NJ SCHOOL PERFORMANCE REPORT

Benjamin Franklin Elementary School
2016-2017

Grade Span KG-05

23-1290-065
MIDDLESEX
EDISON TWP
2485 WOODBRIDGE AVENUE
EDISON, NJ 08817

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:
- Download this report to a PDF by clicking the 🖫 icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:
- Review the Parent Summary Report or the district-level report for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: Reference Guide or Interpretive Video.
- Download the data used in these reports.

- Want to give us feedback? Take our feedback survey: surveylink
- Questions about the reports? Contact us at reportcard@doe.nj.gov

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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.

2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	75	66	61
1	96	90	91
2	117	110	93
3	110	117	103
4	92	120	111
5	96	92	110
Ungraded	16	37	24
Total	602	632	593

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	48%	48%	51%
Male	52%	52%	49%
Economically Disadvantaged Students	36%	32%	38%
Students with Disabilities	11%	13%	11%
English Learners	0%	0%	0%
Homeless Students			5%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Asian	44.2%
White	21.8%
Hispanic	19.1%
Black or African American	12.1%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	2.7%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
KG - Half Day	73	66	61
KG - Full Day	0	0	0

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	53.0%
Spanish	9.3%
Gujarati	8.1%
Telugu	5.2%
Urdu	4.6%
Other	19.9%

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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers (*PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under *ESSA* accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	306	96.2	67.00	76.00	54.90	67	65.3	Met Target
White	68	92.1	54.40	61.10	63.90	53.3	48.5	Met Target
Hispanic	53	92.3	62.30	48.60	39.80	59.8	49	Met Target
Black or African American	38	97.7	42.10	44.70	35.20	42.1	45.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	141	99.3	81.60	88.30	80.70	81.6	80	Met Goal
American Indian or Alaska Native	*	*	*	85.70	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	159	97.7	75.50	82.00	62.20	75.5		
Male	147	94.5	57.90	70.20	48.10	57.9		
Economically Disadvantaged Students	117	94.8	53.80	47.30	36.20	53.5	50	Met Target
Non-Economically Disadvantaged Students	189	97.1	75.20	82.90	65.80	75.2		
Students with Disabilities	27	93.3	22.20	20.00	20.50	21.7	20.6	Met Target
Students without Disabilities	279	96.4	71.30	82.30	61.90	71.3		
English Learners	13	100.0	53.80	46.30	25.20	53.8	**	**
Non-English Learners	293	96.0	67.50	77.40	57.40	67.5		
Homeless Students	12	86.7	*	38.60	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	40.00	23.00	N		

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam.   This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	104	757	769	749	*	15%	21%	42%	*	55%	50%
White	24	746	748	759	*	*	*	*	*	46%	61%
Hispanic	19	750	734	734	*	*	*	*	*	53%	35%
Black or African American	14	746	735	731	*	*	*	*	0%	36%	32%
Asian, Native Hawaiian, or Pacific Islander	46	769	781	775	*	*	22%	52%	*	67%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	60	763	773	754	*	*	*	43%	*	58%	55%
Male	44	749	764	745	*	*	*	41%	*	50%	46%
Economically Disadvantaged Students	44	748	*	731	*	*	*	36%	*	46%	31%
Non-Economically Disadvantaged Students	60	764	*	762	*	*	*	47%	*	62%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam.   This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	112	761	769	753	*	13%	*	52%	19%	71%	56%
White	24	745	754	762	*	*	*	50%	*	54%	67%
Hispanic	24	750	743	740	*	*	*	63%	*	67%	40%
Black or African American	12	734	741	737	*	*	*	*	0%	33%	36%
Asian, Native Hawaiian, or Pacific Islander	48	780	779	777	*	*	*	50%	38%	88%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	49	773	775	758	*	0%	*	65%	22%	88%	61%
Male	63	751	764	749	*	22%	*	41%	16%	57%	51%
Economically Disadvantaged Students	41	748	745	737	*	*	*	51%	*	59%	36%
Non-Economically Disadvantaged Students	71	768	776	764	*	*	*	52%	*	78%	69%
Students with Disabilities	12	720	722	725	*	*	0%	*	0%	33%	25%
Students without Disabilities	100	766	775	759	*	*	13%	*	21%	75%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	112	761	770	755	*	13%	*	52%	19%	71%	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam.   This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

