MONMOUTH	HOWELL TWP	<b>HOWELL TOWNSHIP MIDDLE SCHOOL NORTH</b>	25-2290-025	06-08	22.1%	2.5%	18.3%
MONMOUTH	SPRING LAKE HEIGHTS BORO	<b>SPRING LAKE HEIGHTS ELEMENTARY SCHOOL</b>	25-4990-050	KG-08	13.6%	0.9%	10.7%
MORRIS	LINCOLN PARK BORO	<b>LINCOLN PARK MIDDLE SCHOOL</b>	27-2650-040	PK-08	19.7%	1.5%	14.7%
MORRIS	RIVERDALE BORO	<b>RIVERDALE SCHOOL</b>	27-4440-050	PK-08	17.6%	0.9%	12%
OCEAN	JACKSON TWP	<b>CHRISTA MCAULIFFE MIDDLE SCHOOL</b>	29-2360-048	06-08	29.8%	1%	16.2%



State of New Jersey  
2014-15

23-1290-055

**SCHOOL PEER GROUP**  
MIDDLESEX  
EDISON TWP

**JOHN ADAMS MIDDLE SCHOOL**  
1081 NEW DOVER ROAD  
EDISON, NJ 08820

GRADE SPAN 06-08

County	Peer Group	School Name	Grade Span	Grade	Percentage	Percentage	Percentage
OCEAN	LAVALLETTE BORO	LAVALLETTE ELEMENTARY SCHOOL	29-2550-050	KG-08	19.6%	0%	5.1%
OCEAN	PLUMSTED TWP	NEW EGYPT MIDDLE SCHOOL	29-4190-080	06-08	22.8%	1%	14.6%
OCEAN	POINT PLEASANT BEACH BORO	G. HAROLD ANTRIM ELEMENTARY SCHOOL	29-4220-060	PK-08	19.8%	2.6%	20.4%
OCEAN	TOMS RIVER REGIONAL	TOMS RIVER INTERMEDIATE SCHOOL NORTH	29-5190-063	06-08	28.4%	0.9%	14.5%
PASSAIC	BLOOMINGDALE BORO	WALTER T. BERGEN MIDDLE SCHOOL	31-0420-050	05-08	17.5%	1.2%	15.5%
PASSAIC	TOTOWA BORO	WASHINGTON PARK SCHOOL	31-5200-060	03-08	27%	1%	14.8%
SALEM	MANNINGTON TWP	MANNINGTON TOWNSHIP ELEMENTARY SCHOOL	33-2950-050	PK-08	28.6%	0%	10.2%
UNION	SPRINGFIELD TWP	FLORENCE M. GAUDINEER MIDDLE SCHOOL	39-5000-060	06-08	12.8%	1.4%	13.6%
WARREN	POHATCONG TWP	POHATCONG TOWNSHIP SCHOOL	41-4200-040	PK-08	21.4%	0%	9.3%
WARREN	WARREN HILLS REGIONAL	WARREN HILLS REGIONAL MIDDLE SCHOOL	41-5465-060	07-08	23%	0.7%	15%

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/>.

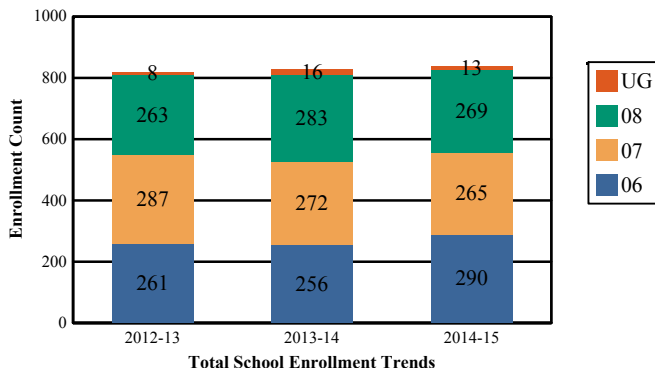
**DEMOGRAPHIC INFORMATION**

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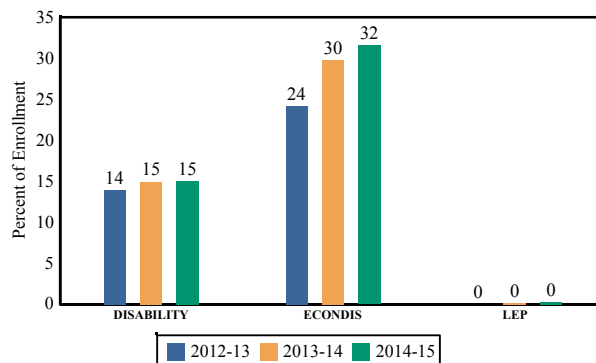
**Enrollment by Grade**

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



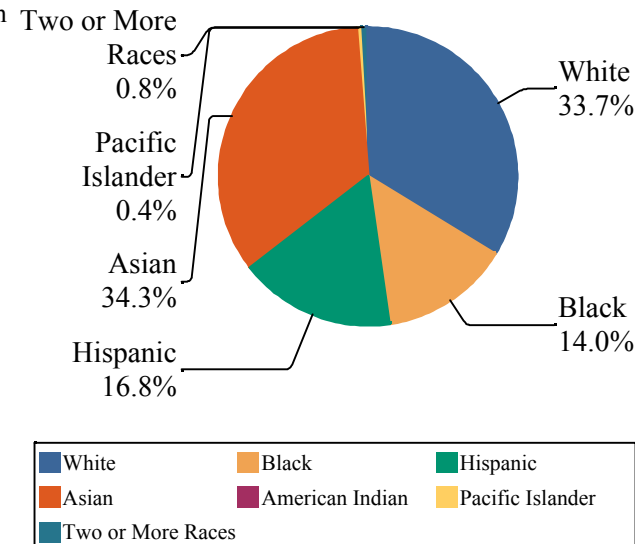
**Enrollment Trends by Program Participation**

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.

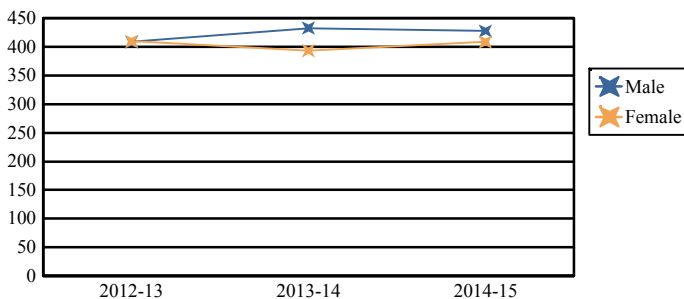


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	819
2013-14	827
2014-15	837

**Enrollment by Gender**

This graph presents the count of students by gender 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	126	15%
Economically Disadvantaged Students	264	31.5%
English Language Learners	2	0.2%

**Language Diversity**

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

2014-15	Percent
English	53.0%
Spanish	11.2%
Gujarati	7.0%
Urdu	3.5%
Hindi	3.3%
Telugu	3.0%
Other	19.1%

	Male	Female
2012-13	409	410
2013-14	433	394
2014-15	428	409

**ACADEMIC ACHIEVEMENT**

**MIDDLESEX  
EDISON TWP**

**GRADE SPAN 06-08**

**HERBERT HOOVER MIDDLE SCHOOL  
174 JACKSON AVENUE  
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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>61%</b>	<b>91</b>	<b>71</b>
Math Met or Exceeded Expectation	<b>42%</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	716	60.6%	95%	90.2%	<b>YES*</b>
White	227	55.1%	95%	81.8%	<b>NO</b>
African American	96	38.6%	95%	90.1%	<b>YES*</b>
Hispanic	112	41.9%	95%	90.8%	<b>YES*</b>
American Indian	-	-	--	--	--
Asian	275	81.1%	95%	98%	<b>YES</b>
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	197	42.6%	95%	90%	<b>YES*</b>

**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**

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GRADE SPAN 06-08

HERBERT HOOVER MIDDLE SCHOOL  
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**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	716	41.9%	95%	90.3%	YES*
White	227	32.6%	95%	81.8%	NO
African American	96	18.7%	95%	90.8%	YES*
Hispanic	112	20.6%	95%	90.8%	YES*
American Indian	-	-	--	--	--
Asian	275	66.9%	95%	98%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	197	19.8%	95%	90%	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**

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EDISON TWP

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HERBERT HOOVER MIDDLE SCHOOL  
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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>

**ACADEMIC ACHIEVEMENT**

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EDISON TWP

GRADE SPAN 06-08

HERBERT HOOVER MIDDLE SCHOOL  
174 JACKSON AVENUE  
EDISON, NJ 08837

**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	247	756	749	3%	12%	28%	42%	15%	57%	50%
White	83	747	755	4%	22%	28%	39%	8%	47%	59%
African American	33	741	732	6%	15%	48%	27%	3%	30%	29%
Hispanic	44	746	736	5%	16%	34%	39%	7%	45%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	86	776	770	0%	0%	17%	53%	29%	83%	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	-	-	718	-	-	-	-	-	-	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	65	742	733	6%	20%	40%	28%	6%	34%	30%

**ACADEMIC ACHIEVEMENT**

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GRADE SPAN 06-08

HERBERT HOOVER MIDDLE SCHOOL  
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**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	228	760	750	7%	9%	22%	39%	24%	62%	53%
White	77	753	757	9%	9%	25%	39%	18%	57%	61%
African American	26	746	730	12%	15%	31%	31%	12%	42%	31%
Hispanic	31	744	736	13%	13%	32%	32%	10%	42%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	91	776	777	0%	7%	13%	43%	37%	80%	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	-	-	713	-	-	-	-	-	-	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	69	746	733	10%	13%	28%	41%	9%	49%	33%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

GRADE SPAN 06-08

HERBERT HOOVER MIDDLE SCHOOL  
174 JACKSON AVENUE  
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**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	241	761	750	10%	11%	16%	39%	24%	63%	53%
White	67	754	757	12%	15%	10%	46%	16%	63%	61%
African American	37	742	730	16%	14%	27%	35%	8%	43%	31%
Hispanic	37	735	735	24%	11%	27%	30%	8%	38%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	98	783	778	0%	7%	12%	40%	41%	81%	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	35	713	713	37%	26%	23%	11%	3%	14%	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	63	742	732	16%	16%	24%	33%	11%	44%	34%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

GRADE SPAN 06-08

HERBERT HOOVER MIDDLE SCHOOL  
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**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	247	746	743	4%	23%	32%	32%	9%	41%	42%
White	83	738	749	5%	27%	43%	22%	4%	25%	50%
African American	-	-	726	-	-	-	-	-	-	19%
Hispanic	44	735	731	9%	25%	34%	27%	5%	32%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	86	768	768	0%	5%	21%	55%	20%	74%	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	-	-	718	-	-	-	-	-	-	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	65	733	729	5%	37%	37%	20%	2%	22%	23%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

GRADE SPAN 06-08

HERBERT HOOVER MIDDLE SCHOOL  
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**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	211	739	740	7%	24%	37%	28%	4%	32%	38%
White	75	735	745	8%	31%	28%	31%	3%	33%	46%
African American	26	726	725	12%	35%	35%	19%	0%	19%	17%
Hispanic	31	728	730	13%	26%	48%	10%	3%	13%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	76	751	760	3%	11%	42%	38%	7%	45%	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	-	-	715	-	-	-	-	-	-	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	69	728	728	12%	29%	45%	14%	0%	14%	21%

**ACADEMIC ACHIEVEMENT**

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GRADE SPAN 06-08

HERBERT HOOVER MIDDLE SCHOOL  
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EDISON, NJ 08837

**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	-	-	726	-	-	-	-	-	-	24%
White	-	-	732	-	-	-	-	-	-	29%
African American	-	-	715	-	-	-	-	-	-	14%
Hispanic	-	-	721	-	-	-	-	-	-	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	-	-	744	-	-	-	-	-	-	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	-	-	705	-	-	-	-	-	-	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	-	-	719	-	-	-	-	-	-	17%

**ACADEMIC ACHIEVEMENT**

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**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	106	767	740	0%	2%	15%	76%	7%	83%	40%
White	29	765	746	0%	3%	17%	76%	3%	79%	47%
African American	12	754	722	0%	0%	33%	67%	0%	67%	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	59	773	769	0%	0%	8%	81%	10%	92%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	15	765	725	0%	0%	13%	80%	7%	87%	21%

**ACADEMIC ACHIEVEMENT**

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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	36	778	728	0%	0%	0%	78%	22%	100%	21%
White	-	-	731	-	-	-	-	-	-	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	-	-	718	-	-	-	-	-	-	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	30	778	751	0%	0%	0%	77%	23%	100%	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	718	-	-	-	-	-	-	8%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
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HERBERT HOOVER MIDDLE SCHOOL  
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**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  
EDISON TWP

GRADE SPAN 06-08

HERBERT HOOVER MIDDLE SCHOOL  
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EDISON, NJ 08837

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

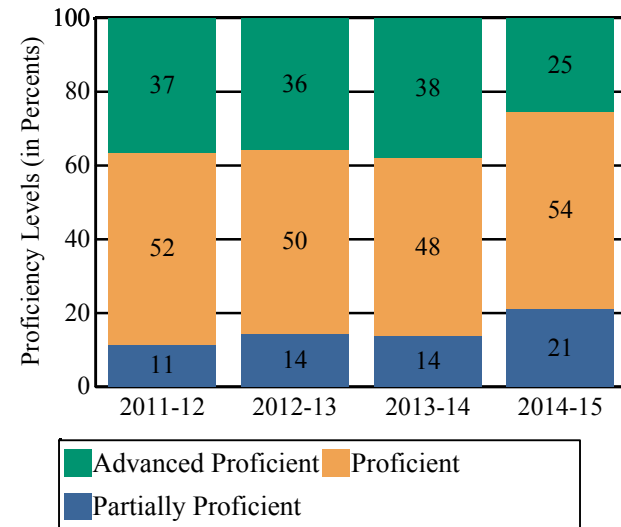
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	25%	54%	21%
White	24%	61%	15%
African American	11%	47%	42%
Hispanic	7%	49%	44%
American Indian	-	-	-
Asian	39%	53%	8%
Two or More Races	-	-	-
Students with Disability	9%	40%	51%
English Language Learners	-	-	-
Economically Disadvantaged Students	11%	50%	39%

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  
EDISON TWP**

**GRADE SPAN 06-08**

**HERBERT HOOVER MIDDLE SCHOOL  
174 JACKSON AVENUE  
EDISON, NJ 08837**

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.

<b>Algebra I Enrollment Count</b>	<b>Algebra I PARCC Test Count</b>
<b>112</b>	<b>107</b>

**Algebra I Test Taking**

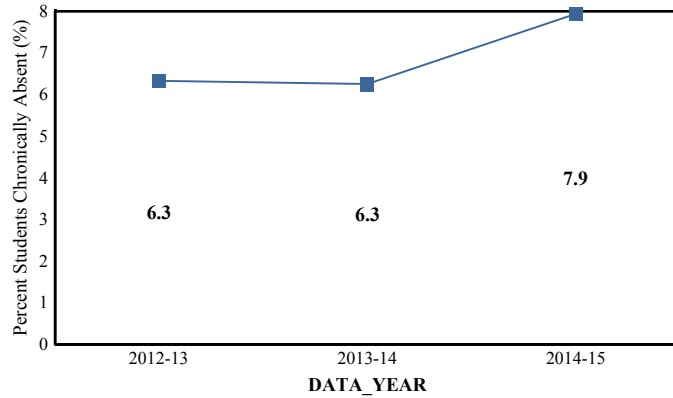
This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

<b>Algebra I Percent C or Better</b>	<b>Algebra I PARCC Percent Met or Exceeded Expectation</b>
<b>99.1%</b>	<b>83.2%</b>

- 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.

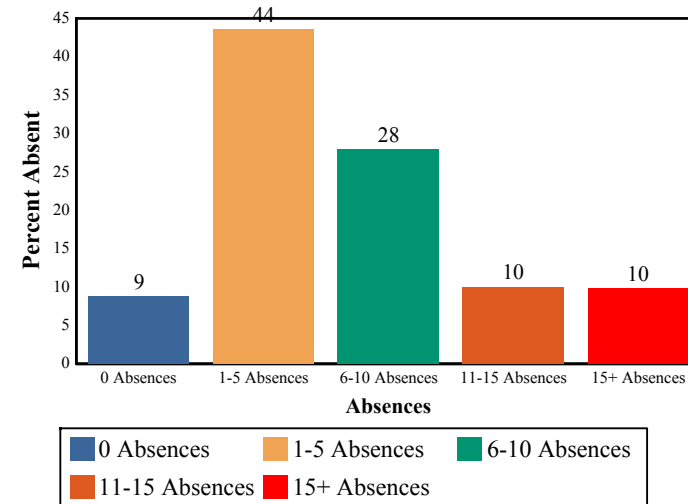


**Chronic Absenteeism for 2014-15**

**7.94%**

### 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	38.2%	66.0%
Visual Arts	41.6%	71.1%
<b>Total: All Visual and Performing Arts</b>	76.3%	89.8%

N/R - Data Not Reported

**STUDENT GROWTH**

MIDDLESEX  
EDISON TWP

HERBERT HOOVER MIDDLE SCHOOL  
174 JACKSON AVENUE  
EDISON, NJ 08837

GRADE SPAN 06-08

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in 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	58	81	77	35	YES
Student Growth on Math	45	39	39	35	YES
		60	58		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%	0%	0%
Partially Met	7%	2%	1%
Approached	8%	7%	7%
Met	7%	15%	17%
Exceeded	1%	5%	15%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	7%	1%	0%
Partially Met	14%	10%	4%
Approached	14%	12%	8%
Met	6%	9%	10%
Exceeded	0%	2%	4%

**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  
EDISON TWP

GRADE SPAN 06-08

HERBERT HOOVER MIDDLE SCHOOL  
174 JACKSON AVENUE  
EDISON, NJ 08837

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	816	850
75th	779	770
50th	755	749
25th	734	726
0th	668	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	45	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	815	850
75th	767	763
50th	743	742
25th	722	721
0th	670	650

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

**WITHIN SCHOOL ACHIEVEMENT GAP**

MIDDLESEX  
EDISON TWP

HERBERT HOOVER MIDDLE SCHOOL  
174 JACKSON AVENUE  
EDISON, NJ 08837

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	845	850
75th	783	776
50th	761	751
25th	736	724
0th	663	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	47	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	836	850
75th	792	777
50th	762	751
25th	732	723
0th	663	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	60	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	794	850
75th	753	759
50th	740	740
25th	721	720
0th	653	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	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	N/A	850
75th	N/A	748
50th	N/A	726
25th	N/A	704
0th	N/A	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	N/A	44

**SCHOOL CLIMATE**

MIDDLESEX  
EDISON 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. 30 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	7.8%

**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. 22 Mins.
Shared Time	2 Hrs. 45 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	11
Administrators	419

**SCHOOL PEER GROUP**

MIDDLESEX  
EDISON TWP

GRADE SPAN 06-08

HERBERT HOOVER MIDDLE SCHOOL  
174 JACKSON AVENUE  
EDISON, NJ 08837

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	ABSECON CITY	EMMA C ATTALES	01-0010-050	05-08	46.3%	1.4%	10%
ATLANTIC	EGG HARBOR TWP	FERNWOOD AVENUE MIDDLE SCHOOL	01-1310-039	06-08	50%	1.4%	9.3%
ATLANTIC	HAMMONTON TOWN	HAMMONTON MIDDLE SCHOOL	01-1960-060	06-08	37%	1.2%	14.2%
BERGEN	BERGENFIELD BORO	ROY W. BROWN MIDDLE SCHOOL	03-0300-075	06-08	41.5%	2.4%	14.9%
BERGEN	CLIFFSIDE PARK BORO	SCHOOL #6	03-0890-080	KG-08	57.8%	6.8%	17.2%
BERGEN	EAST RUTHERFORD BORO	ALFRED S. FAUST	03-1230-040	05-08	43.1%	2.3%	13.4%
BERGEN	LODI BOROUGH	THOMAS JEFFERSON MIDDLE SCHOOL	03-2740-067	06-08	65.9%	4.7%	11.3%
BURLINGTON	EDGEWATER PARK TWP	SAMUEL M RIDGWAY MIDDLE SCHOOL	05-1280-070	05-08	39.3%	2.6%	15.2%
BURLINGTON	FLORENCE TWP	FLORENCE RIVERFRONT SCHOOL	05-1520-055	04-08	31.8%	0.7%	12.1%
CAMDEN	CHERRY HILL TWP	JOHN A. CARUSI MIDDLE SCHOOL	07-0800-067	06-08	34%	2%	19.4%
CAMDEN	GLOUCESTER TWP	ANN A. MULLEN MIDDLE SCHOOL	07-1780-100	06-08	35%	0.1%	13.1%
CAMDEN	OAKLYN BORO	OAKLYN PUBLIC SCHOOL	07-3770-050	KG-09	38%	2.1%	16.2%
CAPE MAY	WILDWOOD CREST BORO	CREST MEMORIAL SCHOOL	09-5800-030	PK-08	36.6%	2%	17.3%
CHARTERS	SOARING HEIGHTS CS	SOARING HEIGHTS	80-7830-980	KG-08	51.3%	0%	6.4%
CUMBERLANI	DEERFIELD TWP	DEERFIELD TOWNSHIP SCHOOL DISTRICT	11-1020-040	PK-08	49.4%	4.7%	14.6%
CUMBERLANI	STOW CREEK TWP	STOW CREEK TOWNSHIP	11-5070-050	KG-08	40.5%	0%	9%
CUMBERLANI	UPPER DEERFIELD TWP	WOODRUFF MIDDLE SCHOOL	11-5300-070	06-08	58%	6.2%	21%
GLOUCESTER	WASHINGTON TWP	ORCHARD VALLEY MIDDLE SCHOOL	15-5500-050	06-08	30.1%	0.7%	18.5%
MIDDLESEX	EDISON TWP	HERBERT HOOVER MIDDLE SCHOOL	23-1290-057	06-08	31.5%	0.2%	14.7%
MIDDLESEX	HIGHLAND PARK BORO	HIGHLAND PARK MIDDLE SCHOOL	23-2150-060	06-08	39.8%	3.2%	16.2%
MIDDLESEX	JAMESBURG BORO	GRACE M. BRECKWEDEL MIDDLE SCHOOL	23-2370-075	06-08	48%	1.7%	11%
MIDDLESEX	SOUTH PLAINFIELD BORO	SOUTH PLAINFIELD MIDDLE SCHOOL	23-4910-053	07-08	30.6%	1%	15.3%

**SCHOOL PEER GROUP**

MIDDLESEX  
EDISON TWP

**HERBERT HOOVER MIDDLE SCHOOL**  
**174 JACKSON AVENUE**  
**EDISON, NJ 08837**

GRADE SPAN 06-08

MIDDLESEX	SOUTH RIVER BORO	<b>SOUTH RIVER MIDDLE SCHOOL</b>	23-4920-055	06-08	48%	2.9%	16.4%
PASSAIC	HALEDON BORO	<b>HALEDON PUBLIC SCHOOL</b>	31-1920-015	PK-08	69.4%	5.5%	13.2%
PASSAIC	WOODLAND PARK	<b>MEMORIAL MIDDLE SCHOOL</b>	31-5690-070	05-08	49%	2.7%	15.2%
SALEM	EL SINBORO TWP	<b>EL SINBORO TOWNSHIP SCHOOL</b>	33-1350-050	KG-08	40.3%	0%	11.3%
SALEM	QUINTON TWP	<b>QUINTON TOWNSHIP SCHOOL DISTRICT</b>	33-4280-050	PK-08	44.8%	0.8%	12.2%
SOMERSET	FRANKLIN TWP	<b>FRANKLIN MIDDLE SCHOOL</b>	35-1610-160	07-08	49.1%	4.6%	15.7%
SOMERSET	SOMERVILLE BORO	<b>SOMERVILLE MIDDLE SCHOOL</b>	35-4820-055	06-08	44.4%	3.2%	15.8%
UNION	UNION TWP	<b>BURNET MIDDLE SCHOOL</b>	39-5290-060	06-08	45.2%	2%	13.9%
WARREN	ALPHA BORO	<b>ALPHA BOROUGH SCHOOL</b>	41-0070-010	PK-08	37%	0.4%	14.4%

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/>.

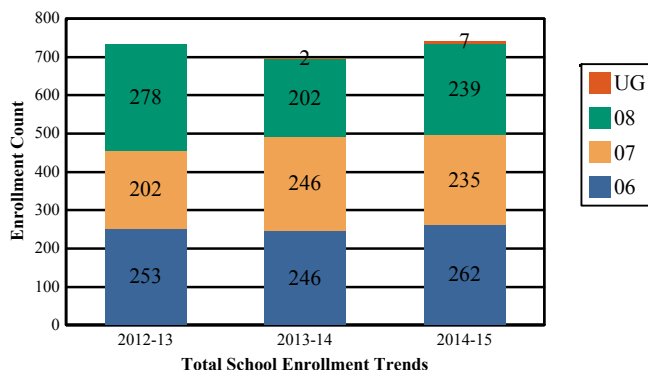
## DEMOGRAPHIC INFORMATION

MIDDLESEX  
EDISON TWP

GRADE SPAN 06-08

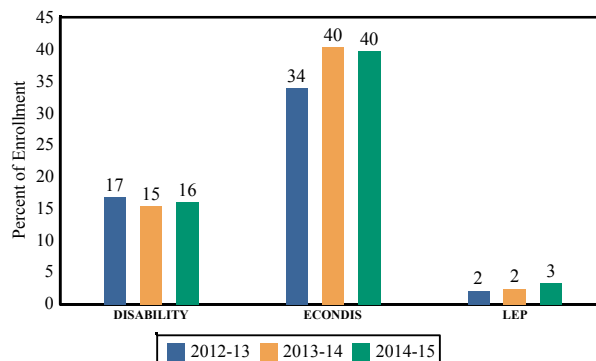
### Enrollment by Grade

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



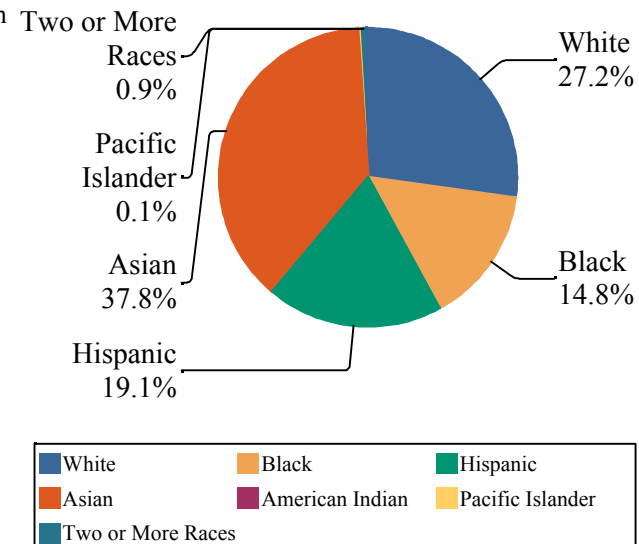
### Enrollment Trends by Program Participation

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.

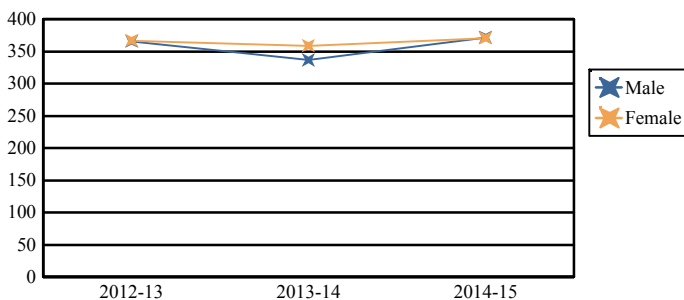


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	733
2013-14	696
2014-15	743

### Enrollment by Gender

This graph presents the count of students by gender 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	119	16%
Economically Disadvantaged Students	295	39.7%
English Language Learners	25	3.4%

### Language Diversity

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

2014-15	Percent
English	46.4%
Spanish	13.2%
Telugu	5.6%
Hindi	3.9%
Chinese	3.9%
Urdu	3.9%
Other	23.1%

	Male	Female
2012-13	366	367
2013-14	337	359
2014-15	372	371

**ACADEMIC ACHIEVEMENT**

**MIDDLESEX  
EDISON TWP**

**GRADE SPAN 06-08**

**THOMAS JEFFERSON MIDDLE SCHOOL  
450 DIVISION STREET  
EDISON, NJ 08817**

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>62%</b>	<b>94</b>	<b>73</b>
Math Met or Exceeded Expectation	<b>42%</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	614	62.2%	95%	88.8%	<b>YES*</b>
White	163	54%	95%	82.9%	<b>NO</b>
African American	79	43.1%	95%	78.4%	<b>NO</b>
Hispanic	111	45.9%	95%	89.3%	<b>YES*</b>
American Indian	-	-	--	--	--
Asian	256	80.9%	95%	98.2%	<b>YES</b>
Two or More Races	-	-	--	--	--
Students with Disability	92	20.7%	95%	80.7%	<b>NO</b>
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	224	43.7%	95%	85.6%	<b>YES*</b>

**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  
EDISON TWP

GRADE SPAN 06-08

THOMAS JEFFERSON MIDDLE SCHOOL  
450 DIVISION STREET  
EDISON, NJ 08817

**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	614	41.8%	95%	88.3%	YES*
White	163	31.3%	95%	82.4%	NO
African American	79	13.9%	95%	78.6%	NO
Hispanic	111	23.4%	95%	89.3%	YES*
American Indian	-	-	--	--	--
Asian	256	65.6%	95%	96.8%	YES
Two or More Races	-	-	--	--	--
Students with Disability	92	12%	95%	80.7%	NO
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	224	21%	95%	85.4%	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  
EDISON TWP

GRADE SPAN 06-08

THOMAS JEFFERSON MIDDLE SCHOOL  
450 DIVISION STREET  
EDISON, NJ 08817

**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  
EDISON TWP

GRADE SPAN 06-08

THOMAS JEFFERSON MIDDLE SCHOOL  
450 DIVISION STREET  
EDISON, NJ 08817

**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	231	754	749	5%	15%	26%	41%	13%	54%	50%
White	64	744	755	5%	14%	47%	28%	6%	34%	59%
African American	30	740	732	7%	23%	40%	23%	7%	30%	29%
Hispanic	35	738	736	9%	29%	26%	34%	3%	37%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	100	770	770	3%	7%	10%	56%	24%	80%	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	37	726	718	22%	38%	19%	22%	0%	22%	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	76	739	733	9%	28%	30%	28%	5%	33%	30%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

GRADE SPAN 06-08

THOMAS JEFFERSON MIDDLE SCHOOL  
450 DIVISION STREET  
EDISON, NJ 08817

**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	182	763	750	5%	10%	20%	35%	29%	64%	53%
White	45	761	757	2%	9%	20%	47%	22%	69%	61%
African American	20	742	730	10%	25%	25%	35%	5%	40%	31%
Hispanic	39	744	736	8%	21%	26%	36%	10%	46%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	76	780	777	5%	3%	16%	28%	49%	76%	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	29	716	713	24%	31%	31%	14%	0%	14%	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	72	743	733	10%	17%	31%	33%	10%	43%	33%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

THOMAS JEFFERSON MIDDLE SCHOOL  
450 DIVISION STREET  
EDISON, NJ 08817

GRADE SPAN 06-08

**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	201	769	750	5%	7%	17%	44%	26%	70%	53%
White	54	764	757	4%	11%	20%	41%	24%	65%	61%
African American	29	752	730	7%	10%	24%	55%	3%	59%	31%
Hispanic	37	756	735	5%	8%	32%	41%	14%	54%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	80	783	778	5%	4%	5%	44%	43%	86%	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	26	732	713	15%	23%	35%	27%	0%	27%	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	76	753	732	7%	11%	28%	43%	12%	55%	34%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

