



State of New Jersey  
2015-2016

Grade Span 3H-05

23-3620-055  
MIDDLESEX  
NORTH BRUNSWICK TWP  
Arthur M. Judd  
1595 ROOSEVELT AVENUE  
NORTH BRUNSWICK, NJ 08902

## 2015-2016 School Performance Reports

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

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

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

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

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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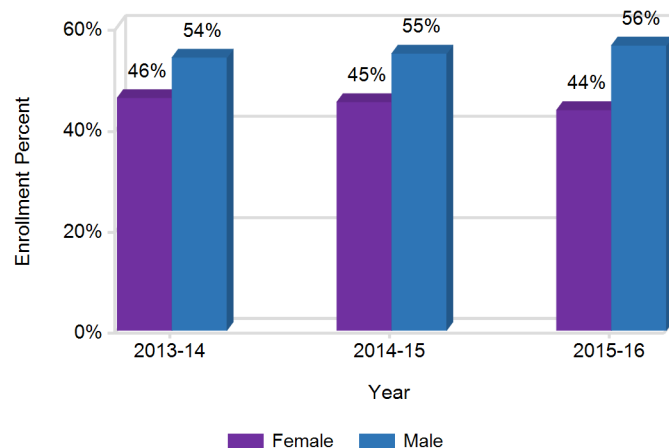
## Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade PK	28	24	124
Grade KG	97	114	121
Grade 01	127	100	129
Grade 02	115	125	98
Grade 03	134	112	119
Grade 04	112	141	123
Grade 05	106	117	133
UG	51	50	73
Total	770	783	920

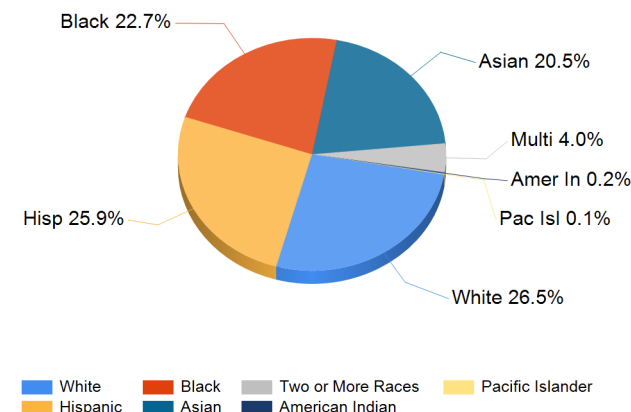
## Enrollment by Gender

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



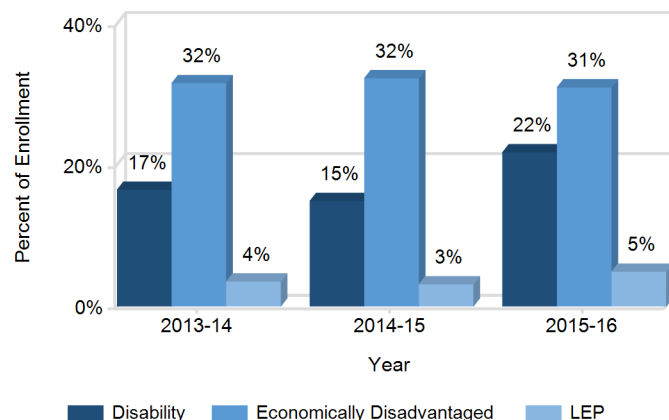
## Enrollment by Ethnic/ Racial Subgroup

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



## Enrollment Trends by Special Population

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



## Language Diversity

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

2015-2016	Percent
English	74.9%
Spanish	11.8%
Gujarati	2.0%
Hindi	1.4%
Arabic	1.2%
Other	8.3%

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



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

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

## Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	49%	80	42
Mathematics Met or Exceeded Expectations	50%	80	53

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	355	49%	42	99%	✓	356	50%	53	99%	✓
White	106	60%	52	96%	✓	106	61%	66	96%	✓
African American	80	31%	39	100%	✓	80	34%	57	100%	✓
Hispanic	94	40%	38	99%	✓	95	40%	54	99%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	63	64%	36	100%	✓	63	65%	39	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	60	18%	60	95%	✓	60	20%	62	95%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	114	31%	31	98%	✓	114	33%	52	98%	✓



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## PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	115	746	740	746	11%	20%	16%	49%	4%	53%	48%
White	33	759	746	756	3%	15%	18%	58%	6%	64%	58%
African American	30	728	730	727	23%	27%	10%	37%	3%	40%	30%
Hispanic	26	731	722	730	19%	31%	15%	31%	4%	35%	31%
Asian	S	S	764	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	749	753	S	S	S	S	S	S	55%
Students with Disability	14	714	720	718	29%	29%	14%	29%	N	29%	22%
English Language Learners	S	S	699	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	43	725	720	727	26%	26%	12%	35%	2%	37%	28%
PARCC MATH											
<b>Schoolwide</b>	117	755	749	749	7%	15%	18%	40%	21%	61%	52%
White	33	771	756	757	3%	9%	12%	39%	36%	76%	63%
African American	30	739	739	730	13%	20%	23%	33%	10%	43%	31%
Hispanic	27	739	729	736	11%	26%	19%	37%	7%	44%	35%
Asian	S	S	776	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	747	754	S	S	S	S	S	S	57%
Students with Disability	14	728	727	727	29%	14%	29%	29%	N	29%	28%
English Language Learners	S	S	708	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	44	734	728	732	16%	25%	21%	36%	2%	39%	32%

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



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## PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	119	742	742	750	12%	16%	27%	41%	4%	45%	54%
White	31	750	752	759	7%	13%	23%	55%	3%	58%	64%
African American	28	727	727	733	21%	14%	36%	29%	N	29%	33%
Hispanic	38	736	726	737	13%	26%	26%	32%	3%	34%	37%
Asian	S	S	765	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	742	756	S	S	S	S	S	S	62%
Students with Disability	18	720	705	723	28%	28%	17%	28%	N	28%	22%
English Language Learners	S	S	702	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	42	727	723	734	21%	21%	31%	26%	N	26%	33%
PARCC MATH											
<b>Schoolwide</b>	119	741	745	745	9%	25%	23%	39%	4%	43%	47%
White	31	752	753	752	7%	13%	26%	45%	10%	55%	57%
African American	28	724	727	727	14%	46%	18%	21%	N	21%	24%
Hispanic	38	734	728	733	11%	29%	26%	34%	N	34%	30%
Asian	S	S	773	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	750	750	S	S	S	S	S	S	54%
Students with Disability	18	720	716	724	28%	33%	17%	22%	N	22%	22%
English Language Learners	S	S	726	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	42	727	727	730	14%	43%	17%	26%	N	26%	27%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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## PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	127	747	745	751	6%	17%	27%	49%	2%	50%	53%
White	39	759	748	758	3%	5%	28%	62%	3%	64%	64%
African American	25	737	730	733	4%	32%	36%	28%	N	28%	32%
Hispanic	38	739	732	738	8%	26%	24%	42%	N	42%	37%
Asian	S	S	772	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	740	759	S	S	S	S	S	S	63%
Students with Disability	17	725	712	723	18%	41%	29%	12%	N	12%	20%
English Language Learners	S	S	711	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	40	729	725	735	18%	30%	30%	23%	N	23%	33%
PARCC MATH											
<b>Schoolwide</b>	128	746	745	747	4%	24%	25%	38%	9%	47%	47%
White	39	754	747	753	N	15%	26%	49%	10%	59%	57%
African American	25	736	731	728	4%	32%	32%	24%	8%	32%	24%
Hispanic	39	732	730	735	8%	39%	21%	33%	N	33%	31%
Asian	S	S	775	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	746	754	S	S	S	S	S	S	56%
Students with Disability	17	729	721	725	6%	59%	18%	18%	N	18%	19%
English Language Learners	S	S	715	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	40	730	726	732	5%	40%	30%	23%	3%	25%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
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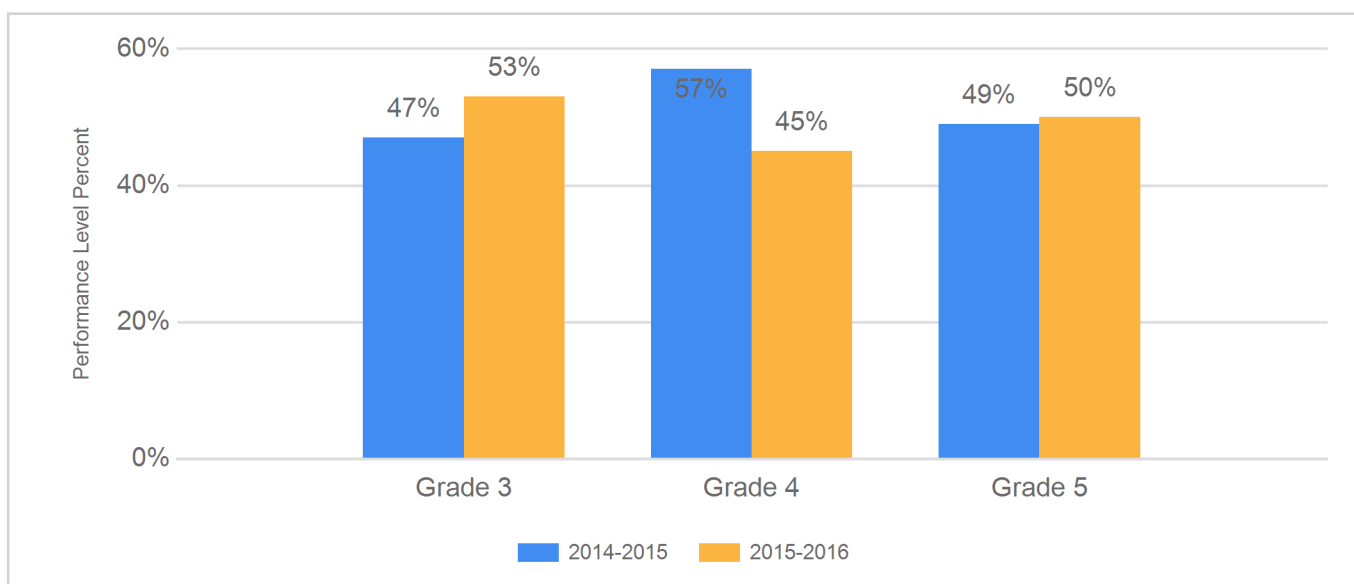
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### PARCC ELA Performance Trends

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





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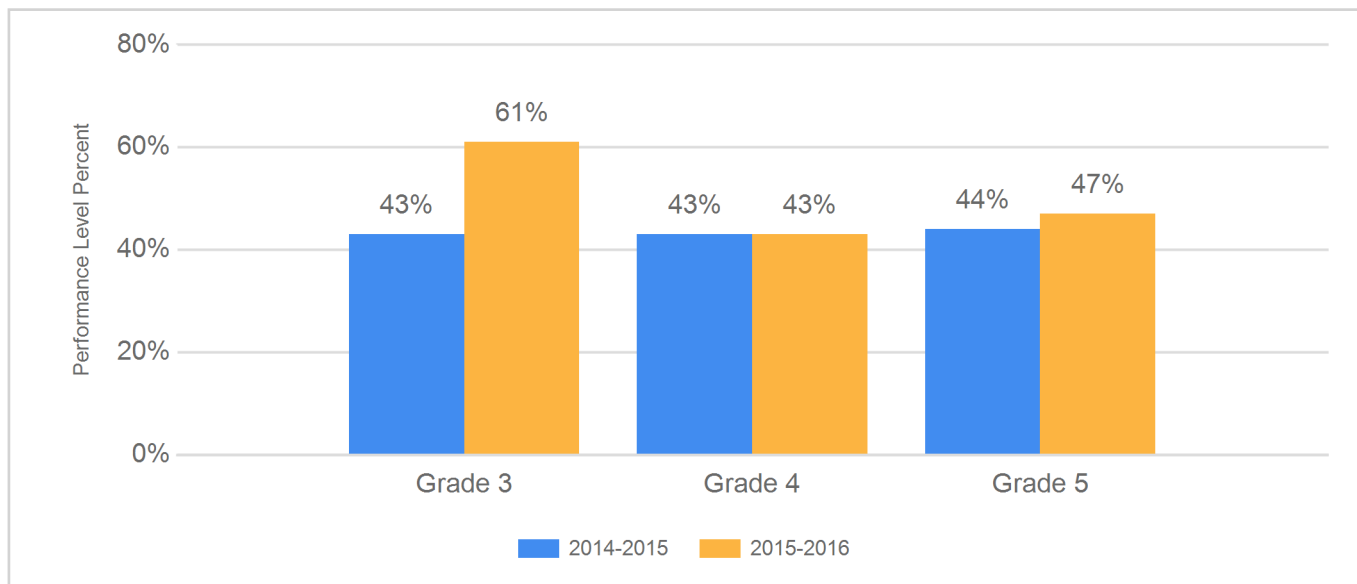
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## PARCC Math Performance Trends

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







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Grade Span 3H-05

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

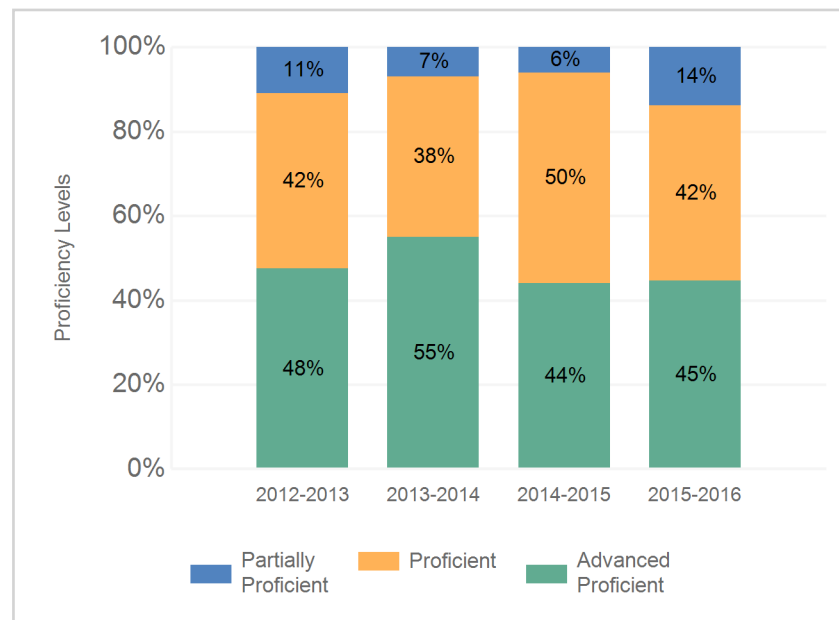
## NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	45%	42%	14%
White	54%	40%	6%
African American	22%	48%	30%
Hispanic	41%	44%	15%
American Indian	N	N	N
Asian	63%	32%	5%
Two or More Races	S	S	S
Students with Disability	44%	25%	31%
English Language Learners	S	S	S
Economically Disadvantaged Students	29%	48%	24%

## NJASK Proficiency Trends Science - Grade Level 04

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





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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

Reading Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4read.html>

Reading Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8read.html>

Math Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4math.html>

Math Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8math.html>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

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

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



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

### Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	33	49	50
Student Growth on Math	48	54	50

### Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	2%	1%
Partially Met (L2)	7%	2%	4%
Approached (L3)	13%	7%	3%
Met (L4)	22%	15%	9%
Exceeded (L5)	7%	2%	1%

### Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	3%	1%
Partially Met (L2)	6%	8%	6%
Approached (L3)	11%	9%	7%
Met (L4)	13%	17%	12%
Exceeded (L5)	1%	2%	2%



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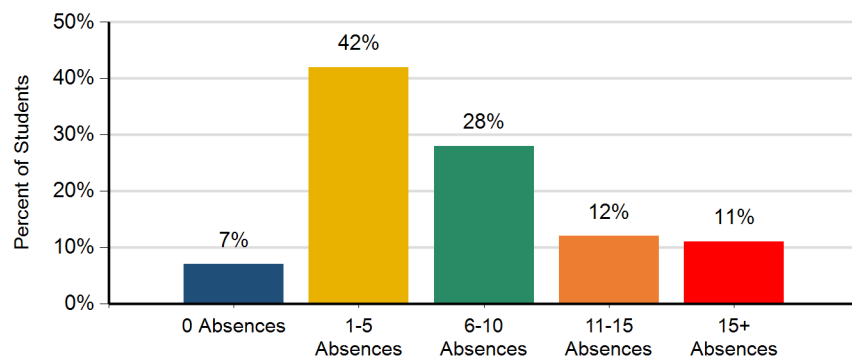
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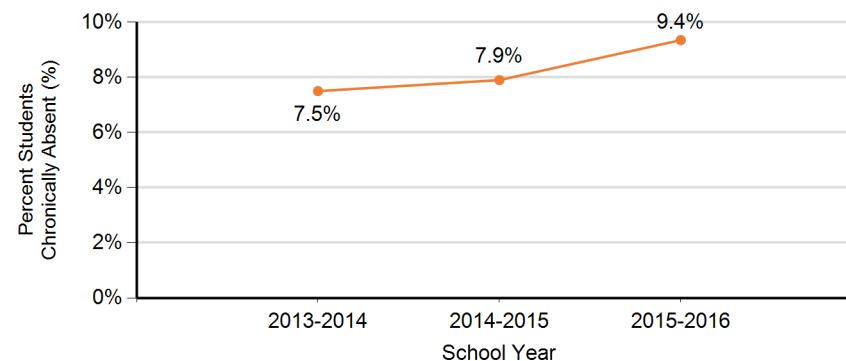
## Absenteeism

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



## Chronic Absenteeism Trend

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





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### Length of School Day

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

	School
2015-16	6 Hrs. 35 Mins.