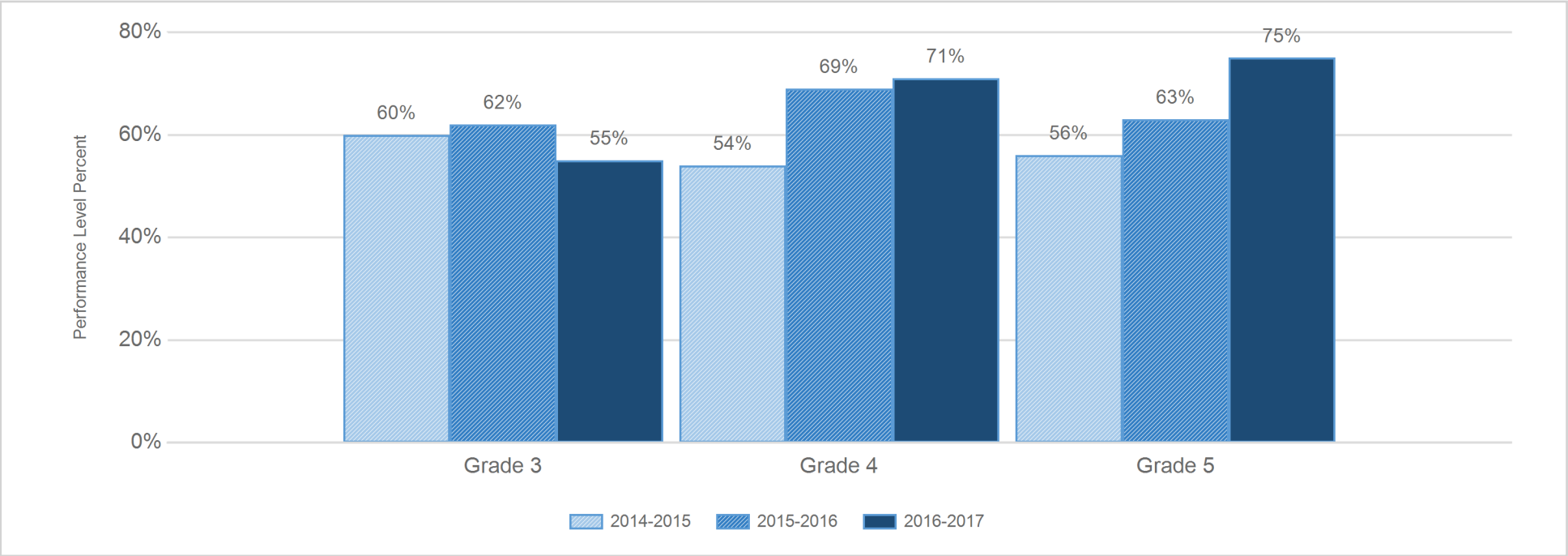| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	106	768	777	756	*	*	15%	55%	20%	75%	59%
White	22	753	759	763	*	*	*	55%	*	64%	69%
Hispanic	16	752	752	743	0%	*	*	63%	0%	63%	44%
Black or African American	17	753	744	740	0%	*	*	*	0%	53%	39%
Asian, Native Hawaiian, or Pacific Islander	50	786	788	779	0%	*	*	54%	38%	92%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	61	777	783	761	*	*	*	56%	*	82%	66%
Male	45	757	771	750	*	*	*	53%	*	64%	53%
Economically Disadvantaged Students	39	752	*	740	*	*	*	56%	*	62%	40%
Non-Economically Disadvantaged Students	67	778	*	765	*	*	*	54%	*	82%	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	106	768	778	757	*	*	15%	55%	20%	75%	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.

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Mathematics Assessment - Participation and Performance

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Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	306	96.2	55.90	63.70	43.50	55.9	60.8	Not Met
White	68	92.1	39.80	40.90	52.40	38.9	47	Met Target†
Hispanic	53	92.3	39.70	*	27.60	38.1	37.3	Met Target
Black or African American	38	97.7	28.90	18.50	21.70	28.9	42.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	141	99.3	77.30	81.70	75.60	77.3	78.8	Met Target†
American Indian or Alaska Native	*	*	*	81.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	159	97.7	57.90	65.20	44.10	57.9		
Male	147	94.5	53.80	62.30	42.90	53.8		
Economically Disadvantaged Students	117	94.8	36.70	29.70	25.10	36.5	40.8	Met Target†
Non-Economically Disadvantaged Students	189	97.1	67.70	71.90	54.30	67.7		
Students with Disabilities	27	93.3	11.10	16.90	16.50	10.8	12.4	Met Target†
Students without Disabilities	279	96.4	60.20	68.90	48.80	60.2		
English Learners	13	100.0	30.80	40.50	23.30	30.8	**	**
Non-English Learners	293	96.0	56.90	64.90	45.20	56.9		
Homeless Students	12	86.7	*	23.60	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	50.00	18.20	N		

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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Schoolwide	104	752	771	751	*	21%	21%	37%	*	51%	53%
White	24	739	747	759	0%	50%	*	*	*	29%	63%
Hispanic	19	737	729	738	*	*	*	*	*	32%	37%
Black or African American	14	734	734	733	*	*	*	*	0%	21%	32%
Asian, Native Hawaiian, or Pacific Islander	46	771	784	779	*	*	*	54%	26%	80%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	60	753	770	751	*	20%	*	35%	*	50%	52%
Male	44	750	771	751	*	23%	*	39%	*	52%	53%
Economically Disadvantaged Students	44	738	*	736	*	*	25%	30%	*	34%	34%
Non-Economically Disadvantaged Students	60	762	*	761	*	*	18%	42%	*	63%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	112	754	765	747	*	18%	21%	45%	*	57%	47%
White	24	740	745	755	*	*	*	42%	0%	42%	59%
Hispanic	24	741	735	734	*	*	*	*	*	42%	30%
Black or African American	12	734	730	729	0%	*	*	*	0%	33%	25%
Asian, Native Hawaiian, or Pacific Islander	48	773	777	774	*	*	*	54%	25%	79%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	49	759	766	747	*	*	27%	51%	*	65%	47%
Male	63	751	764	747	*	*	18%	40%	*	51%	48%
Economically Disadvantaged Students	41	741	738	732	*	*	32%	32%	*	37%	27%
Non-Economically Disadvantaged Students	71	762	772	757	*	*	16%	52%	*	69%	61%
Students with Disabilities	12	720	727	724	*	*	*	*	*	17%	22%
Students without Disabilities	100	758	769	751	*	*	*	*	*	62%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	112	754	766	749	*	18%	21%	45%	*	57%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%