GRADE SPAN 06-08

THOMAS JEFFERSON MIDDLE SCHOOL  
450 DIVISION STREET  
EDISON, NJ 08817

**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	231	747	743	6%	24%	23%	35%	12%	46%	42%
White	64	735	749	9%	31%	30%	27%	3%	30%	50%
African American	30	726	726	20%	37%	30%	10%	3%	13%	19%
Hispanic	35	732	731	6%	37%	29%	29%	0%	29%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	100	768	768	1%	10%	16%	49%	24%	73%	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	37	722	718	14%	51%	22%	11%	3%	14%	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	76	731	729	12%	38%	25%	22%	3%	25%	23%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

GRADE SPAN 06-08

THOMAS JEFFERSON MIDDLE SCHOOL  
450 DIVISION STREET  
EDISON, NJ 08817

**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	166	738	740	7%	23%	41%	27%	3%	30%	38%
White	42	733	745	5%	24%	52%	19%	0%	19%	46%
African American	20	725	725	5%	40%	45%	10%	0%	10%	17%
Hispanic	39	727	730	10%	38%	36%	15%	0%	15%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	63	753	760	6%	6%	35%	44%	8%	52%	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	29	718	715	24%	45%	21%	7%	3%	10%	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	71	729	728	10%	32%	46%	11%	0%	11%	21%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

GRADE SPAN 06-08

THOMAS JEFFERSON MIDDLE SCHOOL  
450 DIVISION STREET  
EDISON, NJ 08817

**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	116	724	726	19%	32%	34%	16%	0%	16%	24%
White	34	719	732	26%	38%	21%	15%	0%	15%	29%
African American	-	-	715	-	-	-	-	-	-	14%
Hispanic	29	728	721	7%	34%	45%	14%	0%	14%	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	27	731	744	15%	26%	33%	26%	0%	26%	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	26	722	705	23%	35%	31%	12%	0%	12%	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	60	719	719	22%	42%	23%	13%	0%	13%	17%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

GRADE SPAN 06-08

THOMAS JEFFERSON MIDDLE SCHOOL  
450 DIVISION STREET  
EDISON, NJ 08817

**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	78	774	740	0%	4%	19%	67%	10%	77%	40%
White	19	765	746	0%	5%	16%	79%	0%	79%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	50	780	769	0%	2%	20%	64%	14%	78%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	15	761	725	0%	7%	27%	67%	0%	67%	21%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

GRADE SPAN 06-08

THOMAS JEFFERSON MIDDLE SCHOOL  
450 DIVISION STREET  
EDISON, NJ 08817

**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	23	777	728	0%	0%	0%	78%	22%	100%	21%
White	-	-	731	-	-	-	-	-	-	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	-	-	718	-	-	-	-	-	-	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	16	779	751	0%	0%	0%	69%	31%	100%	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	718	-	-	-	-	-	-	8%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

GRADE SPAN 06-08

THOMAS JEFFERSON MIDDLE SCHOOL  
450 DIVISION STREET  
EDISON, NJ 08817

**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  
EDISON TWP

GRADE SPAN 06-08

23-1290-060  
THOMAS JEFFERSON MIDDLE SCHOOL  
450 DIVISION STREET  
EDISON, NJ 08817

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

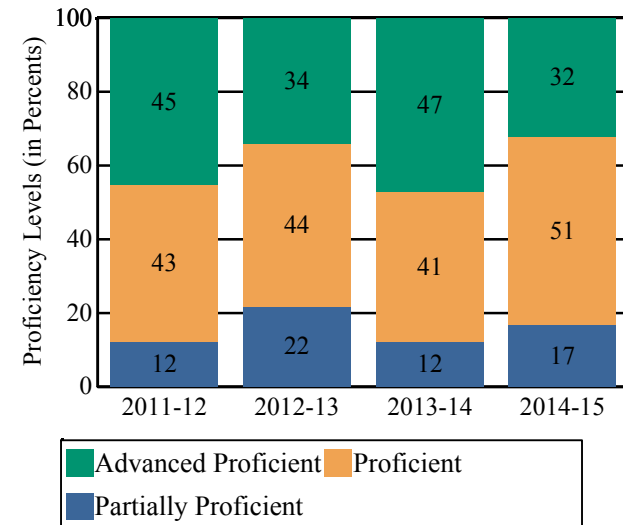
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	32%	51%	17%
White	31%	48%	21%
African American	6%	69%	26%
Hispanic	14%	60%	26%
American Indian	-	-	-
Asian	56%	40%	4%
Two or More Races	-	-	-
Students with Disability	3%	43%	54%
English Language Learners	-	-	-
Economically Disadvantaged Students	16%	63%	21%

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  
EDISON TWP

GRADE SPAN 06-08

THOMAS JEFFERSON MIDDLE SCHOOL  
450 DIVISION STREET  
EDISON, NJ 08817

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
88	79

**Algebra I Test Taking**

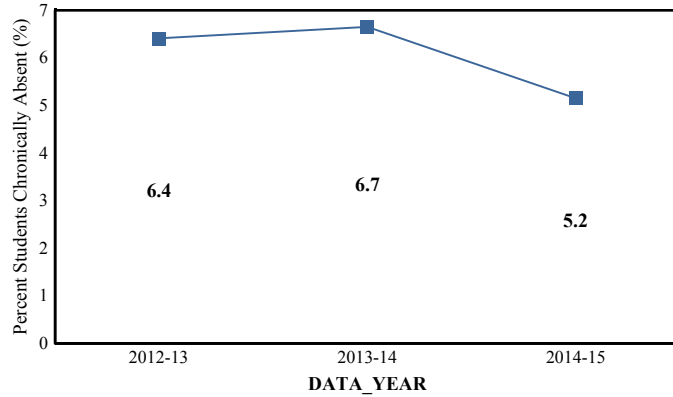
This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
96.6%	77.2%

- Data Suppressed to protect the confidentiality of students

### Chronic Absenteeism Trend

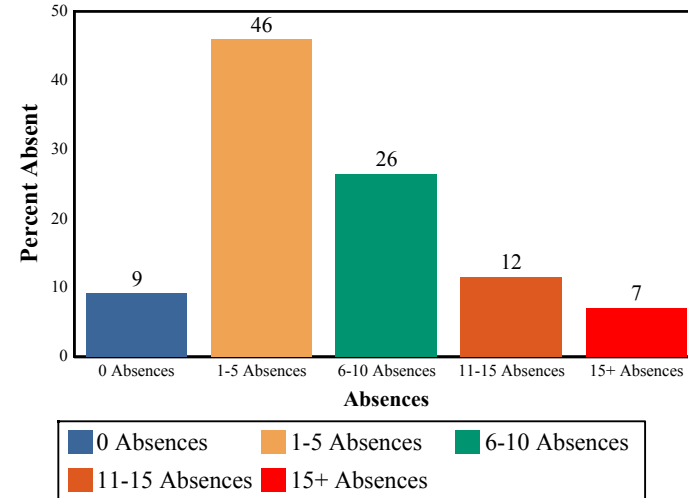
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



<b>Chronic Absenteeism for 2014-15</b>	<b>5.16%</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	28.3%	66.0%
Visual Arts	40.8%	71.1%
<b>Total: All Visual and Performing Arts</b>	65.4%	89.8%

N/R - Data Not Reported

**STUDENT GROWTH**

**MIDDLESEX  
EDISON TWP**

**THOMAS JEFFERSON MIDDLE SCHOOL  
450 DIVISION STREET  
EDISON, NJ 08817**

**GRADE SPAN 06-08**

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in 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	60	78	81	35	YES
Student Growth on Math	43	20	34	35	YES
		49	58		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	3%	1%	0%
Partially Met	6%	3%	1%
Approached	7%	9%	6%
Met	8%	13%	19%
Exceeded	1%	5%	16%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	8%	1%	0%
Partially Met	13%	10%	3%
Approached	11%	11%	9%
Met	7%	9%	11%
Exceeded	0%	2%	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  
EDISON TWP

THOMAS JEFFERSON MIDDLE SCHOOL  
450 DIVISION STREET  
EDISON, NJ 08817

GRADE SPAN 06-08

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the 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	837	850
75th	770	770
50th	751	749
25th	729	726
0th	657	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	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	813	850
75th	772	763
50th	744	742
25th	719	721
0th	658	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	53	42

**WITHIN SCHOOL ACHIEVEMENT GAP**

MIDDLESEX  
EDISON TWP

THOMAS JEFFERSON MIDDLE SCHOOL  
450 DIVISION STREET  
EDISON, NJ 08817

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	839	850
75th	788	776
50th	760	751
25th	735	724
0th	652	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	53	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	850	850
75th	797	777
50th	769	751
25th	743	723
0th	661	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	54	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	793	850
75th	754	759
50th	737	740
25th	721	720
0th	681	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	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	767	850
75th	739	748
50th	724	726
25th	706	704
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	44

**SCHOOL CLIMATE**

MIDDLESEX  
EDISON 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. 30 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	2.8%

**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. 22 Mins.
Shared Time	3 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	10
Administrators	372

**SCHOOL PEER GROUP**

MIDDLESEX  
EDISON TWP

GRADE SPAN 06-08

THOMAS JEFFERSON MIDDLE SCHOOL  
450 DIVISION STREET  
EDISON, NJ 08817

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	ABSECON CITY	EMMA C ATTALES	01-0010-050	05-08	46.3%	1.4%	10%
ATLANTIC	HAMMONTON TOWN	HAMMONTON MIDDLE SCHOOL	01-1960-060	06-08	37%	1.2%	14.2%
BERGEN	BERGENFIELD BORO	ROY W. BROWN MIDDLE SCHOOL	03-0300-075	06-08	41.5%	2.4%	14.9%
BERGEN	CLIFFSIDE PARK BORO	SCHOOL #6	03-0890-080	KG-08	57.8%	6.8%	17.2%
BERGEN	EAST RUTHERFORD BORO	ALFRED S. FAUST	03-1230-040	05-08	43.1%	2.3%	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%
BURLINGTON	EDGEWATER PARK TWP	SAMUEL M RIDGWAY MIDDLE SCHOOL	05-1280-070	05-08	39.3%	2.6%	15.2%
BURLINGTON	FLORENCE TWP	FLORENCE RIVERFRONT SCHOOL	05-1520-055	04-08	31.8%	0.7%	12.1%
CAMDEN	OAKLYN BORO	OAKLYN PUBLIC SCHOOL	07-3770-050	KG-09	38%	2.1%	16.2%
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	LEARNING COMMUNITY CS	LEARNING COMMUNITY CHARTER SCHOOL	80-7115-960	PK-08	32%	0%	9.7%
CUMBERLANI	DEERFIELD TWP	DEERFIELD TOWNSHIP SCHOOL DISTRICT	11-1020-040	PK-08	49.4%	4.7%	14.6%
CUMBERLANI	HOPEWELL TWP	HOPEWELL CREST	11-2270-060	KG-08	34.9%	1.8%	11.7%
CUMBERLANI	STOW CREEK TWP	STOW CREEK TOWNSHIP	11-5070-050	KG-08	40.5%	0%	9%
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	NORTH BERGEN TWP	LINCOLN ELEMENTARY SCHOOL	17-3610-090	PK-08	66.9%	7.8%	12.1%
MIDDLESEX	DUNELLEN BORO	LINCOLN MIDDLE SCHOOL	23-1140-060	06-08	40.9%	2%	10.9%
MIDDLESEX	EDISON TWP	THOMAS JEFFERSON MIDDLE SCHOOL	23-1290-060	06-08	39.7%	3.4%	15.3%
MIDDLESEX	HIGHLAND PARK BORO	HIGHLAND PARK MIDDLE SCHOOL	23-2150-060	06-08	39.8%	3.2%	16.2%

**SCHOOL PEER GROUP**

MIDDLESEX  
EDISON TWP

GRADE SPAN 06-08

THOMAS JEFFERSON MIDDLE SCHOOL  
450 DIVISION STREET  
EDISON, NJ 08817

MIDDLESEX	OLD BRIDGE TWP	CARL SANDBURG MIDDLE SCHOOL	23-3845-103	06-08	31.7%	2.4%	14.1%
MIDDLESEX	PISCATAWAY TWP	THEODORE SCHOR MIDDLE SCHOOL	23-4130-057	06-08	39.5%	1.8%	10.9%
MIDDLESEX	SOUTH PLAINFIELD BORO	SOUTH PLAINFIELD MIDDLE SCHOOL	23-4910-053	07-08	30.6%	1%	15.3%
MONMOUTH	MATAWAN-ABERDEEN REGIONAL	MATAWAN-ABERDEEN MIDDLE SCHOOL	25-3040-053	06-08	30.3%	1%	13%
MORRIS	NETCONG BORO	NETCONG ELEMENTARY SCHOOL	27-3520-060	PK-08	37.5%	4.4%	18.2%
SOMERSET	FRANKLIN TWP	FRANKLIN MIDDLE SCHOOL	35-1610-160	07-08	49.1%	4.6%	15.7%
SOMERSET	SOMERVILLE BORO	SOMERVILLE MIDDLE SCHOOL	35-4820-055	06-08	44.4%	3.2%	15.8%
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%

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/>.

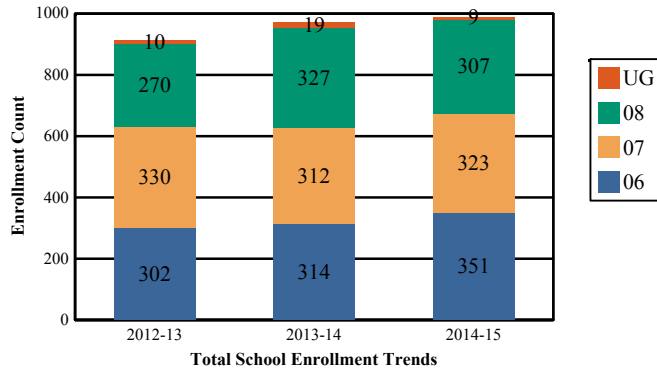
## DEMOGRAPHIC INFORMATION

**MIDDLESEX  
EDISON TWP**

**GRADE SPAN 06-08**

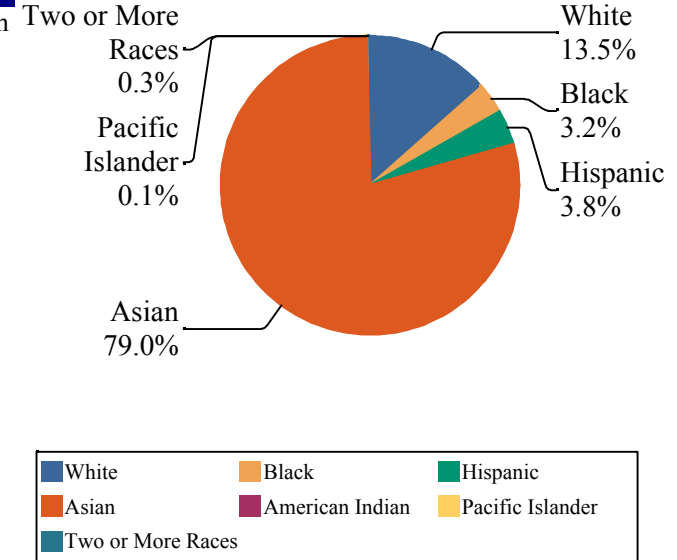
### Enrollment by Grade

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



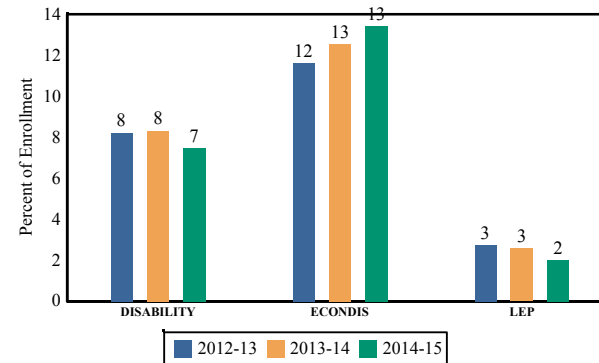
### Enrollment by Ethnic/Racial Subgroup

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



### Enrollment 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	74	7%
Economically Disadvantaged Students	133	13.4%
English Language Learners	20	2.0%

### Language Diversity

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

2014-15	Percent
English	24.7%
Gujarati	11.4%
Hindi	10.9%
Chinese	10.7%
Telugu	10.2%
Tamil	7.9%
Other	24.4%

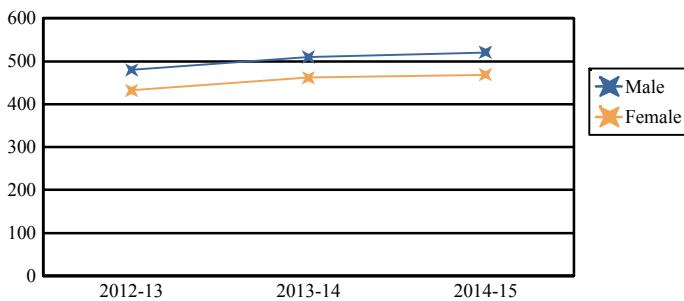
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

### Total School Enrollment

2012-13	912
2013-14	972
2014-15	990

### 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	480	432
2013-14	510	462
2014-15	521	469

**ACADEMIC ACHIEVEMENT**

**MIDDLESEX  
EDISON TWP**

**GRADE SPAN 06-08**

**WOODROW WILSON MIDDLE SCHOOL  
50 WOODROW WILSON DRIVE  
EDISON, NJ 08820**

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>87%</b>	<b>100</b>	<b>99</b>
Math Met or Exceeded Expectation	<b>80%</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	917	87%	95%	98.3%	<b>YES</b>
White	127	82.6%	95%	96.3%	<b>YES</b>
African American	30	63.3%	95%	94.4%	-
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	730	89.2%	95%	99%	<b>YES</b>
Two or More Races	-	-	--	--	--
Students with Disability	76	42.1%	95%	96.4%	<b>YES</b>
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	103	66%	95%	96.6%	<b>YES</b>

**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  
EDISON TWP

GRADE SPAN 06-08

WOODROW WILSON MIDDLE SCHOOL  
50 WOODROW WILSON DRIVE  
EDISON, NJ 08820

**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	917	79.6%	95%	98.3%	YES
White	127	58.2%	95%	96.3%	YES
African American	30	36.6%	95%	94.6%	-
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	730	86.6%	95%	99%	YES
Two or More Races	-	-	--	--	--
Students with Disability	76	30.2%	95%	96.4%	YES
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	103	53.4%	95%	96.7%	YES

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

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

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

GRADE SPAN 06-08

WOODROW WILSON MIDDLE SCHOOL  
50 WOODROW WILSON DRIVE  
EDISON, NJ 08820

**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  
EDISON TWP

GRADE SPAN 06-08

WOODROW WILSON MIDDLE SCHOOL  
50 WOODROW WILSON DRIVE  
EDISON, NJ 08820

**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	312	780	749	1%	3%	10%	45%	41%	86%	50%
White	37	771	755	0%	3%	11%	65%	22%	86%	59%
African American	14	758	732	7%	7%	29%	43%	14%	57%	29%
Hispanic	12	753	736	8%	0%	17%	67%	8%	75%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	249	784	770	0%	2%	9%	41%	47%	88%	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	22	752	718	5%	18%	23%	41%	14%	55%	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	41	758	733	5%	7%	22%	56%	10%	66%	30%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

GRADE SPAN 06-08

WOODROW WILSON MIDDLE SCHOOL  
50 WOODROW WILSON DRIVE  
EDISON, NJ 08820

**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	304	789	750	1%	4%	7%	29%	60%	88%	53%
White	48	776	757	2%	8%	4%	44%	42%	85%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	-	-	736	-	-	-	-	-	-	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	241	793	777	1%	2%	7%	25%	65%	90%	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	22	741	713	5%	27%	23%	41%	5%	45%	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	29	765	733	10%	3%	14%	24%	48%	72%	33%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

GRADE SPAN 06-08

WOODROW WILSON MIDDLE SCHOOL  
50 WOODROW WILSON DRIVE  
EDISON, NJ 08820

**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	301	788	750	3%	3%	7%	37%	50%	86%	53%
White	42	769	757	7%	2%	14%	57%	19%	76%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	-	-	735	-	-	-	-	-	-	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	240	794	778	2%	3%	6%	32%	57%	89%	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	32	719	713	25%	22%	22%	28%	3%	31%	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	33	753	732	6%	15%	18%	52%	9%	61%	34%

**ACADEMIC ACHIEVEMENT**

**MIDDLESEX  
EDISON TWP**

**GRADE SPAN 06-08**

**WOODROW WILSON MIDDLE SCHOOL  
50 WOODROW WILSON DRIVE  
EDISON, NJ 08820**

**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	312	772	743	1%	6%	17%	43%	33%	76%	42%
White	37	756	749	0%	11%	41%	35%	14%	49%	50%
African American	14	738	726	14%	14%	36%	29%	7%	36%	19%
Hispanic	12	738	731	8%	25%	33%	25%	8%	33%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	249	778	768	0%	4%	12%	46%	39%	84%	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	22	754	718	9%	14%	32%	23%	23%	45%	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	41	743	729	7%	17%	37%	32%	7%	39%	23%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

GRADE SPAN 06-08

WOODROW WILSON MIDDLE SCHOOL  
50 WOODROW WILSON DRIVE  
EDISON, NJ 08820

**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	260	768	740	2%	5%	15%	55%	25%	79%	38%
White	47	758	745	2%	6%	21%	57%	13%	70%	46%
African American	-	-	725	-	-	-	-	-	-	17%
Hispanic	-	-	730	-	-	-	-	-	-	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	199	772	760	1%	3%	12%	56%	28%	84%	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	22	738	715	9%	27%	45%	5%	14%	18%	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	28	758	728	4%	7%	25%	50%	14%	64%	21%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

GRADE SPAN 06-08

WOODROW WILSON MIDDLE SCHOOL  
50 WOODROW WILSON DRIVE  
EDISON, NJ 08820

**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	85	732	726	15%	19%	27%	38%	1%	39%	24%
White	22	728	732	14%	23%	45%	18%	0%	18%	29%
African American	-	-	715	-	-	-	-	-	-	14%
Hispanic	-	-	721	-	-	-	-	-	-	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	48	739	744	15%	17%	17%	50%	2%	52%	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	30	710	705	30%	27%	20%	23%	0%	23%	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	21	723	719	24%	19%	19%	38%	0%	38%	17%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

GRADE SPAN 06-08

WOODROW WILSON MIDDLE SCHOOL  
50 WOODROW WILSON DRIVE  
EDISON, NJ 08820

**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	209	792	740	0%	0%	3%	67%	31%	97%	40%
White	21	782	746	0%	0%	10%	76%	14%	90%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	183	794	769	0%	0%	2%	64%	33%	98%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	13	780	725	0%	0%	0%	92%	8%	100%	21%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

GRADE SPAN 06-08

WOODROW WILSON MIDDLE SCHOOL  
50 WOODROW WILSON DRIVE  
EDISON, NJ 08820

**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	51	794	728	0%	0%	0%	22%	78%	100%	21%
White	-	-	731	-	-	-	-	-	-	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	-	-	718	-	-	-	-	-	-	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	51	794	751	0%	0%	0%	22%	78%	100%	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	718	-	-	-	-	-	-	8%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

GRADE SPAN 06-08

WOODROW WILSON MIDDLE SCHOOL  
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EDISON, NJ 08820

**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  
EDISON TWP

GRADE SPAN 06-08

WOODROW WILSON MIDDLE SCHOOL  
50 WOODROW WILSON DRIVE  
EDISON, NJ 08820

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

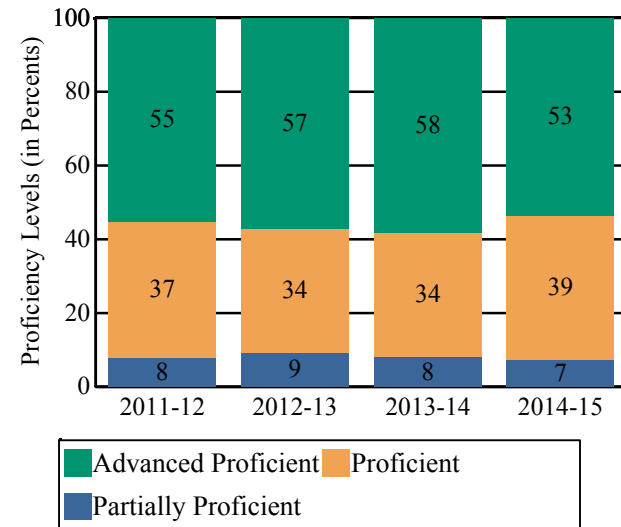
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	53%	39%	7%
White	33%	60%	7%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	59%	34%	6%
Two or More Races	-	-	-
Students with Disability	28%	25%	47%
English Language Learners	-	-	-
Economically Disadvantaged Students	19%	56%	25%

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  
EDISON TWP

GRADE SPAN 06-08

WOODROW WILSON MIDDLE SCHOOL  
50 WOODROW WILSON DRIVE  
EDISON, NJ 08820

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
223	216

**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
97.8%	97.2%

- Data Suppressed to protect the confidentiality of students

**COLLEGE AND CAREER READINESS**

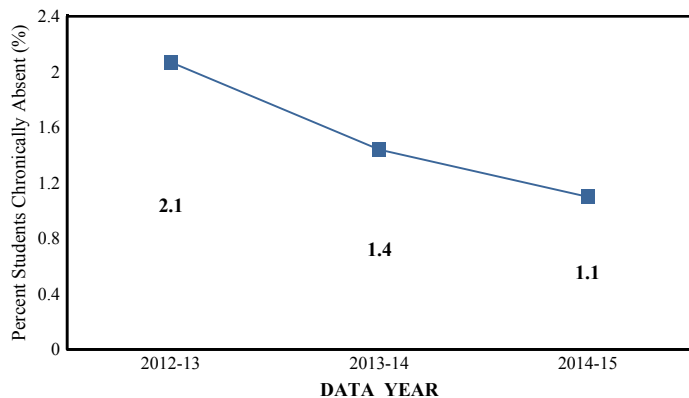
MIDDLESEX  
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WOODROW WILSON MIDDLE SCHOOL  
50 WOODROW WILSON DRIVE  
EDISON, NJ 08820

GRADE SPAN 06-08

**Chronic Absenteeism Trend**

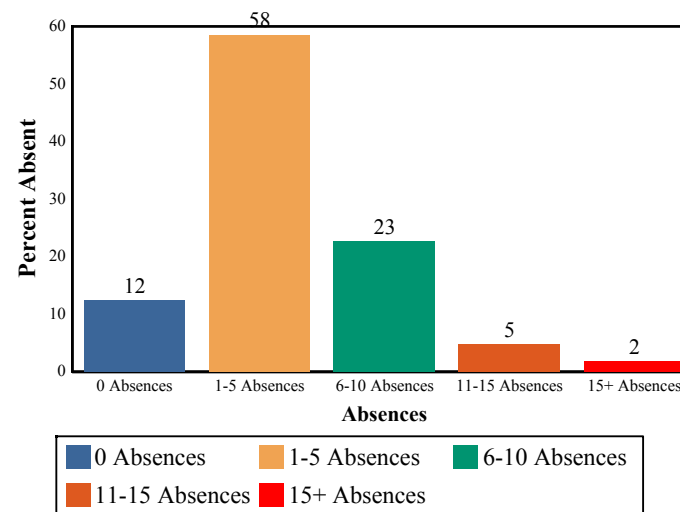
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



<b>Chronic Absenteeism for 2014-15</b>	<b>1.10%</b>
--	--------------

**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	48.2%	66.0%
Visual Arts	35.8%	71.1%
<b>Total: All Visual and Performing Arts</b>	82.2%	89.8%

N/R - Data Not Reported

**STUDENT GROWTH**

MIDDLESEX  
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GRADE SPAN 06-08

WOODROW WILSON MIDDLE SCHOOL  
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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	70	91	95	35	YES
Student Growth on Math	68	94	96	35	YES
		93	96		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	1%	1%	0%
Partially Met	2%	1%	0%
Approached	2%	2%	3%
Met	7%	13%	17%
Exceeded	3%	12%	36%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	1%	0%
Partially Met	3%	2%	1%
Approached	7%	6%	4%
Met	10%	14%	23%
Exceeded	0%	3%	24%

**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  
EDISON TWP

GRADE SPAN 06-08

WOODROW WILSON MIDDLE SCHOOL  
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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 - 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	832	850
75th	800	770
50th	781	749
25th	763	726
0th	670	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	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	824	850
75th	793	763
50th	776	742
25th	751	721
0th	651	650

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

**WITHIN SCHOOL ACHIEVEMENT GAP**

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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	850	850
75th	812	776
50th	790	751
25th	768	724
0th	654	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	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	850	850
75th	813	777
50th	794	751
25th	768	723
0th	663	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	45	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	816	850
75th	785	759
50th	769	740
25th	752	720
0th	676	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	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	796	850
75th	754	748
50th	734	726
25th	711	704
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	44

**SCHOOL CLIMATE**

MIDDLESEX  
EDISON TWP

WOODROW WILSON MIDDLE SCHOOL  
50 WOODROW WILSON DRIVE  
EDISON, NJ 08820

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. 30 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	3.6%

**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. 22 Mins.
Shared Time	3 Hrs. 4 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	495

**SCHOOL PEER GROUP**

MIDDLESEX  
EDISON TWP

GRADE SPAN 06-08

WOODROW WILSON MIDDLE SCHOOL  
50 WOODROW WILSON DRIVE  
EDISON, NJ 08820

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	DUMONT BORO	HONISS ELEMENTARY\MIDDLE SCHOOL	03-1130-060	KG-08	17%	2%	9.9%
BERGEN	FORT LEE BORO	LEWIS F. COLE MIDDLE SCHOOL	03-1550-100	07-08	21.4%	4.3%	12%
BERGEN	LEONIA BORO	LEONIA MIDDLE SCHOOL	03-2620-055	06-08	13.7%	7.1%	11.6%
BERGEN	LITTLE FERRY BORO	MEMORIAL ELEMENTARY SCHOOL	03-2710-030	PK-08	17.9%	5.6%	7.5%
BERGEN	MAYWOOD BORO	MAYWOOD AVENUE SCHOOL	03-3060-060	PK-08	23.5%	1.9%	17%
BERGEN	NORTH ARLINGTON BORO	NORTH ARLINGTON MIDDLE SCHOOL	03-3600-090	06-08	23.1%	2.9%	11.4%
BERGEN	ROCHELLE PARK TWP	MIDLAND SCHOOL #1	03-4470-050	PK-08	22.2%	7.1%	15.1%
BERGEN	SOUTH HACKENSACK TWP	MEMORIAL	03-4870-050	PK-08	28.3%	10.4%	11.3%
BURLINGTON	BORDENTOWN REGIONAL	BORDENTOWN REGIONAL MIDDLE SCHOOL	05-0475-055	06-08	21.3%	2.9%	18%
CAMDEN	BARRINGTON BORO	WOODLAND MIDDLE SCHOOL	07-0190-030	05-08	27.1%	0.8%	10.9%
CAMDEN	MERCHANTVILLE BORO	MERCHANTVILLE ELEMENTARY SCHOOL	07-3110-060	PK-08	27.5%	1.4%	15.5%
CHARTERS	CLASSICAL ACADEMY CS OF CLIFTON	CLASSICAL ACADEMY CHARTER SCHOOL OF CLIFTON	80-6230-915	06-08	25%	0%	0%
CHARTERS	PHILLIP'S ACADEMY CHARTER SCHOOL	PHILLIP'S ACADEMY CHARTER SCHOOL	80-6094-968	KG-08	25.5%	0%	5.9%
ESSEX	SOUTH ORANGE-MAPLEWOOD	MAPLEWOOD MIDDLE SCHOOL	13-4900-040	06-08	25.1%	2.4%	14.5%
HUDSON	SECAUCUS TOWN	SECAUCUS MIDDLE SCHOOL	17-4730-080	07-08	29.3%	2.1%	12.8%
MERCER	LAWRENCE TWP	LAWRENCE MIDDLE SCHOOL	21-2580-050	07-08	24.6%	1.8%	14.1%
MERCER	PRINCETON REGIONAL	JOHN WITHERSPOON MIDDLE SCHOOL	21-4255-085	06-08	14.8%	5.5%	14.1%
MIDDLESEX	EAST BRUNSWICK TWP	CHURCHILL JR HIGH SCHOOL	23-1170-055	08-09	16.2%	1.6%	10.7%
MIDDLESEX	EDISON TWP	WOODROW WILSON MIDDLE SCHOOL	23-1290-063	06-08	13.4%	2%	7.2%
MIDDLESEX	MIDDLESEX BORO	VON E MAUGER MIDDLE SCHOOL	23-3140-085	04-08	29.5%	2.1%	14.8%
MIDDLESEX	PISCATAWAY TWP	CONACKAMACK MIDDLE SCHOOL	23-4130-053	06-08	25%	2.7%	13.8%