### Instructional Time

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

2015-16	School
Full Time	5 Hrs. 53 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

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

2015-16	School
Faculty	13:1
Administrator	230:1

### Student Suspension Rate

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

	School
2015-16	1.8%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	97%



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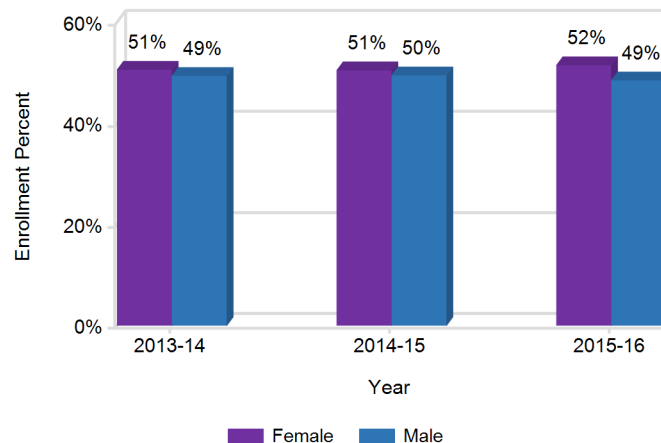
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Grade 01	115	118	101
Grade 02	106	114	113
Grade 03	108	109	111
Grade 04	93	110	108
Grade 05	104	94	101
UG	17	29	20
Total	715	738	646

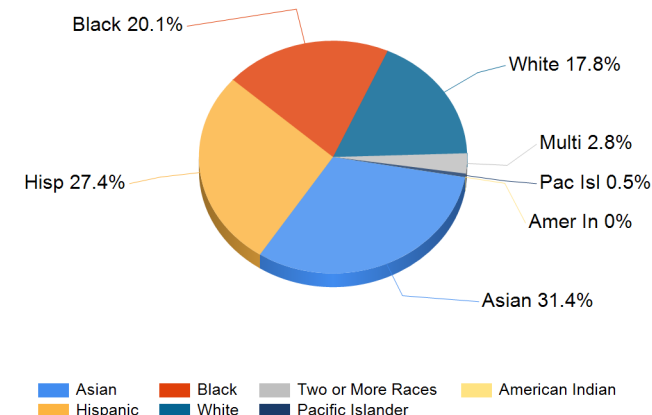
## Enrollment by Gender

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



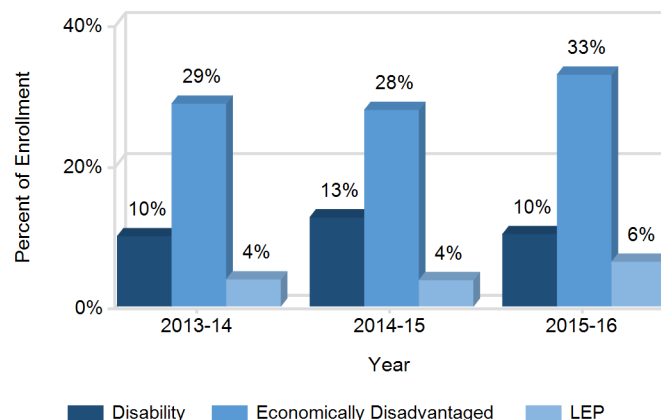
## Enrollment by Ethnic/ Racial Subgroup

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



## Enrollment Trends by Special Population

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



## Language Diversity

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

2015-2016	Percent
English	73.7%
Spanish	9.6%
Tamil	3.1%
Gujarati	2.9%
Hindi	1.7%
Other	9.3%

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



State of New Jersey  
2015-2016

Grade Span 3H-05

23-3620-060  
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NORTH BRUNSWICK, NJ 08902

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

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

## Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	46%	40	36
Mathematics Met or Exceeded Expectations	49%	60	48

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	296	46%	36	98%	✓	297	49%	48	98%	✓
White	52	44%	24	95%	✓	52	42%	29	95%	✓
African American	60	27%	29	100%	✓	60	33%	54	100%	✓
Hispanic	78	23%	16	98%	✓	79	19%	18	98%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	98	77%	45	99%	✓	98	84%	60	99%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	98	18%	13	98%	✓	98	20%	22	98%	✓





State of New Jersey  
2015-2016

Grade Span 3H-05

23-3620-060  
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## PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	111	738	740	746	14%	24%	22%	40%	1%	41%	48%
White	S	S	746	756	S	S	S	S	S	S	58%
African American	25	726	730	727	24%	24%	20%	32%	N	32%	30%
Hispanic	33	723	722	730	24%	24%	33%	18%	N	18%	31%
Asian	34	763	764	772	N	18%	12%	68%	3%	71%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	749	753	S	S	S	S	S	S	55%
Students with Disability	S	S	720	718	S	S	S	S	S	S	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	38	718	720	727	24%	32%	32%	13%	N	13%	28%
PARCC MATH											
<b>Schoolwide</b>	112	745	749	749	8%	18%	30%	33%	12%	45%	52%
White	S	S	756	757	S	S	S	S	S	S	63%
African American	25	738	739	730	16%	12%	36%	32%	4%	36%	31%
Hispanic	34	724	729	736	15%	35%	27%	24%	N	24%	35%
Asian	34	774	776	777	N	3%	15%	47%	35%	82%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	747	754	S	S	S	S	S	S	57%
Students with Disability	S	S	727	727	S	S	S	S	S	S	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	38	723	728	732	18%	26%	37%	18%	N	18%	32%

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



State of New Jersey  
2015-2016

Grade Span 3H-05

23-3620-060  
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## PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	107	743	742	750	14%	21%	18%	37%	10%	48%	54%
White	22	751	752	759	5%	36%	9%	36%	14%	50%	64%
African American	S	S	727	733	S	S	S	S	S	S	33%
Hispanic	25	721	726	737	24%	28%	24%	24%	N	24%	37%
Asian	40	765	765	773	5%	5%	15%	55%	20%	75%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	742	756	S	S	S	S	S	S	62%
Students with Disability	S	S	705	723	S	S	S	S	S	S	22%
English Language Learners	S	S	702	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	44	723	723	734	18%	36%	23%	23%	N	23%	33%
PARCC MATH											
<b>Schoolwide</b>	107	749	745	745	7%	22%	24%	34%	14%	48%	47%
White	22	754	753	752	5%	14%	27%	41%	14%	55%	57%
African American	S	S	727	727	S	S	S	S	S	S	24%
Hispanic	25	725	728	733	12%	28%	48%	12%	N	12%	30%
Asian	40	775	773	771	3%	8%	10%	50%	30%	80%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	750	750	S	S	S	S	S	S	54%
Students with Disability	S	S	716	724	S	S	S	S	S	S	22%
English Language Learners	S	S	726	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	44	732	727	730	5%	36%	39%	16%	5%	21%	27%

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



State of New Jersey  
2015-2016

Grade Span 3H-05

23-3620-060  
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## PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	100	747	745	751	9%	15%	26%	47%	3%	50%	53%
White	S	S	748	758	S	S	S	S	S	S	64%
African American	24	739	730	733	4%	25%	46%	25%	N	25%	32%
Hispanic	28	733	732	738	11%	25%	32%	32%	N	32%	37%
Asian	25	773	772	773	N	8%	8%	72%	12%	84%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	740	759	S	S	S	S	S	S	63%
Students with Disability	S	S	712	723	S	S	S	S	S	S	20%
English Language Learners	S	S	711	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	28	727	725	735	11%	32%	36%	21%	N	21%	33%
PARCC MATH											
<b>Schoolwide</b>	100	751	745	747	2%	15%	34%	36%	13%	49%	47%
White	S	S	747	753	S	S	S	S	S	S	57%
African American	24	738	731	728	N	33%	33%	33%	N	33%	24%
Hispanic	28	733	730	735	7%	18%	54%	18%	4%	21%	31%
Asian	25	782	775	774	N	N	8%	48%	44%	92%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	746	754	S	S	S	S	S	S	56%
Students with Disability	S	S	721	725	S	S	S	S	S	S	19%
English Language Learners	S	S	715	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	28	730	726	732	7%	21%	54%	14%	4%	18%	28%

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



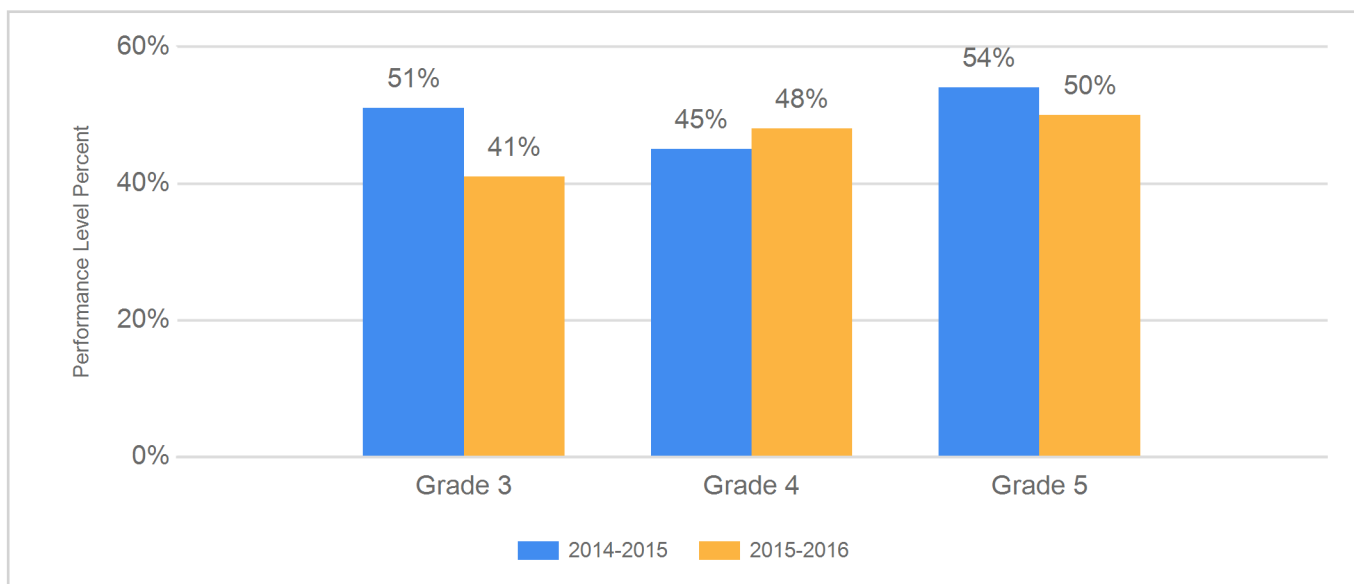
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2015-2016

Grade Span 3H-05

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### PARCC ELA Performance Trends

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





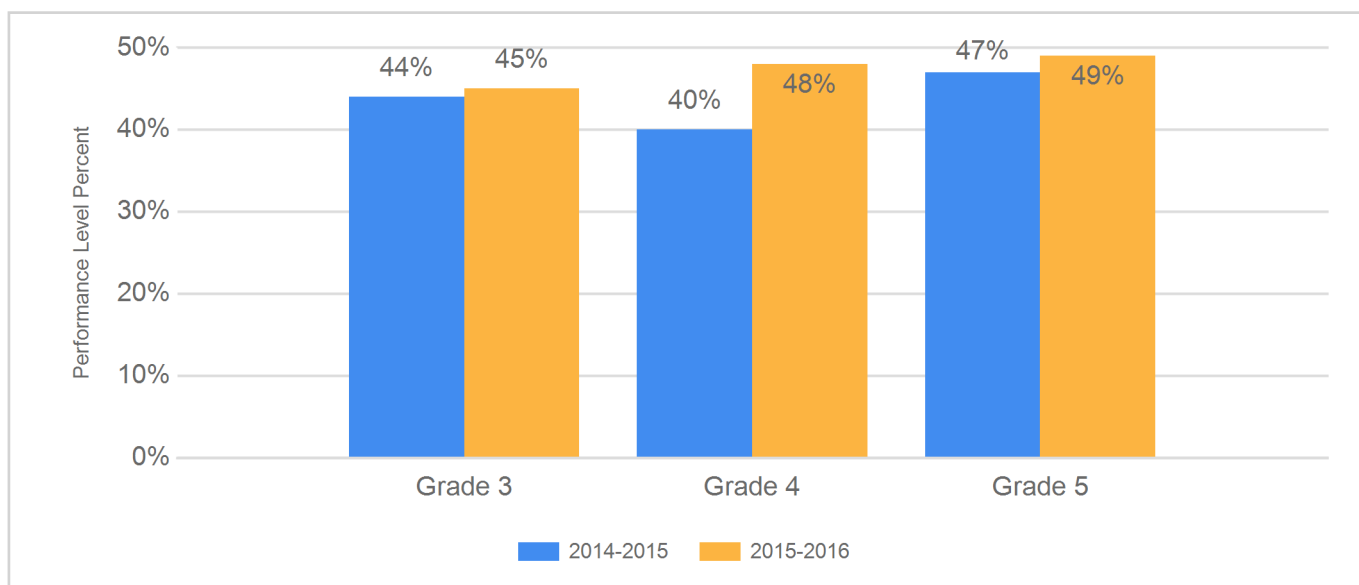
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2015-2016

Grade Span 3H-05

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## PARCC Math Performance Trends