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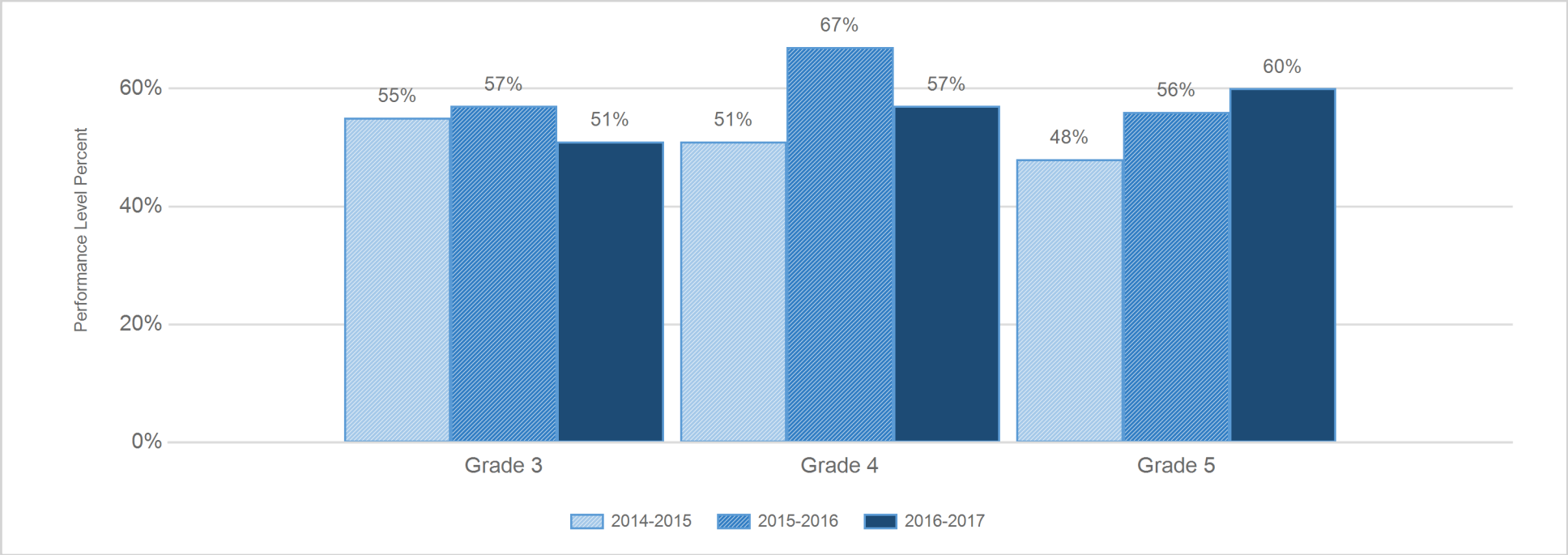2485 WOODBRIDGE AVENUE
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Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	106	761	771	747	*	*	26%	37%	24%	60%	46%
White	22	752	751	754	*	*	*	*	*	50%	57%
Hispanic	16	747	740	735	0%	*	*	*	*	50%	30%
Black or African American	17	738	731	729	*	*	*	*	0%	35%	22%
Asian, Native Hawaiian, or Pacific Islander	50	777	785	774	*	*	20%	36%	40%	76%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	61	762	770	747	*	*	30%	34%	25%	59%	47%
Male	45	759	773	746	*	*	22%	40%	22%	62%	46%
Economically Disadvantaged Students	39	742	*	732	*	*	31%	41%	*	44%	27%
Non-Economically Disadvantaged Students	67	772	*	756	*	*	24%	34%	*	70%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	106	761	772	748	*	*	26%	37%	24%	60%	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.

Legend: 2014-2015 | 2015-2016 | 2016-2017

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Alternate Assessments - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	N	N

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency. The table also shows the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	N	N	N
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N

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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.
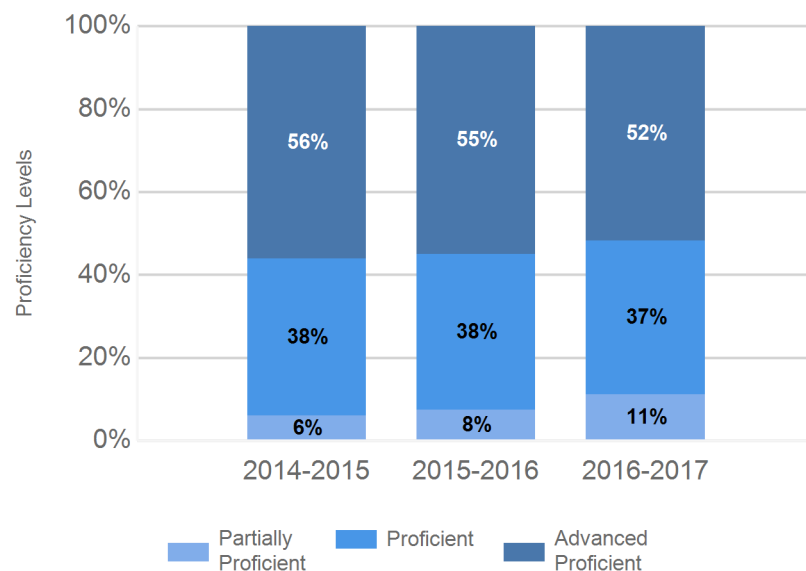
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	52%	37%	11%
White	27%	58%	15%
Hispanic	44%	44%	12%
Black or African American	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	79%	13%	8%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	39%	48%	14%
Students with Disabilities	29%	43%	29%
English Learners	*	N	N

NJASK Science Assessment Performance Trends: Grade 4

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

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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile** (**SGP**) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels: | **Low Growth: Less than 35** | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65** |

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile** (**mSGP**) is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile** (**mSGP**) is calculated here:
http://www.state.nj.us/education/njsmart/performance/

Student Growth

This table shows the **median Student Growth Percentile** (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	53	61	50	Met Target	59.5	56	50	Met Target
White	43	48	50	Met Target	57	48	52	Met Target
Hispanic	41	*	49	Met Target	47	*	47	Met Target
Black or African American	*	48	45	Met Target	*	41	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	63	68	60	Exceeds Target	70	61	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	45.5	51	**	*	55	52	**
Economically Disadvantaged	46.5	49	47	Met Target	51	47	46	Met Target
Students with Disabilities	22	38.5	41	**	47	40	43	**
English Learners	*	65	53	**	48.5	62	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.