**SCHOOL PEER GROUP**

MIDDLESEX  
EDISON TWP

GRADE SPAN 06-08

WOODROW WILSON MIDDLE SCHOOL  
50 WOODROW WILSON DRIVE  
EDISON, NJ 08820

MONMOUTH	HOWELL TWP	HOWELL TOWNSHIP MIDDLE SCHOOL NORTH	25-2290-025	06-08	22.1%	2.5%	18.3%
MONMOUTH	MANASQUAN BORO	MANASQUAN ELEMENTARY SCHOOL	25-2930-060	PK-08	19.2%	3.2%	16.6%
MONMOUTH	OCEAN TWP	TOWNSHIP OF OCEAN INTERMEDIATE SCHOOL	25-3810-040	05-08	28.1%	2%	17.6%
MORRIS	ROCKAWAY BORO	THOMAS JEFFERSON MIDDLE SCHOOL	27-4480-050	04-08	22.4%	5.9%	14.4%
OCEAN	LAVALLETTE BORO	LAVALLETTE ELEMENTARY SCHOOL	29-2550-050	KG-08	19.6%	0%	5.1%
PASSAIC	WAYNE TWP	GEORGE WASHINGTON MIDDLE SCHOOL	31-5570-083	06-08	13.4%	2.9%	14.4%
SUSSEX	STANHOPE BORO	VALLEY ROAD SCHOOL	37-5030-050	PK-08	17.6%	2.5%	16.4%
UNION	SUMMIT CITY	LAWTON C. JOHNSON SUMMIT MIDDLE SCHOOL	39-5090-060	06-08	14%	1.8%	10.9%
UNION	UNION TWP	KAWAMEEH MIDDLE SCHOOL	39-5290-070	06-08	28.3%	1.4%	13%
WARREN	HACKETTSTOWN	HACKETTSTOWN MIDDLE SCHOOL	41-1870-060	05-08	27%	2.6%	18.2%



State of New Jersey  
2014-15

23-1290-065

OVERVIEW

MIDDLESEX  
EDISON TWP

BENJAMIN FRANKLIN ELEMENTARY SCHOOL  
2485 WOODBRIDGE AVENUE  
EDISON, NJ 08817

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**

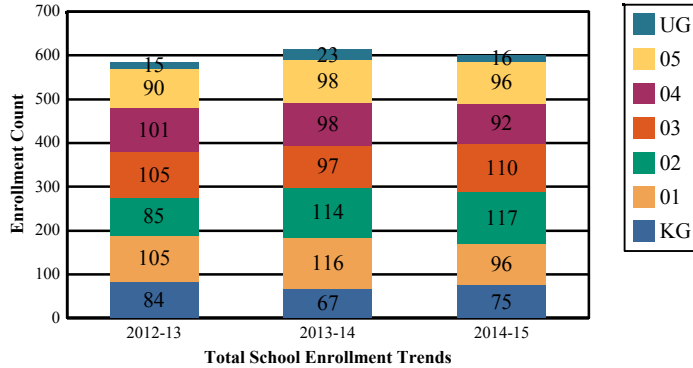
MIDDLESEX  
EDISON TWP

23-1290-065  
BENJAMIN FRANKLIN ELEMENTARY SCHOOL  
2485 WOODBRIDGE AVENUE  
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GRADE SPAN KG-05

**Enrollment by Grade**

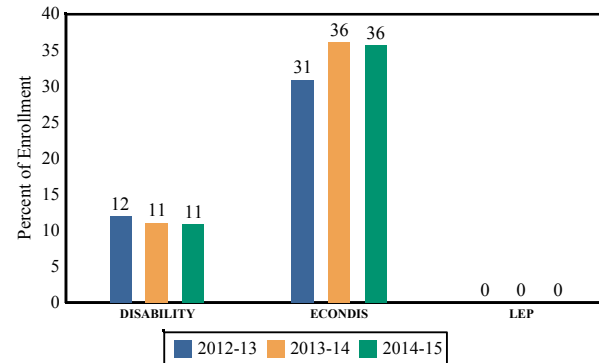
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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.

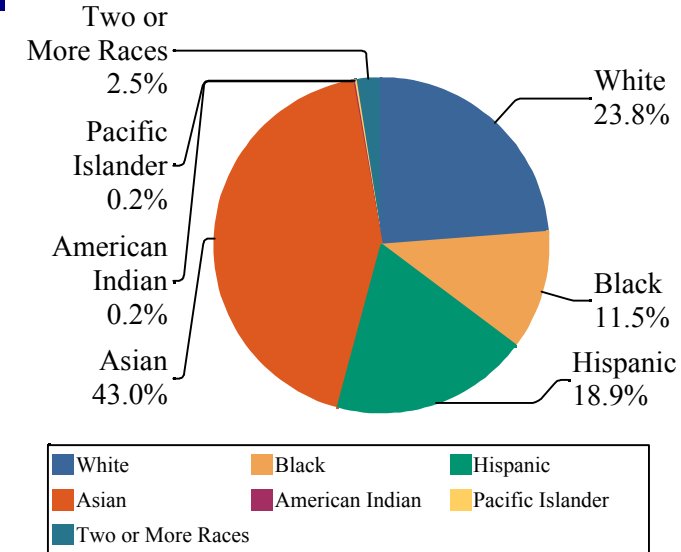
**Enrollment Trends by Program Participation**

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**

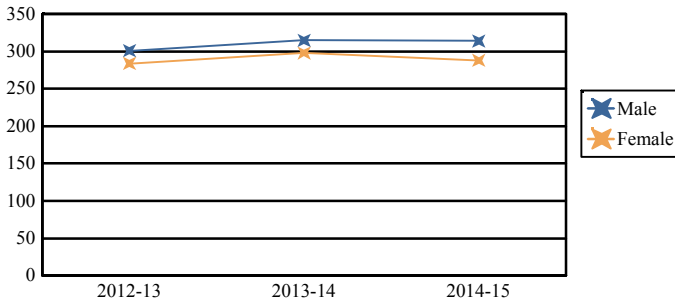
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	585
2013-14	613
2014-15	602

**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	301	284
2013-14	315	298
2014-15	314	288

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	66	11%
Economically Disadvantaged Students	215	35.7%
English Language Learners	0	0.0%

**Language Diversity**

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

2014-15	Percent
English	53.5%
Spanish	9.6%
Gujarati	7.3%
Telugu	6.8%
Tamil	3.5%
Urdu	2.8%
Other	16.7%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

BENJAMIN FRANKLIN ELEMENTARY SCHOOL  
2485 WOODBRIDGE AVENUE  
EDISON, NJ 08817

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%	97	57
Math Met or Exceeded Expectation	52%		

**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	263	57%	95%	92.5%	YES*
White	65	41.5%	95%	85.9%	YES*
African American	-	-	--	--	--
Hispanic	43	46.5%	95%	87.7%	YES*
American Indian	-	-	--	--	--
Asian	122	74.6%	95%	98.4%	YES
Two or More Races	-	-	--	--	--
Students with Disability	43	18.6%	95%	92%	YES*
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	83	40.9%	95%	94%	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  
EDISON TWP

GRADE SPAN KG-05

BENJAMIN FRANKLIN ELEMENTARY SCHOOL  
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**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	263	51.7%	95%	92.5%	YES*
White	65	33.8%	95%	85.9%	YES*
African American	-	-	--	--	--
Hispanic	43	34.9%	95%	87.7%	YES*
American Indian	-	-	--	--	--
Asian	122	72.2%	95%	98.4%	YES
Two or More Races	-	-	--	--	--
Students with Disability	43	16.3%	95%	92%	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	83	31.3%	95%	94%	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  
EDISON TWP

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2485 WOODBRIDGE AVENUE  
EDISON, NJ 08817

GRADE SPAN KG-05

**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	101	762	744	4%	16%	20%	49%	12%	60%	44%
White	23	750	753	0%	30%	26%	39%	4%	43%	55%
African American	11	716	725	27%	36%	18%	18%	0%	18%	26%
Hispanic	14	753	727	7%	7%	36%	43%	7%	50%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	51	779	769	0%	8%	14%	59%	20%	78%	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	30	738	724	10%	23%	30%	30%	7%	37%	24%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

BENJAMIN FRANKLIN ELEMENTARY SCHOOL  
2485 WOODBRIDGE AVENUE  
EDISON, NJ 08817

GRADE SPAN KG-05

**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	81	757	751	7%	15%	23%	32%	22%	54%	52%
White	19	748	758	5%	21%	37%	21%	16%	37%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	17	746	737	6%	24%	35%	24%	12%	35%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	33	774	773	6%	3%	12%	45%	33%	79%	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	31	741	734	10%	23%	26%	35%	6%	42%	31%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

BENJAMIN FRANKLIN ELEMENTARY SCHOOL  
2485 WOODBRIDGE AVENUE  
EDISON, NJ 08817

GRADE SPAN KG-05

**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	81	756	751	6%	12%	26%	46%	10%	56%	53%
White	23	748	757	4%	17%	35%	39%	4%	43%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	12	749	737	8%	8%	25%	58%	0%	58%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	38	767	771	5%	8%	21%	47%	18%	66%	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	20	734	723	15%	20%	35%	30%	0%	30%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	22	737	734	18%	18%	18%	45%	0%	45%	31%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

BENJAMIN FRANKLIN ELEMENTARY SCHOOL  
2485 WOODBRIDGE AVENUE  
EDISON, NJ 08817

GRADE SPAN KG-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	101	757	746	3%	19%	23%	33%	23%	55%	46%
White	23	745	752	0%	30%	30%	35%	4%	39%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	14	738	733	7%	29%	21%	43%	0%	43%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	51	776	772	0%	8%	18%	31%	43%	75%	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	30	731	730	10%	30%	30%	27%	3%	30%	26%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

BENJAMIN FRANKLIN ELEMENTARY SCHOOL  
2485 WOODBRIDGE AVENUE  
EDISON, NJ 08817

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	81	757	744	6%	11%	32%	36%	15%	51%	42%
White	19	744	749	11%	11%	42%	32%	5%	37%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	17	743	732	0%	18%	65%	12%	6%	18%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	33	777	769	3%	6%	12%	55%	24%	79%	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	31	741	730	10%	19%	35%	32%	3%	35%	23%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

BENJAMIN FRANKLIN ELEMENTARY SCHOOL  
2485 WOODBRIDGE AVENUE  
EDISON, NJ 08817

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	81	754	744	1%	20%	31%	30%	19%	48%	42%
White	23	739	749	0%	39%	35%	22%	4%	26%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	12	744	733	8%	8%	33%	50%	0%	50%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	38	769	768	0%	11%	26%	26%	37%	63%	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	20	734	724	5%	40%	30%	25%	0%	25%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	22	735	731	5%	18%	50%	27%	0%	27%	23%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

GRADE SPAN KG-05

BENJAMIN FRANKLIN ELEMENTARY SCHOOL  
2485 WOODBRIDGE AVENUE  
EDISON, NJ 08817

**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  
EDISON TWP

GRADE SPAN KG-05

BENJAMIN FRANKLIN ELEMENTARY SCHOOL  
2485 WOODBRIDGE AVENUE  
EDISON, NJ 08817

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

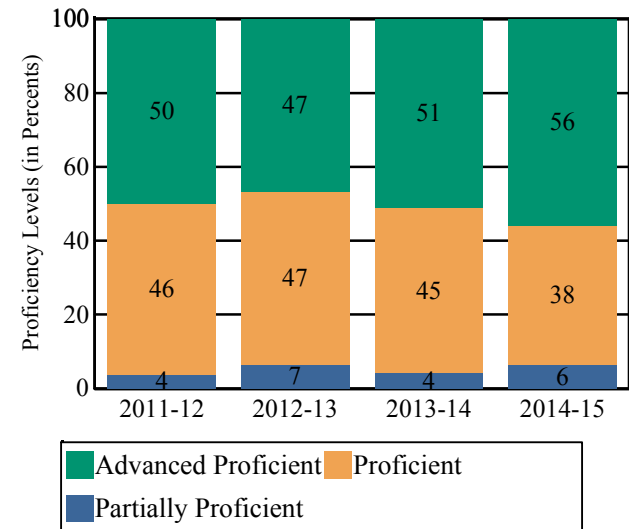
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	56%	38%	6%
White	48%	44%	8%
African American	55%	18%	27%
Hispanic	42%	58%	0%
American Indian	-	-	-
Asian	68%	30%	3%
Two or More Races	-	-	-
Students with Disability	8%	54%	38%
English Language Learners	-	-	-
Economically Disadvantaged Students	39%	52%	9%

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  
EDISON TWP

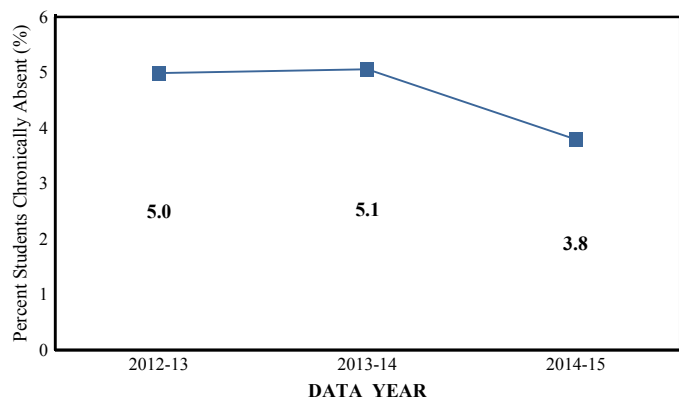
BENJAMIN FRANKLIN ELEMENTARY SCHOOL  
2485 WOODBRIDGE AVENUE  
EDISON, NJ 08817

GRADE SPAN KG-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.

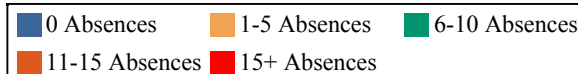
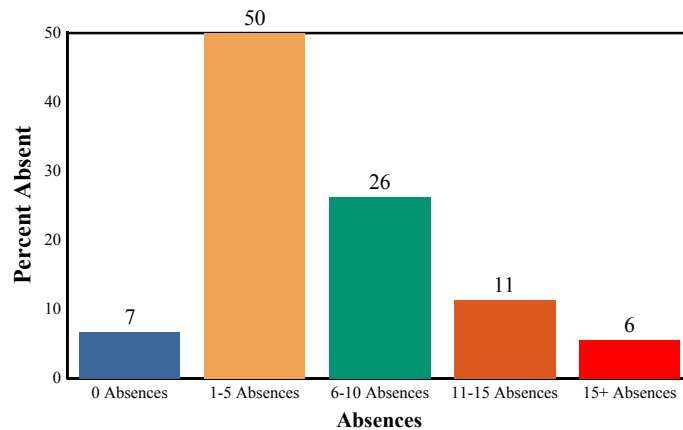


**Chronic Absenteeism for 2014-15**

**3.80%**

**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  
EDISON TWP

BENJAMIN FRANKLIN ELEMENTARY SCHOOL  
2485 WOODBRIDGE AVENUE  
EDISON, NJ 08817

GRADE SPAN KG-05

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in 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	47	36	36	35	YES
Student Growth on Math	61	79	75	35	YES
		58	56		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	7%	1%	0%
Partially Met	8%	3%	1%
Approached	15%	7%	2%
Met	10%	16%	15%
Exceeded	1%	3%	12%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	4%	1%	0%
Partially Met	9%	4%	1%
Approached	8%	10%	13%
Met	8%	10%	16%
Exceeded	0%	2%	14%

**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  
EDISON TWP

BENJAMIN FRANKLIN ELEMENTARY SCHOOL  
2485 WOODBRIDGE AVENUE  
EDISON, NJ 08817

GRADE SPAN KG-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	840	850
75th	785	770
50th	758	743
25th	737	715
0th	657	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	48	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	820	850
75th	786	767
50th	757	745
25th	729	722
0th	650	650

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

**WITHIN SCHOOL ACHIEVEMENT GAP**

MIDDLESEX  
EDISON TWP

BENJAMIN FRANKLIN ELEMENTARY SCHOOL  
2485 WOODBRIDGE AVENUE  
EDISON, NJ 08817

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	836	850
75th	786	773
50th	756	750
25th	731	728
0th	673	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	55	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	850	850
75th	777	773
50th	753	751
25th	732	728
0th	679	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	45	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	850	850
75th	786	764
50th	753	742
25th	734	721
0th	660	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	52	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	833	850
75th	771	763
50th	745	743
25th	729	723
0th	695	650

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

**SCHOOL CLIMATE**

MIDDLESEX

EDISON 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	0.3%

**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. 45 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	602

**SCHOOL PEER GROUP**

MIDDLESEX  
EDISON TWP

GRADE SPAN KG-05

BENJAMIN FRANKLIN ELEMENTARY SCHOOL  
2485 WOODBRIDGE AVENUE  
EDISON, NJ 08817

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	BOGOTA BORO	LILLIAN M. STEEN	03-0440-050	KG-06	50.3%	6.8%	14.2%
BERGEN	ELMWOOD PARK	GILBERT AVENUE SCHOOL	03-1345-080	PK-05	43%	5.6%	7.6%
BERGEN	ELMWOOD PARK	SIXTEENTH AVENUE SCHOOL	03-1345-090	PK-05	45.3%	4.3%	14.6%
BERGEN	ENGLEWOOD CITY	DR. JOHN GRIECO ELEMENTARY SCHOOL	03-1370-086	01-03	69%	20.9%	12.3%
BERGEN	HACKENSACK CITY	NELLIE K. PARKER	03-1860-090	PK-04	56.4%	11.3%	12.2%
BURLINGTON	PALMYRA BORO	CHARLES STREET SCHOOL	05-3920-060	PK-06	43.2%	1.6%	16.9%
BURLINGTON	PEMBERTON TWP	ALEXANDER DENBO/ALETTA CRICHTON SCHOOL	05-4050-130	PK-05	49.6%	4.1%	16.3%
BURLINGTON	PEMBERTON TWP	SAMUEL T. BUSANSKY SCHOOL	05-4050-135	03-05	50%	1.3%	21.3%
CAMDEN	BELLMAWR BORO	ETHEL M BURKE ELEMENTARY SCHOOL	07-0260-030	PK-04	42.9%	6.4%	6.8%
CAMDEN	RUNNEMEDE BORO	GRADE DOWNING ELEMENTARY SCHOOL	07-4590-030	KG-03	38%	2.5%	10.1%
CAPE MAY	LOWER TWP	SANDMAN CONSOLIDATED SCHOOL	09-2840-050	05-06	54.7%	0.2%	26.5%
CHARTERS	THE ETHICAL COMMUNITY CHARTER SCHOO	THE ETHICAL COMMUNITY CHARTER SCHOO	80-6030-912	KG-06	37.5%	0%	11.7%
ESSEX	BLOOMFIELD TWP	FAIRVIEW ELEMENTARY	13-0410-110	PK-06	45.5%	4.9%	11.2%
GLOUCESTER	DEPTFORD TWP	LAKE TRACT ELEMENTARY SCHOOL	15-1100-105	02-06	40.4%	0%	13.3%
GLOUCESTER	ELK TWP	AURA ELEMENTARY SCHOOL	15-1330-010	PK-06	38.2%	0.8%	12.8%
MERCER	HAMILTON TWP	MCGALLIARD ELEMENTARY SCHOOL	21-1950-200	PK-05	38.2%	1.5%	11.1%
MIDDLESEX	DUNELLEN BORO	JOHN P. FABER ELEMENTARY SCHOOL	23-1140-050	KG-05	47.5%	7.3%	9%
MIDDLESEX	EDISON TWP	BENJAMIN FRANKLIN ELEMENTARY SCHOOL	23-1290-065	KG-05	35.7%	0%	9%
MIDDLESEX	JAMESBURG BORO	JOHN F. KENNEDY ELEMENTARY SCHOOL	23-2370-080	PK-05	48.6%	9.6%	9.5%
MIDDLESEX	MIDDLESEX BORO	PARKER ELEMENTARY SCHOOL	23-3140-070	KG-03	50.4%	8.6%	9.6%
MIDDLESEX	SOUTH RIVER BORO	SOUTH RIVER ELEMENTARY SCHOOL	23-4920-065	PK-05	51.4%	4.9%	16.7%

**SCHOOL PEER GROUP**

MIDDLESEX  
EDISON TWP

BENJAMIN FRANKLIN ELEMENTARY SCHOOL  
2485 WOODBRIDGE AVENUE  
EDISON, NJ 08817

GRADE SPAN KG-05

MONMOUTH	MIDDLETOWN TWP	OCEAN AVENUE ELEMENTARY SCHOOL	25-3160-080	KG-05	39.1%	1.4%	10%
MONMOUTH	NEPTUNE TWP	SHARK RIVER HILLS ELEMENTARY SCHOOL	25-3510-090	PK-05	35.7%	0%	8.4%
OCEAN	LITTLE EGG HARBOR TWP	FROG POND ELEMENTARY SCHOOL	29-2690-030	KG-06	53.8%	1.4%	24.5%
OCEAN	LITTLE EGG HARBOR TWP	GEORGE J. MITCHELL ELEMENTARY SCHOOL	29-2690-050	PK-06	40.5%	0.3%	12%
OCEAN	TOMS RIVER REGIONAL	WALNUT STREET ELEMENTARY SCHOOL	29-5190-107	KG-05	50.1%	6.2%	14.5%
SOMERSET	FRANKLIN TWP	ELIZABETH AVENUE SCHOOL	35-1610-070	PK-04	51.1%	13.2%	5.4%
UNION	PLAINFIELD CITY	FREDERIC W. COOK ELEMENTARY SCHOOL	39-4160-120	KG-05	61.6%	13.6%	14.6%
UNION	RAHWAY CITY	MADISON ELEMENTARY	39-4290-110	PK-06	49.4%	9.6%	9.2%
UNION	UNION TWP	HANNAH CALDWELL ELEM SCH	39-5290-083	PK-04	37.5%	4.1%	6.8%
UNION	UNION TWP	JEFFERSON ELEMENTARY	39-5290-085	05	42.7%	1.3%	13.6%

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**

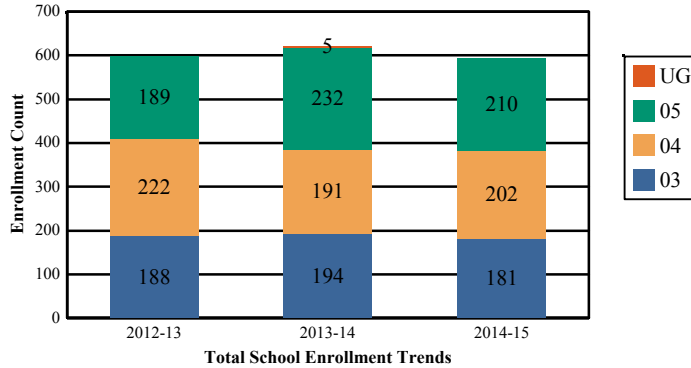
MIDDLESEX  
EDISON TWP

GRADE SPAN 03-05

23-1290-090  
JAMES MADISON INTERMEDIATE SCHOOL  
838 NEW DOVER ROAD  
EDISON, NJ 08820

**Enrollment by Grade**

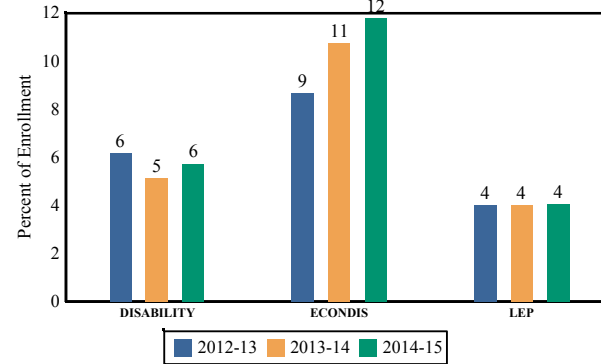
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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.

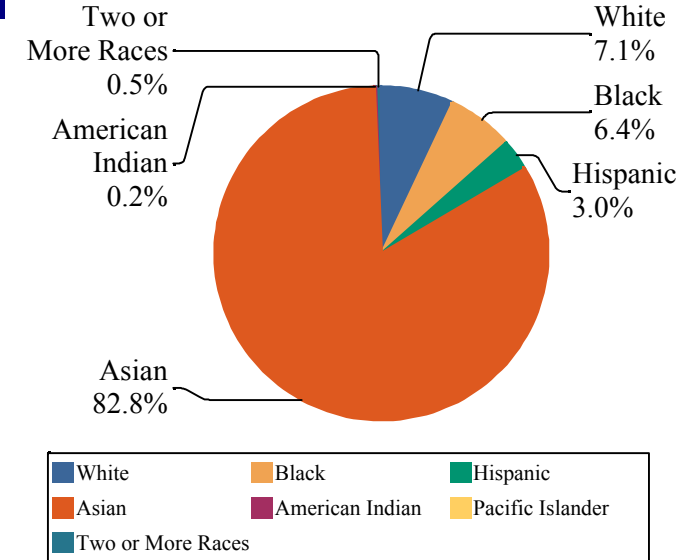


**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	34	6%
Economically Disadvantaged Students	70	11.8%
English Language Learners	24	4.1%

**Enrollment by Ethnic/Racial Subgroup**

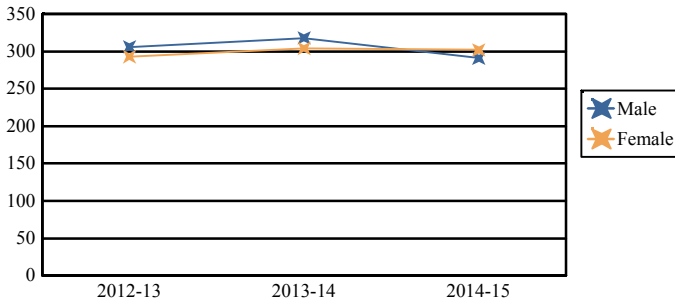
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	599
2013-14	622
2014-15	593

**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	306	293
2013-14	318	304
2014-15	291	302

**Language Diversity**

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

2014-15	Percent
English	32.1%
Hindi	13.6%
Gujarati	11.3%
Chinese	8.6%
Telugu	7.9%
Tamil	6.6%
Other	20.0%

**ACADEMIC ACHIEVEMENT**

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JAMES MADISON INTERMEDIATE SCHOOL  
838 NEW DOVER ROAD  
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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	81%	100	96
Math Met or Exceeded Expectation	81%		

**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	542	80.8%	95%	98.1%	YES
White	36	72.3%	95%	88.6%	YES*
African American	37	37.8%	95%	95.1%	YES
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	450	86%	95%	99.2%	YES
Two or More Races	-	-	--	--	--
Students with Disability	33	18.2%	95%	91.9%	-
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	57	38.6%	95%	95.3%	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**

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GRADE SPAN 03-05

JAMES MADISON INTERMEDIATE SCHOOL  
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**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	541	80.7%	95%	97.8%	YES
White	36	63.9%	95%	88.6%	YES*
African American	36	25%	95%	92.7%	YES*
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	450	88%	95%	99%	YES
Two or More Races	-	-	--	--	--
Students with Disability	33	24.2%	95%	91.9%	-
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	57	28.1%	95%	95.4%	YES

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

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

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**

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GRADE SPAN 03-05

JAMES MADISON INTERMEDIATE SCHOOL  
838 NEW DOVER ROAD  
EDISON, NJ 08820

**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	163	776	744	7%	2%	14%	56%	21%	77%	44%
White	-	-	753	-	-	-	-	-	-	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	138	782	769	4%	1%	13%	58%	23%	81%	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	14	740	724	29%	7%	14%	43%	7%	50%	24%

**ACADEMIC ACHIEVEMENT**

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GRADE SPAN 03-05

JAMES MADISON INTERMEDIATE SCHOOL  
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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	186	777	751	2%	8%	8%	40%	41%	82%	52%
White	12	767	758	0%	0%	17%	67%	17%	83%	63%
African American	15	734	733	13%	47%	7%	20%	13%	33%	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	151	783	773	1%	5%	7%	40%	47%	87%	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	13	729	725	15%	46%	15%	15%	8%	23%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	26	727	734	15%	42%	19%	19%	4%	23%	31%

**ACADEMIC ACHIEVEMENT**

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GRADE SPAN 03-05

JAMES MADISON INTERMEDIATE SCHOOL  
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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	193	780	751	2%	5%	10%	53%	30%	83%	53%
White	15	765	757	7%	7%	20%	47%	20%	67%	62%
African American	13	757	734	15%	15%	15%	31%	23%	54%	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	161	784	771	1%	3%	7%	57%	32%	89%	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	-	-	723	-	-	-	-	-	-	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	17	749	734	6%	6%	35%	47%	6%	53%	31%

**ACADEMIC ACHIEVEMENT**

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GRADE SPAN 03-05

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**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	162	779	746	4%	5%	11%	41%	39%	80%	46%
White	-	-	752	-	-	-	-	-	-	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	138	785	772	1%	3%	9%	43%	43%	86%	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	14	739	730	21%	21%	14%	21%	21%	43%	26%

**ACADEMIC ACHIEVEMENT**

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JAMES MADISON INTERMEDIATE SCHOOL  
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**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	186	775	744	2%	10%	8%	51%	30%	81%	42%
White	12	770	749	0%	8%	8%	67%	17%	83%	50%
African American	15	727	727	7%	53%	27%	13%	0%	13%	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	151	782	769	1%	7%	4%	53%	36%	89%	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	13	734	724	8%	62%	8%	23%	0%	23%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	26	729	730	12%	46%	27%	12%	4%	15%	23%

**ACADEMIC ACHIEVEMENT**

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GRADE SPAN 03-05

JAMES MADISON INTERMEDIATE SCHOOL  
838 NEW DOVER ROAD  
EDISON, NJ 08820

**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	193	777	744	0%	8%	10%	42%	39%	81%	42%
White	15	759	749	0%	13%	33%	40%	13%	53%	49%
African American	13	749	728	0%	46%	8%	15%	31%	46%	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	161	783	768	0%	4%	7%	45%	43%	89%	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	17	739	731	0%	47%	18%	35%	0%	35%	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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GRADE SPAN 03-05

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

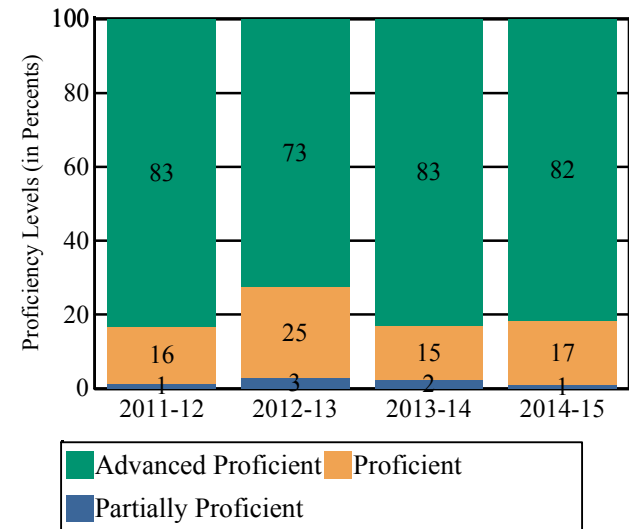
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	82%	17%	1%
White	80%	20%	0%
African American	36%	64%	0%
Hispanic	-	-	-
American Indian	-	-	-
Asian	88%	11%	1%
Two or More Races	-	-	-
Students with Disability	33%	53%	13%
English Language Learners	-	-	-
Economically Disadvantaged Students	33%	67%	0%

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**

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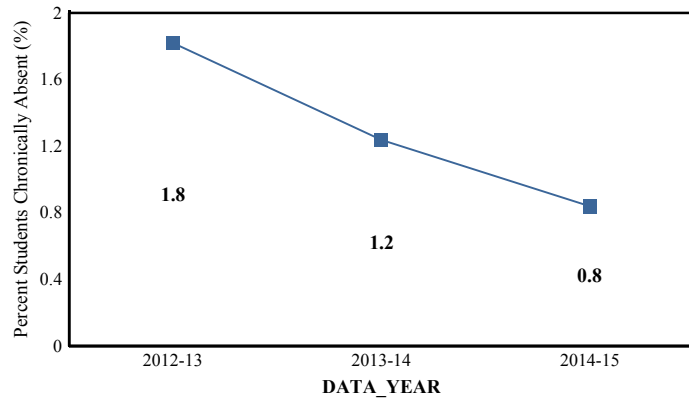
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838 NEW DOVER ROAD  
EDISON, NJ 08820

GRADE SPAN 03-05

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.