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





State of New Jersey  
2015-2016

Grade Span 3H-05

23-3620-060

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

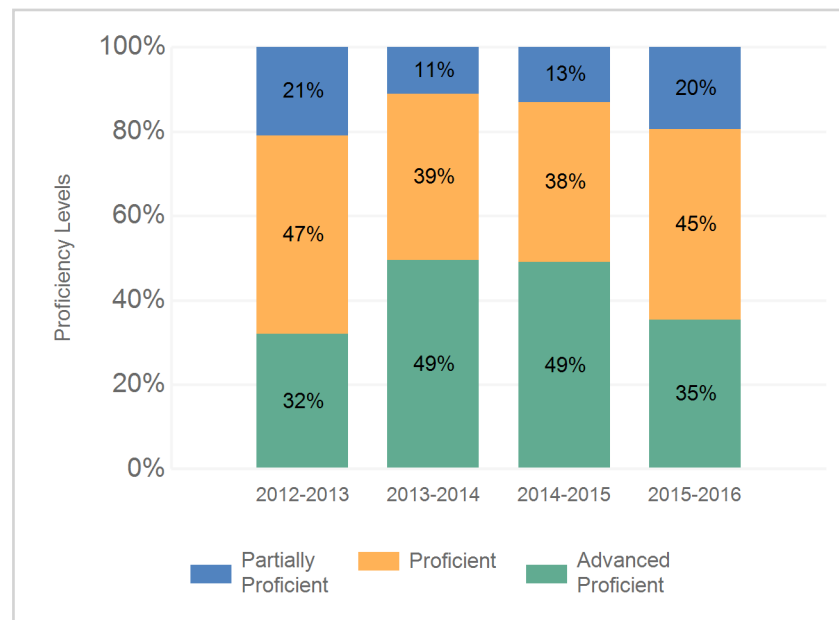
## NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	35%	45%	20%
White	38%	54%	8%
African American	N	53%	47%
Hispanic	11%	59%	30%
American Indian	N	N	N
Asian	66%	27%	7%
Two or More Races	S	S	S
Students with Disability	N	27%	73%
English Language Learners	S	S	S
Economically Disadvantaged Students	11%	58%	31%

## NJASK Proficiency Trends Science - Grade Level 04

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





State of New Jersey  
2015-2016

Grade Span 3H-05

23-3620-060  
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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



State of New Jersey  
2015-2016

Grade Span 3H-05

23-3620-060  
MIDDLESEX  
NORTH BRUNSWICK TWP  
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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

### Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	39	49	50
Student Growth on Math	70	54	50

### Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	6%	3%	2%
Partially Met (L2)	8%	4%	5%
Approached (L3)	10%	9%	6%
Met (L4)	16%	11%	8%
Exceeded (L5)	6%	4%	2%

### Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	3%	8%
Partially Met (L2)	2%	5%	14%
Approached (L3)	5%	3%	17%
Met (L4)	4%	9%	17%
Exceeded (L5)	1%	6%	6%





State of New Jersey  
2015-2016

Grade Span 3H-05

23-3620-060

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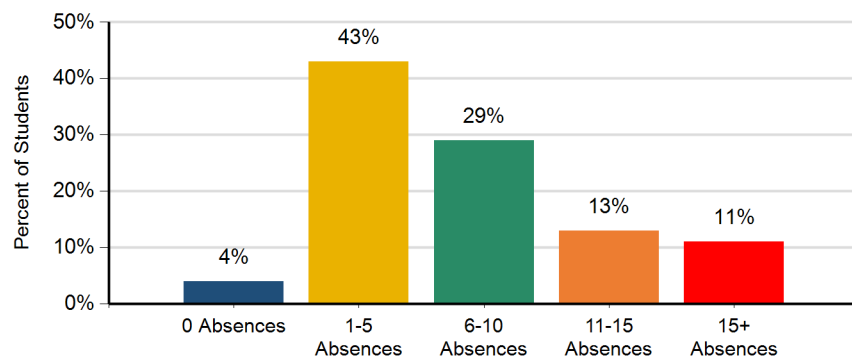
NORTH BRUNSWICK TWP

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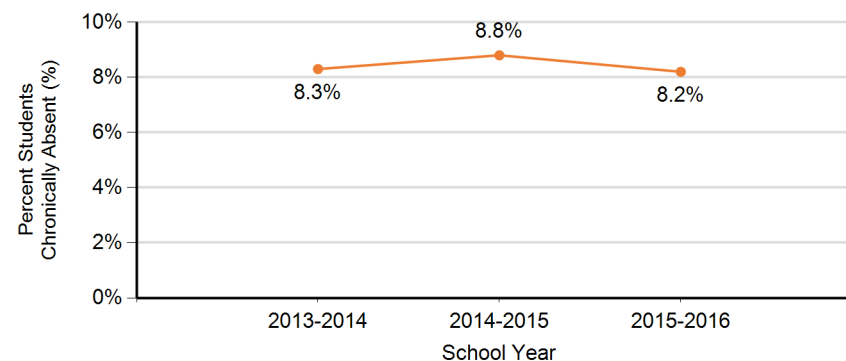
## Absenteeism

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



## Chronic Absenteeism Trend

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





State of New Jersey  
2015-2016

Grade Span 3H-05

23-3620-060  
MIDDLESEX  
NORTH BRUNSWICK TWP  
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1420 REDMOND STREET  
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### Length of School Day

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

	School
2015-16	6 Hrs. 35 Mins.

### Instructional Time

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

2015-16	School
Full Time	5 Hrs. 53 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

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

2015-16	School
Faculty	12:1
Administrator	216:1

### Student Suspension Rate

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

	School
2015-16	4.8%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	97%



State of New Jersey  
2015-2016

Grade Span 06-08

23-3620-065  
MIDDLESEX  
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## 2015-2016 School Performance Reports

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

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

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

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



State of New Jersey  
2015-2016

Grade Span 06-08

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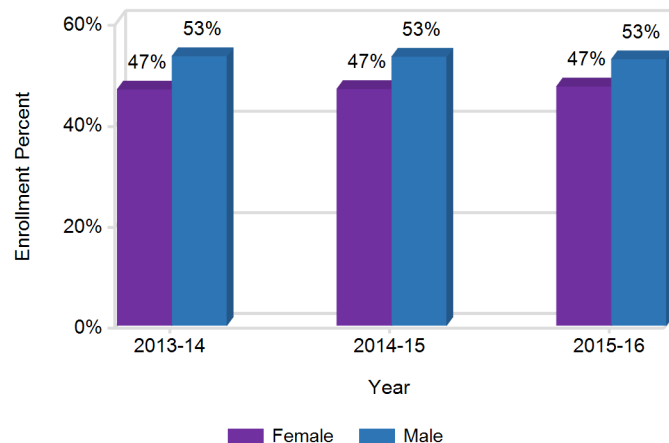
## Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 06	442	434	445
Grade 07	437	429	433
Grade 08	453	445	438
UG	18	34	25
<b>Total</b>	<b>1350</b>	<b>1342</b>	<b>1341</b>

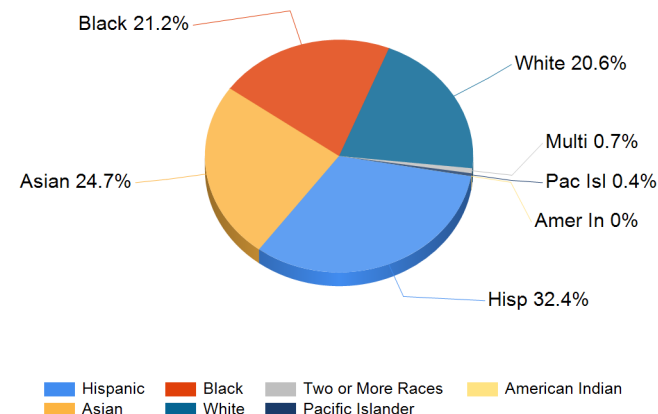
## Enrollment by Gender

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



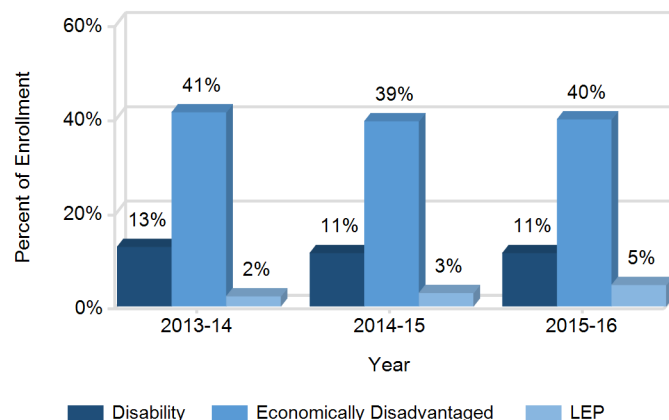
## Enrollment by Ethnic/ Racial Subgroup

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



## Enrollment Trends by Special Population

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



## Language Diversity

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

2015-2016	Percent
English	57.8%
Spanish	22.0%
Gujarati	3.1%
Hindi	3.1%
Telugu	2.2%
Other	11.8%

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



State of New Jersey  
2015-2016

Grade Span 06-08

23-3620-065

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Linwood Middle School

25 LINWOOD PLACE

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

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

## Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	56%	100	51
Mathematics Met or Exceeded Expectations	43%	40	38

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	1239	56%	51	98%	✓	1243	43%	38	98%	✓
White	259	66%	60	96%	✓	260	52%	44	96%	✓
African American	256	43%	55	97%	✓	255	24%	39	96%	✓
Hispanic	386	34%	30	98%	✓	388	23%	22	98%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	329	84%	60	100%	✓	331	75%	43	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	144	15%	32	94%	✗	143	7%	25	93%	✗
English Learner Students	43	14%	68	100%	✓	43	9%	42	100%	✓
Economically Disadvantaged Students	475	36%	46	97%	✓	476	23%	29	97%	✓



State of New Jersey  
2015-2016

Grade Span 06-08

23-3620-065

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## PARCC Performance Distribution - Grade 06

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	437	750	750	750	10%	15%	25%	34%	17%	51%	52%
White	94	753	753	756	9%	12%	22%	44%	14%	57%	61%
African American	S	S	S	732	S	S	S	S	S	S	31%
Hispanic	132	735	735	738	11%	27%	33%	24%	5%	29%	37%
Asian	117	777	777	772	3%	4%	12%	40%	41%	81%	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	S	755	S	S	S	S	S	S	60%
Students with Disability	S	S	S	719	S	S	S	S	S	S	15%
English Language Learners	17	712	712	709	29%	47%	12%	12%	N	12%	10%
Economically Disadvantaged Students	173	732	732	735	16%	24%	32%	24%	4%	28%	33%
PARCC MATH											
<b>Schoolwide</b>	440	743	743	743	10%	21%	26%	33%	11%	44%	43%
White	95	748	748	750	6%	16%	26%	45%	6%	52%	53%
African American	S	S	S	724	S	S	S	S	S	S	20%
Hispanic	134	727	727	730	14%	33%	31%	21%	2%	22%	26%
Asian	118	770	770	768	1%	3%	17%	47%	32%	79%	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	S	748	S	S	S	S	S	S	49%
Students with Disability	S	S	S	717	S	S	S	S	S	S	13%
English Language Learners	17	720	720	713	12%	53%	24%	12%	N	12%	12%
Economically Disadvantaged Students	175	726	726	728	14%	37%	30%	18%	2%	19%	23%

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



State of New Jersey  
2015-2016

Grade Span 06-08

23-3620-065

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## PARCC Performance Distribution - Grade 07

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	421	753	753	753	12%	12%	21%	31%	25%	55%	56%
White	S	S	S	760	S	S	S	S	S	S	65%
African American	89	735	735	733	20%	17%	24%	34%	6%	39%	35%
Hispanic	138	735	735	739	18%	17%	33%	23%	10%	33%	41%
Asian	111	783	783	781	N	4%	10%	35%	51%	87%	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	S	759	S	S	S	S	S	S	63%
Students with Disability	36	702	702	716	61%	17%	11%	11%	N	11%	16%
English Language Learners	12	712	712	703	42%	8%	17%	33%	N	33%	10%
Economically Disadvantaged Students	158	734	734	735	21%	18%	27%	25%	9%	34%	37%
PARCC MATH											
<b>Schoolwide</b>	383	732	732	740	12%	25%	36%	26%	1%	27%	39%
White	S	S	S	747	S	S	S	S	S	S	47%
African American	88	724	724	724	10%	41%	34%	15%	N	15%	19%
Hispanic	142	723	723	729	20%	28%	36%	16%	N	16%	23%
Asian	78	749	749	763	1%	13%	35%	49%	3%	51%	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	S	744	S	S	S	S	S	S	44%
Students with Disability	S	S	S	713	S	S	S	S	S	S	9%
English Language Learners	18	711	711	711	39%	33%	17%	11%	N	11%	10%
Economically Disadvantaged Students	161	723	723	727	18%	32%	32%	19%	N	19%	21%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey  
2015-2016

Grade Span 06-08

23-3620-065

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## PARCC Performance Distribution - Grade 08

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	436	758	758	753	11%	12%	18%	37%	23%	59%	55%
White	S	S	S	759	S	S	S	S	S	S	63%
African American	100	746	746	732	14%	16%	23%	37%	10%	47%	34%
Hispanic	142	739	739	740	16%	20%	26%	27%	11%	38%	43%
Asian	103	787	787	780	3%	5%	6%	41%	46%	86%	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	S	S	S	756	S	S	S	S	S	S	59%
Students with Disability	55	709	709	715	42%	29%	15%	13%	2%	15%	16%
English Language Learners	S	S	S	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	181	741	741	736	17%	17%	24%	32%	10%	41%	38%
**PARCC MATH											
<b>Schoolwide</b>	253	721	721	726	21%	32%	29%	18%	N	18%	26%
White	41	731	731	732	20%	17%	34%	29%	N	29%	32%
African American	70	722	722	712	20%	31%	37%	11%	N	11%	14%
Hispanic	114	714	714	721	24%	42%	21%	13%	N	13%	20%
Asian	S	S	S	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	S	S	S	726	S	S	S	S	S	S	26%
Students with Disability	S	S	S	704	S	S	S	S	S	S	8%
English Language Learners	S	S	S	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	143	719	719	718	20%	40%	25%	15%	N	15%	18%

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

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

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





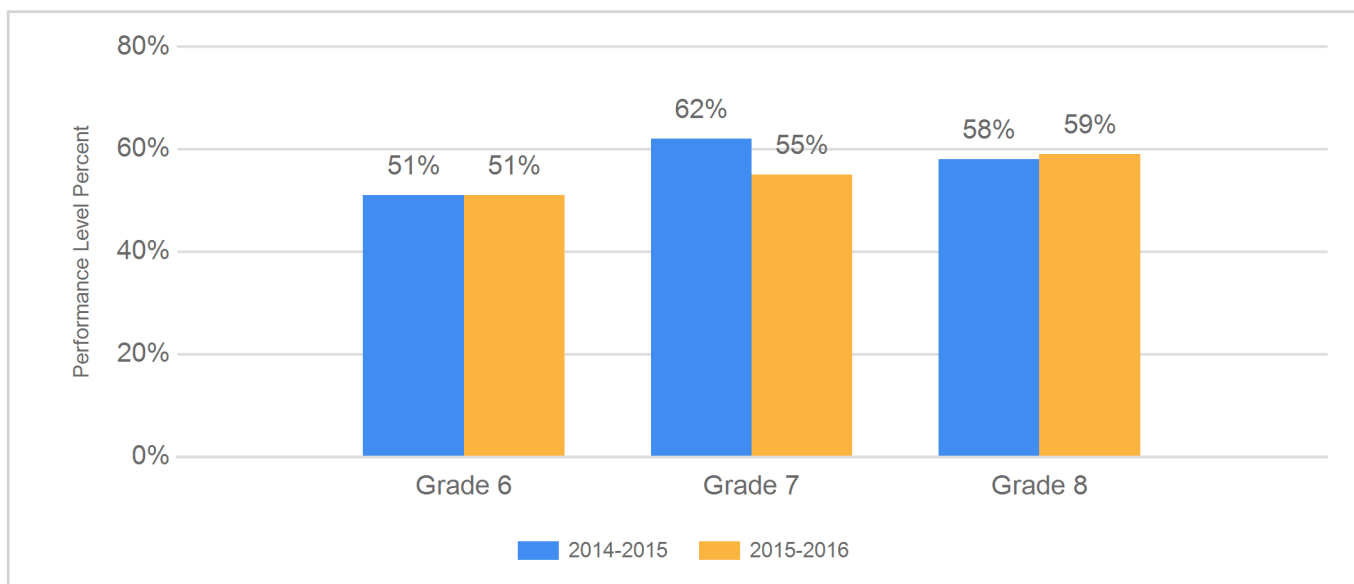
State of New Jersey  
2015-2016

Grade Span 06-08

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### PARCC ELA Performance Trends