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NJ SCHOOL PERFORMANCE REPORT

Benjamin Franklin Elementary School
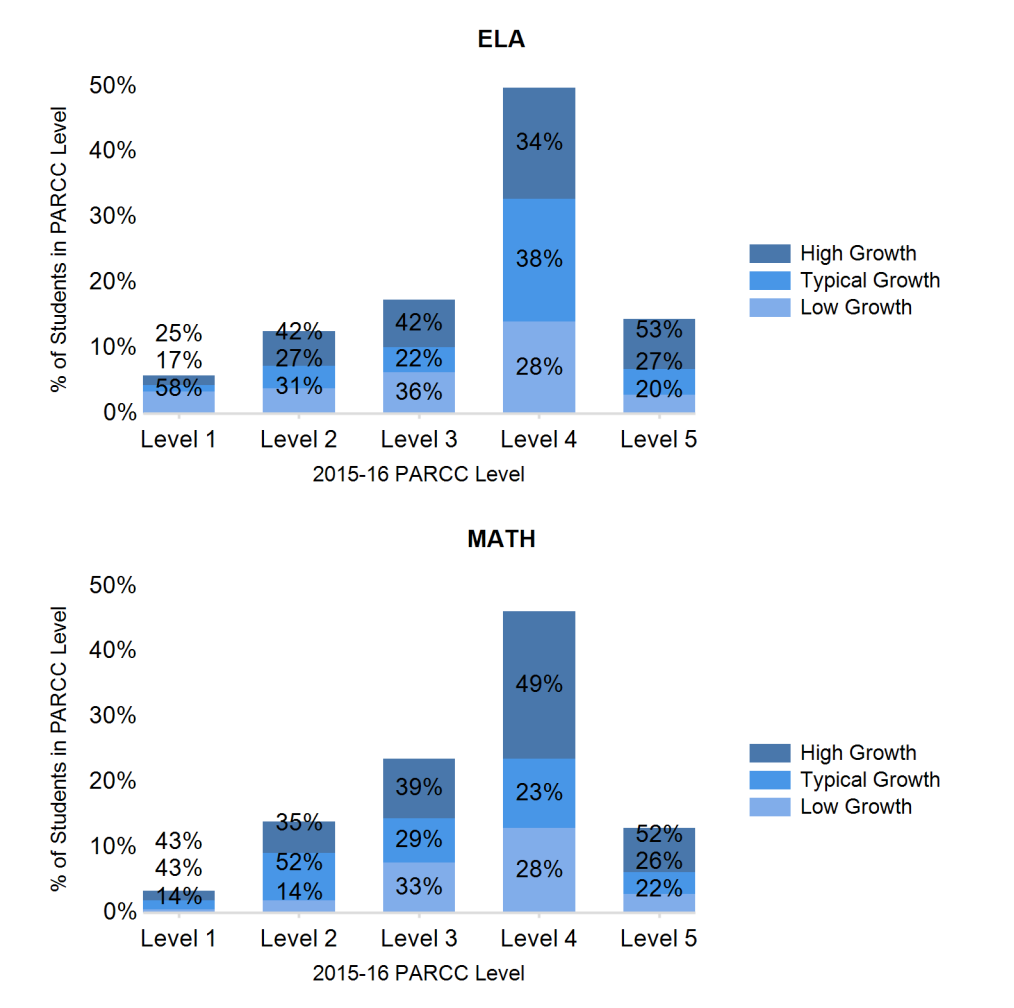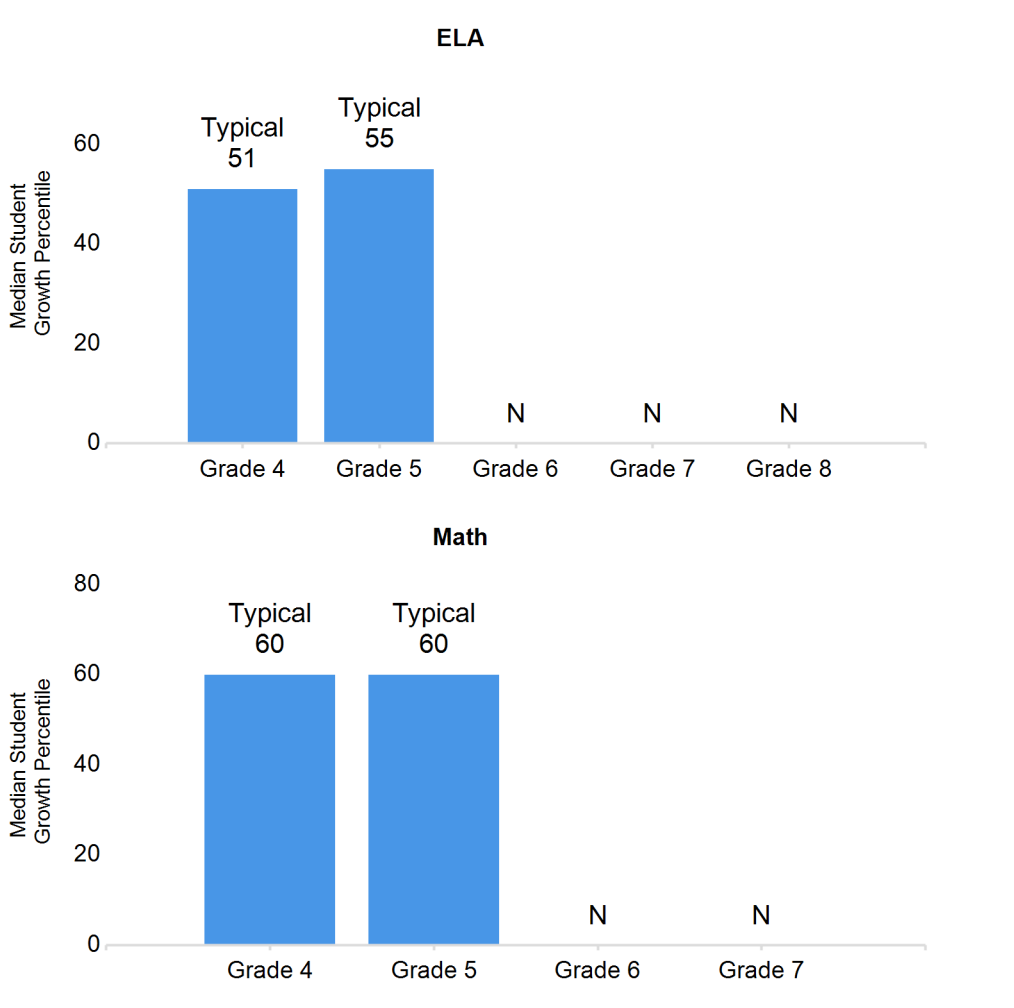**2016-2017**