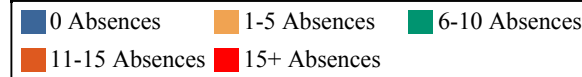
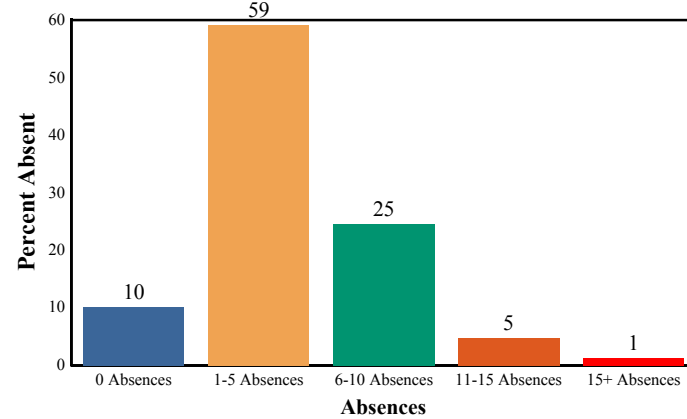


**Chronic Absenteeism for 2014-15**

**0.84%**

**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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JAMES MADISON INTERMEDIATE SCHOOL  
838 NEW DOVER ROAD  
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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	64	90	86	35	YES
Student Growth on Math	77	100	98	35	YES
		95	92		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	2%	0%	0%
Partially Met	3%	3%	1%
Approached	3%	4%	2%
Met	12%	18%	17%
Exceeded	1%	6%	29%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	1%	1%	0%
Partially Met	5%	3%	1%
Approached	3%	2%	3%
Met	4%	16%	26%
Exceeded	0%	2%	33%

**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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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	848	850
75th	807	770
50th	778	743
25th	753	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	54	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	850	850
75th	799	767
50th	784	745
25th	760	722
0th	670	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	45

**WITHIN SCHOOL ACHIEVEMENT GAP**

MIDDLESEX

EDISON TWP

GRADE SPAN 03-05

**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	843	850
75th	800	773
50th	781	750
25th	757	728
0th	672	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	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	843	850
75th	801	773
50th	780	751
25th	760	728
0th	677	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	842	850
75th	801	764
50th	777	742
25th	754	721
0th	686	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	47	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	847	850
75th	797	763
50th	781	743
25th	755	723
0th	703	650

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

**SCHOOL CLIMATE**

MIDDLESEX

EDISON TWP

GRADE SPAN 03-05

**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	1.5%

**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. 45 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	494

**SCHOOL PEER GROUP**

**MIDDLESEX  
EDISON TWP**

**GRADE SPAN 03-05**

**JAMES MADISON INTERMEDIATE SCHOOL  
838 NEW DOVER ROAD  
EDISON, NJ 08820**

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	FAIR LAWN BORO	LYNCREST ELEMENTARY SCHOOL	03-1450-100	KG-05	16.6%	3.1%	13.1%
BERGEN	HASBROUCK HEIGHTS BORO	EUCLID ELEMENTARY SCHOOL	03-2080-060	PK-05	15%	2.1%	12.1%
BERGEN	HASBROUCK HEIGHTS BORO	LINCOLN ELEMENTARY SCHOOL	03-2080-080	PK-05	16.8%	2.7%	15.3%
BERGEN	NEW MILFORD BORO	BERKLEY STREET ELEMENTARY SCHOOL	03-3550-060	KG-05	20.2%	7.3%	12.2%
CAMDEN	AUDUBON BORO	MANSION AVENUE SCHOOL	07-0150-050	03-06	25.7%	1.6%	26.5%
CAMDEN	HADDON TWP	STRAWBRIDGE ELEMENTARY SCHOOL	07-1890-090	KG-05	12.2%	0.5%	10.3%
ESSEX	SOUTH ORANGE-MAPLEWOOD	JEFFERSON ELEMENTARY SCHOOL	13-4900-090	03-05	13.9%	0%	13.3%
ESSEX	SOUTH ORANGE-MAPLEWOOD	TUSCAN ELEMENTARY	13-4900-150	KG-05	10.5%	0%	8.4%
GLOUCESTER	MANTUA TWP	J. MASON TOMLIN ELEMENTARY SCHOOL	15-2990-040	04-06	18.7%	0.2%	20.1%
GLOUCESTER	WASHINGTON TWP	BELLS ELEMENTARY SCHOOL	15-5500-025	01-05	21.7%	1.2%	22.5%
HUNTERDON	HIGH BRIDGE BORO	HIGH BRIDGE ELEMENTARY SCHOOL	19-2140-060	PK-04	14.9%	0.4%	14.2%
MIDDLESEX	EAST BRUNSWICK TWP	LAWRENCE BROOK ELEMENTARY SCHOOL	23-1170-100	KG-05	21.3%	8%	13.8%
MIDDLESEX	EAST BRUNSWICK TWP	MEMORIAL ELEMENTARY SCHOOL	23-1170-120	KG-05	14.5%	0.4%	13%
MIDDLESEX	EDISON TWP	JAMES MADISON INTERMEDIATE SCHOOL	23-1290-090	03-05	11.8%	4%	5.6%
MIDDLESEX	OLD BRIDGE TWP	WILLIAM A. MILLER ELEMENTARY SCHOOL	23-3845-170	KG-05	20.7%	8.5%	10.6%
MIDDLESEX	WOODBRIIDGE TWP	LYNN CREST ELEMENTARY SCHOOL	23-5850-210	PK-05	25.3%	0.8%	27.6%
MONMOUTH	FREEHOLD TWP	JOSEPH J CATENA SCHOOL	25-1660-020	KG-05	10.9%	0%	10.7%
MONMOUTH	HAZLET TWP	BEERS STREET SCHOOL	25-2105-060	05-06	17.3%	1.9%	16.5%
MONMOUTH	HOWELL TWP	RAMTOWN ELEMENTARY SCHOOL	25-2290-035	KG-05	20.6%	0%	21.6%
MONMOUTH	MANALAPAN-ENGLISHTOWN REG	TAYLOR MILLS SCHOOL	25-2920-090	KG-05	16.3%	0.7%	16.7%
MONMOUTH	MIDDLETOWN TWP	BAYVIEW ELEMENTARY SCHOOL	25-3160-060	KG-05	20.3%	0.5%	22%
MONMOUTH	WEST LONG BRANCH BORO	BETTY MCELMON ELEMENTARY	25-5640-080	PK-03	14.1%	2.1%	11.1%

**SCHOOL PEER GROUP**

MIDDLESEX  
EDISON TWP

JAMES MADISON INTERMEDIATE SCHOOL  
838 NEW DOVER ROAD  
EDISON, NJ 08820

GRADE SPAN 03-05

MORRIS	PARSIPPANY-TROY HILLS TWP	ROCKAWAY MEADOW ELEMENTARY SCHOOL	27-3950-107	KG-05	22%	6.8%	14.8%
MORRIS	ROXBURY TWP	FRANKLIN ELEMENTARY SCHOOL DISTRICT	27-4560-060	KG-04	18.8%	6.1%	11.5%
OCEAN	POINT PLEASANT BORO	NELLIE F. BENNETT ELEMENTARY SCHOOL	29-4210-055	PK-05	14.6%	2.2%	11.6%
OCEAN	POINT PLEASANT BORO	OCEAN ROAD ELEMENTARY SCHOOL	29-4210-060	PK-05	18.4%	5.3%	13.3%
PASSAIC	CLIFTON CITY	SCHOOL #16	31-0900-210	KG-05	27.4%	0.8%	31.1%
PASSAIC	LITTLE FALLS TWP	LITTLE FALLS TOWNSHIP PUBLIC SCHOOL # 3	31-2700-070	03-04	19.5%	1.7%	18.4%
SOMERSET	FRANKLIN TWP	FRANKLIN PARK SCHOOL	35-1610-080	PK-04	18.9%	5.1%	13.6%
UNION	LINDEN CITY	NUMBER 10	39-2660-170	PK-05	21.4%	11.8%	8.6%
WARREN	WASHINGTON TWP	BRASS CASTLE SCHOOL	41-5530-040	PK-06	17.7%	0%	18.2%

## DEMOGRAPHIC INFORMATION

MIDDLESEX  
EDISON TWP

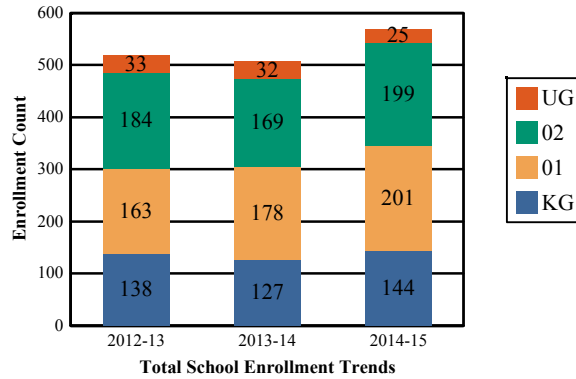
GRADE SPAN KG-02

23-1290-092

JAMES MADISON PRIMARY SCHOOL  
840 NEW DOVER ROAD  
EDISON, NJ 08820

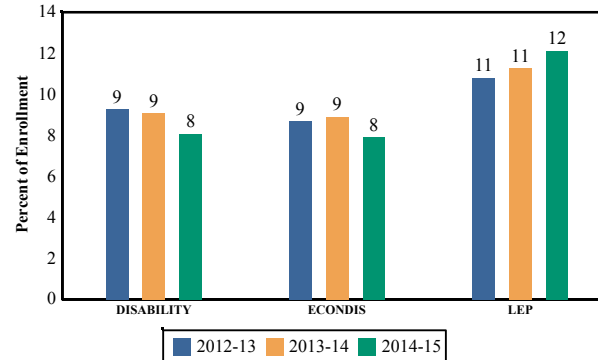
### Enrollment by Grade

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



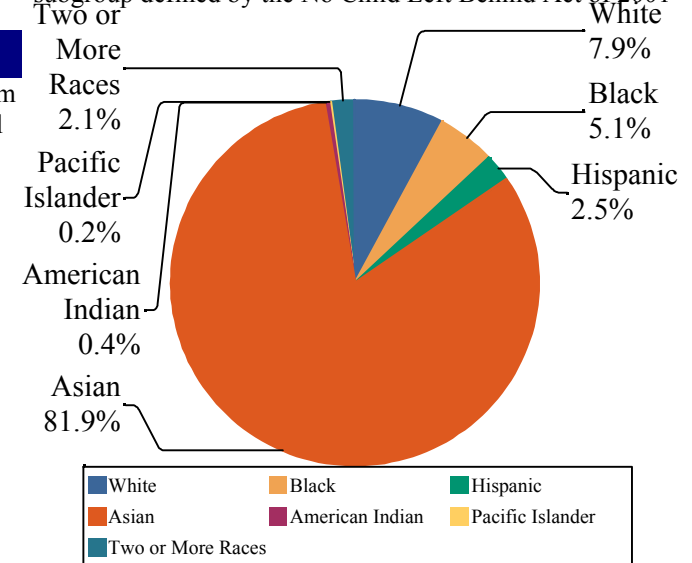
### Enrollment Trends by Program Participation

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.



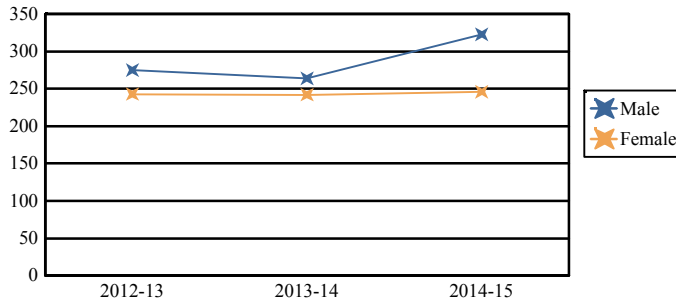
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade

### Total School Enrollment

2012-13	518
2013-14	506
2014-15	569

### Enrollment by Gender

This graph presents the count of students by gender 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	8%
Economically Disadvantaged Students	45	7.9%
English Language Learners	69	12.1%

### Language Diversity

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

2014-15	Percent
English	44.1%
Hindi	11.0%
Gujarati	9.5%
Telugu	7.4%
Tamil	6.0%
Chinese	4.5%
Other	17.4%

	Male	Female
2012-13	275	243
2013-14	264	242
2014-15	323	246

### 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. 45 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	16
Administrators	569

OVERVIEW

MIDDLESEX

EDISON 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**

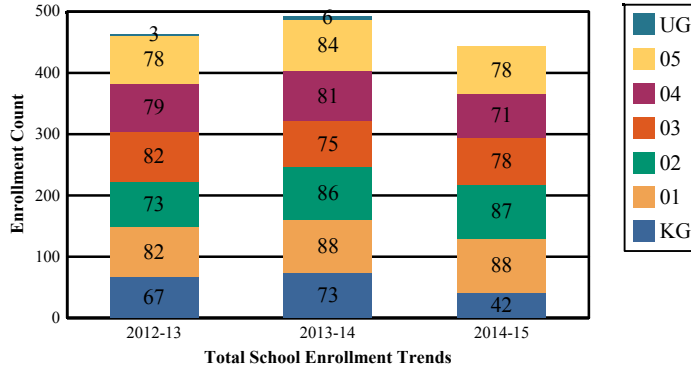
MIDDLESEX  
EDISON TWP

GRADE SPAN KG-05

23-1290-093  
JAMES MONROE ELEMENTARY SCHOOL  
45 WILUS WAY  
ISELIN, NJ 08830

**Enrollment by Grade**

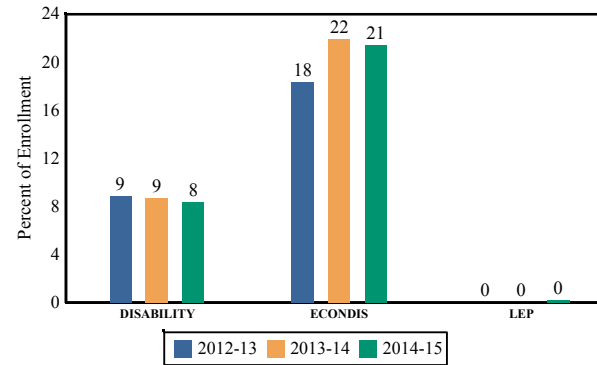
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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.

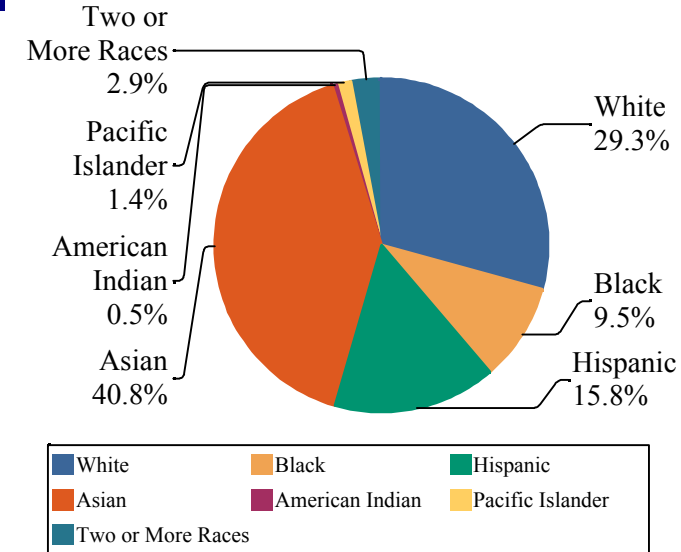
**Enrollment Trends by Program Participation**

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**

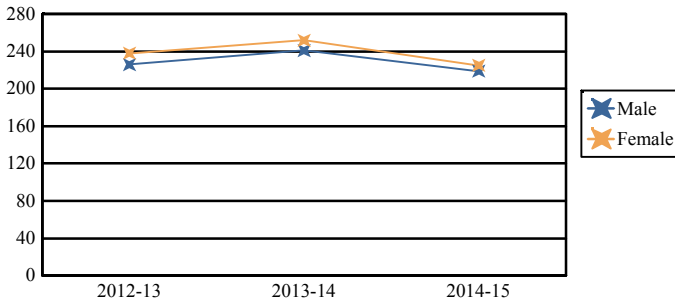
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	464
2013-14	493
2014-15	444

**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	226	238
2013-14	241	252
2014-15	219	225

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	37	8%
Economically Disadvantaged Students	95	21.4%
English Language Learners	1	0.2%

**Language Diversity**

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

2014-15	Percent
English	59.3%
Spanish	7.8%
Hindi	5.0%
Gujarati	3.4%
Telugu	3.2%
Tamil	3.0%
Other	18.3%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON 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	60%	81	63
Math Met or Exceeded Expectation	54%		

**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	204	59.8%	95%	95.2%	YES
White	67	55.2%	95%	91%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	83	77.1%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	40	32.5%	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  
EDISON TWP

JAMES MONROE ELEMENTARY SCHOOL  
45 WILUS WAY  
ISELIN, NJ 08830

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	204	53.9%	95%	95.2%	YES
White	67	46.3%	95%	91%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	83	74.7%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	40	32.5%	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  
EDISON TWP

JAMES MONROE ELEMENTARY SCHOOL  
45 WILUS WAY  
ISELIN, NJ 08830

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>

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

JAMES MONROE ELEMENTARY SCHOOL  
45 WILUS WAY  
ISELIN, NJ 08830

GRADE SPAN KG-05

**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	73	761	744	1%	18%	21%	51%	10%	60%	44%
White	21	756	753	0%	33%	10%	57%	0%	57%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	12	735	727	8%	25%	33%	25%	8%	33%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	31	778	769	0%	6%	16%	61%	16%	77%	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	16	744	724	6%	19%	31%	44%	0%	44%	24%

**ACADEMIC ACHIEVEMENT**

JAMES MONROE ELEMENTARY SCHOOL  
45 WILUS WAY  
ISELIN, NJ 08830

MIDDLESEX  
EDISON TWP

GRADE SPAN KG-05

**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	63	755	751	3%	14%	27%	41%	14%	56%	52%
White	21	747	758	0%	14%	43%	43%	0%	43%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	28	765	773	4%	7%	18%	46%	25%	71%	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

JAMES MONROE ELEMENTARY SCHOOL  
45 WILUS WAY  
ISELIN, NJ 08830

GRADE SPAN KG-05

**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	68	763	751	3%	12%	22%	51%	12%	63%	53%
White	25	760	757	8%	0%	28%	52%	12%	64%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	24	779	771	0%	0%	17%	67%	17%	83%	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	-	-	723	-	-	-	-	-	-	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	14	737	734	7%	29%	36%	21%	7%	29%	31%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

JAMES MONROE ELEMENTARY SCHOOL  
45 WILUS WAY  
ISELIN, NJ 08830

GRADE SPAN KG-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	73	760	746	3%	10%	23%	48%	16%	64%	46%
White	21	757	752	0%	14%	29%	43%	14%	57%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	12	734	733	17%	17%	33%	33%	0%	33%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	31	773	772	0%	6%	10%	58%	26%	84%	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	16	749	730	6%	6%	38%	44%	6%	50%	26%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

JAMES MONROE ELEMENTARY SCHOOL  
45 WILUS WAY  
ISELIN, NJ 08830

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	63	751	744	5%	11%	33%	44%	6%	51%	42%
White	21	741	749	10%	14%	29%	48%	0%	48%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	28	767	769	0%	0%	32%	57%	11%	68%	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	23%

**ACADEMIC ACHIEVEMENT**

JAMES MONROE ELEMENTARY SCHOOL  
45 WILUS WAY  
ISELIN, NJ 08830

MIDDLESEX  
EDISON 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	68	743	744	7%	24%	24%	37%	9%	46%	42%
White	25	736	749	12%	24%	28%	28%	8%	36%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	24	763	768	0%	13%	17%	54%	17%	71%	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	14	714	731	21%	43%	21%	7%	7%	14%	23%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

GRADE SPAN KG-05

JAMES MONROE ELEMENTARY SCHOOL  
45 WILUS WAY  
ISELIN, NJ 08830

**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  
EDISON TWP

JAMES MONROE ELEMENTARY SCHOOL  
45 WILUS WAY  
ISELIN, NJ 08830

GRADE SPAN KG-05

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

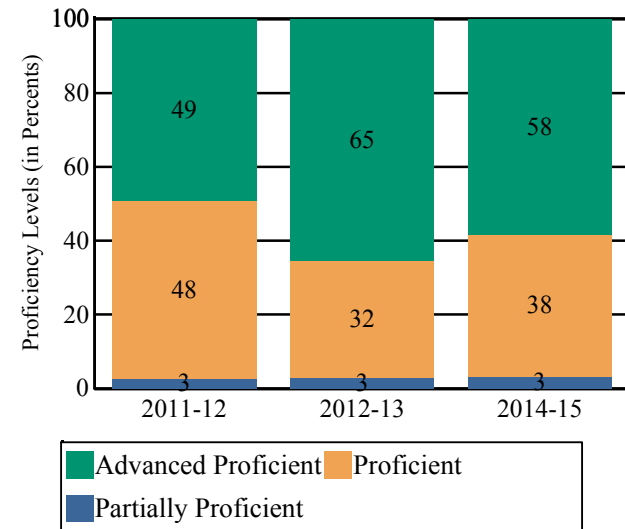
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	58%	38%	3%
White	48%	48%	5%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	71%	29%	0%
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

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  
EDISON TWP

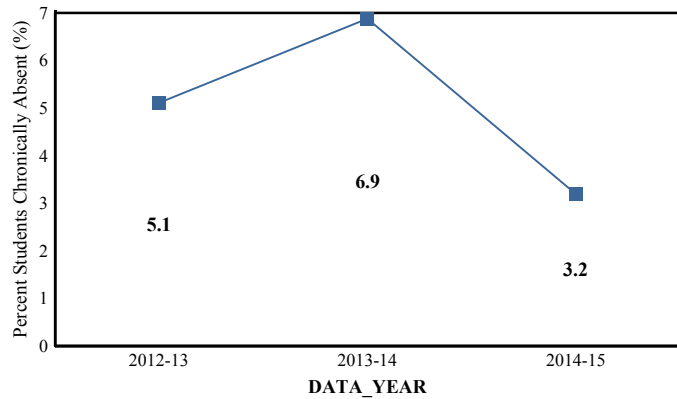
JAMES MONROE ELEMENTARY SCHOOL  
45 WILUS WAY  
ISELIN, NJ 08830

GRADE SPAN KG-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**

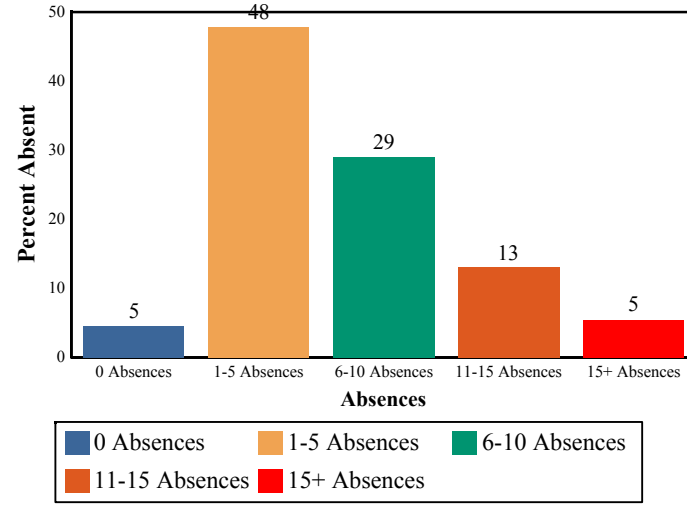
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



<b>Chronic Absenteeism for 2014-15</b>	<b>3.20%</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.



**STUDENT GROWTH**

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JAMES MONROE ELEMENTARY SCHOOL  
45 WILUS WAY  
ISELIN, NJ 08830

GRADE SPAN KG-05

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in 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	N/A	N/A	N/A	35	-
Student Growth on Math	N/A	N/A	N/A	35	-
		N/A	N/A		0%

**WITHIN SCHOOL ACHIEVEMENT GAP**

JAMES MONROE ELEMENTARY SCHOOL  
45 WILUS WAY  
ISELIN, NJ 08830

MIDDLESEX  
EDISON TWP

GRADE SPAN KG-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**

**Grade Level - 03**

**PARCC Language Arts 25th %ile vs 75th%ile**

**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.

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	831	850
75th	790	770
50th	757	743
25th	738	715
0th	650	650

Percentile	School Scale Score	State Scale Score
99th	835	850
75th	781	767
50th	764	745
25th	734	722
0th	681	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	52	55

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

**WITHIN SCHOOL ACHIEVEMENT GAP**

MIDDLESEX

EDISON 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	828	850
75th	772	773
50th	752	750
25th	731	728
0th	684	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	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	814	850
75th	785	773
50th	765	751
25th	741	728
0th	690	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	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	768	764
50th	749	742
25th	732	721
0th	683	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	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	812	850
75th	765	763
50th	744	743
25th	719	723
0th	666	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	46	40

**SCHOOL CLIMATE**

MIDDLESEX

EDISON 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	1.1%

**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. 45 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	444

**SCHOOL PEER GROUP**

**MIDDLESEX  
EDISON TWP**

**JAMES MONROE ELEMENTARY SCHOOL  
45 WILUS WAY  
ISELIN, NJ 08830**

**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%
CAMDEN	BARRINGTON BORO	AVON ELEMENTARY SCHOOL	07-0190-010	PK-04	27.5%	0%	12.4%
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%
HUDSON	SECAUCUS TOWN	CLARENDON NO 4	17-4730-065	PK-06	26.3%	1.4%	9.9%
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%
MERCER	HAMILTON TWP	SUNNYBRAE ELEMENTARY SCHOOL	21-1950-245	PK-05	27.5%	0.6%	16.5%
<b>MIDDLESEX</b>	<b>EDISON TWP</b>	<b>JAMES MONROE ELEMENTARY SCHOOL</b>	<b>23-1290-093</b>	<b>KG-05</b>	<b>21.4%</b>	<b>0.2%</b>	<b>6.3%</b>
MIDDLESEX	EDISON TWP	MENLO PARK ELEMENTARY SCHOOL	23-1290-105	KG-05	17.9%	0%	5.4%
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	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	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%
MONMOUTH	MATAWAN-ABERDEEN REGIONAL	LLOYD ROAD ELEMENTARY SCHOOL	25-3040-065	04-05	29.7%	0.4%	16.9%

**SCHOOL PEER GROUP**

**JAMES MONROE ELEMENTARY SCHOOL**  
**45 WILUS WAY**  
**ISELIN, NJ 08830**

**MIDDLESEX**  
**EDISON TWP**

**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%
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	MANCHESTER TWP	<b>WHITING ELEMENTARY SCHOOL</b>	29-2940-060	KG-05	25.9%	0%	15.8%
OCEAN	TOMS RIVER REGIONAL	<b>SILVER BAY ELEMENTARY SCHOOL</b>	29-5190-095	KG-05	27%	0%	14.3%
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%

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**

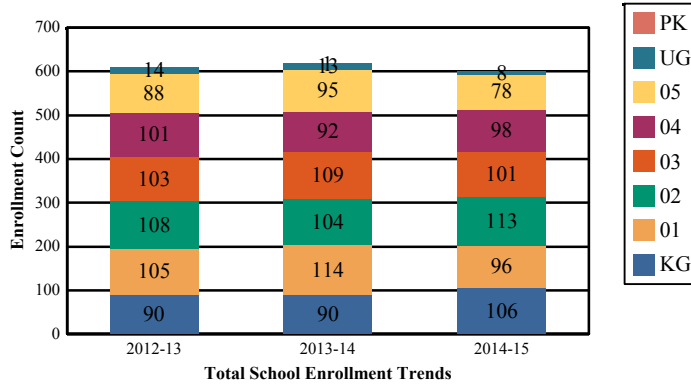
MIDDLESEX  
EDISON TWP

GRADE SPAN KG-05

23-1290-095  
JOHN MARSHALL ELEMENTARY SCHOOL  
15 CORNELL STREET  
EDISON, NJ 08817

**Enrollment by Grade**

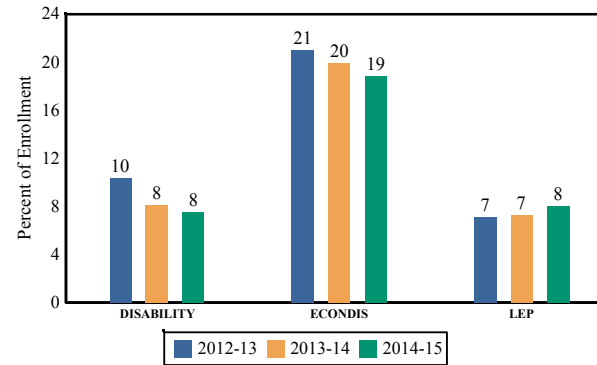
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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.