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





State of New Jersey  
2015-2016

Grade Span 06-08

23-3620-065  
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25 LINWOOD PLACE  
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## PARCC Performance Distribution - Algebra I

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>206</b>	<b>777</b>	<b>777</b>	<b>769</b>	<b>1%</b>	<b>3%</b>	<b>11%</b>	<b>69%</b>	<b>17%</b>	<b>85%</b>	<b>41%</b>
White	55	776	776	772	N	4%	7%	78%	11%	89%	51%
African American	30	756	756	748	3%	3%	30%	63%	N	63%	20%
Hispanic	31	761	761	746	N	10%	16%	74%	N	74%	25%
Asian	90	790	790	789	N	1%	4%	63%	31%	94%	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	S	S	S	738	S	S	S	S	S	S	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	38	762	762	746	N	8%	24%	66%	3%	68%	23%

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



State of New Jersey  
2015-2016

Grade Span 06-08

23-3620-065  
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## PARCC Performance Distribution - Geometry

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>24</b>	<b>788</b>	<b>788</b>	<b>776</b>	<b>N</b>	<b>N</b>	<b>N</b>	<b>46%</b>	<b>54%</b>	<b>100%</b>	<b>27%</b>
White	S	S	S	772	S	S	S	S	S	S	34%
African American	S	S	S	755	S	S	S	S	S	S	9%
Hispanic	N	N	N	761	N	N	N	N	N	N	13%
Asian	22	789	789	785	N	N	N	46%	55%	100%	61%
American Indian	N	N	N	777	N	N	N	N	N	N	15%
Two or More Races	N	N	N	778	N	N	N	N	N	N	29%
Students with Disability	N	N	N	771	N	N	N	N	N	N	5%
English Language Learners	N	N	N	770	N	N	N	N	N	N	6%
Economically Disadvantaged Students	S	S	S	759	S	S	S	S	S	S	12%

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



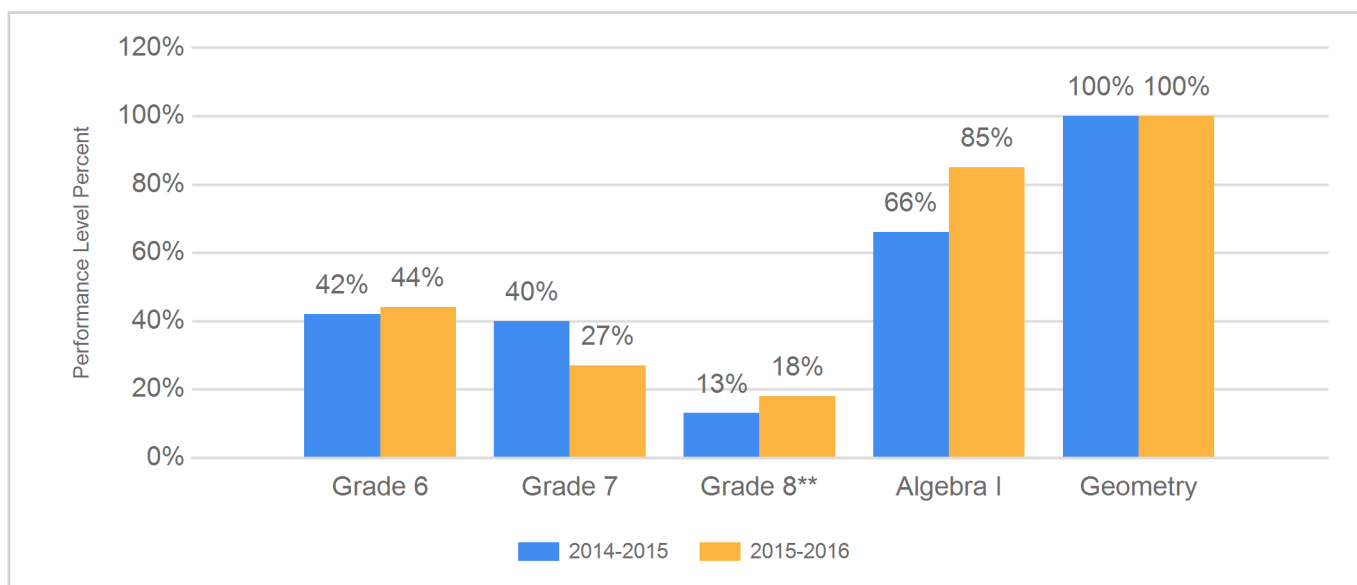
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2015-2016

Grade Span 06-08

23-3620-065  
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NORTH BRUNSWICK, NJ 08902

## PARCC Math Performance Trends

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



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



State of New Jersey  
2015-2016

Grade Span 06-08

23-3620-065

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NORTH BRUNSWICK, NJ 08902

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

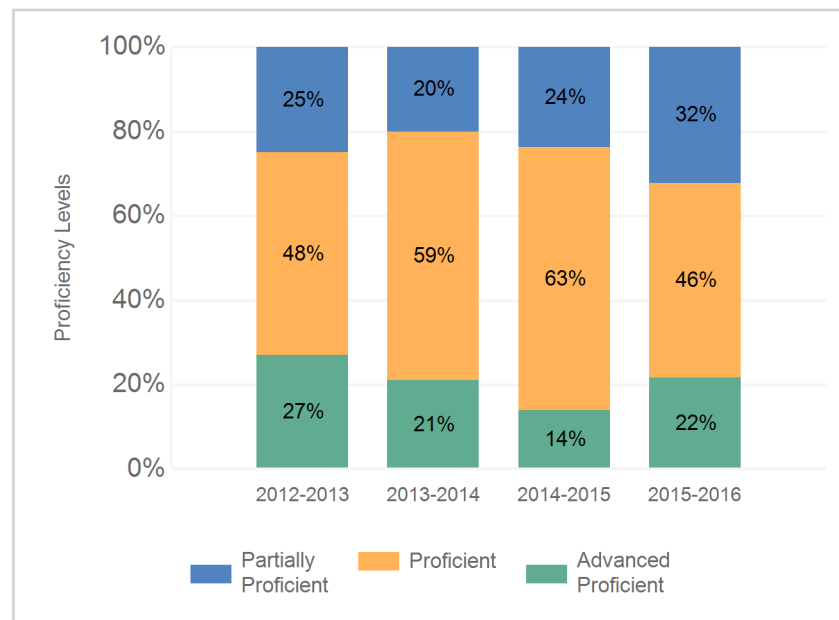
### NJASK Results Science - Grade Level 08

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	22%	46%	32%
White	30%	54%	15%
African American	9%	48%	43%
Hispanic	10%	44%	46%
American Indian	N	N	N
Asian	44%	41%	16%
Two or More Races	S	S	S
Students with Disability	2%	28%	70%
English Language Learners	N	10%	90%
Economically Disadvantaged Students	9%	44%	48%

### NJASK Proficiency Trends Science - Grade Level 08

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





State of New Jersey  
2015-2016

Grade Span 06-08

23-3620-065  
MIDDLESEX  
NORTH BRUNSWICK TWP  
Linwood Middle School  
25 LINWOOD PLACE  
NORTH BRUNSWICK, NJ 08902

## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



State of New Jersey  
2015-2016

Grade Span 06-08

23-3620-065

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NORTH BRUNSWICK, NJ 08902

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

### Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	58	49	50
Student Growth on Math	51	54	50

### Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	3%	3%
Partially Met (L2)	6%	4%	5%
Approached (L3)	6%	7%	8%
Met (L4)	8%	11%	16%
Exceeded (L5)	5%	6%	10%

### Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	2%	3%
Partially Met (L2)	8%	10%	8%
Approached (L3)	17%	10%	9%
Met (L4)	15%	9%	7%
Exceeded (L5)	0%	0%	0%



State of New Jersey  
2015-2016

Grade Span 06-08

23-3620-065

MIDDLESEX

NORTH BRUNSWICK TWP

Linwood Middle School

25 LINWOOD PLACE

NORTH BRUNSWICK, NJ 08902

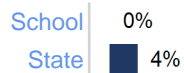
## Visual and Performing Arts

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

### MUSIC



### DRAMA



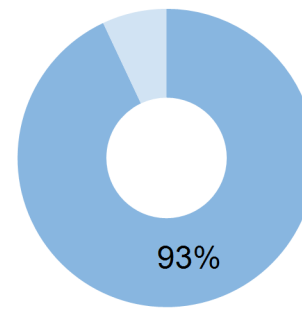
### DANCE



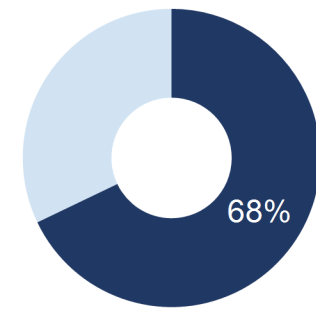
### VISUAL ARTS



### Any Visual and Performing Arts



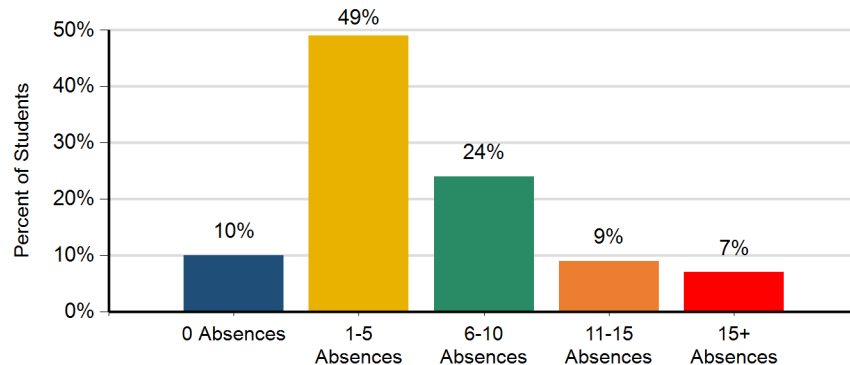
School



State

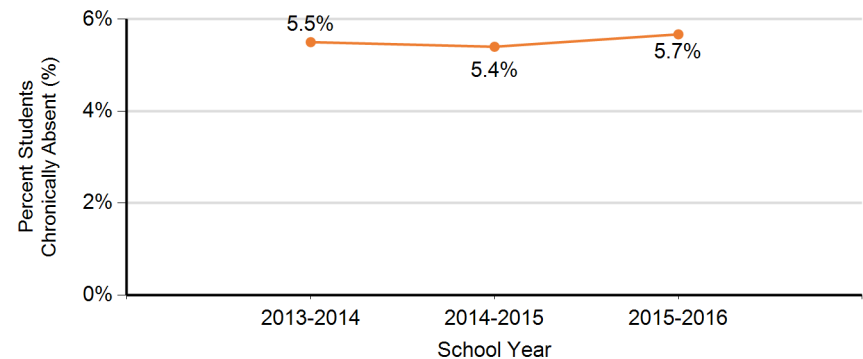
## Absenteeism

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



## Chronic Absenteeism Trend

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







State of New Jersey  
2015-2016

Grade Span 06-08

23-3620-065  
MIDDLESEX  
NORTH BRUNSWICK TWP  
Linwood Middle School  
25 LINWOOD PLACE  
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### Length of School Day

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

	School
2015-16	6 Hrs. 53 Mins.

### Instructional Time

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

2015-16	School
Full Time	5 Hrs. 36 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

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

2015-16	School
Faculty	12:1
Administrator	149:1

### Student Suspension Rate

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

	School
2015-16	25.7%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	97%



State of New Jersey  
2015-2016

Grade Span KF-05

23-3620-070  
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## 2015-2016 School Performance Reports

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

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

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

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

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



State of New Jersey  
2015-2016

Grade Span KF-05

23-3620-070  
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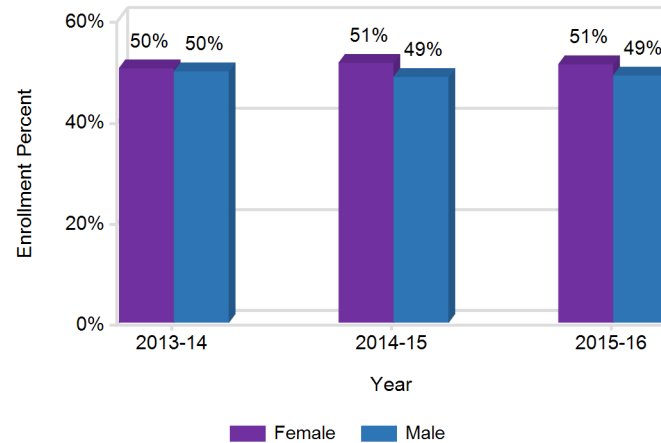
## Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade KG	118	111	92
Grade 01	117	122	101
Grade 02	123	114	120
Grade 03	118	110	96
Grade 04	135	112	105
Grade 05	123	133	102
UG	6	0	0
<b>Total</b>	<b>740</b>	<b>702</b>	<b>616</b>

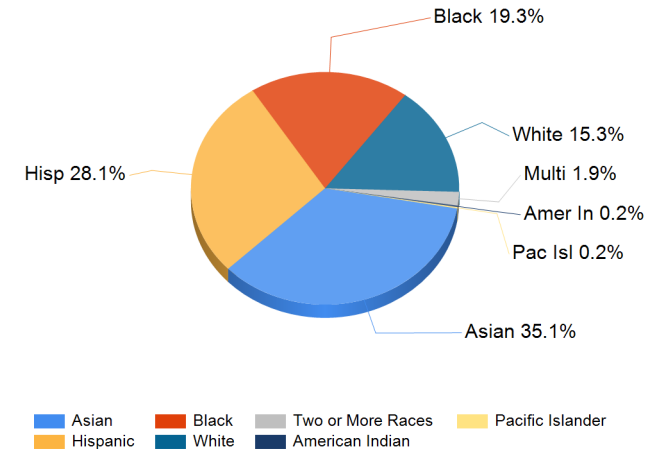
## Enrollment by Gender

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



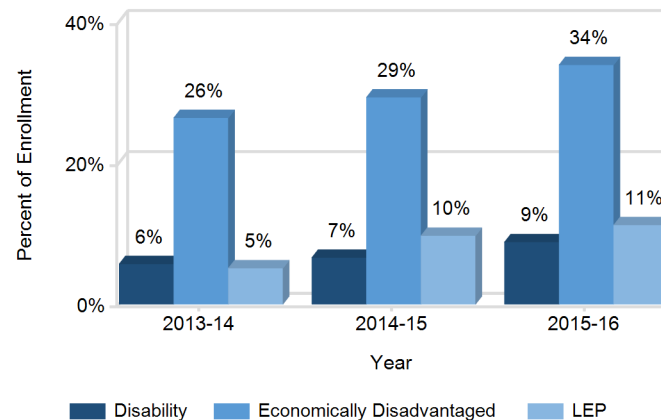
## Enrollment by Ethnic/ Racial Subgroup