Grade Span KG-05

Each student receives a **Student Growth Percentile** (**SGP**) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

| Low Growth: Less than 35 | Typical Growth: Between 35 and 65 | High Growth: Greater than 65 |

Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.

ELA

MATH

Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.

ELA

Math

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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.30	8.40	Met Target
White	7.60	8.40	Met Target
Hispanic	16.80	8.40	Not Met
Black or African American	4.20	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	6.10	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	13.60	8.40	Not Met
Students with Disabilities	16.70	8.40	Not Met
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.
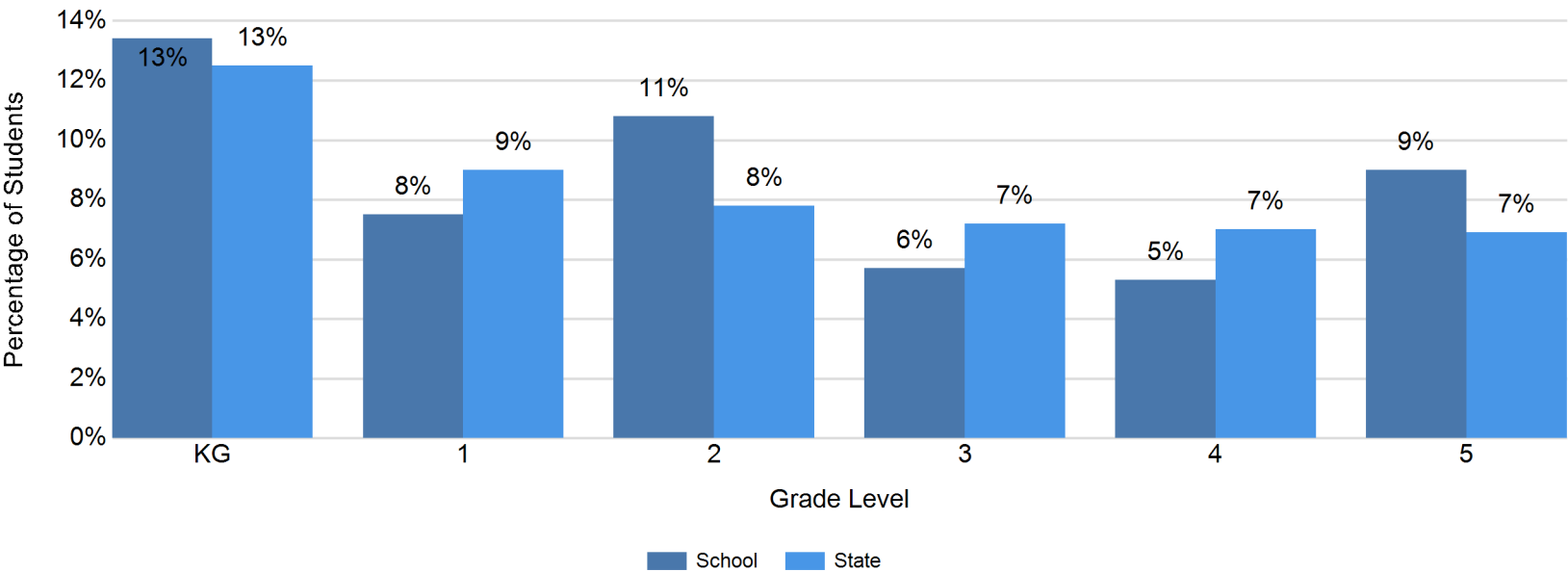
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.

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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:55AM
Typical End Time	3:30PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 35 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.7%
Out-of-School Suspensions	0.0%
Any Suspension	0.7%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0

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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.7:1	191.6 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	$355	$12,252	$12,607

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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators
Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	50	120,724
Average years experience in public schools	14.3	11.8
Average years experience in district	13.3	10.5
Teachers in district for 4 or more years	86%	74%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	62	9,506
Average years experience in public schools	18.5	15.9
Average years experience in district	11.4	11.6
Administrators in district for 4 or more years	77%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	14:1
Administrators	593:1	253:1
Librarian/Media Specialists		2610:1
Nurses		824:1
Counselors		364:1
Child Study Team		412:1

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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:
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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree

Teacher 56%
Admin N/A

Master's Degree

Teacher 44%
Admin 100%

Doctoral Degree

Teacher N
Admin N

Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	90%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	90%

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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	61.9	17.5%
Mathematics Proficiency	53.7	17.5%
English Language Arts Growth	53.8	25.0%
Mathematics Growth	75.0	25.0%
Chronic Absenteeism	31.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		57.2
Summative Rating: Percentile rank of Summative Score		61.5
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.

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Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	57.2	11.9	No	Met Target	Not Met	Met Target	Met Target	Met Target	No
White	32.7	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Hispanic	46.2	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Black or African American	79.0	11.9	No	Met Target†	Not Met	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	52.7	11.9	No	Met Goal	Met Target†	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	62.0	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Students with Disabilities	**	**	No	Met Target	Met Target†	Not Met	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.