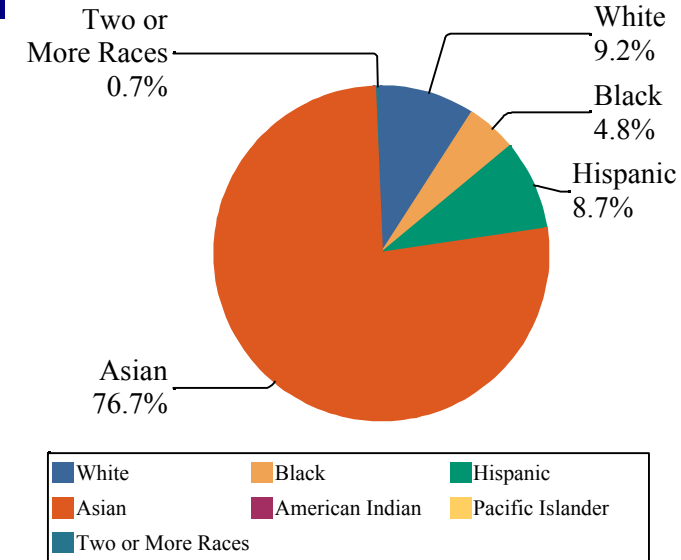
**Enrollment Trends by Program Participation**

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**

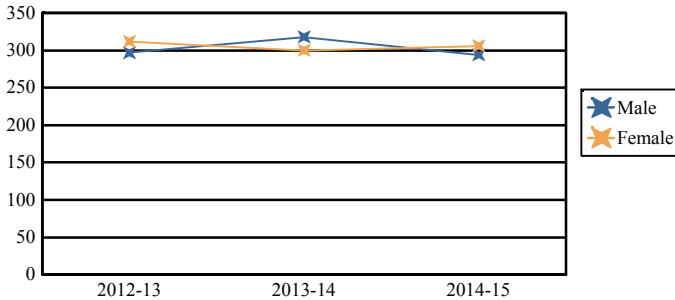
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	609
2013-14	618
2014-15	600

**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	297	312
2013-14	318	300
2014-15	294	306

Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	45	8%
Economically Disadvantaged Students	113	18.8%
English Language Learners	48	8.0%

**Language Diversity**

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

2014-15	Percent
English	32.9%
Telugu	14.5%
Hindi	13.4%
Tamil	8.3%
Spanish	5.1%
Marathi	4.4%
Other	21.5%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

GRADE SPAN KG-05

JOHN MARSHALL ELEMENTARY SCHOOL  
15 CORNELL STREET  
EDISON, NJ 08817

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	72%	88	84
Math Met or Exceeded Expectation	78%		

**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	237	72.1%	95%	95.1%	YES
White	-	-	--	--	--
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	175	82.8%	95%	96.6%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	45	44.5%	95%	94.6%	YES

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

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

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	237	78.1%	95%	94.5%	YES
White	-	-	--	--	--
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	175	89.7%	95%	95.3%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	45	46.7%	95%	94.7%	YES

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

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

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

GRADE SPAN KG-05

JOHN MARSHALL ELEMENTARY SCHOOL  
15 CORNELL STREET  
EDISON, NJ 08817

**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  
EDISON TWP

GRADE SPAN KG-05

JOHN MARSHALL ELEMENTARY SCHOOL  
15 CORNELL STREET  
EDISON, NJ 08817

**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	86	772	744	7%	9%	9%	58%	16%	74%	44%
White	-	-	753	-	-	-	-	-	-	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	69	779	769	3%	6%	9%	62%	20%	83%	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	15	757	724	20%	7%	13%	60%	0%	60%	24%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

JOHN MARSHALL ELEMENTARY SCHOOL  
15 CORNELL STREET  
EDISON, NJ 08817

GRADE SPAN KG-05

**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	83	768	751	5%	4%	23%	40%	29%	69%	52%
White	-	-	758	-	-	-	-	-	-	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	63	775	773	5%	2%	13%	46%	35%	81%	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	19	748	734	16%	5%	42%	21%	16%	37%	31%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

JOHN MARSHALL ELEMENTARY SCHOOL  
15 CORNELL STREET  
EDISON, NJ 08817

GRADE SPAN KG-05

**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	68	771	751	3%	6%	18%	53%	21%	74%	53%
White	12	752	757	8%	8%	25%	50%	8%	58%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	43	782	771	0%	5%	9%	58%	28%	86%	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	-	-	723	-	-	-	-	-	-	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	11	739	734	9%	27%	27%	36%	0%	36%	31%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

GRADE SPAN KG-05

JOHN MARSHALL ELEMENTARY SCHOOL  
15 CORNELL STREET  
EDISON, NJ 08817

**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	86	783	746	1%	5%	9%	40%	45%	85%	46%
White	-	-	752	-	-	-	-	-	-	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	69	792	772	0%	0%	7%	39%	54%	93%	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	15	759	730	0%	20%	20%	40%	20%	60%	26%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

JOHN MARSHALL ELEMENTARY SCHOOL  
15 CORNELL STREET  
EDISON, NJ 08817

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	83	769	744	2%	12%	10%	52%	24%	76%	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	63	779	769	2%	5%	6%	56%	32%	87%	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	19	741	730	5%	32%	26%	32%	5%	37%	23%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

JOHN MARSHALL ELEMENTARY SCHOOL  
15 CORNELL STREET  
EDISON, NJ 08817

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	68	770	744	1%	10%	16%	46%	26%	72%	42%
White	12	756	749	0%	8%	42%	42%	8%	50%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	43	784	768	0%	5%	7%	49%	40%	88%	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	11	746	731	0%	27%	27%	45%	0%	45%	23%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

GRADE SPAN KG-05

JOHN MARSHALL ELEMENTARY SCHOOL  
15 CORNELL STREET  
EDISON, NJ 08817

**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  
EDISON TWP

GRADE SPAN KG-05

JOHN MARSHALL ELEMENTARY SCHOOL  
15 CORNELL STREET  
EDISON, NJ 08817

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

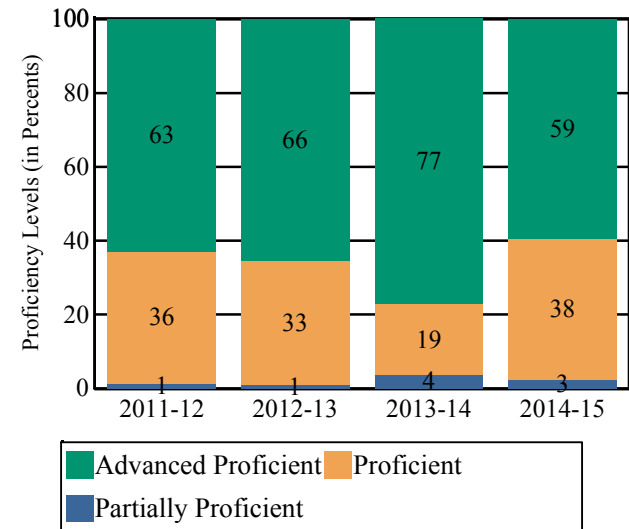
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	59%	38%	3%
White	-	-	-
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	73%	24%	3%
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	28%	61%	11%

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**

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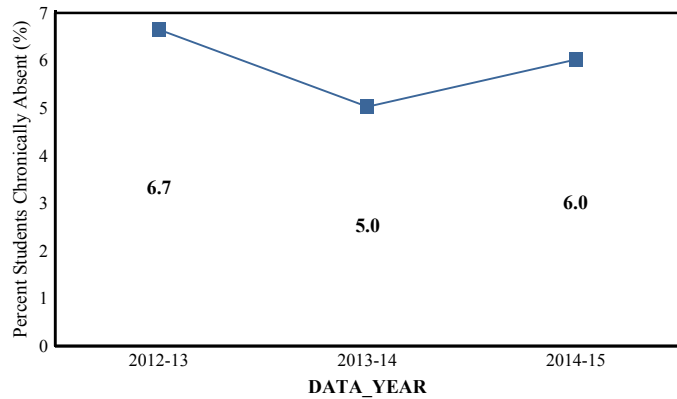
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15 CORNELL STREET  
EDISON, NJ 08817

GRADE SPAN KG-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**

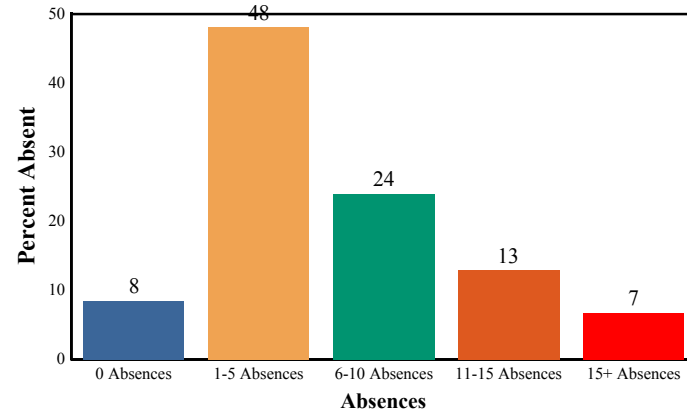
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



<b>Chronic Absenteeism for 2014-15</b>	<b>6.03%</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.



0 Absences	1-5 Absences	6-10 Absences
11-15 Absences	15+ Absences	

**STUDENT GROWTH**

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15 CORNELL STREET  
EDISON, NJ 08817

GRADE SPAN KG-05

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in 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	53	56	56	35	YES
Student Growth on Math	64	80	83	35	YES
		68	70		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	1%	1%	0%
Partially Met	4%	0%	1%
Approached	14%	3%	3%
Met	12%	16%	18%
Exceeded	1%	6%	20%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	1%	0%	0%
Partially Met	7%	3%	1%
Approached	5%	4%	4%
Met	9%	20%	21%
Exceeded	0%	3%	22%

**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**

JOHN MARSHALL ELEMENTARY SCHOOL  
15 CORNELL STREET  
EDISON, NJ 08817

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GRADE SPAN KG-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**

**Grade Level - 03**

**PARCC Language Arts 25th %ile vs 75th%ile**

**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.

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	849	850
75th	799	770
50th	773	743
25th	741	715
0th	677	650

Percentile	School Scale Score	State Scale Score
99th	850	850
75th	803	767
50th	784	745
25th	759	722
0th	659	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	58	55

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	45

**WITHIN SCHOOL ACHIEVEMENT GAP**

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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	829	850
75th	790	773
50th	773	750
25th	748	728
0th	677	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	42	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	838	850
75th	795	773
50th	774	751
25th	752	728
0th	684	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	818	850
75th	793	764
50th	772	742
25th	745	721
0th	687	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	48	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	828	850
75th	791	763
50th	773	743
25th	748	723
0th	693	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	40

**SCHOOL CLIMATE**

MIDDLESEX

EDISON 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	1.8%

**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. 45 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	600

**SCHOOL PEER GROUP**

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GRADE SPAN KG-05

JOHN MARSHALL ELEMENTARY SCHOOL  
15 CORNELL STREET  
EDISON, NJ 08817

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>
BURLINGTON	CINNAMINSON TWP	ELEANOR RUSH INTERMEDIATE SCHOOL	05-0840-060	03-05	18.2%	0%	16.8%
BURLINGTON	DELRAN TWP	DELRAN INTERMEDIATE SCHOOL	05-1060-015	03-05	24.3%	3.6%	19.2%
BURLINGTON	MOUNT LAUREL TWP	HARTFORD UPPER ELEMENTARY SCHOOL	05-3440-047	05-06	16.5%	0.6%	15.2%
BURLINGTON	MOUNT LAUREL TWP	PARKWAY ELEMENTARY SCHOOL	05-3440-065	KG-04	18.1%	3.6%	11.4%
BURLINGTON	SHAMONG TWP	INDIAN MILLS ELEMENTARY SCHOOL	05-4740-050	PK-04	12.3%	0%	10.3%
CAMDEN	COLLINGSWOOD BORO	ZANE NORTH ELEMENTARY SCHOOL	07-0940-090	PK-05	14%	0%	12.2%
CAMDEN	HADDON TWP	THOMAS A. EDISON ELEMENTARY SCHOOL	07-1890-060	PK-05	12.3%	0%	9.9%
ESSEX	SOUTH ORANGE-MAPLEWOOD	CLINTON ELEMENTARY SCHOOL	13-4900-060	PK-05	22.1%	7.4%	11.9%
ESSEX	SOUTH ORANGE-MAPLEWOOD	TUSCAN ELEMENTARY	13-4900-150	KG-05	10.5%	0%	8.4%
ESSEX	WEST ORANGE TOWN	ST. CLOUD ELEMENTARY SCHOOL	13-5680-170	KG-05	16.2%	4%	9.2%
GLOUCESTER	WASHINGTON TWP	HURFFVILLE ELEMENTARY SCHOOL	15-5500-040	01-05	20%	0%	20.2%
MERCER	HAMILTON TWP	ALEXANDER ELEMENTARY SCHOOL	21-1950-085	PK-05	15.7%	0.7%	13.8%
MERCER	LAWRENCE TWP	LAWRENCEVILLE ELEMENTARY SCHOOL	21-2580-090	PK-03	13.4%	1.2%	9.3%
MIDDLESEX	EAST BRUNSWICK TWP	HAMMARSKJOLD MIDDLE SCHOOL	23-1170-056	06-07	16.9%	1.8%	13.9%
MIDDLESEX	EAST BRUNSWICK TWP	MEMORIAL ELEMENTARY SCHOOL	23-1170-120	KG-05	14.5%	0.4%	13%
MIDDLESEX	EDISON TWP	JOHN MARSHALL ELEMENTARY SCHOOL	23-1290-095	KG-05	18.8%	8%	7.3%
MIDDLESEX	EDISON TWP	MARTIN LUTHER KING ELEMENTARY SCHOOL	23-1290-104	KG-05	12.1%	0%	8.1%
MIDDLESEX	EDISON TWP	WASHINGTON ELEMENTARY SCHOOL	23-1290-150	KG-05	26%	13.1%	9.6%
MIDDLESEX	OLD BRIDGE TWP	JAMES A. MCDIVITT ELEMENTARY SCHOOL	23-3845-108	KG-05	21.3%	5.7%	12.4%
MIDDLESEX	SOUTH BRUNSWICK TWP	BROOKS CROSSING ELEMENTARY SCHOOL	23-4860-085	KG-05	13.5%	3.3%	5.9%

**SCHOOL PEER GROUP**

**JOHN MARSHALL ELEMENTARY SCHOOL**  
**15 CORNELL STREET**  
**EDISON, NJ 08817**

**MIDDLESEX**  
**EDISON TWP**

**GRADE SPAN KG-05**

MIDDLESEX	SOUTH BRUNSWICK TWP	BRUNSWICK ACRES ELEMENTARY SCHOOL	23-4860-055	PK-05	14.4%	4.5%	6.8%
MONMOUTH	MIDDLETOWN TWP	HARMONY ELEMENTARY SCHOOL	25-3160-095	PK-05	18.3%	0.4%	16.2%
MORRIS	ROCKAWAY TWP	DENNIS B O'BRIEN ELEMENTARY SCHOOL	27-4490-025	PK-05	15.2%	0%	12.6%
OCEAN	BARNEGAT TWP	JOSEPH T. DONAHUE ELEMENTARY SCHOOL	29-0185-080	KG-05	29.8%	0.4%	30.5%
OCEAN	BRICK TWP	HERBERTSVILLE ELEMENTARY SCHOOL	29-0530-040	KG-05	21.2%	0%	21.2%
OCEAN	TOMS RIVER REGIONAL	HOOPER AVENUE ELEMENTARY SCHOOL	29-5190-075	KG-05	15.3%	0%	14.5%
PASSAIC	WEST MILFORD TWP	MARSHALL HILL ELEMENTARY SCHOOL	31-5650-070	KG-06	13.3%	0%	11.2%
SUSSEX	HAMPTON TWP	MARIAN E. MCKEOWN ELEMENTARY SCHOOL	37-1980-050	KG-06	15.8%	0%	14.8%
SUSSEX	STILLWATER TWP	STILLWATER TOWNSHIP SCHOOL DISTRICT	37-5040-050	PK-06	17.2%	0%	16.4%
UNION	ROSELLE PARK BORO	SHERMAN ELEMENTARY SCHOOL	39-4550-090	KG-05	26.2%	13.1%	9%
WARREN	WASHINGTON TWP	PORT COLDEN SCHOOL	41-5530-050	01-03	19.5%	0%	17.9%

OVERVIEW

MIDDLESEX

EDISON 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**

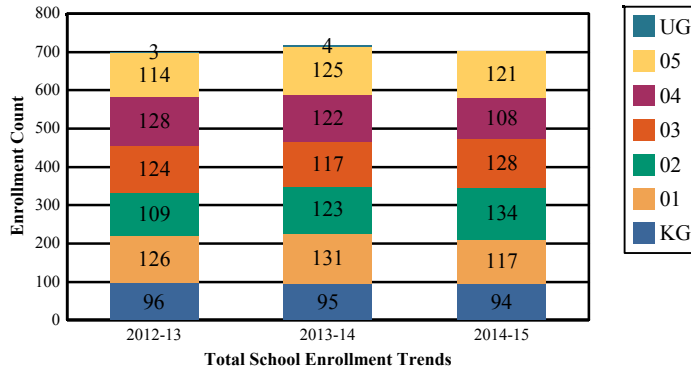
MIDDLESEX  
EDISON TWP

23-1290-100  
LINCOLN ELEMENTARY SCHOOL  
53 BROOKVILLE ROAD  
EDISON, NJ 08817

GRADE SPAN KG-05

**Enrollment by Grade**

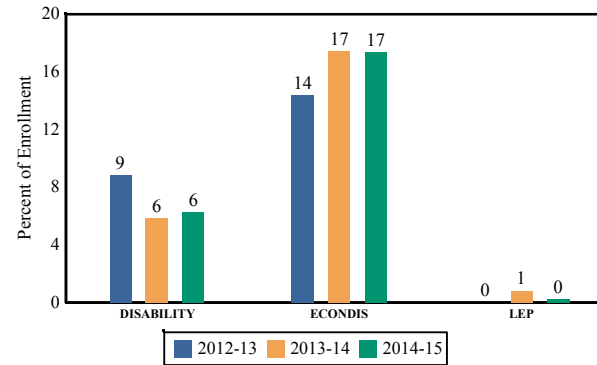
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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**

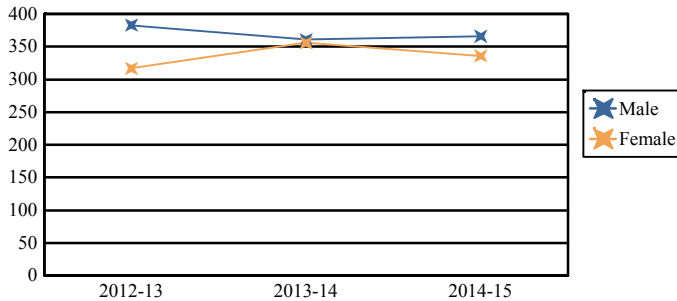
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Total School Enrollment	
2012-13	700
2013-14	717
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.

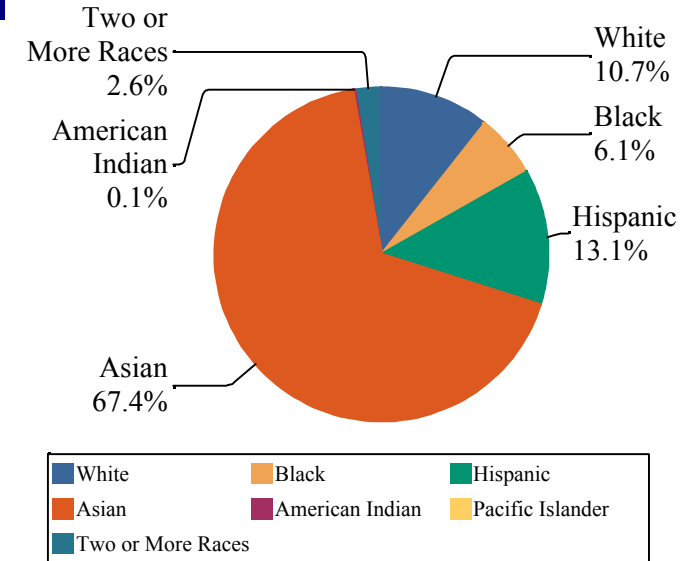


	Male	Female
2012-13	383	317
2013-14	361	356
2014-15	366	336

Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	44	6%
Economically Disadvantaged Students	122	17.4%
English Language Learners	2	0.3%

**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	41.5%
Telugu	9.7%
Hindi	8.7%
Spanish	7.8%
Tamil	7.0%
Gujarati	5.8%
Other	19.5%

**ACADEMIC ACHIEVEMENT**

**MIDDLESEX  
EDISON TWP**

**GRADE SPAN KG-05**

**LINCOLN ELEMENTARY SCHOOL  
53 BROOKVILLE ROAD  
EDISON, NJ 08817**

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>64%</b>	<b>91</b>	<b>72</b>
Math Met or Exceeded Expectation	<b>65%</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	310	64.1%	95%	96.2%	<b>YES</b>
White	35	31.5%	95%	95%	<b>YES</b>
African American	-	-	--	--	--
Hispanic	39	35.9%	95%	89.8%	<b>YES*</b>
American Indian	-	-	--	--	--
Asian	199	77.9%	95%	97.5%	<b>YES</b>
Two or More Races	-	-	--	--	--
Students with Disability	33	15.1%	95%	94.4%	-
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	61	34.5%	95%	95.9%	<b>YES</b>

**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

EDISON 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	310	64.5%	95%	96.5%	YES
White	35	31.5%	95%	95%	YES
African American	-	-	--	--	--
Hispanic	39	23.1%	95%	89.8%	YES*
American Indian	-	-	--	--	--
Asian	199	82%	95%	97.9%	YES
Two or More Races	-	-	--	--	--
Students with Disability	33	12.1%	95%	94.4%	-
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	61	27.9%	95%	95.9%	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  
EDISON 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>

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

GRADE SPAN KG-05

LINCOLN ELEMENTARY SCHOOL  
53 BROOKVILLE ROAD  
EDISON, NJ 08817

**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	110	759	744	6%	12%	25%	48%	9%	57%	44%
White	14	737	753	7%	29%	50%	7%	7%	14%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	12	740	727	25%	8%	25%	42%	0%	42%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	68	771	769	1%	7%	21%	59%	12%	71%	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	13	720	718	31%	38%	8%	15%	8%	23%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	20	733	724	25%	20%	30%	25%	0%	25%	24%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

GRADE SPAN KG-05

LINCOLN ELEMENTARY SCHOOL  
53 BROOKVILLE ROAD  
EDISON, NJ 08817

**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	96	763	751	1%	10%	21%	49%	19%	68%	52%
White	12	749	758	0%	17%	25%	58%	0%	58%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	14	745	737	0%	21%	43%	29%	7%	36%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	61	771	773	2%	7%	15%	52%	25%	77%	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	11	727	725	9%	45%	27%	18%	0%	18%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	20	751	734	0%	10%	45%	35%	10%	45%	31%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

GRADE SPAN KG-05

LINCOLN ELEMENTARY SCHOOL  
53 BROOKVILLE ROAD  
EDISON, NJ 08817

**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	766	751	3%	7%	22%	55%	13%	68%	53%
White	-	-	757	-	-	-	-	-	-	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	13	739	737	15%	23%	31%	23%	8%	31%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	70	778	771	0%	4%	10%	67%	19%	86%	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	-	-	723	-	-	-	-	-	-	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	21	746	734	5%	24%	38%	24%	10%	33%	31%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

GRADE SPAN KG-05

LINCOLN ELEMENTARY SCHOOL  
53 BROOKVILLE ROAD  
EDISON, NJ 08817

**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	110	765	746	5%	13%	13%	44%	26%	70%	46%
White	14	743	752	0%	36%	36%	21%	7%	29%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	12	735	733	25%	8%	25%	42%	0%	42%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	68	781	772	0%	6%	7%	46%	41%	87%	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	13	732	727	15%	38%	23%	15%	8%	23%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	20	734	730	20%	30%	15%	30%	5%	35%	26%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

GRADE SPAN KG-05

LINCOLN ELEMENTARY SCHOOL  
53 BROOKVILLE ROAD  
EDISON, NJ 08817

**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	96	760	744	1%	20%	17%	50%	13%	63%	42%
White	12	730	749	0%	50%	25%	25%	0%	25%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	14	739	732	0%	43%	36%	21%	0%	21%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	61	774	769	0%	5%	13%	64%	18%	82%	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	20	738	730	0%	50%	25%	20%	5%	25%	23%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

GRADE SPAN KG-05

LINCOLN ELEMENTARY SCHOOL  
53 BROOKVILLE ROAD  
EDISON, NJ 08817

**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	759	744	1%	18%	20%	39%	21%	61%	42%
White	-	-	749	-	-	-	-	-	-	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	70	773	768	0%	6%	17%	46%	31%	77%	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	21	730	731	5%	52%	19%	24%	0%	24%	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  
EDISON TWP

GRADE SPAN KG-05

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

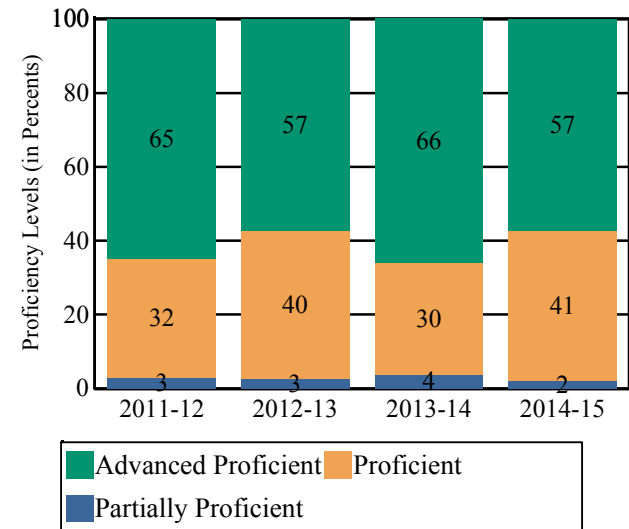
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	57%	41%	2%
White	18%	73%	9%
African American	-	-	-
Hispanic	38%	63%	0%
American Indian	-	-	-
Asian	71%	29%	0%
Two or More Races	-	-	-
Students with Disability	36%	64%	0%
English Language Learners	-	-	-
Economically Disadvantaged Students	35%	65%	0%

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  
EDISON TWP

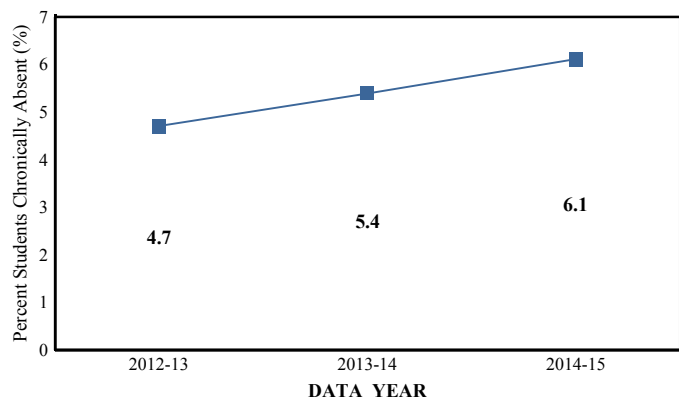
GRADE SPAN KG-05

23-1290-100  
LINCOLN ELEMENTARY SCHOOL  
53 BROOKVILLE ROAD  
EDISON, NJ 08817

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**

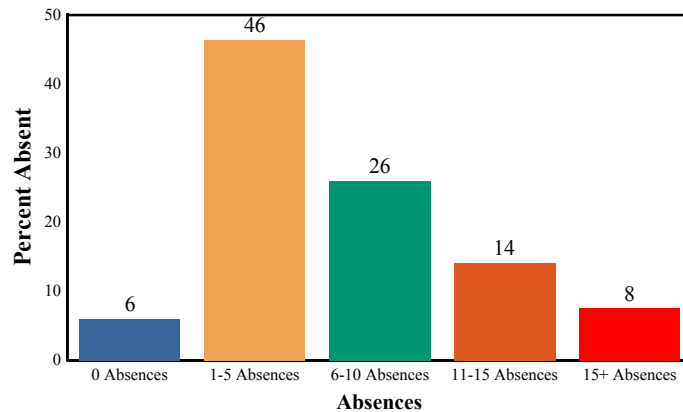
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



<b>Chronic Absenteeism for 2014-15</b>	<b>6.12%</b>
--	--------------

**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.



0 Absences	1-5 Absences	6-10 Absences
11-15 Absences	15+ Absences	

**STUDENT GROWTH**

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GRADE SPAN KG-05

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in 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	51	60	49	35	YES
Student Growth on Math	55	76	60	35	YES
		68	55		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	1%	0%	0%
Partially Met	5%	2%	0%
Approached	10%	11%	2%
Met	11%	25%	16%
Exceeded	0%	2%	14%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	1%	0%	0%
Partially Met	10%	7%	1%
Approached	4%	10%	6%
Met	10%	14%	21%
Exceeded	0%	2%	14%

**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 KG-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	837	850
75th	781	770
50th	758	743
25th	733	715
0th	668	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	48	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	829	850
75th	790	767
50th	761	745
25th	741	722
0th	677	650

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

**WITHIN SCHOOL ACHIEVEMENT GAP**

MIDDLESEX

EDISON 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	824	850
75th	782	773
50th	763	750
25th	743	728
0th	697	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	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	824	850
75th	790	773
50th	768	751
25th	743	728
0th	689	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	47	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	829	850
75th	782	764
50th	763	742
25th	738	721
0th	687	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	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	827	850
75th	784	763
50th	759	743
25th	734	723
0th	684	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	50	40

**SCHOOL CLIMATE**

MIDDLESEX

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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	0.9%

**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. 45 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	702

**SCHOOL PEER GROUP**

MIDDLESEX  
EDISON TWP

GRADE SPAN KG-05

LINCOLN ELEMENTARY SCHOOL  
53 BROOKVILLE ROAD  
EDISON, NJ 08817

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%
BURLINGTON	FLORENCE TWP	ROEBLING ELEMENTARY SCHOOL	05-1520-070	KG-03	25%	2.9%	12.3%
CAMDEN	CHERRY HILL TWP	THOMAS PAINE ELEMENTARY SCHOOL	07-0800-115	KG-05	27.9%	5.9%	11.7%
CAMDEN	COLLINGSWOOD BORO	WILLIAM P TATEM ELEMENTARY SCHOOL	07-0940-080	KG-05	13.7%	0%	2.2%
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%
CHARTERS	RIVERBANK CHARTER SCHOOL OF EXCELLENCE	RIVERBANK CHARTER SCHOOL OF EXCELLENCE	80-6026-908	KG-03	16%	0%	4.9%
ESSEX	MONTCLAIR TOWN	EDGEMONT ELEMENTARY SCHOOL	13-3310-110	KG-05	23.2%	2.9%	10%
ESSEX	WEST ORANGE TOWN	MOUNT PLEASANT ELEMENTARY SCHOOL	13-5680-140	KG-05	25.6%	4.1%	8.9%
GLOUCESTER	WEST DEPTFORD TWP	GREEN-FIELDS ELEMENTARY SCHOOL	15-5620-070	KG-04	29%	0.8%	21.7%
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%
MERCER	LAWRENCE TWP	LAWRENCE INTERMEDIATE SCHOOL	21-2580-085	04-06	25.3%	1.7%	14.2%
MIDDLESEX	EAST BRUNSWICK TWP	BOWNE-MUNRO ELEMENTARY SCHOOL	23-1170-060	KG-05	21.5%	0.5%	12.6%
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%

**SCHOOL PEER GROUP**

MIDDLESEX  
EDISON TWP

GRADE SPAN KG-05

MIDDLESEX	PISCATAWAY TWP	<b>KNOLLWOOD ELEMENTARY SCHOOL</b>	23-4130-100	KG-03	24.2%	5.4%	6.7%
MONMOUTH	TINTON FALLS	<b>MAHALA F. ATCHISON SCHOOL</b>	25-5185-030	PK-03	22.3%	3.2%	8.7%
MORRIS	MINE HILL TWP	<b>CANFIELD AVENUE SCHOOL</b>	27-3240-030	PK-06	24.7%	0.5%	12.5%
MORRIS	MOUNT OLIVE TWP	<b>TINC RD. ELEMENTARY SCHOOL</b>	27-3450-070	KG-05	25.2%	2.8%	12.8%
OCEAN	BERKELEY TWP	<b>CLARA B. WORTH ELEMENTARY SCHOOL</b>	29-0320-030	KG-04	25.1%	0%	16.1%
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%
SALEM	PENNSVILLE	<b>PENN BEACH ELEMENTARY SCHOOL</b>	33-4075-078	04-05	29.1%	1%	21.1%
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%
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