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



## Enrollment Trends by Special Population

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



## Language Diversity

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

2015-2016	Percent
English	66.9%
Spanish	14.8%
Hindi	4.2%
Telugu	4.1%
Gujarati	2.4%
Other	7.6%

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



State of New Jersey  
2015-2016

Grade Span KF-05

23-3620-070

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

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

## Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	50%	60	40
Mathematics Met or Exceeded Expectations	54%	100	57

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	296	50%	40	99%	✓	298	54%	57	100%	✓
White	54	52%	31	100%	✓	54	56%	46	100%	✓
African American	53	26%	32	97%	✓	55	31%	54	100%	✓
Hispanic	80	26%	17	100%	✓	80	25%	28	100%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	103	81%	52	100%	✓	103	89%	68	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	100	23%	17	99%	✓	101	28%	41	100%	✓



State of New Jersey  
2015-2016

Grade Span KF-05

23-3620-070  
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## PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	99	744	740	746	11%	19%	26%	38%	5%	43%	48%
White	S	S	746	756	S	S	S	S	S	S	58%
African American	16	741	730	727	6%	13%	56%	25%	N	25%	30%
Hispanic	32	728	722	730	19%	34%	16%	31%	N	31%	31%
Asian	34	772	764	772	3%	9%	12%	62%	15%	77%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	749	753	S	S	S	S	S	S	55%
Students with Disability	13	738	720	718	N	46%	31%	15%	8%	23%	22%
English Language Learners	S	S	699	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	47	726	720	727	19%	26%	34%	21%	N	21%	28%
PARCC MATH											
<b>Schoolwide</b>	100	752	749	749	9%	17%	21%	35%	18%	53%	52%
White	S	S	756	757	S	S	S	S	S	S	63%
African American	17	744	739	730	6%	29%	18%	41%	6%	47%	31%
Hispanic	32	732	729	736	19%	19%	34%	28%	N	28%	35%
Asian	34	782	776	777	3%	3%	6%	41%	47%	88%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	747	754	S	S	S	S	S	S	57%
Students with Disability	13	749	727	727	15%	23%	15%	23%	23%	46%	28%
English Language Learners	S	S	708	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	47	733	728	732	17%	26%	28%	28%	2%	30%	32%

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



State of New Jersey  
2015-2016

Grade Span KF-05

23-3620-070  
MIDDLESEX  
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## PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	108	750	742	750	9%	14%	26%	40%	11%	51%	54%
White	27	761	752	759	11%	N	15%	63%	11%	74%	64%
African American	22	734	727	733	14%	27%	27%	27%	5%	32%	33%
Hispanic	S	S	726	737	S	S	S	S	S	S	37%
Asian	34	769	765	773	N	6%	21%	50%	24%	74%	79%
American Indian	S	S	S	748	S	S	S	S	S	S	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	705	723	S	S	S	S	S	S	22%
English Language Learners	S	S	702	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	28	725	723	734	14%	29%	43%	14%	N	14%	33%
PARCC MATH											
<b>Schoolwide</b>	109	758	745	745	6%	10%	24%	45%	16%	61%	47%
White	27	764	753	752	7%	4%	15%	56%	19%	74%	57%
African American	S	S	727	727	S	S	S	S	S	S	24%
Hispanic	24	736	728	733	4%	21%	46%	29%	N	29%	30%
Asian	34	783	773	771	3%	N	6%	56%	35%	91%	78%
American Indian	S	S	S	742	S	S	S	S	S	S	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	716	724	S	S	S	S	S	S	22%
English Language Learners	S	S	726	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	29	736	727	730	7%	21%	38%	35%	N	35%	27%

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



State of New Jersey  
2015-2016

Grade Span KF-05

23-3620-070  
MIDDLESEX  
NORTH BRUNSWICK TWP  
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## PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	106	748	745	751	9%	21%	19%	46%	6%	52%	53%
White	S	S	748	758	S	S	S	S	S	S	64%
African American	20	723	730	733	10%	55%	10%	25%	N	25%	32%
Hispanic	29	736	732	738	10%	28%	31%	24%	7%	31%	37%
Asian	37	777	772	773	N	3%	8%	78%	11%	89%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	S	759	S	S	S	S	S	S	63%
Students with Disability	S	S	712	723	S	S	S	S	S	S	20%
English Language Learners	S	S	711	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	35	728	725	735	11%	43%	17%	26%	3%	29%	33%
PARCC MATH											
<b>Schoolwide</b>	106	746	745	747	9%	25%	24%	32%	11%	43%	47%
White	S	S	747	753	S	S	S	S	S	S	57%
African American	20	723	731	728	20%	35%	30%	15%	N	15%	24%
Hispanic	29	730	730	735	7%	38%	38%	10%	7%	17%	31%
Asian	37	777	775	774	N	3%	11%	65%	22%	87%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	746	754	S	S	S	S	S	S	56%
Students with Disability	S	S	721	725	S	S	S	S	S	S	19%
English Language Learners	S	S	715	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	35	723	726	732	14%	46%	26%	11%	3%	14%	28%

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



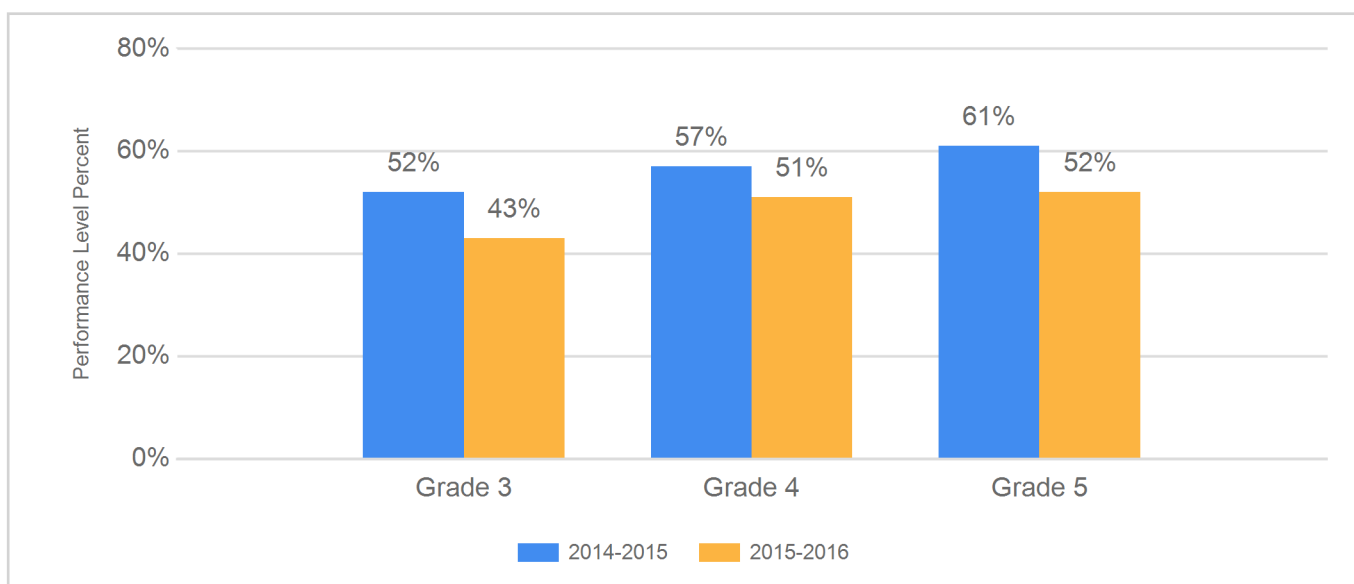
State of New Jersey  
2015-2016

Grade Span KF-05

23-3620-070  
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### PARCC ELA Performance Trends

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







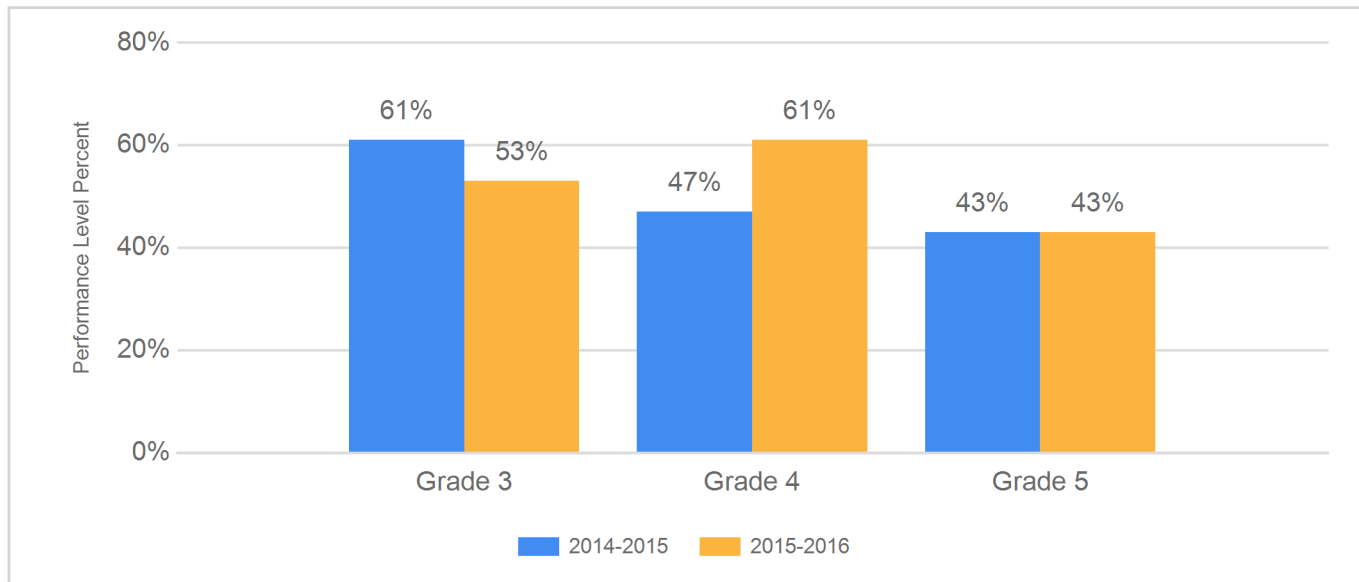
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2015-2016

Grade Span KF-05

23-3620-070  
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## PARCC Math Performance Trends

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





State of New Jersey  
2015-2016

Grade Span KF-05

23-3620-070

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

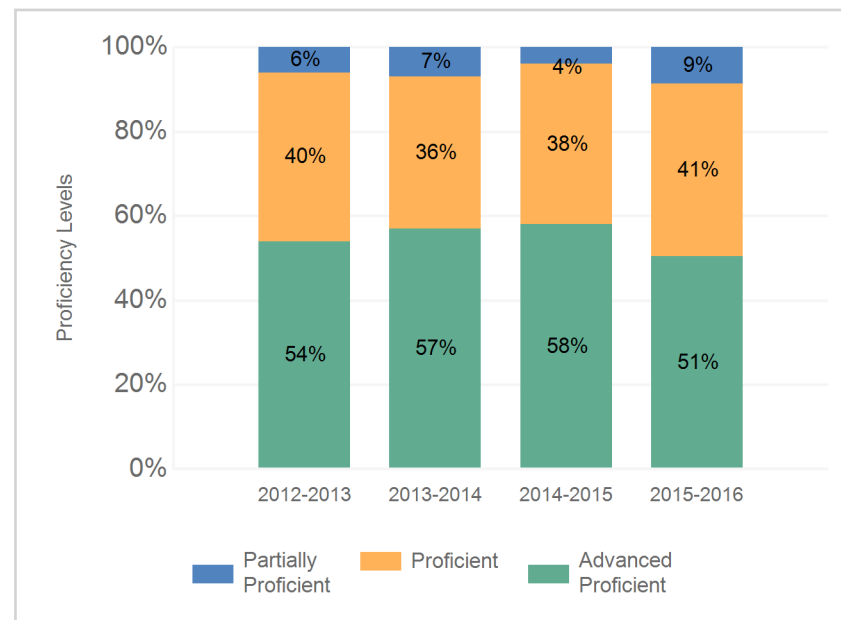
## NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	51%	41%	9%
White	52%	44%	4%
African American	25%	63%	13%
Hispanic	36%	46%	18%
American Indian	S	S	S
Asian	79%	18%	3%
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	31%	48%	21%

## NJASK Proficiency Trends Science - Grade Level 04

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





State of New Jersey  
2015-2016

Grade Span KF-05

23-3620-070  
MIDDLESEX  
NORTH BRUNSWICK TWP  
Livingston Park  
1128 LIVINGSTON AVENUE  
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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



State of New Jersey  
2015-2016

Grade Span KF-05

23-3620-070  
MIDDLESEX  
NORTH BRUNSWICK TWP  
Livingston Park  
1128 LIVINGSTON AVENUE  
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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

### Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	39	49	50
Student Growth on Math	53	54	50

### Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	5%	3%	1%
Partially Met (L2)	8%	3%	2%
Approached (L3)	13%	5%	6%
Met (L4)	12%	20%	12%
Exceeded (L5)	3%	5%	2%

### Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	5%	3%	2%
Partially Met (L2)	7%	5%	6%
Approached (L3)	5%	8%	8%
Met (L4)	11%	12%	17%
Exceeded (L5)	2%	4%	5%



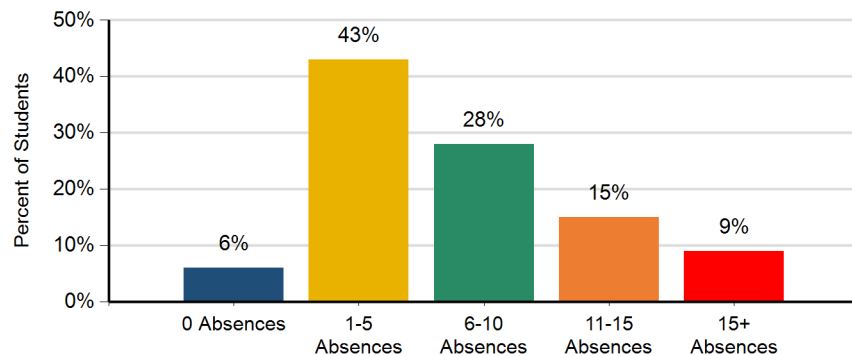
State of New Jersey  
2015-2016

Grade Span KF-05

23-3620-070  
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1128 LIVINGSTON AVENUE  
NORTH BRUNSWICK, NJ 08902

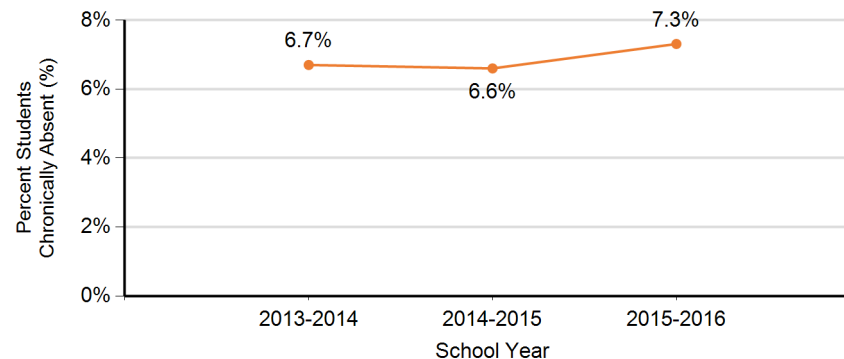
## Absenteeism

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



## Chronic Absenteeism Trend

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





State of New Jersey  
2015-2016

Grade Span KF-05

23-3620-070  
MIDDLESEX  
NORTH BRUNSWICK TWP  
Livingston Park  
1128 LIVINGSTON AVENUE  
NORTH BRUNSWICK, NJ 08902

### Length of School Day

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

	School
2015-16	6 Hrs. 35 Mins.