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School General Info

Principal:	Mr. Preville	Email Address:	steven.preville@edison.k12.nj.us
Address:	2485 WOODBRIDGE AVENUE EDISON, NJ 08817	**Website:**	https://www.edison.k12.nj.us/domain/14
Phone:	(732)650-5300		

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

	Highlights:	• Students are 1:1 in all grades utilizing Chromebooks and ipads. They learn about digital citizenship each school day. • We offer many clubs such as The Bolt Newspaper, Theatre Arts, Technology, Game Time, Book Club, Ted-Ed and LACES • Ben Franklin offers programs such as Art Club, Chorus, Band, Student Council and Safety Patrols.
	Mission, Vision, Theme:	"Good character attracts the trust and respect of others," is the motto our students are encouraged to live by. At Ben Franklin we are dedicated to developing 21st century citizens with good character. Our rigorous curriculum aligned to the NJ Student Learning Standards in Lanuage Arts, Math, and Science provides students with opportunities to connect and apply their learning to real world problems.

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School Narrative

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Clubs and Activities:	Ben Franklin offers many different clubs before and after school such as The Bolt Newspaper, Dance Fitness, Theatre Arts, Technology, Game Time, Book Club, Ted-Ed and L.A.C.E.S
Before and After School Programs:	Ben Franklin offers a student learning academy for selected students before and after school in order to close the gap for students who require extra help. A homework club is offered to provide assistance and guidance for homework completion. A Mad Science program is provided in the Fall and Spring to further enrich students skills and interest in Science. Our School Counselor facilitates a mentoring program to help build lasting meaningful relationships for students.

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

	Staff and Professional Learning:	The staff is dedicated in providing nothing less than excellence. They are committed to being life long learners and look to grow as professionals. Teachers attend workshops offered in the district along with Professional Development Days and seminars to stay updated on best teaching practices and research-based strategies. The district offers a full Staff Development Team, Reading and Math Specialist and a Primary Literacy Coach available on a daily basis if requested.
	Student Supports and Services:	We offer programs for students with special needs in ICR and self contained environment. Students learn alongside their peers in the ICR setting while students with autism are integrated into the mainstream classes and are provided social and academic opportuities. Academies for students who are identified as struggling in Math/Reading are offered as well. Intervention and Referral Services Meetings and Parent Universities are also held.
	Student Health and Wellness:	A nutritional breakfast and lunch are provided daily. A Safety/Wellness committee meets monthly along with Team Franklin Fitness and Dance Club which offers opportunities for students along with parents to participate in activities. Physical Education, recess and health lessons are provided along with the Babes Program, Growing Up Program, annual screenings for vision, hearing and the Mobile Dentist. A Blood Drive is held annually.
	Parent and Community Involvement:	Ben Franklin has an active PTA which meets monthly. PTA provides additional resources and activities through fundraising and volunteering such as Book Fairs, Halloween Fun Night, Bingo, 5th Grade Social and Fun and Field Day. We have partnered with businesses and local vendors which help support our programs and events.

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Facilities:	Ben Franklin school was established in 1961 and is currently 56 years old. In 2012 revovations were completed to our Gym and the Library/Media Center was created. The Media Center is air conditioned and offers 21 desktop computers and a large screen TV.

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Benjamin Franklin Elementary School
2016-2017

Grade Span KG-05

23-1290-065
MIDDLESEX
EDISON TWP
2485 WOODBRIDGE AVENUE
EDISON, NJ 08817

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Other Information:	School begins at 8:55am and ends at 3:30pm. Ben Franklin's Safety Committee consists of teachers, a PTO representative, and building administrator, it meets once a month. Fire Drills, Lock Down Drills, Evacuation Drills and Bus Evacuation Drills are done to make sure the learners are familiar with all situations to ensure safety for the students and staff. The Edison Police also support the school with special scheduled drills. Every child at Ben Franklin School is able to take home a technology device. In Kindergarten and Grade One, the students have iPads and in Grades 2-5 students have Chromebooks. The parents at Ben Franklin School receive newsletters and notices to keep the lines of communication open. Ben Franklin School uses their website and BlackBoard messages to communicate important information to parents and guardians

NJ SCHOOL PERFORMANCE REPORT

Edison Early Learning Center
2016-2017

Grade Span PK-KG

23-1290-300
MIDDLESEX
EDISON TWP
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EDISON, NJ 08817

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- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:
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Other Resources:
- Review the Parent Summary Report or the district-level report for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: Reference Guide or Interpretive Video.
- Download the data used in these reports.

- Want to give us feedback? Take our feedback survey: surveylink
- Questions about the reports? Contact us at reportcard@doe.nj.gov

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Grade Span PK-KG

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Footnotes

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	53	57	63
KG	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	18	38	34
Total	71	95	97

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	37%	27%	38%
Male	63%	73%	62%
Economically Disadvantaged Students	7%	17%	9%
Students with Disabilities	56%	72%	69%
English Learners	0%	0%	0%
Homeless Students			1%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Asian	62.9%
Hispanic	15.5%
White	14.4%
Black or African American	5.2%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	2.1%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	56	57	63
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	0	0	0

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	37.1%
Spanish	11.3%
Tamil	10.3%
Gujarati	8.2%
Telugu	8.2%
Other	24.7%