23-1290-103

## OVERVIEW

MIDDLESEX  
EDISON TWP

GRADE SPAN KG-05

LINDENEAU ELEMENTARY SCHOOL  
50 BLOSSOM STREET  
EDISON, NJ 08817

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**

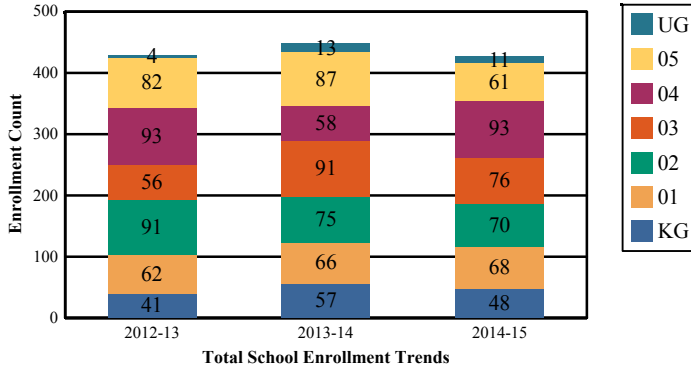
MIDDLESEX  
EDISON TWP

GRADE SPAN KG-05

23-1290-103  
LINDENEAU ELEMENTARY SCHOOL  
50 BLOSSOM STREET  
EDISON, NJ 08817

**Enrollment by Grade**

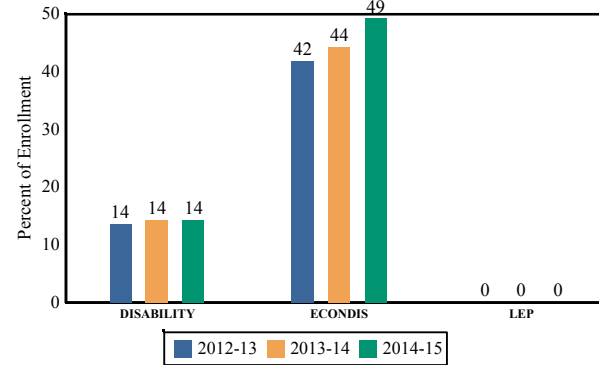
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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**

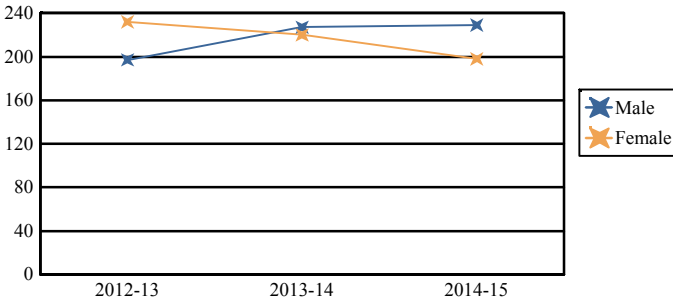
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Total School Enrollment	
2012-13	429
2013-14	447
2014-15	427

**Enrollment by Gender**

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

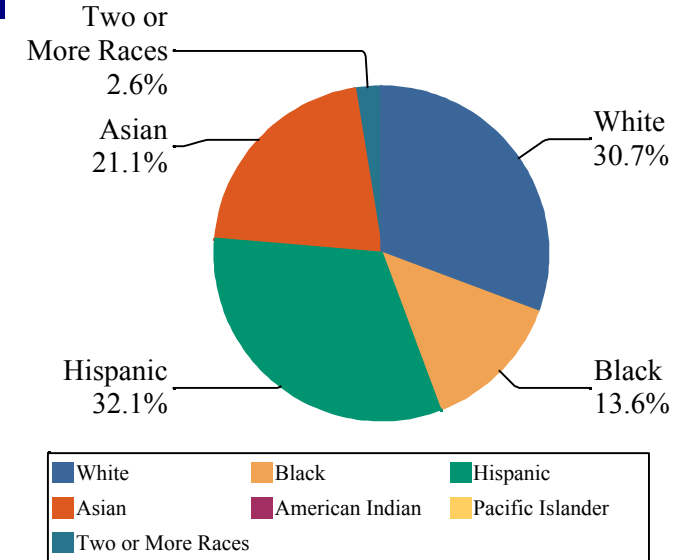


	Male	Female
2012-13	197	232
2013-14	227	220
2014-15	229	198

Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	61	14%
Economically Disadvantaged Students	210	49.2%
English Language Learners	0	0.0%

**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	58.1%
Spanish	20.6%
Chinese	3.8%
Gujarati	2.9%
Urdu	1.7%
Telugu	1.4%
Other	11.5%

**ACADEMIC ACHIEVEMENT**

**MIDDLESEX  
EDISON TWP**

**GRADE SPAN KG-05**

**LINDENEAU ELEMENTARY SCHOOL  
50 BLOSSOM STREET  
EDISON, NJ 08817**

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>42%</b>	<b>78</b>	<b>30</b>
Math Met or Exceeded Expectation	<b>39%</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	192	41.6%	95%	89.3%	<b>YES*</b>
White	61	45.9%	95%	80.5%	<b>NO</b>
African American	-	-	--	--	--
Hispanic	55	20%	95%	92.5%	<b>YES*</b>
American Indian	-	-	--	--	--
Asian	47	61.7%	95%	100%	<b>YES</b>
Two or More Races	-	-	--	--	--
Students with Disability	31	19.4%	95%	79.1%	<b>NO</b>
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	94	29.8%	95%	89.7%	<b>YES*</b>

**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  
EDISON TWP

GRADE SPAN KG-05

LINDENEAU ELEMENTARY SCHOOL  
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**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	192	38.6%	95%	89.3%	YES*
White	61	42.6%	95%	80.5%	NO
African American	-	-	--	--	--
Hispanic	55	21.8%	95%	92.5%	YES*
American Indian	-	-	--	--	--
Asian	47	61.7%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	94	30.8%	95%	89.7%	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  
EDISON TWP

GRADE SPAN KG-05

LINDENEAU ELEMENTARY SCHOOL  
50 BLOSSOM STREET  
EDISON, NJ 08817

**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	70	735	744	17%	27%	19%	37%	0%	37%	44%
White	19	743	753	11%	26%	16%	47%	0%	47%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	22	721	727	23%	45%	14%	18%	0%	18%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	17	748	769	6%	18%	24%	53%	0%	53%	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	37	723	724	30%	30%	14%	27%	0%	27%	24%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

GRADE SPAN KG-05

LINDENEAU ELEMENTARY SCHOOL  
50 BLOSSOM STREET  
EDISON, NJ 08817

**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	78	748	751	6%	21%	31%	29%	13%	42%	52%
White	31	753	758	6%	10%	35%	29%	19%	48%	63%
African American	11	751	733	0%	18%	27%	45%	9%	55%	30%
Hispanic	21	726	737	14%	43%	29%	14%	0%	14%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	14	762	773	0%	14%	29%	36%	21%	57%	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	15	727	725	20%	27%	33%	20%	0%	20%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	39	737	734	8%	31%	33%	23%	5%	28%	31%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

GRADE SPAN KG-05

LINDENEAU ELEMENTARY SCHOOL  
50 BLOSSOM STREET  
EDISON, NJ 08817

**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	44	749	751	5%	16%	32%	45%	2%	48%	53%
White	11	739	757	9%	18%	36%	36%	0%	36%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	12	741	737	8%	17%	42%	33%	0%	33%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	16	765	771	0%	13%	13%	69%	6%	75%	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	-	-	723	-	-	-	-	-	-	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	18	744	734	6%	11%	44%	39%	0%	39%	31%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

GRADE SPAN KG-05

LINDENEAU ELEMENTARY SCHOOL  
50 BLOSSOM STREET  
EDISON, NJ 08817

**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	70	738	746	9%	30%	26%	26%	10%	36%	46%
White	19	742	752	11%	16%	21%	42%	11%	53%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	22	732	733	5%	45%	27%	18%	5%	23%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	17	750	772	6%	24%	18%	35%	18%	53%	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	37	730	730	14%	43%	14%	22%	8%	30%	26%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

GRADE SPAN KG-05

LINDENEAU ELEMENTARY SCHOOL  
50 BLOSSOM STREET  
EDISON, NJ 08817

**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	78	742	744	5%	27%	31%	31%	6%	37%	42%
White	31	745	749	3%	19%	39%	29%	10%	39%	50%
African American	11	745	727	0%	36%	18%	36%	9%	45%	20%
Hispanic	21	725	732	10%	52%	19%	19%	0%	19%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	14	757	769	7%	0%	36%	50%	7%	57%	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	39	734	730	5%	36%	31%	26%	3%	28%	23%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

GRADE SPAN KG-05

LINDENEAU ELEMENTARY SCHOOL  
50 BLOSSOM STREET  
EDISON, NJ 08817

**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	44	746	744	5%	23%	27%	41%	5%	45%	42%
White	11	735	749	18%	18%	27%	36%	0%	36%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	12	738	733	0%	42%	33%	25%	0%	25%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	16	764	768	0%	6%	19%	63%	13%	75%	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	18	743	731	0%	33%	28%	33%	6%	39%	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  
EDISON TWP

GRADE SPAN KG-05

23-1290-103  
LINDENEAU ELEMENTARY SCHOOL  
50 BLOSSOM STREET  
EDISON, NJ 08817

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

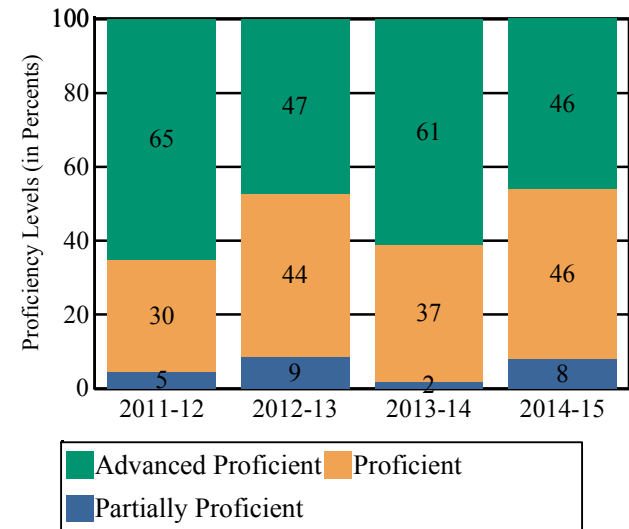
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	46%	46%	8%
White	54%	43%	3%
African American	50%	42%	8%
Hispanic	17%	65%	17%
American Indian	-	-	-
Asian	64%	29%	7%
Two or More Races	-	-	-
Students with Disability	33%	39%	28%
English Language Learners	-	-	-
Economically Disadvantaged Students	30%	60%	9%

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

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

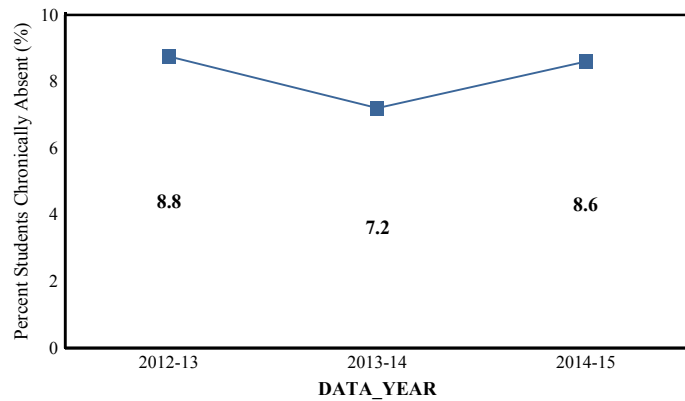
This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



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.

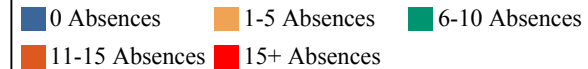
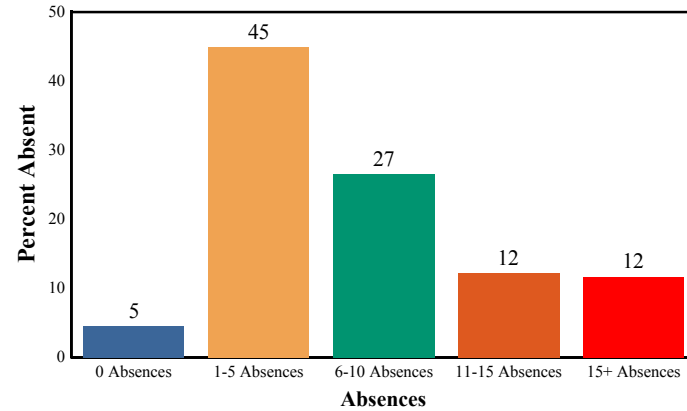


**Chronic Absenteeism for 2014-15**

**8.61%**

### 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  
EDISON TWP

GRADE SPAN KG-05

LINDENEAU ELEMENTARY SCHOOL  
50 BLOSSOM STREET  
EDISON, NJ 08817

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. 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	46	56	32	35	YES
Student Growth on Math	60	90	75	35	YES
		73	54		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%	1%	0%
Partially Met	13%	5%	0%
Approached	12%	14%	5%
Met	8%	12%	16%
Exceeded	0%	2%	7%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	4%	1%	0%
Partially Met	13%	6%	5%
Approached	8%	9%	12%
Met	3%	10%	22%
Exceeded	0%	0%	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**

MIDDLESEX  
EDISON TWP

GRADE SPAN KG-05

LINDENEAU ELEMENTARY SCHOOL  
50 BLOSSOM STREET  
EDISON, NJ 08817

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	806	850
75th	765	770
50th	730	743
25th	704	715
0th	668	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	61	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	815	850
75th	755	767
50th	731	745
25th	713	722
0th	671	650

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

**WITHIN SCHOOL ACHIEVEMENT GAP**

MIDDLESEX  
EDISON TWP

LINDENEAU ELEMENTARY SCHOOL  
50 BLOSSOM STREET  
EDISON, NJ 08817

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	830	850
75th	769	773
50th	746	750
25th	724	728
0th	680	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	45	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	810	850
75th	773	773
50th	747	751
25th	727	728
0th	678	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	46	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	823	850
75th	761	764
50th	738	742
25th	721	721
0th	684	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	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	799	850
75th	770	763
50th	744	743
25th	722	723
0th	687	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	48	40

**SCHOOL CLIMATE**

MIDDLESEX

EDISON 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	3.0%

**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. 45 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	11
Administrators	427

**SCHOOL PEER GROUP**

MIDDLESEX  
EDISON TWP

GRADE SPAN KG-05

LINDENEAU ELEMENTARY SCHOOL  
50 BLOSSOM STREET  
EDISON, NJ 08817

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	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	HACKENSACK CITY	FANNY MEYER HILLERS	03-1860-110	PK-04	65.1%	11.1%	12.6%
BERGEN	LODI BOROUGH	HILLTOP SCHOOL	03-2740-065	PK-05	53%	5.7%	8.3%
BERGEN	RIDGEFIELD PARK TWP	GRANT ELEMENTARY SCHOOL	03-4380-060	KG-06	49.3%	8.1%	3.8%
BURLINGTON	PEMBERTON TWP	JOSEPH S. STACKHOUSE SCHOOL	05-4050-140	03-05	54.4%	0.7%	16.5%
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%
CAMDEN	WINSLOW TWP	WINSLOW TOWNSHIP ELEMENTARY SCHOOL SIX	07-5820-080	04-06	57.6%	0.6%	21.2%
CAMDEN	WINSLOW TWP	WINSLOW TOWNSHIP ELEMENTARY SCHOOL TWO	07-5820-040	PK-03	53.8%	5%	9.2%
CAPE MAY	LOWER TWP	MAUD ABRAMS SCHOOL	09-2840-060	03-04	60.1%	1.1%	22%
CUMBERLANI	VINELAND CITY	JOHN H. WINSLOW ELEMENTARY SCHOOL	11-5390-115	KG-05	56.4%	4.3%	14.1%
ESSEX	BELLEVILLE TOWN	BELLEVILLE PS3	13-0250-050	KG-05	63.8%	9.2%	13.9%
ESSEX	BLOOMFIELD TWP	WATSSESSING ELEMENTARY	13-0410-150	PK-06	61.4%	6.6%	14.8%
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%
GLOUCESTER	DEPTFORD TWP	SHADY LANE ELEMENTARY SCHOOL	15-1100-140	02-06	52.8%	0%	17.4%

**SCHOOL PEER GROUP**

**MIDDLESEX  
EDISON TWP**

**LINDENEAU ELEMENTARY SCHOOL  
50 BLOSSOM STREET  
EDISON, NJ 08817**

**GRADE SPAN KG-05**

GLOUCESTER	NATIONAL PARK BORO	<b>NATIONAL PARK SCHOOL</b>	15-3490-050	PK-06	50.6%	0.4%	14.4%
GLOUCESTER	WOODBURY CITY	<b>WEST END MEMORIAL ELEMENTARY SCHOOL</b>	15-5860-110	PK-05	57.6%	3.8%	15.3%
HUDSON	KEARNY TOWN	<b>SCHUYLER ELEMENTARY SCHOOL</b>	17-2410-110	PK-06	54.6%	3.2%	13.2%
MERCER	HAMILTON TWP	<b>KISTHARDT ELEMENTARY SCHOOL</b>	21-1950-150	PK-05	60.4%	5.4%	17.2%
<b>MIDDLESEX</b>	<b>EDISON TWP</b>	<b>LINDENEAU ELEMENTARY SCHOOL</b>	<b>23-1290-103</b>	<b>KG-05</b>	<b>49.2%</b>	<b>0%</b>	<b>13.8%</b>
MIDDLESEX	WOODBURGE TWP	<b>AVENEL STREET ELEMENTARY SCHOOL</b>	23-5850-100	KG-05	37.9%	0.4%	3.9%
MIDDLESEX	WOODBURGE TWP	<b>MENLO PARK TERRACE ELEMENTARY SCHOOL</b>	23-5850-230	KG-05	40.1%	0.3%	4.2%
OCEAN	BARNEGAT TWP	<b>LILLIAN M. DUNFEE ELEMENTARY</b>	29-0185-010	KG-05	51.6%	1.9%	12.6%
UNION	LINDEN CITY	<b>NUMBER 2</b>	39-2660-090	PK-05	67.7%	15.3%	11.4%
UNION	UNION TWP	<b>FRANKLIN ELEMENTARY</b>	39-5290-100	PK-04	49.6%	7%	5.7%



# State of New Jersey

2014-15

23-1290-104

## OVERVIEW

MIDDLESEX  
EDISON TWP

MARTIN LUTHER KING ELEMENTARY SCHOOL  
285 TINGLEY LANE  
EDISON, NJ 08820

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**

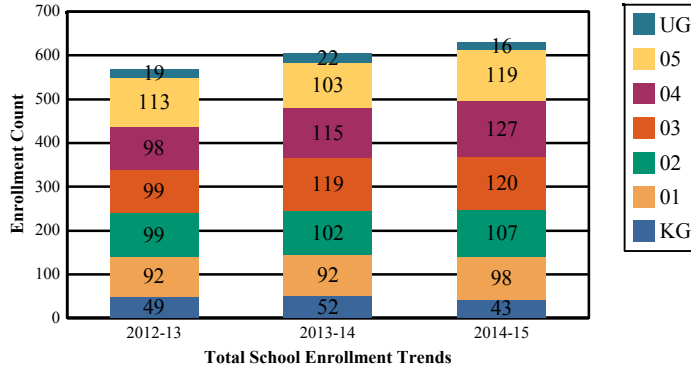
MIDDLESEX  
EDISON TWP

23-1290-104  
MARTIN LUTHER KING ELEMENTARY SCHOOL  
285 TINGLEY LANE  
EDISON, NJ 08820

GRADE SPAN KG-05

**Enrollment by Grade**

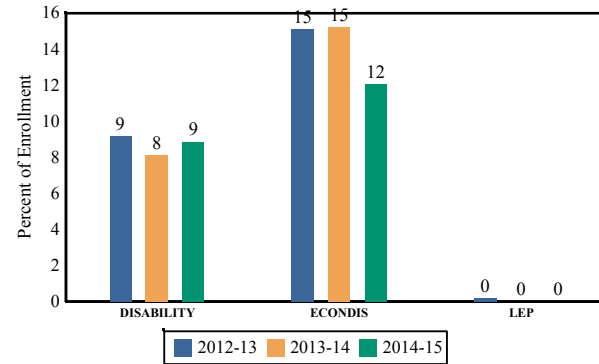
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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.

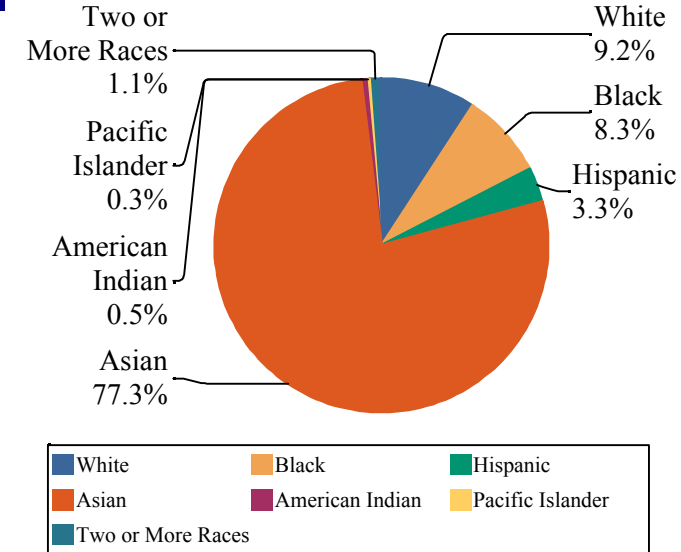
**Enrollment Trends by Program Participation**

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**

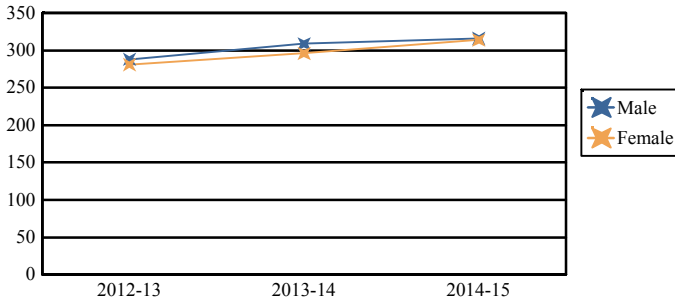
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	569
2013-14	605
2014-15	630

**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	288	281
2013-14	309	296
2014-15	316	314

Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	56	9%
Economically Disadvantaged Students	76	12.1%
English Language Learners	0	0.0%

**Language Diversity**

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

2014-15	Percent
English	42.9%
Hindi	13.0%
Telugu	8.0%
Gujarati	7.8%
Tamil	5.0%
Chinese	4.4%
Other	19.0%

**ACADEMIC ACHIEVEMENT**

**MIDDLESEX  
EDISON TWP**

**MARTIN LUTHER KING ELEMENTARY SCHOOL  
285 TINGLEY LANE  
EDISON, NJ 08820**

**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	71%	84	83
Math Met or Exceeded Expectation	69%		

**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	345	71%	95%	99.2%	YES
White	37	51.3%	95%	95%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	262	81.7%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	38	13.2%	95%	95.1%	YES
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	44	22.8%	95%	98.1%	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**

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**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	345	68.7%	95%	99.2%	YES
White	37	35.1%	95%	95%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	262	84%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	38	13.1%	95%	95.1%	YES
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

**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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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>

**ACADEMIC ACHIEVEMENT**

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GRADE SPAN KG-05

MARTIN LUTHER KING ELEMENTARY SCHOOL  
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**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	113	765	744	14%	6%	17%	45%	18%	63%	44%
White	14	758	753	14%	7%	21%	50%	7%	57%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	85	776	769	7%	4%	16%	51%	22%	73%	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

**ACADEMIC ACHIEVEMENT**

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GRADE SPAN KG-05

**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	115	768	751	3%	11%	11%	48%	27%	75%	52%
White	-	-	758	-	-	-	-	-	-	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	88	778	773	1%	5%	11%	49%	34%	83%	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	13	733	725	15%	38%	8%	38%	0%	38%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	18	729	734	11%	56%	6%	22%	6%	28%	31%

**ACADEMIC ACHIEVEMENT**

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GRADE SPAN KG-05

**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	771	751	4%	9%	11%	54%	21%	75%	53%
White	15	738	757	20%	13%	33%	27%	7%	33%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	89	782	771	2%	2%	7%	62%	27%	89%	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	-	-	723	-	-	-	-	-	-	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	15	728	734	13%	40%	20%	27%	0%	27%	31%

**ACADEMIC ACHIEVEMENT**

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MARTIN LUTHER KING ELEMENTARY SCHOOL  
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EDISON, NJ 08820

GRADE SPAN KG-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	113	770	746	6%	11%	12%	36%	35%	71%	46%
White	14	755	752	14%	7%	29%	29%	21%	50%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	85	782	772	2%	4%	9%	44%	41%	85%	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	26%

**ACADEMIC ACHIEVEMENT**

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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	115	766	744	7%	11%	17%	37%	27%	64%	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	88	780	769	0%	8%	13%	45%	34%	80%	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	13	729	724	23%	38%	15%	15%	8%	23%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	23%

**ACADEMIC ACHIEVEMENT**

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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	117	768	744	4%	10%	15%	46%	25%	71%	42%
White	15	734	749	13%	27%	33%	20%	7%	27%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	89	780	768	0%	3%	9%	56%	31%	88%	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	14	723	724	14%	36%	36%	14%	0%	14%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	731	-	-	-	-	-	-	23%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

GRADE SPAN KG-05

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**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  
EDISON TWP

GRADE SPAN KG-05

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

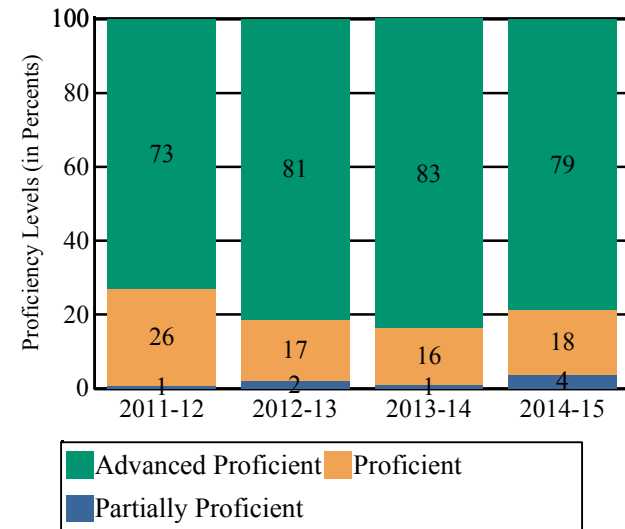
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	79%	18%	4%
White	-	-	-
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	88%	11%	1%
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	29%	50%	21%

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**

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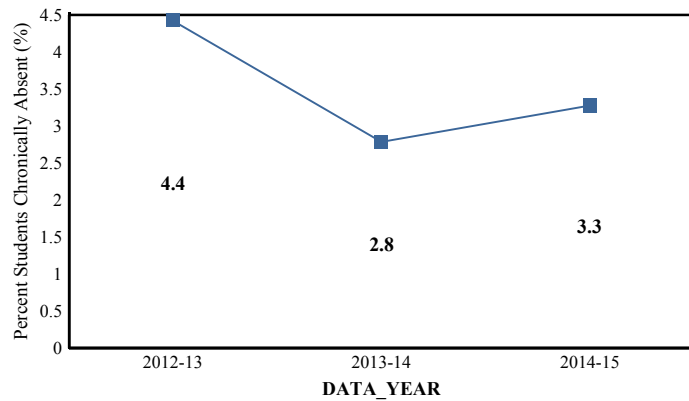
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GRADE SPAN KG-05

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**

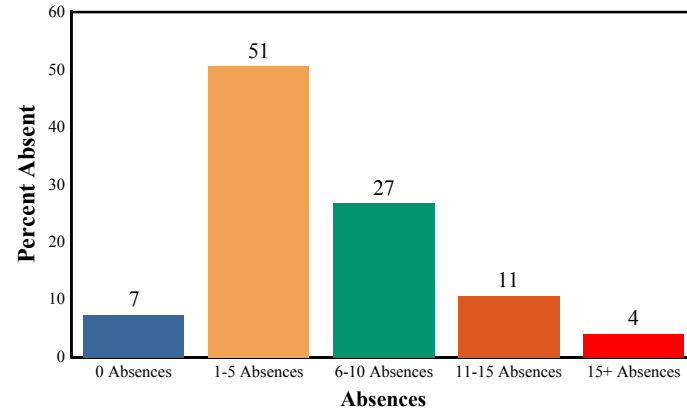
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



<b>Chronic Absenteeism for 2014-15</b>	<b>3.28%</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.