### Instructional Time

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

2015-16	School
Full Time	5 Hrs. 53 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

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

2015-16	School
Faculty	11:1
Administrator	206:1

### Student Suspension Rate

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

	School
2015-16	1.8%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	98%



State of New Jersey  
2015-2016

Grade Span 09-12

23-3620-040

MIDDLESEX

NORTH BRUNSWICK TWP

North Brunswick Township High School

98 RAIDER ROAD

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## 2015-2016 School Performance Reports

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

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

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

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

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



State of New Jersey  
2015-2016

Grade Span 09-12

23-3620-040

MIDDLESEX

NORTH BRUNSWICK TWP

North Brunswick Township High School

98 RAIDER ROAD

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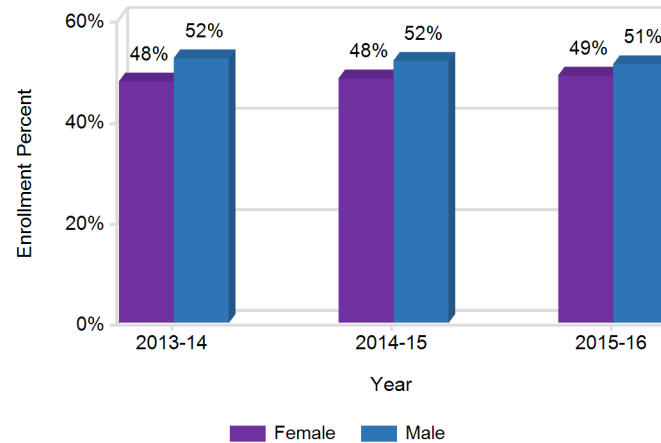
## Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 09	444	432	401
Grade 10	448	444	426
Grade 11	457	442	449
Grade 12	431	467	429
UG	42	19	45
Total	1821	1803	1750

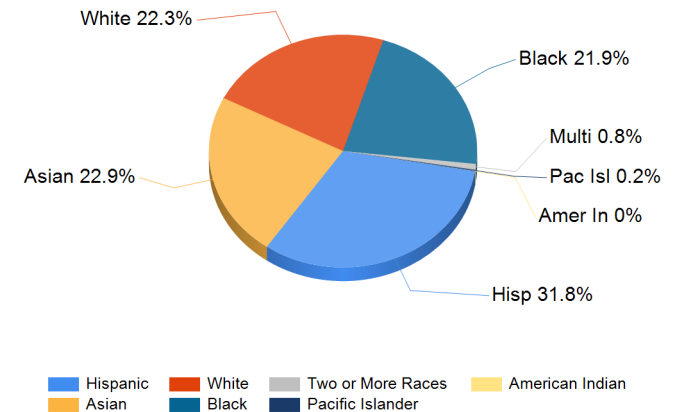
## Enrollment by Gender

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



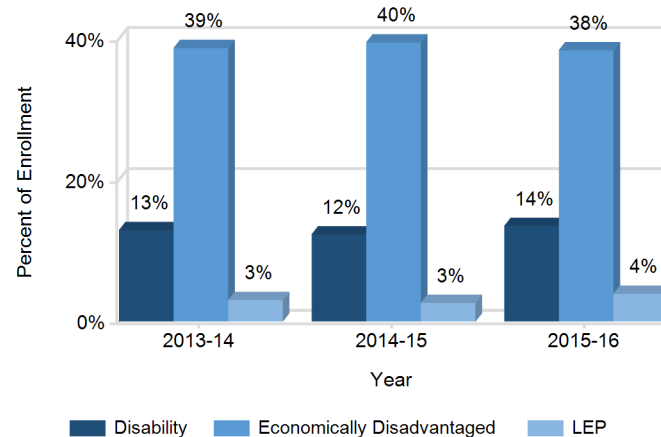
## Enrollment by Ethnic/ Racial Subgroup

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



## Enrollment Trends by Special Population

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



## Language Diversity

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

2015-2016	Percent
English	72.8%
Spanish	15.5%
Gujarati	1.9%
Hindi	1.4%
Turkish	1.0%
Other	7.9%

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





State of New Jersey  
2015-2016

Grade Span 09-12

23-3620-040

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

## Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	53%	S	61
Mathematics Met or Exceeded Expectations	25%	S	40

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	772	53%	61	98%	✓	665	25%	40	98%	✓
White	167	62%	71	95%	✓	152	28%	36	95%	✓
African American	167	40%	73	97%	✓	142	12%	47	98%	✓
Hispanic	251	38%	55	98%	✓	210	14%	31	98%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	180	78%	64	99%	✓	155	48%	42	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	110	15%	71	97%	✓	65	5%	54	97%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	308	32%	54	99%	✓	251	10%	27	98%	✓



State of New Jersey  
2015-2016

Grade Span 09-12

23-3620-040

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## PARCC ELA Performance Distribution - Grade 09

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	410	749	749	746	12%	14%	22%	37%	16%	53%	49%
White	93	761	761	754	8%	9%	17%	46%	20%	67%	58%
African American	99	739	739	729	14%	19%	26%	32%	8%	40%	30%
Hispanic	138	737	737	730	20%	17%	24%	31%	8%	39%	34%
Asian	S	S	S	774	S	S	S	S	S	S	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	S	S	S	748	S	S	S	S	S	S	53%
Students with Disability	50	710	710	713	46%	26%	14%	14%	N	14%	12%
English Language Learners	S	S	S	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	173	730	730	729	24%	20%	26%	25%	5%	30%	31%

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



State of New Jersey  
2015-2016

Grade Span 09-12

23-3620-040

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## PARCC ELA Performance Distribution - Grade 10

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	420	747	747	740	15%	15%	19%	35%	16%	51%	44%
White	S	S	S	747	S	S	S	S	S	S	50%
African American	S	S	S	722	S	S	S	S	S	S	28%
Hispanic	139	729	729	726	24%	16%	26%	30%	4%	35%	33%
Asian	106	779	779	767	4%	9%	9%	37%	42%	78%	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	S	S	S	741	S	S	S	S	S	S	45%
Students with Disability	61	700	700	702	57%	16%	13%	13%	N	13%	11%
English Language Learners	S	S	S	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	167	727	727	723	24%	18%	25%	32%	2%	34%	30%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



State of New Jersey  
2015-2016

Grade Span 09-12

23-3620-040

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North Brunswick Township High School

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

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	379	740	740	736	15%	14%	29%	39%	4%	43%	40%
White	82	750	750	739	9%	11%	26%	46%	9%	55%	42%
African American	116	742	742	728	13%	15%	32%	35%	5%	41%	30%
Hispanic	133	730	730	732	20%	17%	32%	32%	N	32%	37%
Asian	S	S	S	753	S	S	S	S	S	S	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	S	S	S	736	S	S	S	S	S	S	39%
Students with Disability	63	713	713	710	37%	29%	18%	18%	N	18%	13%
English Language Learners	S	S	S	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	172	731	731	730	21%	15%	35%	26%	4%	30%	33%

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

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



State of New Jersey  
2015-2016

Grade Span 09-12

23-3620-040

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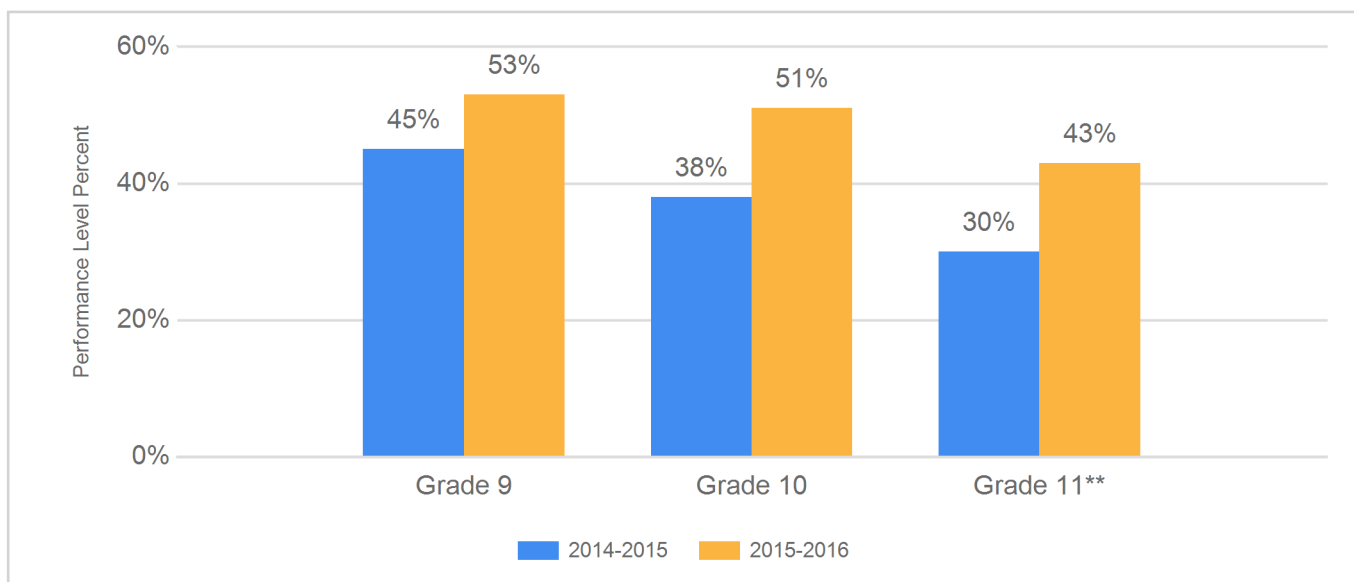
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## PARCC ELA Performance Trends

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



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



State of New Jersey  
2015-2016

Grade Span 09-12

23-3620-040

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North Brunswick Township High School

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NORTH BRUNSWICK, NJ 08902-9607

## PARCC Performance Distribution - Algebra I

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>248</b>	<b>720</b>	<b>720</b>	<b>727</b>	<b>16%</b>	<b>40%</b>	<b>31%</b>	<b>13%</b>	<b>N</b>	<b>13%</b>	<b>41%</b>
White	42	724	724	734	17%	26%	41%	17%	N	17%	51%
African American	77	722	722	717	10%	43%	35%	12%	N	12%	20%
Hispanic	S	S	S	720	S	S	S	S	S	S	25%
Asian	20	726	726	746	5%	50%	25%	20%	N	20%	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	S	S	S	727	S	S	S	S	S	S	47%
Students with Disability	S	S	S	708	S	S	S	S	S	S	10%
English Language Learners	17	717	717	707	29%	35%	24%	12%	N	12%	9%
Economically Disadvantaged Students	S	S	S	719	S	S	S	S	S	S	23%

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



State of New Jersey  
2015-2016

Grade Span 09-12

23-3620-040

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## PARCC Performance Distribution - Geometry

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>459</b>	<b>731</b>	<b>731</b>	<b>730</b>	<b>6%</b>	<b>32%</b>	<b>45%</b>	<b>15%</b>	<b>2%</b>	<b>17%</b>	<b>27%</b>
White	105	737	737	736	2%	23%	53%	20%	2%	22%	34%
African American	S	S	S	717	S	S	S	S	S	S	9%
Hispanic	169	725	725	720	10%	37%	43%	10%	1%	10%	13%
Asian	83	743	743	750	1%	17%	46%	30%	6%	36%	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	S	S	S	730	S	S	S	S	S	S	29%
Students with Disability	S	S	S	709	S	S	S	S	S	S	5%
English Language Learners	S	S	S	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	S	S	S	719	S	S	S	S	S	S	12%

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



State of New Jersey  
2015-2016

Grade Span 09-12

23-3620-040

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## PARCC Performance Distribution - Algebra II

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>315</b>	<b>725</b>	<b>725</b>	<b>722</b>	<b>25%</b>	<b>27%</b>	<b>24%</b>	<b>21%</b>	<b>3%</b>	<b>24%</b>	<b>27%</b>
White	72	730	730	728	17%	26%	33%	24%	N	24%	31%
African American	S	S	S	700	S	S	S	S	S	S	8%
Hispanic	S	S	S	707	S	S	S	S	S	S	12%
Asian	85	753	753	754	6%	18%	24%	45%	8%	53%	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	S	S	S	727	S	S	S	S	S	S	34%
Students with Disability	S	S	S	690	S	S	S	S	S	S	5%
English Language Learners	S	S	S	692	S	S	S	S	S	S	7%
Economically Disadvantaged Students	S	S	S	705	S	S	S	S	S	S	11%

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





State of New Jersey  
2015-2016

Grade Span 09-12

23-3620-040

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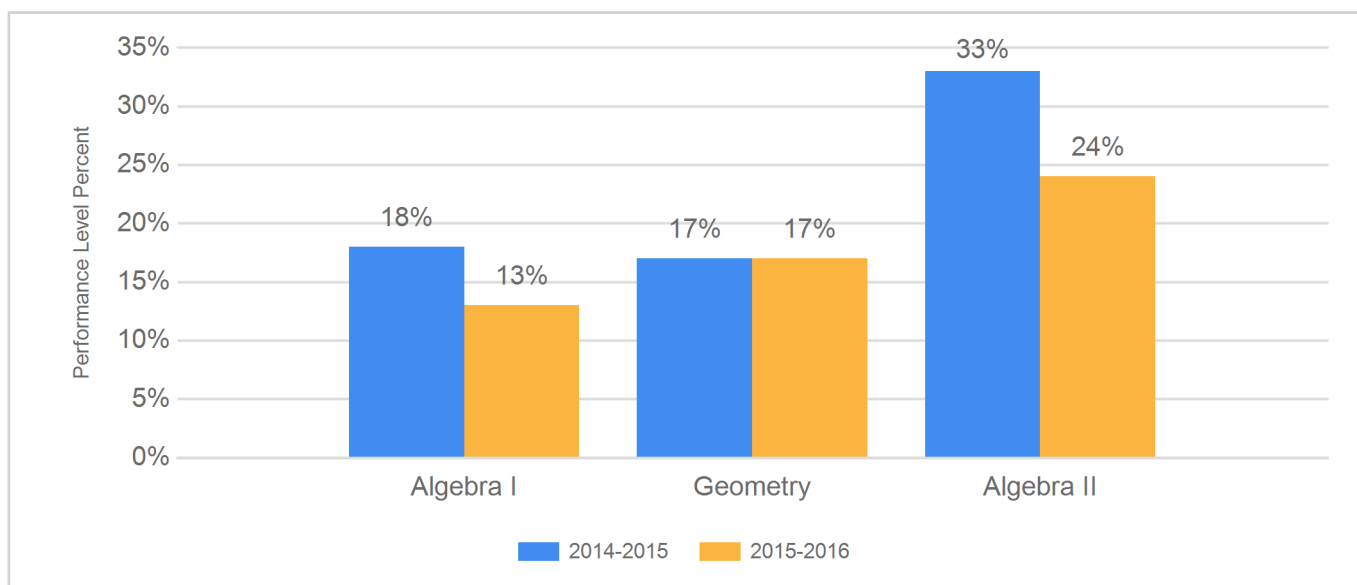
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## PARCC Math Performance Trends