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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.
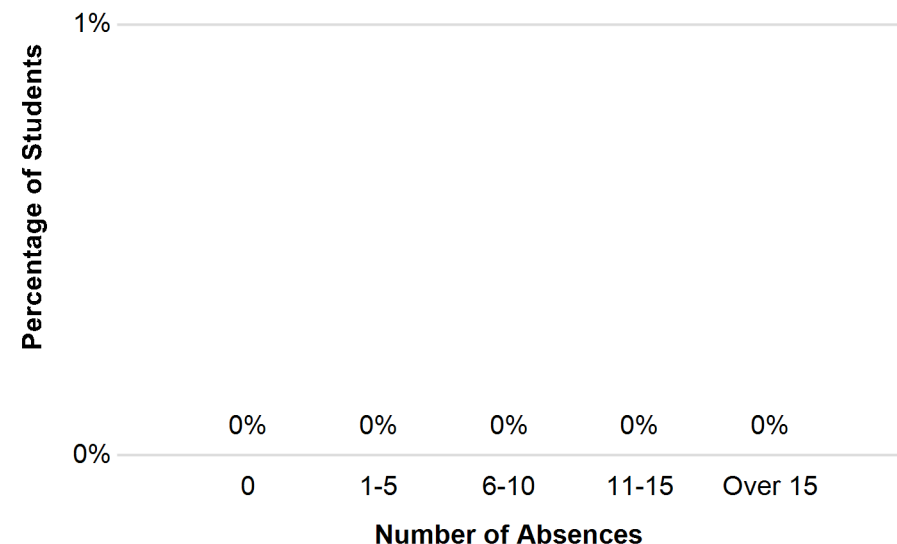
Chronic Absenteeism

This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	N	0	0
White	N	0	0
Hispanic	N	0	0
Black or African American	N	0	0
Asian, Native Hawaiian, or Pacific Islander	N	0	0
American Indian or Alaska Native	N	0	0
Two or More Races	N	0	0
Economically Disadvantaged Students	N	0	0
Students with Disabilities	N	0	0
English Learners	N	0	0

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.

Percentage of Students
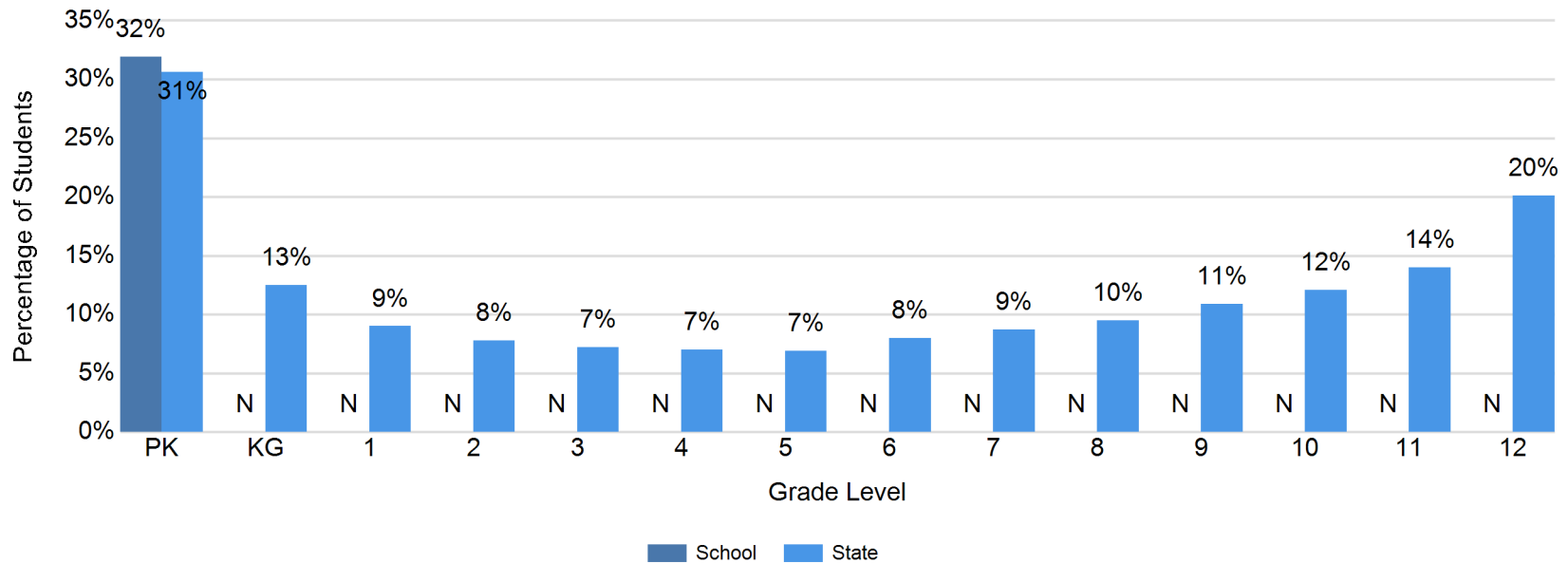
1%

0	1-5	6-10	11-15	Over 15
0%	0%	0%	0%	0%

0%

Number of Absences

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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

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Edison Early Learning Center
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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:55AM
Typical End Time	3:30PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	2 Hrs. 30 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	N
Vandalism	N
Weapons	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Total Unique Incidents	N
Incidents Per 100 Students Enrolled	N

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0

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Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	$355	$12,252	$12,607

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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators
Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	4	120,724
Average years experience in public schools	21.3	11.8
Average years experience in district	16.8	10.5
Teachers in district for 4 or more years	100%	74%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	62	9,506
Average years experience in public schools	18.5	15.9
Average years experience in district	11.4	11.6
Administrators in district for 4 or more years	77%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	24:1	14:1
Administrators	97:1	253:1
Librarian/Media Specialists		2610:1
Nurses		824:1
Counselors		364:1
Child Study Team		412:1

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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree

Teacher	50%
Admin	N/A

Master's Degree

Teacher	50%
Admin	100%

Doctoral Degree

Teacher	N
Admin	N

Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	90%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	89%

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School General Info

Principal:	Mr. Conklin
Address:	10 BOULEVARD OF THE EAGLES EDISON, NJ 08817
Phone:	(732)452-2804

Email Address:	christopher.conklin@edison.k12.nj.us
Website:	https://www.edison.k12.nj.us/domain/2158

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Mission, Vision, Theme:	The Edison Township Early Childhood program is designed to serve the children and families of Edison Township by offering a dynamic, developmentally appropriate and research –based preschool education program to prepare children for school and life by implementing the High/Scope Educational approach.