0 Absences	1-5 Absences	6-10 Absences
11-15 Absences	15+ Absences	

**STUDENT GROWTH**

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GRADE SPAN KG-05

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in 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	47	53	35	YES
Student Growth on Math	60	68	75	35	YES
		58	64		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	3%	0%	0%
Partially Met	6%	3%	0%
Approached	5%	5%	1%
Met	19%	20%	12%
Exceeded	0%	5%	19%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	5%	1%	0%
Partially Met	7%	3%	1%
Approached	7%	5%	3%
Met	9%	16%	18%
Exceeded	0%	2%	24%

**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 KG-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	849	850
75th	799	770
50th	769	743
25th	735	715
0th	651	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	64	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	842	850
75th	801	767
50th	772	745
25th	743	722
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	58	45

**WITHIN SCHOOL ACHIEVEMENT GAP**

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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	833	850
75th	790	773
50th	769	750
25th	750	728
0th	660	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	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	846	850
75th	796	773
50th	777	751
25th	754	728
0th	679	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	42	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	830	850
75th	795	764
50th	770	742
25th	740	721
0th	656	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	55	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	825	850
75th	793	763
50th	777	743
25th	746	723
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	47	40

**SCHOOL CLIMATE**

MIDDLESEX  
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285 TINGLEY LANE  
EDISON, NJ 08820

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	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. 45 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	14
Administrators	630

**SCHOOL PEER GROUP**

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EDISON TWP

MARTIN LUTHER KING ELEMENTARY SCHOOL  
285 TINGLEY LANE  
EDISON, NJ 08820

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>GRADESPAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	BERGENFIELD BORO	LINCOLN ELEMENTARY SCHOOL	03-0300-070	PK-05	27.7%	5.5%	20.4%
BURLINGTON	CINNAMINSON TWP	ELEANOR RUSH INTERMEDIATE SCHOOL	05-0840-060	03-05	18.2%	0%	16.8%
BURLINGTON	DELRAN TWP	DELRAN INTERMEDIATE SCHOOL	05-1060-015	03-05	24.3%	3.6%	19.2%
BURLINGTON	MOORESTOWN TWP	MARY E. ROBERTS ELEMENTARY SCHOOL	05-3360-100	KG-03	26.9%	6.2%	18.2%
BURLINGTON	MOUNT LAUREL TWP	PARKWAY ELEMENTARY SCHOOL	05-3440-065	KG-04	18.1%	3.6%	11.4%
CAMDEN	CHERRY HILL TWP	KINGSTON ELEMENTARY SCHOOL	07-0800-110	KG-05	26.2%	7.7%	15.8%
ESSEX	SOUTH ORANGE-MAPLEWOOD	CLINTON ELEMENTARY SCHOOL	13-4900-060	PK-05	22.1%	7.4%	11.9%
ESSEX	WEST ORANGE TOWN	ST. CLOUD ELEMENTARY SCHOOL	13-5680-170	KG-05	16.2%	4%	9.2%
GLOUCESTER	WASHINGTON TWP	BIRCHES ELEMENTARY SCHOOL	15-5500-027	01-05	23.3%	0%	21.5%
GLOUCESTER	WOODBURY HEIGHTS BORO	WOODBURY HEIGHTS ELEMENTARY	15-5870-050	KG-06	20.9%	0%	18.6%
MERCER	HAMILTON TWP	SAYEN ELEMENTARY SCHOOL	21-1950-240	PK-05	15.1%	0.4%	10.7%
MERCER	HAMILTON TWP	YARDVILLE HEIGHTS ELEMENTARY SCHOOL	21-1950-270	PK-05	20.9%	2.1%	15.8%
MERCER	LAWRENCE TWP	LAWRENCEVILLE ELEMENTARY SCHOOL	21-2580-090	PK-03	13.4%	1.2%	9.3%
MIDDLESEX	EAST BRUNSWICK TWP	IRWIN ELEMENTARY SCHOOL	23-1170-090	KG-05	22.7%	9.2%	9%
MIDDLESEX	EDISON TWP	JOHN MARSHALL ELEMENTARY SCHOOL	23-1290-095	KG-05	18.8%	8%	7.3%
MIDDLESEX	EDISON TWP	MARTIN LUTHER KING ELEMENTARY SCHOOL	23-1290-104	KG-05	12.1%	0%	8.1%
MIDDLESEX	EDISON TWP	WASHINGTON ELEMENTARY SCHOOL	23-1290-150	KG-05	26%	13.1%	9.6%
MIDDLESEX	OLD BRIDGE TWP	JAMES A. MCDIVITT ELEMENTARY SCHOOL	23-3845-108	KG-05	21.3%	5.7%	12.4%
MIDDLESEX	SOUTH BRUNSWICK TWP	BROOKS CROSSING ELEMENTARY SCHOOL	23-4860-085	KG-05	13.5%	3.3%	5.9%
MIDDLESEX	SPOTSWOOD BORO	E RAYMOND APPLEBY ELEMENTARY SCHOOL	23-4970-050	02-05	19%	1.5%	14.2%
MONMOUTH	FREEHOLD TWP	LAURA DONOVAN SCHOOL	25-1660-026	KG-05	22%	6.2%	12.6%

**SCHOOL PEER GROUP**

**MIDDLESEX  
EDISON TWP**

**MARTIN LUTHER KING ELEMENTARY SCHOOL  
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**GRADE SPAN KG-05**

MONMOUTH	HAZLET TWP	<b>LILLIAN DRIVE SCHOOL</b>	25-2105-085	01-04	22.3%	5%	14.4%
MONMOUTH	MIDDLETOWN TWP	<b>HARMONY ELEMENTARY SCHOOL</b>	25-3160-095	PK-05	18.3%	0.4%	16.2%
MONMOUTH	MIDDLETOWN TWP	<b>LEONARDO ELEMENTARY SCHOOL</b>	25-3160-110	KG-05	18.4%	3%	11.6%
MORRIS	ROCKAWAY TWP	<b>DENNIS B O'BRIEN ELEMENTARY SCHOOL</b>	27-4490-025	PK-05	15.2%	0%	12.6%
OCEAN	BARNEGAT TWP	<b>JOSEPH T. DONAHUE ELEMENTARY SCHOOL</b>	29-0185-080	KG-05	29.8%	0.4%	30.5%
OCEAN	BRICK TWP	<b>MIDSTREAMS ELEMENTARY SCHOOL</b>	29-0530-060	KG-05	20.2%	0%	17.7%
OCEAN	LACEY TWP	<b>CEDAR CREEK ELEMENTARY SCHOOL</b>	29-2480-040	KG-04	21%	0%	19%
UNION	ROSELLE PARK BORO	<b>SHERMAN ELEMENTARY SCHOOL</b>	39-4550-090	KG-05	26.2%	13.1%	9%
WARREN	HACKETTSTOWN	<b>WILLOW GROVE ELEMENTARY SCHOOL</b>	41-1870-090	KG-04	26.7%	12.3%	10.2%
WARREN	WASHINGTON TWP	<b>PORT COLDEN SCHOOL</b>	41-5530-050	01-03	19.5%	0%	17.9%



# State of New Jersey

2014-15

23-1290-105

## OVERVIEW

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EDISON TWP

MENLO PARK ELEMENTARY SCHOOL  
155 MONROE AVENUE  
EDISON, NJ 08820

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**

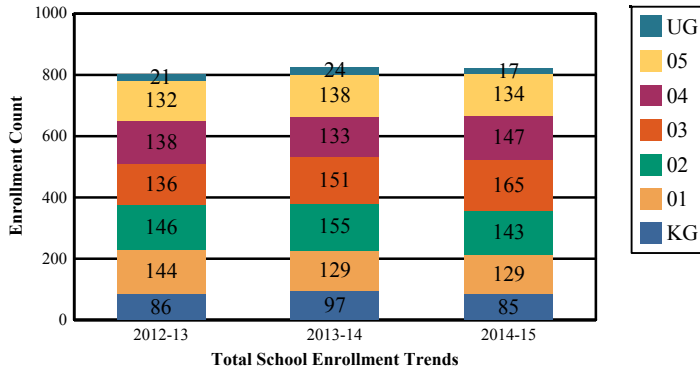
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MENLO PARK ELEMENTARY SCHOOL  
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**Enrollment by Grade**

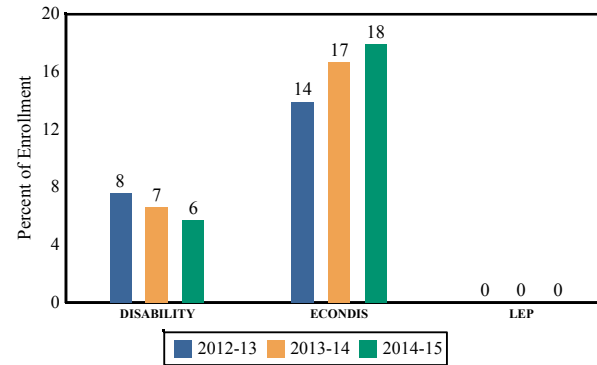
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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.

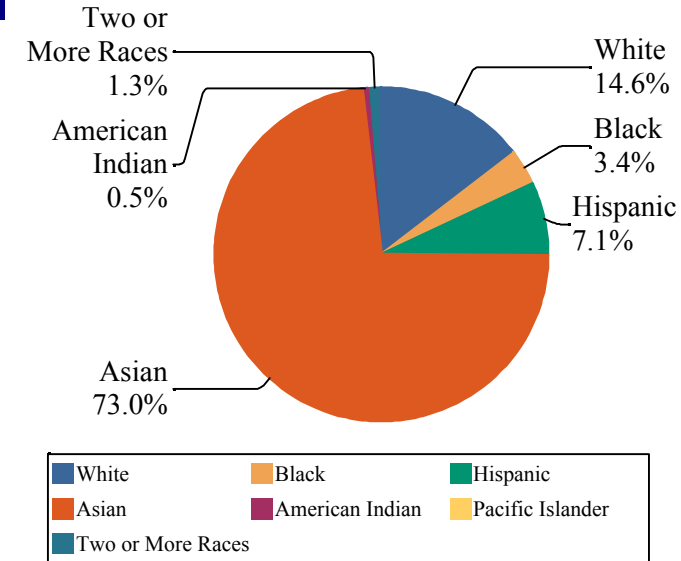
**Enrollment Trends by Program Participation**

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**

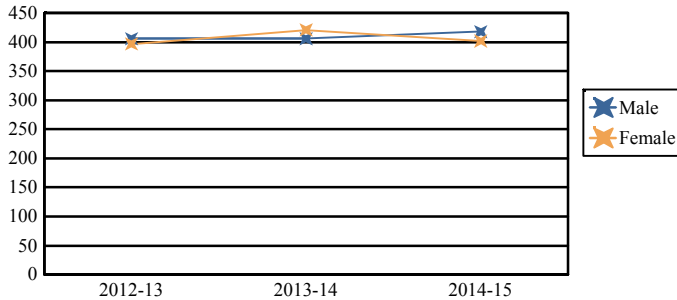
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	803
2013-14	827
2014-15	820

**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	406	397
2013-14	406	421
2014-15	418	402

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	47	6%
Economically Disadvantaged Students	147	17.9%
English Language Learners	0	0.0%

**Language Diversity**

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

2014-15	Percent
English	40.4%
Gujarati	15.4%
Hindi	8.8%
Telugu	6.2%
Chinese	5.6%
Tamil	3.9%
Other	19.7%

**ACADEMIC ACHIEVEMENT**

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**GRADE SPAN KG-05**

**MENLO PARK ELEMENTARY SCHOOL  
155 MONROE AVENUE  
EDISON, NJ 08820**

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.

<b>Academic Achievement Indicators</b>	<b>Schoolwide Performance</b>	<b>Peer Percentile</b>	<b>State Percentile</b>
English Language Arts/Literacy Met or Exceeded Expectation	<b>70%</b>	<b>100</b>	<b>81</b>
Math Met or Exceeded Expectation	<b>75%</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	418	70.1%	95%	99.1%	<b>YES</b>
White	67	61.2%	95%	97.2%	<b>YES</b>
African American	-	-	--	--	--
Hispanic	30	56.7%	95%	100%	-
American Indian	-	-	--	--	--
Asian	303	74.9%	95%	99.4%	<b>YES</b>
Two or More Races	-	-	--	--	--
Students with Disability	35	11.5%	95%	100%	-
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	69	43.5%	95%	98.7%	<b>YES</b>

**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**

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EDISON TWP

GRADE SPAN KG-05

MENLO PARK ELEMENTARY SCHOOL  
155 MONROE AVENUE  
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**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	418	74.6%	95%	98.9%	YES
White	67	53.7%	95%	97.2%	YES
African American	-	-	--	--	--
Hispanic	30	40%	95%	100%	-
American Indian	-	-	--	--	--
Asian	303	84.5%	95%	99.1%	YES
Two or More Races	-	-	--	--	--
Students with Disability	35	22.8%	95%	100%	-
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	69	40.5%	95%	97.5%	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**

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GRADE SPAN KG-05

MENLO PARK ELEMENTARY SCHOOL  
155 MONROE AVENUE  
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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>

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
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GRADE SPAN KG-05

MENLO PARK ELEMENTARY SCHOOL  
155 MONROE AVENUE  
EDISON, NJ 08820

**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	151	773	744	7%	8%	13%	52%	21%	72%	44%
White	25	762	753	4%	16%	12%	64%	4%	68%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	11	761	727	18%	9%	0%	64%	9%	73%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	109	778	769	5%	6%	16%	47%	27%	73%	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	21	743	724	24%	14%	14%	43%	5%	48%	24%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

GRADE SPAN KG-05

MENLO PARK ELEMENTARY SCHOOL  
155 MONROE AVENUE  
EDISON, NJ 08820

**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	139	770	751	2%	9%	19%	36%	34%	70%	52%
White	24	757	758	0%	25%	21%	33%	21%	54%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	12	745	737	8%	25%	25%	33%	8%	42%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	98	778	773	2%	2%	16%	38%	42%	80%	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	19	741	734	11%	21%	26%	37%	5%	42%	31%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

GRADE SPAN KG-05

MENLO PARK ELEMENTARY SCHOOL  
155 MONROE AVENUE  
EDISON, NJ 08820

**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	128	768	751	2%	10%	20%	52%	16%	68%	53%
White	18	763	757	6%	6%	28%	50%	11%	61%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	96	770	771	2%	9%	17%	52%	20%	72%	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	17	724	723	18%	47%	18%	18%	0%	18%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	29	744	734	3%	21%	34%	41%	0%	41%	31%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

GRADE SPAN KG-05

MENLO PARK ELEMENTARY SCHOOL  
155 MONROE AVENUE  
EDISON, NJ 08820

**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	151	776	746	3%	10%	12%	41%	34%	75%	46%
White	25	756	752	0%	28%	24%	28%	20%	48%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	11	746	733	18%	18%	18%	36%	9%	45%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	109	784	772	2%	4%	9%	44%	41%	85%	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	21	741	730	14%	24%	19%	38%	5%	43%	26%

**ACADEMIC ACHIEVEMENT**

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GRADE SPAN KG-05

MENLO PARK ELEMENTARY SCHOOL  
155 MONROE AVENUE  
EDISON, NJ 08820

**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	139	773	744	3%	8%	11%	53%	25%	78%	42%
White	24	758	749	8%	17%	13%	50%	13%	63%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	12	740	732	8%	17%	33%	42%	0%	42%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	98	783	769	0%	4%	6%	57%	33%	90%	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	12	727	724	17%	42%	25%	8%	8%	17%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	19	745	730	11%	11%	32%	47%	0%	47%	23%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

GRADE SPAN KG-05

MENLO PARK ELEMENTARY SCHOOL  
155 MONROE AVENUE  
EDISON, NJ 08820

**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	128	770	744	2%	13%	15%	40%	30%	70%	42%
White	18	751	749	11%	11%	28%	39%	11%	50%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	96	776	768	1%	10%	10%	43%	35%	78%	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	17	732	724	12%	53%	12%	12%	12%	24%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	29	741	731	7%	34%	24%	28%	7%	34%	23%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

GRADE SPAN KG-05

**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  
EDISON TWP

GRADE SPAN KG-05

MENLO PARK ELEMENTARY SCHOOL  
155 MONROE AVENUE  
EDISON, NJ 08820

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

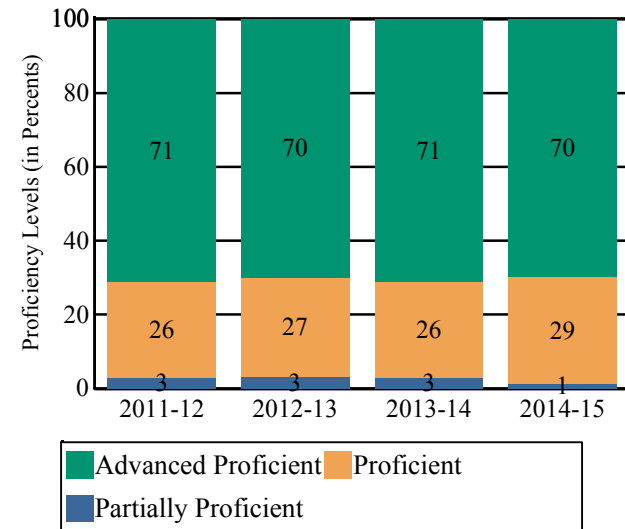
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	70%	29%	1%
White	61%	39%	0%
African American	-	-	-
Hispanic	50%	50%	0%
American Indian	-	-	-
Asian	75%	24%	1%
Two or More Races	-	-	-
Students with Disability	17%	75%	8%
English Language Learners	-	-	-
Economically Disadvantaged Students	38%	58%	4%

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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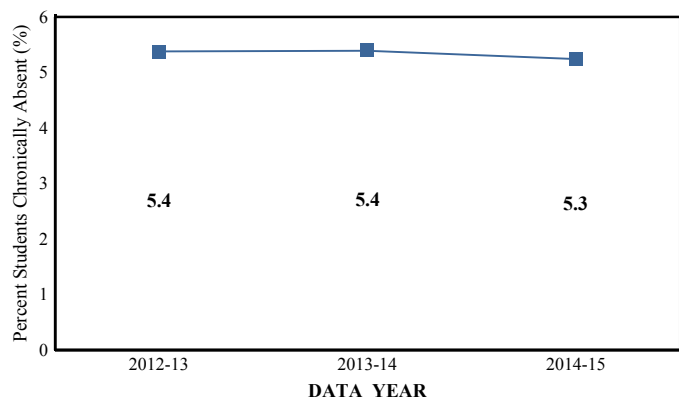
GRADE SPAN KG-05

23-1290-105  
MENLO PARK ELEMENTARY SCHOOL  
155 MONROE AVENUE  
EDISON, NJ 08820

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.

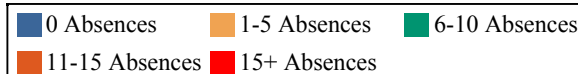
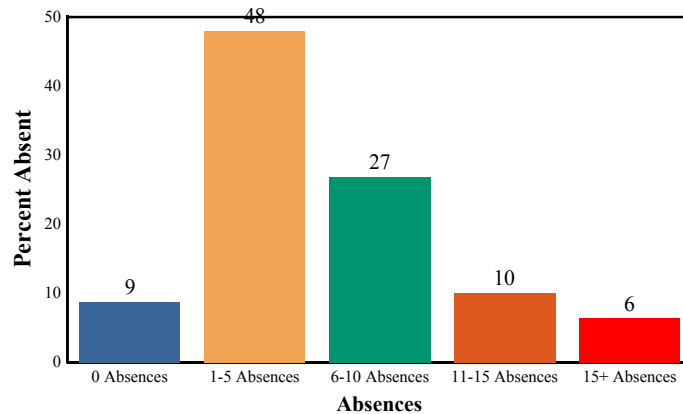


**Chronic Absenteeism for 2014-15**

**5.25%**

**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  
EDISON TWP

GRADE SPAN KG-05

MENLO PARK ELEMENTARY SCHOOL  
155 MONROE AVENUE  
EDISON, NJ 08820

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	44	27	26	35	YES
Student Growth on Math	76	100	98	35	YES
		64	62		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	1%	1%	0%
Partially Met	6%	1%	1%
Approached	13%	5%	1%
Met	18%	14%	12%
Exceeded	3%	8%	15%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	3%	0%	0%
Partially Met	6%	3%	1%
Approached	4%	3%	4%
Met	7%	12%	29%
Exceeded	0%	1%	27%

**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  
EDISON TWP

GRADE SPAN KG-05

MENLO PARK ELEMENTARY SCHOOL  
155 MONROE AVENUE  
EDISON, NJ 08820

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	850	850
75th	798	770
50th	776	743
25th	746	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	52	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	850	850
75th	802	767
50th	775	745
25th	750	722
0th	692	650

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

**WITHIN SCHOOL ACHIEVEMENT GAP**

MIDDLESEX  
EDISON TWP

MENLO PARK ELEMENTARY SCHOOL  
155 MONROE AVENUE  
EDISON, NJ 08820

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	836	850
75th	794	773
50th	772	750
25th	747	728
0th	676	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	829	850
75th	789	773
50th	769	751
25th	745	728
0th	691	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	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	847	850
75th	796	764
50th	775	742
25th	752	721
0th	681	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	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	838	850
75th	800	763
50th	772	743
25th	742	723
0th	668	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	58	40

**SCHOOL CLIMATE**

MIDDLESEX

EDISON 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	0.2%

**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. 45 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	16
Administrators	456

**SCHOOL PEER GROUP**

**MIDDLESEX  
EDISON TWP**

**GRADE SPAN KG-05**

**MENLO PARK ELEMENTARY SCHOOL  
155 MONROE AVENUE  
EDISON, NJ 08820**

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%
BURLINGTON	FLORENCE TWP	ROEBLING ELEMENTARY SCHOOL	05-1520-070	KG-03	25%	2.9%	12.3%
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	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%
MERCER	LAWRENCE TWP	LAWRENCE INTERMEDIATE SCHOOL	21-2580-085	04-06	25.3%	1.7%	14.2%
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%

**SCHOOL PEER GROUP**

**MIDDLESEX  
EDISON TWP**

**MENLO PARK ELEMENTARY SCHOOL  
155 MONROE AVENUE  
EDISON, NJ 08820**

**GRADE SPAN KG-05**

MONMOUTH	MATAWAN-ABERDEEN REGIONAL	<b>LLOYD ROAD ELEMENTARY SCHOOL</b>	25-3040-065	04-05	29.7%	0.4%	16.9%
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	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

23-1290-150

## OVERVIEW

MIDDLESEX

EDISON TWP

WASHINGTON ELEMENTARY SCHOOL

153 WINTHROP ROAD

EDISON, NJ 08817

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**

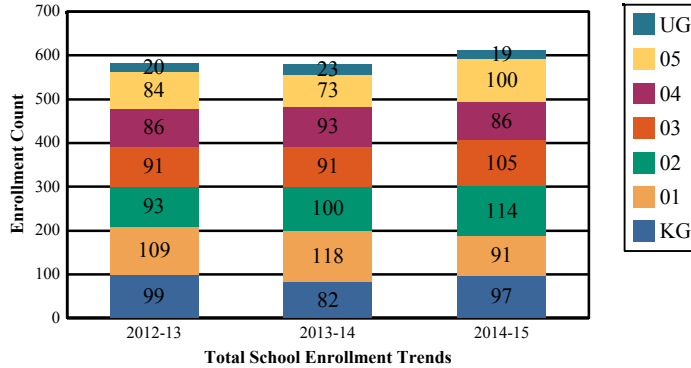
MIDDLESEX  
EDISON TWP

GRADE SPAN KG-05

23-1290-150  
WASHINGTON ELEMENTARY SCHOOL  
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**Enrollment by Grade**

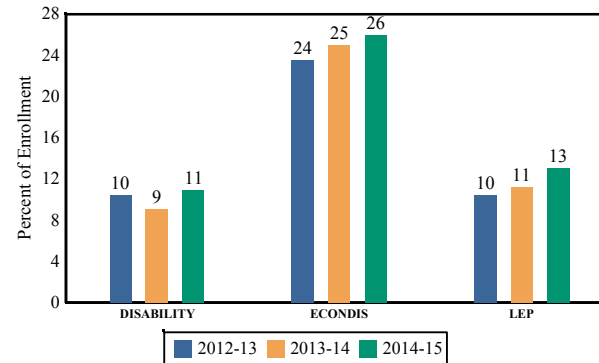
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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**

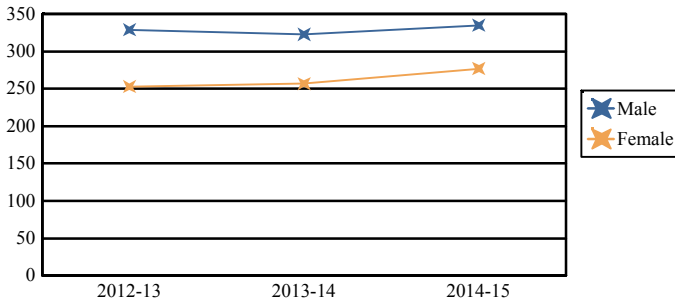
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Total School Enrollment	
2012-13	582
2013-14	580
2014-15	612

**Enrollment by Gender**

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



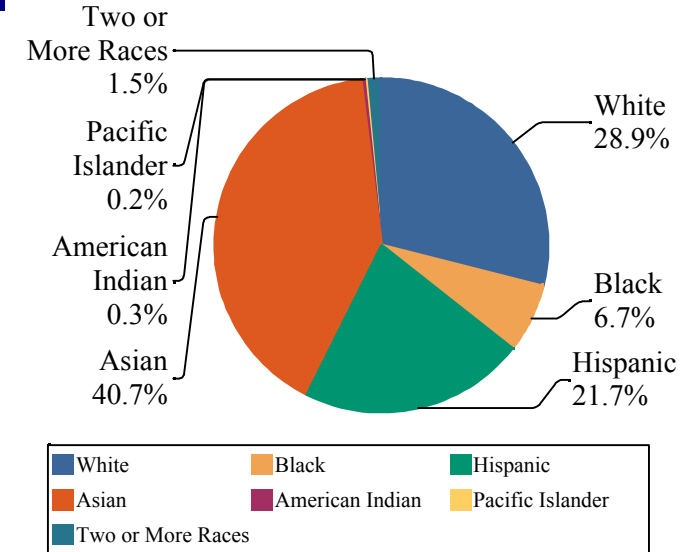
	Male	Female
2012-13	329	253
2013-14	323	257
2014-15	335	277

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	67	11%
Economically Disadvantaged Students	159	26.0%
English Language Learners	80	13.1%

**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	51.7%
Spanish	14.5%
Hindi	4.8%
Chinese	4.2%
Tamil	3.8%
Urdu	3.2%
Other	17.8%

**ACADEMIC ACHIEVEMENT**

**MIDDLESEX  
EDISON TWP**

**GRADE SPAN KG-05**

**WASHINGTON ELEMENTARY SCHOOL  
153 WINTHROP ROAD  
EDISON, NJ 08817**

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>61%</b>	<b>49</b>	<b>66</b>
Math Met or Exceeded Expectation	<b>51%</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	250	61.2%	95%	94.8%	<b>YES</b>
White	85	61.1%	95%	88.9%	<b>YES*</b>
African American	-	-	--	--	--
Hispanic	34	41.2%	95%	97.7%	<b>YES</b>
American Indian	-	-	--	--	--
Asian	103	73.8%	95%	97.5%	<b>YES</b>
Two or More Races	-	-	--	--	--
Students with Disability	35	14.3%	95%	90.5%	<b>YES*</b>
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	59	33.9%	95%	97%	<b>YES</b>

**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  
EDISON TWP

WASHINGTON ELEMENTARY SCHOOL  
153 WINTHROP ROAD  
EDISON, NJ 08817

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	251	50.6%	95%	95%	YES
White	86	46.5%	95%	89.9%	YES*
African American	-	-	--	--	--
Hispanic	34	26.5%	95%	97.9%	YES
American Indian	-	-	--	--	--
Asian	103	67.9%	95%	96.7%	YES
Two or More Races	-	-	--	--	--
Students with Disability	35	20%	95%	90.5%	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	59	25.4%	95%	97.2%	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  
EDISON TWP

GRADE SPAN KG-05

WASHINGTON ELEMENTARY SCHOOL  
153 WINTHROP ROAD  
EDISON, NJ 08817

**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  
EDISON TWP

GRADE SPAN KG-05

WASHINGTON ELEMENTARY SCHOOL  
153 WINTHROP ROAD  
EDISON, NJ 08817

**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	86	748	744	10%	22%	17%	44%	6%	50%	44%
White	21	739	753	10%	29%	19%	38%	5%	43%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	12	725	727	25%	25%	17%	33%	0%	33%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	41	765	769	2%	20%	15%	54%	10%	63%	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	26	725	724	31%	23%	15%	27%	4%	31%	24%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

WASHINGTON ELEMENTARY SCHOOL  
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EDISON, NJ 08817

GRADE SPAN KG-05

**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	75	768	751	7%	5%	19%	33%	36%	69%	52%
White	29	770	758	3%	3%	17%	45%	31%	76%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	30	783	773	3%	3%	10%	30%	53%	83%	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

**ACADEMIC ACHIEVEMENT**

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153 WINTHROP ROAD  
EDISON, NJ 08817

GRADE SPAN KG-05

**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	89	764	751	3%	16%	16%	44%	21%	65%	53%
White	35	758	757	6%	17%	17%	46%	14%	60%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	13	750	737	0%	31%	15%	38%	15%	54%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	32	779	771	3%	6%	13%	41%	38%	78%	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	12	717	723	17%	58%	8%	17%	0%	17%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	23	737	734	9%	30%	22%	35%	4%	39%	31%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

GRADE SPAN KG-05

WASHINGTON ELEMENTARY SCHOOL  
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EDISON, NJ 08817

**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	87	748	746	8%	22%	24%	29%	17%	46%	46%
White	22	734	752	14%	23%	27%	27%	9%	36%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	12	726	733	17%	25%	33%	25%	0%	25%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	41	769	772	0%	15%	24%	32%	29%	61%	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	13	725	727	8%	54%	23%	0%	15%	15%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	26	731	730	12%	35%	31%	23%	0%	23%	26%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

WASHINGTON ELEMENTARY SCHOOL  
153 WINTHROP ROAD  
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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	75	756	744	5%	12%	29%	43%	11%	53%	42%
White	29	756	749	0%	14%	34%	45%	7%	52%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	30	767	769	7%	3%	17%	57%	17%	73%	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	23%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

WASHINGTON ELEMENTARY SCHOOL  
153 WINTHROP ROAD  
EDISON, NJ 08817

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	89	751	744	6%	13%	28%	45%	8%	53%	42%
White	35	744	749	6%	14%	31%	46%	3%	49%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	13	742	733	8%	15%	46%	31%	0%	31%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	32	767	768	3%	6%	19%	53%	19%	72%	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	12	728	724	17%	25%	33%	25%	0%	25%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	23	735	731	13%	30%	26%	30%	0%	30%	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  
EDISON TWP

GRADE SPAN KG-05

23-1290-150  
WASHINGTON ELEMENTARY SCHOOL  
153 WINTHROP ROAD  
EDISON, NJ 08817

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

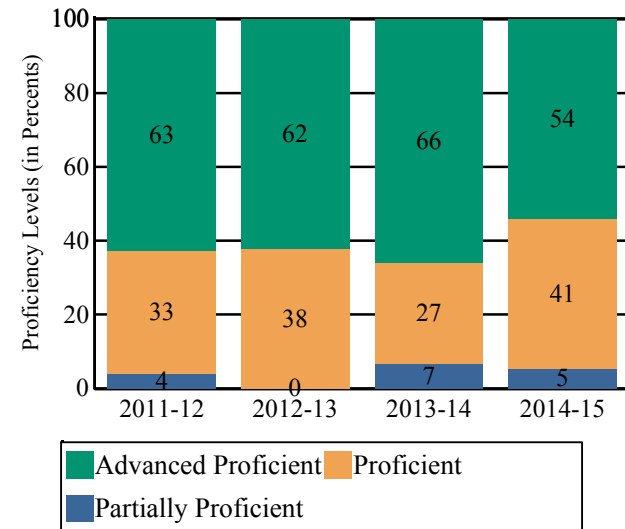
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	54%	41%	5%
White	47%	50%	3%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	78%	19%	4%
Two or More Races	-	-	-
Students with Disability	29%	50%	21%
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

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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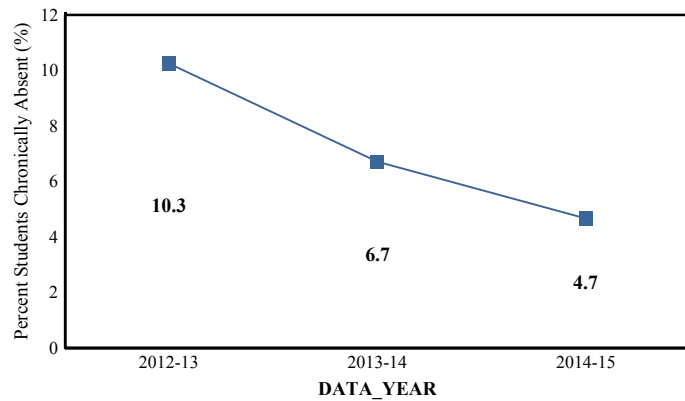
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GRADE SPAN KG-05

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**

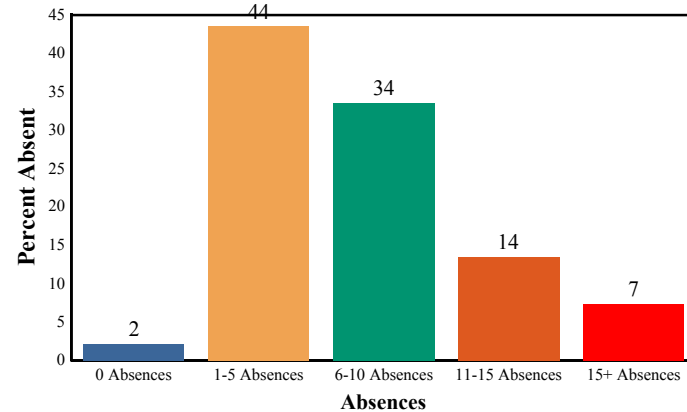
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



<b>Chronic Absenteeism for 2014-15</b>	<b>4.67%</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.