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





State of New Jersey  
2015-2016

Grade Span 09-12

23-3620-040

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

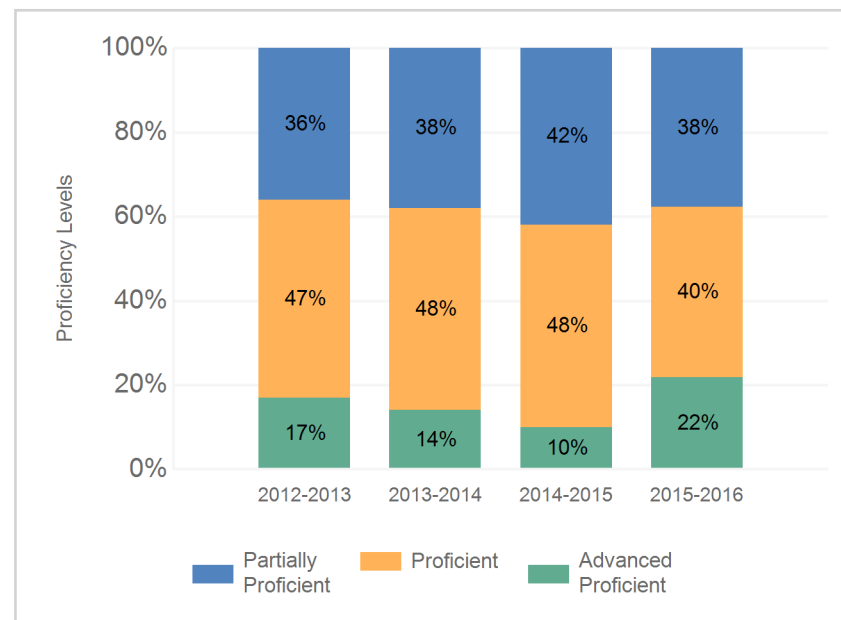
### Proficiency Outcomes - Biology

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	22%	40%	38%
White	31%	37%	31%
African American	9%	43%	48%
Hispanic	8%	36%	55%
American Indian	N	N	N
Asian	42%	47%	12%
Two or More Races	S	S	S
Students with Disability	N	17%	83%
English Language Learners	N	27%	73%
Economically Disadvantaged Students	6%	35%	60%

### Proficiency Trends - Biology

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





State of New Jersey  
2015-2016

Grade Span 09-12

23-3620-040

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North Brunswick Township High School

98 RAIDER ROAD

NORTH BRUNSWICK, NJ 08902-9607

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

## PSAT/SAT/ACT Participation

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

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	74.6%	95.5%
Percent of Students Participating in SAT	59.2%	58.0%
Percent of Students Participating in ACT	17.2%	27.6%

## PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
<b>PSAT</b>	983	950
<b>SAT</b>	-	-
Reading and Writing	547	537
Math	543	538
<b>ACT</b>	-	-
Reading	24	23
English	24	22
Math	25	23
Science	24	22

## PSAT/SAT/ACT Benchmarks

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

2015-16	Benchmark	Schoolwide	Statewide
<b>PSAT</b>	N	N	N
<b>SAT</b>	-	-	-
Reading and Writing	480	71%	71%
Math	530	52%	53%
<b>ACT</b>	-	-	-
Reading	22	65%	58%
English	18	74%	74%
Math	22	68%	61%
Science	23	55%	49%

## PSAT/SAT/ACT Performance by Percentile

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

2015-16	75 Percentile	50 Percentile	25 Percentile
<b>PSAT</b>	1100	960	850
<b>SAT</b>	-	-	-
Reading and Writing	630	540	460
Math	620	530	460
<b>ACT</b>	-	-	-
Reading	30	23	20
English	29	25	17
Math	30	25	19
Science	29	24	19



State of New Jersey  
2015-2016

Grade Span 09-12

23-3620-040

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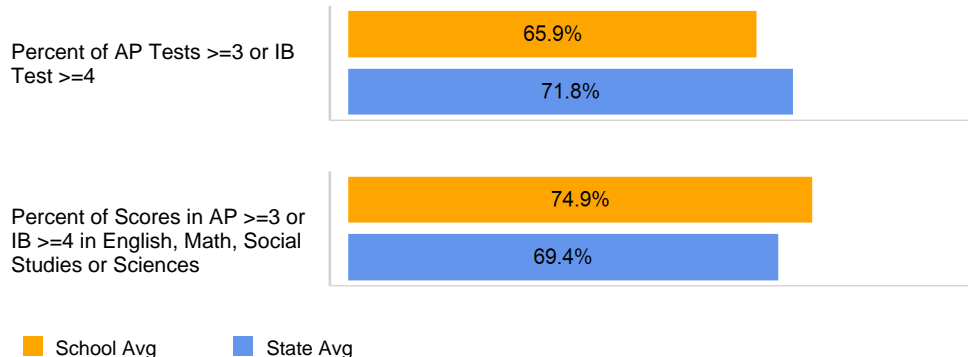
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## AP/ IB Test Performance

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



## Advanced Course Work Participation

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

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	29.5%	39.1%
One of More Test	29.0%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	23.1%	26.6%
Participating in Dual Enrollment	0.0%	15.4%

## AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	95	94
AP Calculus AB	57	56
AP Calculus BC	21	21
AP Chemistry	22	22
AP Computer Science A	15	14
AP English Language and Composition	53	53
AP English Literature and Composition	67	67
AP European History	12	10
AP French Language	5	4
AP German Language	8	8
AP Italian Language and Culture	4	3
AP Macroeconomics	31	31
AP Microeconomics	63	60
AP Music Theory	6	6
AP Physics 1	0	2
AP Physics C: Electricity and Magnetism	0	9
AP Physics C: Mechanics	0	12
AP Psychology	76	69
AP Spanish Language	11	11
AP Statistics	26	24
AP U.S. Government and Politics	0	24
AP U.S. History	23	22
AP World History	0	1
Student AP Tests $\geq 3$ and IB Tests $\geq 4$		168



State of New Jersey  
2015-2016

Grade Span 09-12

23-3620-040

MIDDLESEX

NORTH BRUNSWICK TWP

North Brunswick Township High School

98 RAIDER ROAD

NORTH BRUNSWICK, NJ 08902-9607

## Visual and Performing Arts

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

### MUSIC



### DRAMA



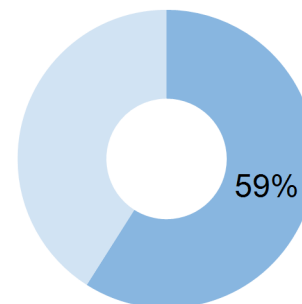
### DANCE



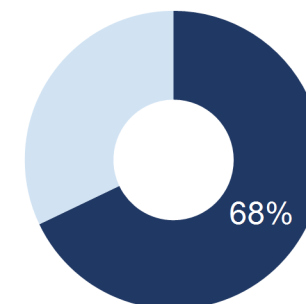
### VISUAL ARTS



### Any Visual and Performing Arts



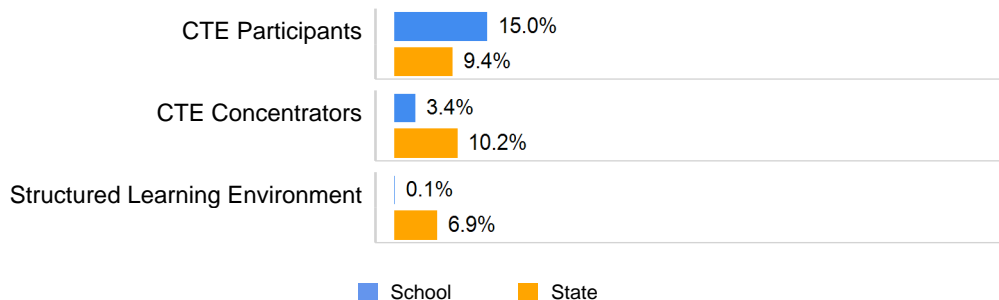
School



State

## Career and Technical Education Participation

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





State of New Jersey  
2015-2016

Grade Span 09-12

23-3620-040

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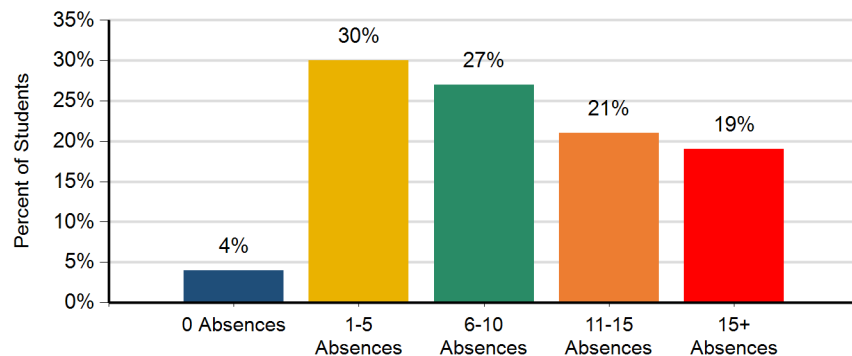
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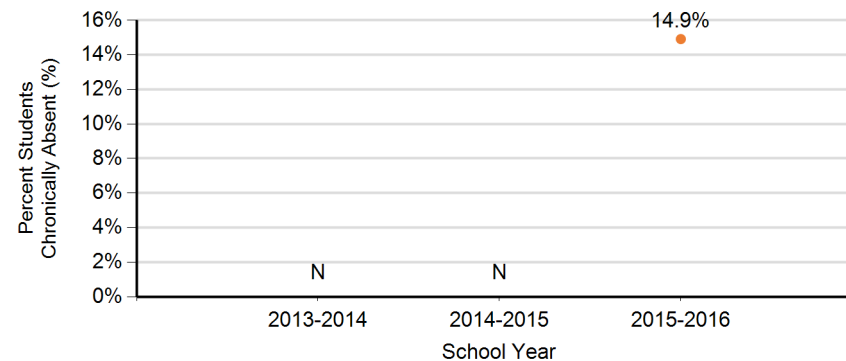
## Absenteeism

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



## Chronic Absenteeism Trend

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





State of New Jersey  
2015-2016

Grade Span 09-12

23-3620-040

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North Brunswick Township High School

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NORTH BRUNSWICK, NJ 08902-9607

## Graduation Rate by Subgroup

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

	School Rate	Statewide Percentile	State Target
Schoolwide	87.2%	26	81%
White	90.8%	24	
African American	84.1%	34	
Hispanic	77.2%	16	
American Indian	N	N	
Asian	97.4%	29	
Native Hawaiian	S	S	
Two or More Races	S	S	
Students with Disability	86.5%	65	
English Language Learners	S	S	
Economically Disadvantaged Students	79.2%	21	

## Dropout Rate by Subgroup

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

	School Rate	State Rate
Schoolwide	1.4%	1.2%
White	0.8%	0.6%
African American	1.9%	2.6%
Hispanic	2.6%	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	S	1.0%
Students with Disability	N	1.7%
English Language Learners	0.1%	0.1%
Economically Disadvantaged Students	0.5%	1.7%



State of New Jersey  
2015-2016

Grade Span 09-12

23-3620-040

MIDDLESEX

NORTH BRUNSWICK TWP

North Brunswick Township High School

98 RAIDER ROAD

NORTH BRUNSWICK, NJ 08902-9607

### Extended Year Graduation Rate

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

Class of	4-Year Rate	5-Year Rate
2013	89%	92%
2014	89%	90%
2015	84%	88%
2016	87%	

### Postsecondary Enrollment Rates

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

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	83.4%	34.9%	65.1%
White	89.1%	26.4%	73.6%
African American	78.2%	48.5%	51.5%
Hispanic	72.3%	54.4%	45.6%
American Indian	0.0%	0.0%	0.0%
Asian	91.6%	20.4%	79.6%
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	79.4%	58.7%	41.3%





State of New Jersey  
2015-2016

Grade Span 09-12

23-3620-040  
MIDDLESEX  
NORTH BRUNSWICK TWP  
North Brunswick Township High School  
98 RAIDER ROAD  
NORTH BRUNSWICK, NJ 08902-9607

### Length of School Day

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

	School
2015-16	6 Hrs. 44 Mins.

### Instructional Time

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

2015-16	School
Full Time	5 Hrs. 29 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

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

2015-16	School
Faculty	11:1
Administrator	146:1

### Student Suspension Rate

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

	School
2015-16	47.1%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	97%



State of New Jersey  
2015-2016

Grade Span 5F-05

23-3620-090  
MIDDLESEX  
NORTH BRUNSWICK TWP  
Parsons  
116 HOLLYWOOD STREET  
NORTH BRUNSWICK, NJ 08902

## 2015-2016 School Performance Reports

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

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

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

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

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



State of New Jersey  
2015-2016

Grade Span 5F-05

23-3620-090  
MIDDLESEX  
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NORTH BRUNSWICK, NJ 08902

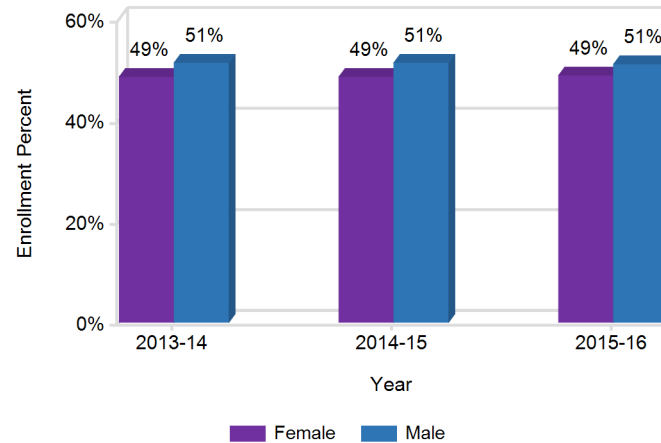
## Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade PK	1	0	0
Grade KG	123	148	124
Grade 01	129	125	137
Grade 02	134	126	115
Grade 03	131	124	125
Grade 04	121	125	110
Grade 05	110	116	121
UG	20	30	37
Total	769	794	769

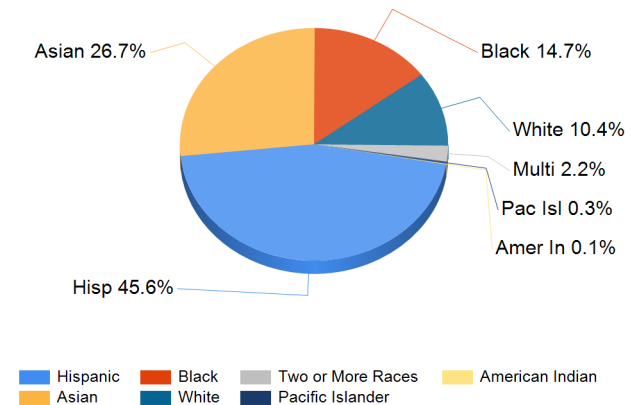
## Enrollment by Gender

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



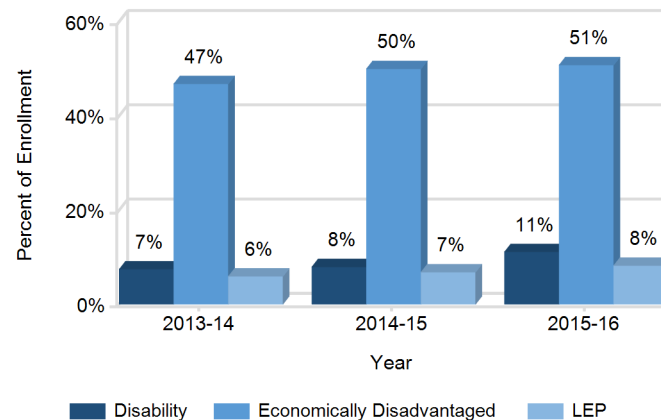
## Enrollment by Ethnic/ Racial Subgroup

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



## Enrollment Trends by Special Population

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



## Language Diversity

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

2015-2016	Percent
English	58.5%
Spanish	28.9%
Telugu	3.4%
Tamil	1.4%
Urdu	1.3%
Other	6.6%

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



State of New Jersey  
2015-2016

Grade Span 5F-05

23-3620-090

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

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

## Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	37%	20	20
Mathematics Met or Exceeded Expectations	41%	20	36