0 Absences	1-5 Absences	6-10 Absences
11-15 Absences	15+ Absences	

**STUDENT GROWTH**

MIDDLESEX  
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153 WINTHROP ROAD  
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GRADE SPAN KG-05

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in 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	59	66	75	35	YES
Student Growth on Math	49	45	42	35	YES
		56	59		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	5%	1%	0%
Partially Met	7%	3%	0%
Approached	8%	7%	2%
Met	8%	15%	15%
Exceeded	0%	2%	27%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	5%	2%	0%
Partially Met	8%	2%	2%
Approached	11%	7%	9%
Met	14%	12%	18%
Exceeded	0%	0%	9%

**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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153 WINTHROP ROAD  
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GRADE SPAN KG-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	822	850
75th	776	770
50th	749	743
25th	712	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	64	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	828	850
75th	774	767
50th	745	745
25th	713	722
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	61	45

**WITHIN SCHOOL ACHIEVEMENT GAP**

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WASHINGTON ELEMENTARY SCHOOL  
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EDISON, NJ 08817

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	847	850
75th	796	773
50th	767	750
25th	740	728
0th	657	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	56	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	826	850
75th	794	773
50th	768	751
25th	733	728
0th	669	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	61	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	809	850
75th	778	764
50th	754	742
25th	730	721
0th	678	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	48	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	810	850
75th	771	763
50th	749	743
25th	725	723
0th	693	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	46	40

**SCHOOL CLIMATE**

MIDDLESEX

EDISON 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	0.8%

**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. 45 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	612

**SCHOOL PEER GROUP**

MIDDLESEX  
EDISON TWP

GRADE SPAN KG-05

WASHINGTON ELEMENTARY SCHOOL  
153 WINTHROP ROAD  
EDISON, NJ 08817

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>
BURLINGTON	CINNAMINSON TWP	ELEANOR RUSH INTERMEDIATE SCHOOL	05-0840-060	03-05	18.2%	0%	16.8%
BURLINGTON	DELRAN TWP	DELRAN INTERMEDIATE SCHOOL	05-1060-015	03-05	24.3%	3.6%	19.2%
BURLINGTON	MOUNT LAUREL TWP	HARTFORD UPPER ELEMENTARY SCHOOL	05-3440-047	05-06	16.5%	0.6%	15.2%
BURLINGTON	MOUNT LAUREL TWP	PARKWAY ELEMENTARY SCHOOL	05-3440-065	KG-04	18.1%	3.6%	11.4%
BURLINGTON	SHAMONG TWP	INDIAN MILLS ELEMENTARY SCHOOL	05-4740-050	PK-04	12.3%	0%	10.3%
CAMDEN	CHERRY HILL TWP	KINGSTON ELEMENTARY SCHOOL	07-0800-110	KG-05	26.2%	7.7%	15.8%
CAMDEN	COLLINGSWOOD BORO	ZANE NORTH ELEMENTARY SCHOOL	07-0940-090	PK-05	14%	0%	12.2%
CAMDEN	HADDON TWP	THOMAS A. EDISON ELEMENTARY SCHOOL	07-1890-060	PK-05	12.3%	0%	9.9%
ESSEX	SOUTH ORANGE-MAPLEWOOD	CLINTON ELEMENTARY SCHOOL	13-4900-060	PK-05	22.1%	7.4%	11.9%
ESSEX	SOUTH ORANGE-MAPLEWOOD	TUSCAN ELEMENTARY	13-4900-150	KG-05	10.5%	0%	8.4%
ESSEX	WEST ORANGE TOWN	ST. CLOUD ELEMENTARY SCHOOL	13-5680-170	KG-05	16.2%	4%	9.2%
GLOUCESTER	WASHINGTON TWP	HURFFVILLE ELEMENTARY SCHOOL	15-5500-040	01-05	20%	0%	20.2%
MERCER	HAMILTON TWP	ALEXANDER ELEMENTARY SCHOOL	21-1950-085	PK-05	15.7%	0.7%	13.8%
MERCER	LAWRENCE TWP	LAWRENCEVILLE ELEMENTARY SCHOOL	21-2580-090	PK-03	13.4%	1.2%	9.3%
MIDDLESEX	EAST BRUNSWICK TWP	HAMMARSKJOLD MIDDLE SCHOOL	23-1170-056	06-07	16.9%	1.8%	13.9%
MIDDLESEX	EDISON TWP	JOHN MARSHALL ELEMENTARY SCHOOL	23-1290-095	KG-05	18.8%	8%	7.3%
MIDDLESEX	EDISON TWP	MARTIN LUTHER KING ELEMENTARY SCHOOL	23-1290-104	KG-05	12.1%	0%	8.1%
MIDDLESEX	EDISON TWP	WASHINGTON ELEMENTARY SCHOOL	23-1290-150	KG-05	26%	13.1%	9.6%
MIDDLESEX	OLD BRIDGE TWP	JAMES A. MCDIVITT ELEMENTARY SCHOOL	23-3845-108	KG-05	21.3%	5.7%	12.4%
MIDDLESEX	SOUTH BRUNSWICK TWP	BROOKS CROSSING ELEMENTARY SCHOOL	23-4860-085	KG-05	13.5%	3.3%	5.9%

**SCHOOL PEER GROUP**

MIDDLESEX  
EDISON TWP

WASHINGTON ELEMENTARY SCHOOL  
153 WINTHROP ROAD  
EDISON, NJ 08817

GRADE SPAN KG-05

MIDDLESEX	SOUTH BRUNSWICK TWP	BRUNSWICK ACRES ELEMENTARY SCHOOL	23-4860-055	PK-05	14.4%	4.5%	6.8%
MONMOUTH	MIDDLETOWN TWP	HARMONY ELEMENTARY SCHOOL	25-3160-095	PK-05	18.3%	0.4%	16.2%
MORRIS	ROCKAWAY TWP	DENNIS B O'BRIEN ELEMENTARY SCHOOL	27-4490-025	PK-05	15.2%	0%	12.6%
OCEAN	BARNEGAT TWP	JOSEPH T. DONAHUE ELEMENTARY SCHOOL	29-0185-080	KG-05	29.8%	0.4%	30.5%
OCEAN	BRICK TWP	HERBERTSVILLE ELEMENTARY SCHOOL	29-0530-040	KG-05	21.2%	0%	21.2%
OCEAN	TOMS RIVER REGIONAL	HOOPER AVENUE ELEMENTARY SCHOOL	29-5190-075	KG-05	15.3%	0%	14.5%
PASSAIC	WEST MILFORD TWP	MARSHALL HILL ELEMENTARY SCHOOL	31-5650-070	KG-06	13.3%	0%	11.2%
SUSSEX	HAMPTON TWP	MARIAN E. MCKEOWN ELEMENTARY SCHOOL	37-1980-050	KG-06	15.8%	0%	14.8%
SUSSEX	STILLWATER TWP	STILLWATER TOWNSHIP SCHOOL DISTRICT	37-5040-050	PK-06	17.2%	0%	16.4%
UNION	ROSELLE PARK BORO	SHERMAN ELEMENTARY SCHOOL	39-4550-090	KG-05	26.2%	13.1%	9%
WARREN	WASHINGTON TWP	PORT COLDEN SCHOOL	41-5530-050	01-03	19.5%	0%	17.9%



# State of New Jersey

2014-15

23-1290-160

WOODBROOK ELEMENTARY SCHOOL  
15 ROBIN ROAD  
EDISON, NJ 08820

## OVERVIEW

MIDDLESEX  
EDISON 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**

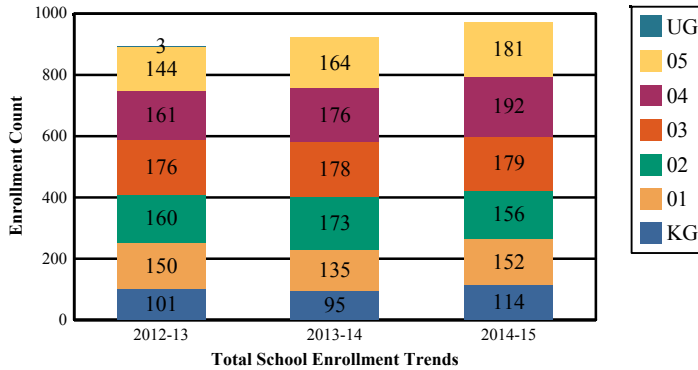
MIDDLESEX  
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GRADE SPAN KG-05

23-1290-160  
WOODBROOK ELEMENTARY SCHOOL  
15 ROBIN ROAD  
EDISON, NJ 08820

**Enrollment by Grade**

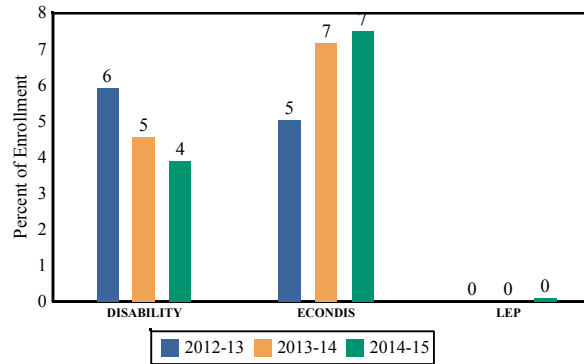
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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.

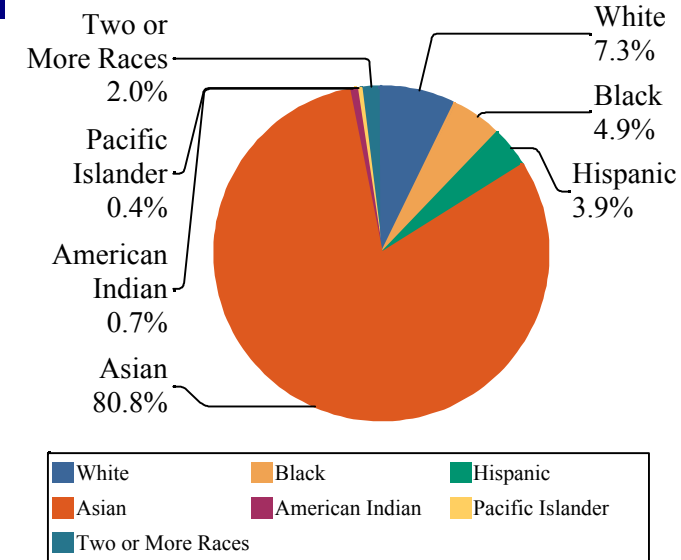
**Enrollment Trends by Program Participation**

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**

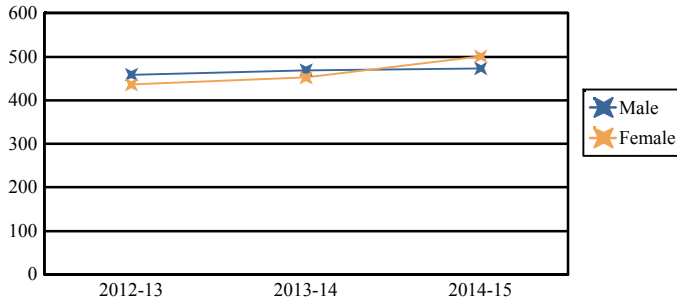
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	895
2013-14	921
2014-15	974

**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	459	436
2013-14	469	452
2014-15	473	501

Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	38	4%
Economically Disadvantaged Students	73	7.5%
English Language Learners	1	0.1%

**Language Diversity**

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

2014-15	Percent
English	39.9%
Telugu	14.0%
Hindi	11.9%
Tamil	8.8%
Chinese	5.0%
Gujarati	4.5%
Other	15.9%

**ACADEMIC ACHIEVEMENT**

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EDISON TWP

GRADE SPAN KG-05

WOODBROOK ELEMENTARY SCHOOL  
15 ROBIN ROAD  
EDISON, NJ 08820

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and 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	81%	100	96
Math Met or Exceeded Expectation	82%		

**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	486	80.7%	95%	96%	YES
White	44	56.9%	95%	88.2%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	389	87.2%	95%	97.2%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

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	485	81.5%	95%	95.8%	YES
White	44	59.1%	95%	88.2%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	388	89.1%	95%	96.9%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

**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**

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GRADE SPAN KG-05

WOODBROOK ELEMENTARY SCHOOL  
15 ROBIN ROAD  
EDISON, NJ 08820

**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**

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WOODBROOK ELEMENTARY SCHOOL  
15 ROBIN ROAD  
EDISON, NJ 08820

GRADE SPAN KG-05

**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	151	779	744	3%	4%	15%	60%	19%	79%	44%
White	17	760	753	0%	12%	35%	47%	6%	53%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	112	786	769	1%	1%	13%	63%	22%	86%	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

**ACADEMIC ACHIEVEMENT**

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WOODBROOK ELEMENTARY SCHOOL  
15 ROBIN ROAD  
EDISON, NJ 08820

GRADE SPAN KG-05

**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	170	773	751	2%	2%	18%	50%	27%	77%	52%
White	16	756	758	0%	0%	44%	50%	6%	56%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	139	778	773	3%	1%	11%	53%	32%	85%	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	13	745	734	0%	15%	38%	46%	0%	46%	31%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
EDISON TWP

WOODBROOK ELEMENTARY SCHOOL  
15 ROBIN ROAD  
EDISON, NJ 08820

GRADE SPAN KG-05

**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	165	779	751	1%	2%	11%	62%	24%	86%	53%
White	11	768	757	0%	9%	27%	36%	27%	64%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	138	782	771	0%	1%	9%	65%	25%	91%	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	-	-	723	-	-	-	-	-	-	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

**ACADEMIC ACHIEVEMENT**

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EDISON TWP

GRADE SPAN KG-05

WOODBROOK ELEMENTARY SCHOOL  
15 ROBIN ROAD  
EDISON, NJ 08820

**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	151	784	746	2%	5%	7%	45%	42%	87%	46%
White	17	758	752	0%	24%	6%	59%	12%	71%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	112	793	772	1%	0%	4%	44%	51%	95%	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	26%

**ACADEMIC ACHIEVEMENT**

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WOODBROOK ELEMENTARY SCHOOL  
15 ROBIN ROAD  
EDISON, NJ 08820

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	170	775	744	1%	5%	17%	51%	25%	76%	42%
White	16	747	749	6%	6%	44%	44%	0%	44%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	139	783	769	1%	1%	12%	55%	31%	86%	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	13	736	730	0%	46%	23%	31%	0%	31%	23%

**ACADEMIC ACHIEVEMENT**

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15 ROBIN ROAD  
EDISON, NJ 08820

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	164	774	744	2%	5%	12%	52%	29%	82%	42%
White	11	760	749	0%	9%	27%	45%	18%	64%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	137	779	768	1%	1%	9%	54%	34%	88%	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	731	-	-	-	-	-	-	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  
EDISON TWP

GRADE SPAN KG-05

23-1290-160  
WOODBROOK ELEMENTARY SCHOOL  
15 ROBIN ROAD  
EDISON, NJ 08820

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

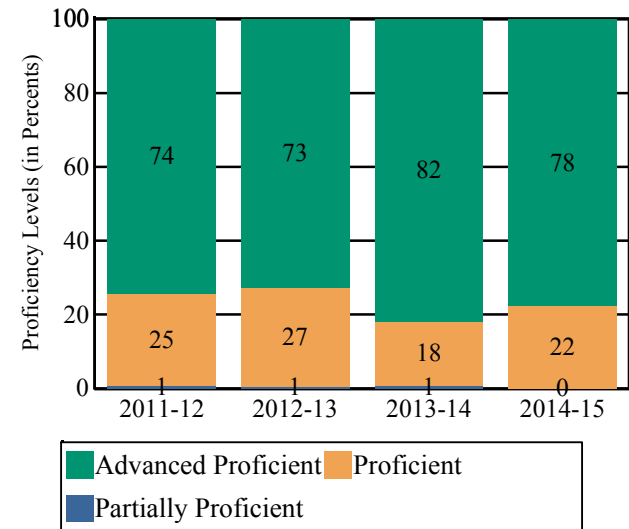
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	78%	22%	0%
White	61%	39%	0%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	84%	16%	0%
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	47%	53%	0%

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**

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EDISON TWP

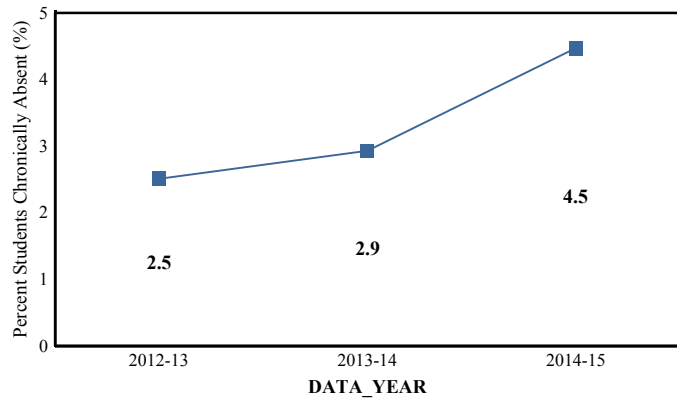
GRADE SPAN KG-05

23-1290-160  
WOODBROOK ELEMENTARY SCHOOL  
15 ROBIN ROAD  
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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**

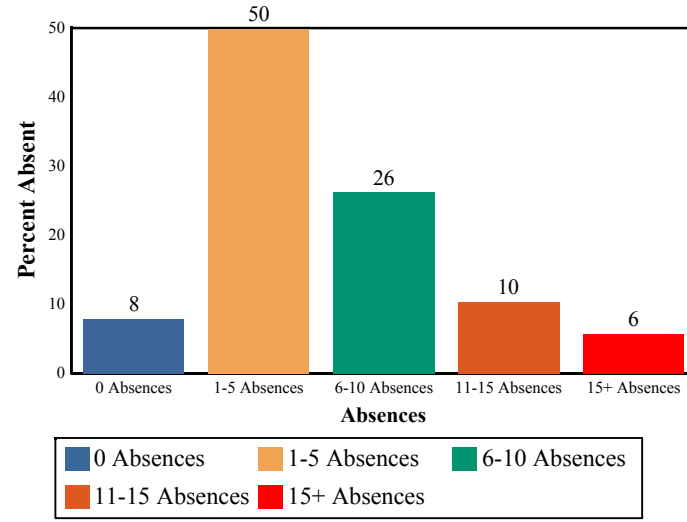
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



<b>Chronic Absenteeism for 2014-15</b>	<b>4.48%</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.



**STUDENT GROWTH**

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GRADE SPAN KG-05

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in 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	55	68	63	35	YES
Student Growth on Math	72	93	95	35	YES
		81	79		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	1%	0%	0%
Partially Met	2%	1%	0%
Approached	9%	4%	3%
Met	16%	23%	17%
Exceeded	0%	4%	20%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	1%	0%	0%
Partially Met	3%	1%	1%
Approached	5%	6%	4%
Met	7%	18%	27%
Exceeded	0%	2%	25%

**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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15 ROBIN ROAD  
EDISON, NJ 08820

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	850	850
75th	801	770
50th	780	743
25th	751	715
0th	673	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	50	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	849	850
75th	804	767
50th	784	745
25th	766	722
0th	686	650

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

**WITHIN SCHOOL ACHIEVEMENT GAP**

MIDDLESEX  
EDISON 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	839	850
75th	791	773
50th	774	750
25th	752	728
0th	686	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	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	831	850
75th	796	773
50th	781	751
25th	761	728
0th	690	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	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	849	850
75th	794	764
50th	775	742
25th	755	721
0th	685	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	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	848	850
75th	796	763
50th	778	743
25th	755	723
0th	682	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	40

**SCHOOL CLIMATE**

MIDDLESEX

EDISON 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	0.4%

**Instructional Time**

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	6 Hrs. 45 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	19
Administrators	487

**SCHOOL PEER GROUP**

MIDDLESEX  
EDISON TWP

GRADE SPAN KG-05

WOODBROOK ELEMENTARY SCHOOL  
15 ROBIN ROAD  
EDISON, NJ 08820

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	HILLSDALE BORO	ANN BLANCHE SMITH	03-2180-010	KG-04	9.1%	2.3%	14.7%
BERGEN	RUTHERFORD BORO	WASHINGTON SCHOOL	03-4600-110	01-03	9.3%	1.8%	8.6%
BERGEN	WESTWOOD REGIONAL	BROOKSIDE ELEMENTARY SCHOOL	03-5755-070	KG-05	10%	3.9%	9.7%
BURLINGTON	MEDFORD TWP	CHAIRVILLE ELEMENTARY SCHOOL	05-3080-030	KG-05	8.6%	0.5%	16.8%
BURLINGTON	MEDFORD TWP	HAINES SIXTH GRADE CENTER	05-3080-050	06	7.6%	0.6%	13.9%
CAMDEN	CHERRY HILL TWP	A. RUSSELL KNIGHT ELEMENTARY SCHOOL	07-0800-058	KG-05	8.5%	0.6%	14.5%
CAMDEN	CHERRY HILL TWP	BRET HARTE ELEMENTARY SCHOOL	07-0800-068	KG-05	7.1%	0%	15.5%
CAMDEN	CHERRY HILL TWP	RICHARD STOCKTON ELEMENTARY SCHOOL	07-0800-113	KG-05	9.1%	1%	19.6%
CAMDEN	CHERRY HILL TWP	WOODCREST ELEMENTARY SCHOOL	07-0800-130	KG-05	8.5%	0.3%	16.5%
CAMDEN	VOORHEES TWP	SIGNAL HILL SCHOOL	07-5400-095	PK-05	8.1%	0.9%	18.5%
ESSEX	BLOOMFIELD TWP	BROOKDALE ELEMENTARY	13-0410-060	PK-06	7.9%	0%	12%
ESSEX	BLOOMFIELD TWP	OAK VIEW ELEMENTARY	13-0410-140	PK-06	8.9%	1.1%	13.4%
ESSEX	NUTLEY TOWN	LINCOLN SCHOOL	13-3750-070	PK-06	9.7%	2.5%	25.6%
ESSEX	SOUTH ORANGE-MAPLEWOOD	SOUTH MOUNTAIN ELEMENTARY/ANNEX	13-4900-140	PK-05	6.9%	0%	7.6%
HUNTERDON	READINGTON TWP	THREE BRIDGES SCHOOL	19-4350-060	PK-03	8.4%	1.2%	12%
HUNTERDON	READINGTON TWP	WHITEHOUSE SCHOOL	19-4350-070	KG-03	8.8%	0.6%	14.9%
MIDDLESEX	EDISON TWP	WOODBROOK ELEMENTARY SCHOOL	23-1290-160	KG-05	7.5%	0.1%	3.7%
MONMOUTH	HOWELL TWP	ADELPHIA ELEMENTARY SCHOOL	25-2290-003	KG-05	8%	0%	15.7%
MONMOUTH	MANALAPAN-ENGLISHTOWN REG	CLARK MILLS SCHOOL	25-2920-050	KG-05	7.5%	0.2%	12.4%
MONMOUTH	MIDDLETOWN TWP	MIDDLETOWN VILLAGE ELEMENTARY SCHOOL	25-3160-130	KG-05	8.2%	1.2%	19.4%
MONMOUTH	OCEANPORT BORO	WOLF HILL ELEMENTARY SCHOOL	25-3830-050	PK-04	8.5%	0.6%	16.1%
MONMOUTH	UPPER FREEHOLD REGIONAL	NEWELL ELEMENTARY SCHOOL	25-5310-060	PK-04	9%	2.1%	18.8%

**SCHOOL PEER GROUP**

MIDDLESEX  
EDISON TWP

WOODBROOK ELEMENTARY SCHOOL  
15 ROBIN ROAD  
EDISON, NJ 08820

GRADE SPAN KG-05

MORRIS	MADISON BORO	CENTRAL AVENUE SCHOOL	27-2870-060	PK-05	8.7%	2.9%	12.2%
MORRIS	ROCKAWAY TWP	STONY BROOK ELEMENTARY SCHOOL	27-4490-080	KG-05	7.1%	0%	17.9%
MORRIS	ROXBURY TWP	JEFFERSON ELEMENTARY SCHOOL DISTRICT	27-4560-065	KG-04	9.3%	2.1%	10.5%
SOMERSET	BRIDGEWATER-RARITAN REG	BRADLEY GARDENS ELEMENTARY SCHOOL	35-0555-040	KG-04	7.9%	0%	11%
SOMERSET	GREEN BROOK TWP	IRENE E. FELDKIRCHNER ELEMENTARY SCHOOL	35-1810-050	PK-04	7.9%	1.5%	10.9%
SOMERSET	HILLSBOROUGH TWP	AUTEN ROAD INTERMEDIATE SCHOOL	35-2170-034	05-06	7.9%	0.4%	17.2%
UNION	SCOTCH PLAINS-FANWOOD REG	EVERGREEN SCHOOL	39-4670-090	PK-04	7.1%	0%	12.7%
UNION	SCOTCH PLAINS-FANWOOD REG	SCHOOL ONE	39-4670-070	PK-04	9.6%	2.5%	14.3%
WARREN	GREENWICH TWP	GREENWICH SCHOOL	41-1840-040	PK-05	8.2%	0.2%	11.6%

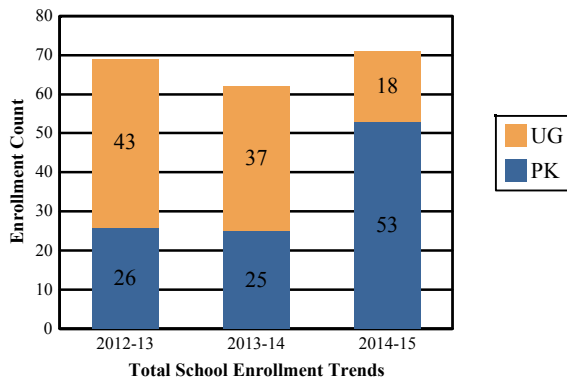
**DEMOGRAPHIC INFORMATION**

MIDDLESEX  
EDISON TWP

GRADE SPAN PK-KG

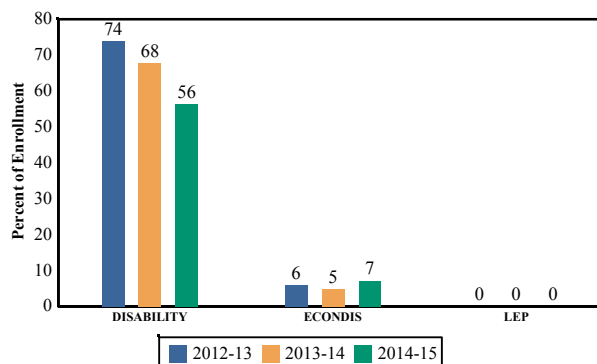
**Enrollment by Grade**

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



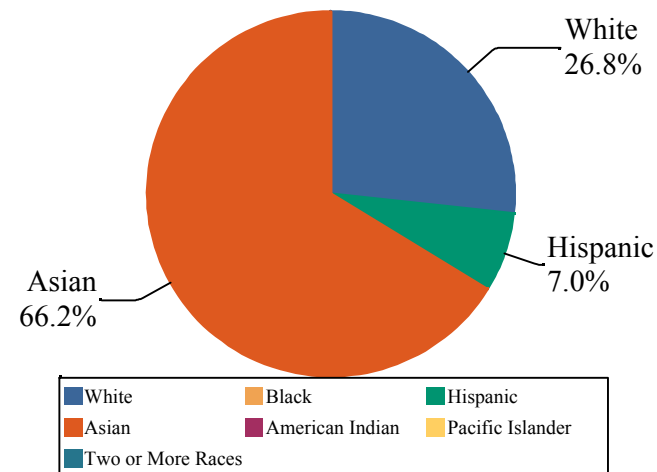
**Enrollment Trends by Program Participation**

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



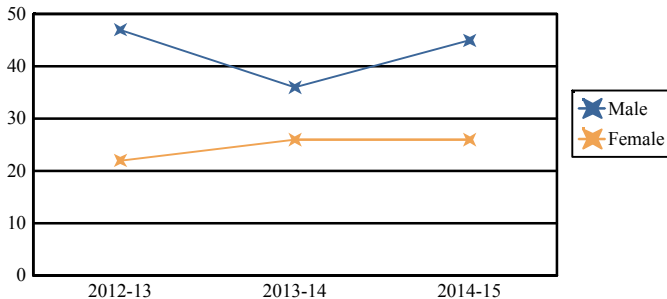
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade

**Total School Enrollment**

2012-13	69
2013-14	62
2014-15	71

**Enrollment by Gender**

This graph presents the count of students by gender 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	40	56%
Economically Disadvantaged Students	5	7.0%
English Language Learners	0	0.0%

**Language Diversity**

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

2014-15	Percent
English	49.5%
Hindi	10.5%
Telugu	9.5%
Spanish	7.4%
Gujarati	5.3%
Tamil	5.3%
Other	12.6%

	Male	Female
2012-13	47	22
2013-14	36	26
2014-15	45	26

**SCHOOL CLIMATE**

MIDDLESEX  
EDISON TWP

GRADE SPAN PK-KG

**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	5 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	2 Hrs. 35 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	18
Administrators	71

**DEMOGRAPHIC INFORMATION**

MIDDLESEX  
EDISON TWP

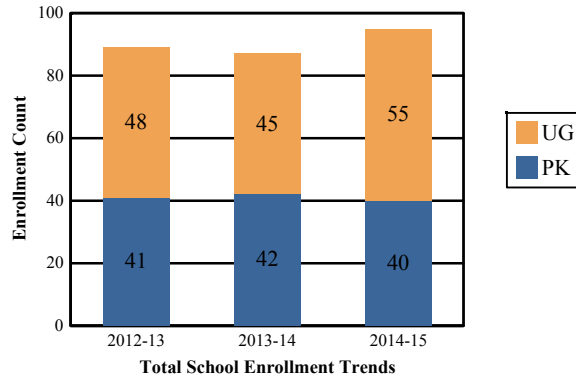
GRADE SPAN PK-KG

23-1290-302

FRANKLIN D ROOSEVELT SCHOOL  
838 NEW DOVER RD  
EDISON, NJ 08820

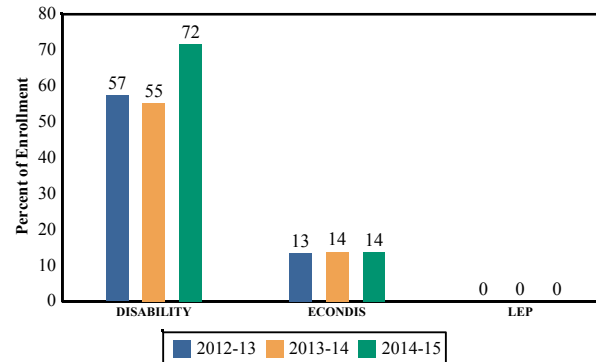
**Enrollment by Grade**

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



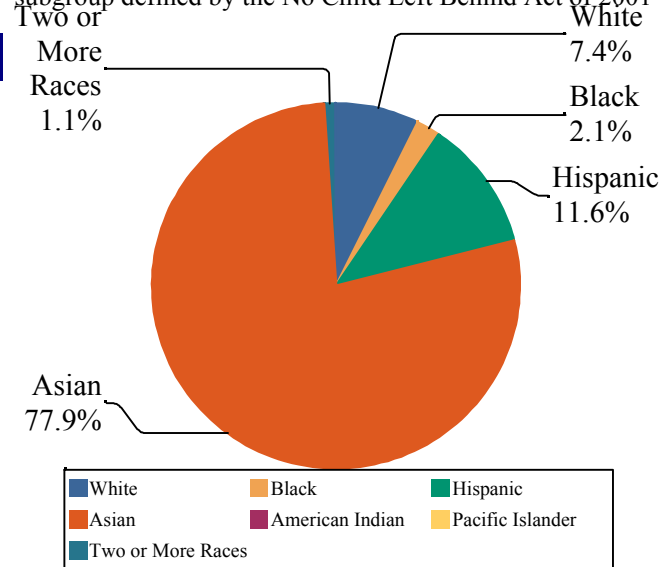
**Enrollment Trends by Program Participation**

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



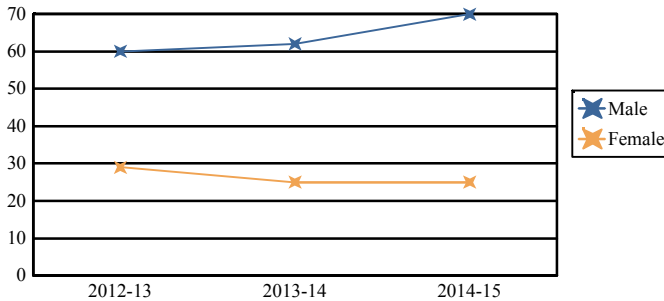
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade

**Total School Enrollment**

2012-13	89
2013-14	87
2014-15	95

**Enrollment by Gender**

This graph presents the count of students by gender 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	68	72%
Economically Disadvantaged Students	13	13.7%
English Language Learners	0	0.0%

**Language Diversity**

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

2014-15	Percent
English	38.5%
Gujarati	12.3%
Hindi	9.2%
Telugu	7.7%
Tamil	6.9%
Spanish	5.4%
Other	20.0%

	Male	Female
2012-13	60	29
2013-14	62	25
2014-15	70	25

**SCHOOL CLIMATE**

MIDDLESEX  
EDISON TWP

GRADE SPAN PK-KG

**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	5 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. 5 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	9
Administrators	0

N/R - Data Not Reported