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	336	37%	20	99%	✓	339	41%	36	99%	✓
White	S	S	S	S		S	S	S	S	
African American	51	28%	33	98%	✓	51	22%	43	98%	✓
Hispanic	154	16%	7	99%	✓	156	19%	17	99%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	88	74%	42	100%	✓	89	89%	66	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	176	15%	7	100%	✓	177	18%	18	100%	✓



State of New Jersey  
2015-2016

Grade Span 5F-05

23-3620-090  
MIDDLESEX  
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NORTH BRUNSWICK, NJ 08902

## PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	127	733	740	746	23%	15%	23%	39%	1%	39%	48%
White	S	S	746	756	S	S	S	S	S	S	58%
African American	23	728	730	727	30%	13%	17%	39%	N	39%	30%
Hispanic	49	712	722	730	41%	22%	20%	16%	N	16%	31%
Asian	37	756	764	772	3%	11%	22%	65%	N	65%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	749	753	S	S	S	S	S	S	55%
Students with Disability	15	695	720	718	67%	7%	13%	13%	N	13%	22%
English Language Learners	S	S	699	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	59	714	720	727	41%	15%	25%	19%	N	19%	28%
PARCC MATH											
<b>Schoolwide</b>	129	744	749	749	15%	19%	16%	40%	10%	50%	52%
White	S	S	756	757	S	S	S	S	S	S	63%
African American	23	736	739	730	22%	22%	13%	39%	4%	44%	31%
Hispanic	50	725	729	736	24%	30%	28%	12%	6%	18%	35%
Asian	38	773	776	777	3%	5%	N	71%	21%	92%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	747	754	S	S	S	S	S	S	57%
Students with Disability	15	704	727	727	40%	40%	N	20%	N	20%	28%
English Language Learners	S	S	708	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	59	723	728	732	29%	29%	24%	14%	5%	19%	32%

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



State of New Jersey  
2015-2016

Grade Span 5F-05

23-3620-090  
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## PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	114	735	742	750	15%	19%	31%	27%	8%	35%	54%
White	S	S	752	759	S	S	S	S	S	S	64%
African American	19	729	727	733	16%	16%	42%	26%	N	26%	33%
Hispanic	56	722	726	737	18%	30%	34%	18%	N	18%	37%
Asian	26	764	765	773	12%	4%	4%	46%	35%	81%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	742	756	S	S	S	S	S	S	62%
Students with Disability	S	S	705	723	S	S	S	S	S	S	22%
English Language Learners	S	S	702	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	60	718	723	734	22%	32%	35%	12%	N	12%	33%
PARCC MATH											
<b>Schoolwide</b>	116	733	745	745	16%	26%	26%	28%	4%	33%	47%
White	S	S	753	752	S	S	S	S	S	S	57%
African American	19	724	727	727	16%	37%	32%	16%	N	16%	24%
Hispanic	58	721	728	733	21%	33%	29%	16%	2%	17%	30%
Asian	26	767	773	771	4%	4%	8%	69%	15%	85%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	750	750	S	S	S	S	S	S	54%
Students with Disability	S	S	716	724	S	S	S	S	S	S	22%
English Language Learners	S	S	726	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	62	719	727	730	23%	34%	27%	15%	2%	16%	27%

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



State of New Jersey  
2015-2016

Grade Span 5F-05

23-3620-090  
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NORTH BRUNSWICK, NJ 08902

## PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	119	737	745	751	16%	22%	29%	28%	5%	33%	53%
White	S	S	748	758	S	S	S	S	S	S	64%
African American	15	716	730	733	33%	33%	20%	13%	N	13%	32%
Hispanic	62	725	732	738	16%	31%	39%	13%	2%	15%	37%
Asian	27	777	772	773	4%	N	15%	63%	19%	82%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	740	759	S	S	S	S	S	S	63%
Students with Disability	S	S	712	723	S	S	S	S	S	S	20%
English Language Learners	S	S	711	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	71	721	725	735	24%	30%	32%	14%	N	14%	33%
PARCC MATH											
<b>Schoolwide</b>	121	739	745	747	9%	29%	26%	26%	9%	36%	47%
White	13	743	747	753	N	23%	39%	31%	8%	39%	57%
African American	S	S	731	728	S	S	S	S	S	S	24%
Hispanic	62	728	730	735	13%	31%	36%	21%	N	21%	31%
Asian	29	772	775	774	10%	3%	3%	48%	35%	83%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	746	754	S	S	S	S	S	S	56%
Students with Disability	S	S	721	725	S	S	S	S	S	S	19%
English Language Learners	S	S	715	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	73	723	726	732	15%	37%	30%	18%	N	18%	28%

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



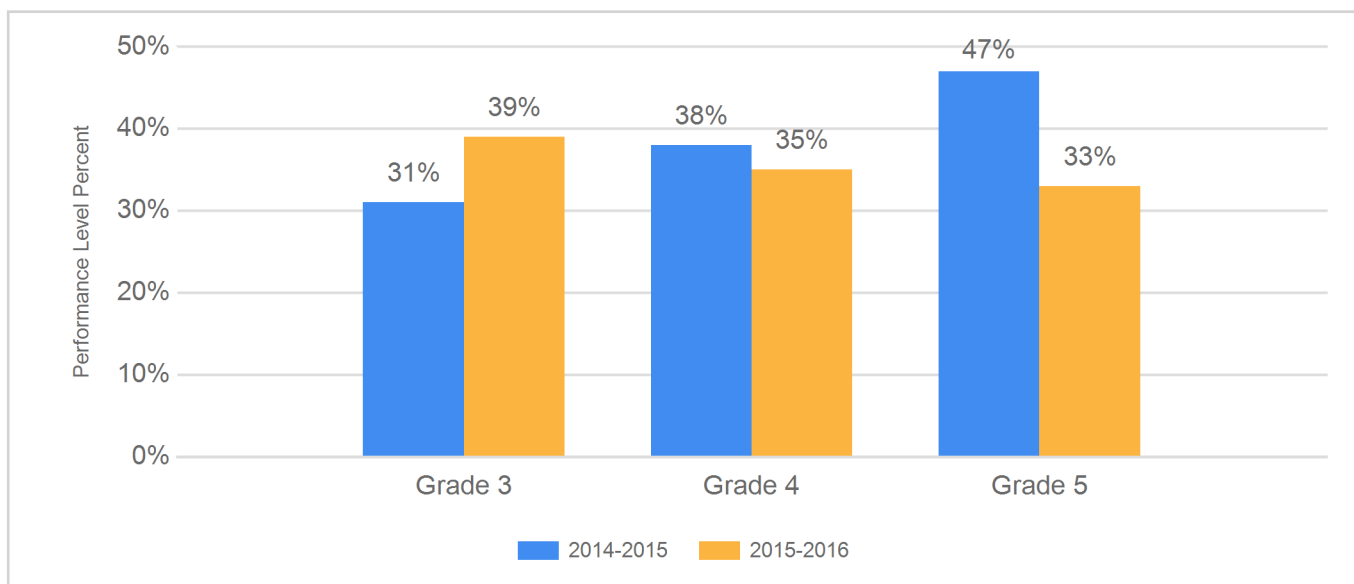
State of New Jersey  
2015-2016

Grade Span 5F-05

23-3620-090  
MIDDLESEX  
NORTH BRUNSWICK TWP  
Parsons  
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### PARCC ELA Performance Trends

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







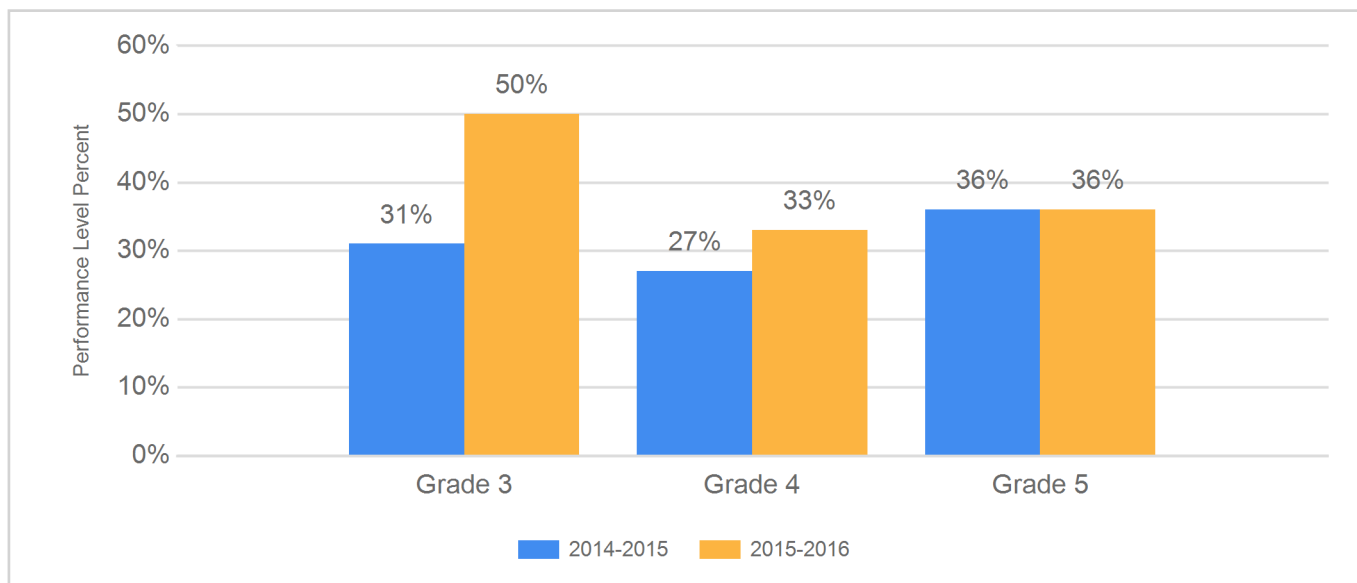
State of New Jersey  
2015-2016

Grade Span 5F-05

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## PARCC Math Performance Trends

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





State of New Jersey  
2015-2016

Grade Span 5F-05

23-3620-090

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

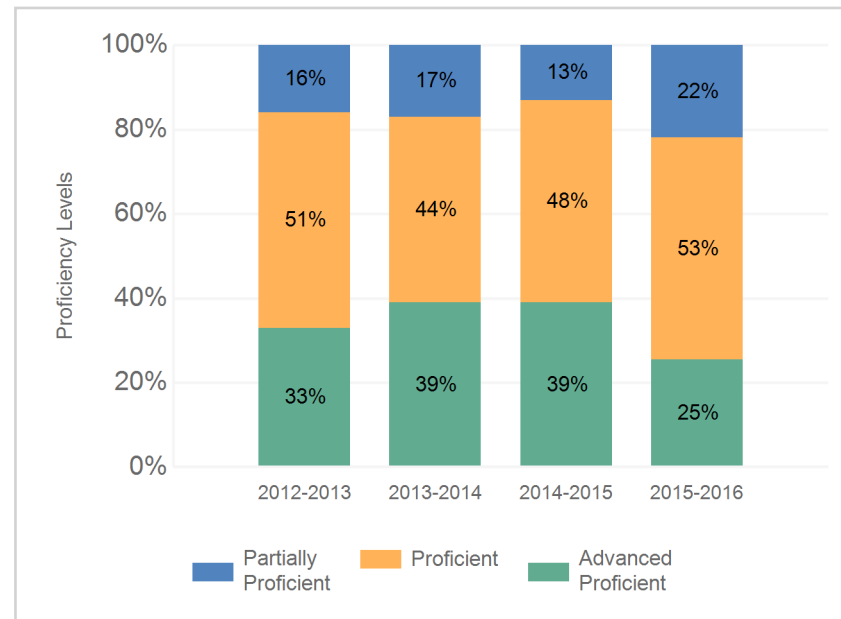
### NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	25%	53%	22%
White	25%	67%	8%
African American	11%	68%	21%
Hispanic	14%	55%	31%
American Indian	N	N	N
Asian	64%	28%	8%
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	13%	54%	33%

### NJASK Proficiency Trends Science - Grade Level 04

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





State of New Jersey  
2015-2016

Grade Span 5F-05

23-3620-090  
MIDDLESEX  
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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



State of New Jersey  
2015-2016

Grade Span 5F-05

23-3620-090  
MIDDLESEX  
NORTH BRUNSWICK TWP  
Parsons  
116 HOLLYWOOD STREET  
NORTH BRUNSWICK, NJ 08902

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

### Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	40	49	50
Student Growth on Math	59	54	50

### Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	9%	4%	8%
Partially Met (L2)	10%	7%	6%
Approached (L3)	9%	10%	5%
Met (L4)	8%	7%	7%
Exceeded (L5)	3%	1%	1%

### Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	5%	6%	9%
Partially Met (L2)	10%	7%	13%
Approached (L3)	5%	9%	11%
Met (L4)	5%	5%	9%
Exceeded (L5)	0%	1%	3%



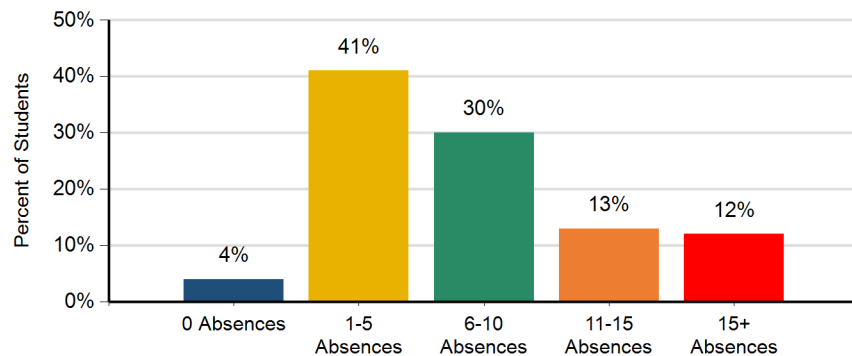
State of New Jersey  
2015-2016

Grade Span 5F-05

23-3620-090  
MIDDLESEX  
NORTH BRUNSWICK TWP  
Parsons  
116 HOLLYWOOD STREET  
NORTH BRUNSWICK, NJ 08902

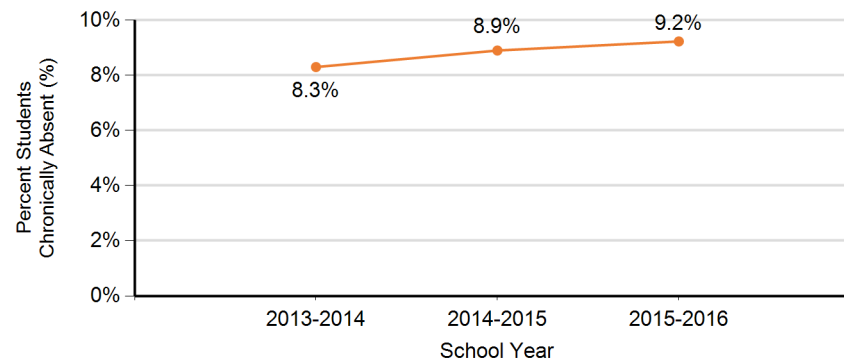
## Absenteeism

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



## Chronic Absenteeism Trend

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





State of New Jersey  
2015-2016

Grade Span 5F-05

23-3620-090  
MIDDLESEX  
NORTH BRUNSWICK TWP  
Parsons  
116 HOLLYWOOD STREET  
NORTH BRUNSWICK, NJ 08902

### Length of School Day

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

	School
2015-16	6 Hrs. 35 Mins.

### Instructional Time

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

2015-16	School
Full Time	5 Hrs. 53 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

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

2015-16	School
Faculty	11:1
Administrator	385:1

### Student Suspension Rate

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

	School
2015-16	1.0%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	97%