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Courses, Curriculum, Instruction:	The Edison Township Early Childhood program follows the High/Scope Educational approach to preschool learning. The High/Scope program is based on active participatory learning. Children learn through hands-on experiences with people, materials, events, and ideas.

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	Staff and Professional Learning:	Teachers continue to expand their repertoire through the district Professional Development days and the Professional Development Institute.
	Student Supports and Services:	The Edison Township Early Learning program has full day and ½ day programs depending on the needs of individual students as per their IEP. Additionally, students are provided physical, speech and occupational therapy as specified by their IEP. The High/Scope approach offers a framework that provides support for children with special needs in many ways. One of these ways is by providing a variety of visual cues to help children interpret information more effectively.
	Student Health and Wellness:	The Edison Township Early Childhood Learning Center provides an environment where wellness, nutrition, and student safety are the utmost key factors in our environment. The medical staff complies with the nursing standards and attend all professional workshops, in order to stay up to date in their practice.
	Parent and Community Involvement:	The Edison Township Early Childhood Learning Center believes in educating "the whole child." This is accomplished by maintaining a strong home/school connection throughout the year and by providing many activities/events to encourage family and community involvement.

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
9	453	491	482
10	494	460	495
11	474	499	457
12	471	470	497
Ungraded	9	18	14
Total	1900	1938	1945

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	48%	49%	49%
Male	52%	51%	51%
Economically Disadvantaged Students	35%	33%	34%
Students with Disabilities	14%	13%	9%
English Learners	2%	3%	3%
Homeless Students			5%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Asian	35.8%
White	29.0%
Hispanic	19.3%
Black or African American	14.8%
Native Hawaiian or Pacific Islander	0.5%
American Indian or Alaska Native	0.1%
Two or More Races	0.6%

Enrollment Trends by Full and Shared Time

This table shows the number of full and shared time students. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17
Full Time Students	1940
Shared Time Students	9
Full Time Equivalent	1945

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	50.0%
Spanish	12.4%
Gujarati	6.5%
Urdu	4.2%
Chinese	4.1%
Other	23.9%

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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers (*PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under *ESSA* accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	891	97.3	61.20	76.00	54.90	61.2	49.5	Met Target
White	251	95.3	55.80	61.10	63.90	55.8	38.1	Met Target
Hispanic	166	95.4	43.90	48.60	39.80	43.9	35.3	Met Target
Black or African American	132	98.1	43.90	44.70	35.20	43.9	32.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	332	99.4	81.70	88.30	80.70	81.7	69.9	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	442	96.2	67.70	82.00	62.20	67.7		
Male	449	98.4	54.80	70.20	48.10	54.8		
Economically Disadvantaged Students	274	96.0	42.00	47.30	36.20	42	35.1	Met Target
Non-Economically Disadvantaged Students	617	97.9	69.70	82.90	65.80	69.7		
Students with Disabilities	122	96.9	13.90	20.00	20.50	13.9	16.4	Met Target†
Students without Disabilities	769	97.3	68.70	82.30	61.90	68.7		
English Learners	43	100.0	32.60	46.30	25.20	32.6	17.1	Met Target
Non-English Learners	848	97.1	62.60	77.40	57.40	62.6		
Homeless Students	41	98.0	26.80	38.60	26.40	26.8		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	40.00	23.00	N		

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† Target was met within a confidence interval.

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam.   This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	483	759	774	749	8%	12%	18%	39%	24%	63%	52%
White	143	755	762	757	8%	10%	25%	37%	20%	57%	62%
Hispanic	97	744	745	733	*	23%	20%	42%	*	49%	35%
Black or African American	68	744	741	730	*	19%	21%	38%	*	47%	30%
Asian, Native Hawaiian, or Pacific Islander	168	778	790	777	*	*	9%	39%	44%	83%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	238	766	780	756	5%	7%	19%	42%	27%	70%	60%
Male	245	752	769	741	11%	16%	17%	35%	20%	56%	43%
Economically Disadvantaged Students	159	743	746	731	11%	22%	21%	40%	6%	47%	32%
Non-Economically Disadvantaged Students	324	767	782	758	7%	7%	16%	38%	32%	70%	62%
Students with Disabilities	69	716	722	714	36%	25%	23%	*	*	16%	13%
Students without Disabilities	414	766	780	754	3%	10%	17%	*	*	70%	58%
English Learners	14	701	704	690	*	*	*	*	*	*	*
Non-English Learners	469	761	776	752	*	*	*	*	*	*	*
Homeless Students	25	738	736	719	*	*	*	*	*	44%	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	478	756	775	743	15%	12%	15%	36%	22%	58%	46%
White	115	754	763	749	14%	11%	17%	37%	21%	57%	52%
Hispanic	89	735	739	728	26%	21%	15%	27%	11%	38%	34%
Black or African American	82	734	736	725	27%	*	23%	32%	*	39%	31%
Asian, Native Hawaiian, or Pacific Islander	188	777	793	774	*	*	11%	42%	36%	78%	74%
American Indian or Alaska Native	*	*	*	740	*	*	*	*	*	*	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	241	763	780	752	12%	11%	12%	40%	26%	66%	54%
Male	237	749	769	734	18%	12%	19%	32%	19%	51%	39%
Economically Disadvantaged Students	145	732	738	726	28%	14%	20%	30%	8%	38%	32%
Non-Economically Disadvantaged Students	333	766	785	751	9%	11%	13%	38%	29%	67%	54%
Students with Disabilities	53	703	708	704	49%	21%	19%	*	*	11%	12%
Students without Disabilities	425	762	781	749	11%	10%	15%	*	*	64%	52%
English Learners	14	678	677	681	*	*	*	*	*	*	*
Non-English Learners	464	758	777	745	*	*	*	*	*	*	*
Homeless Students	25	713	718	715	44%	*	*	*	*	20%	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*

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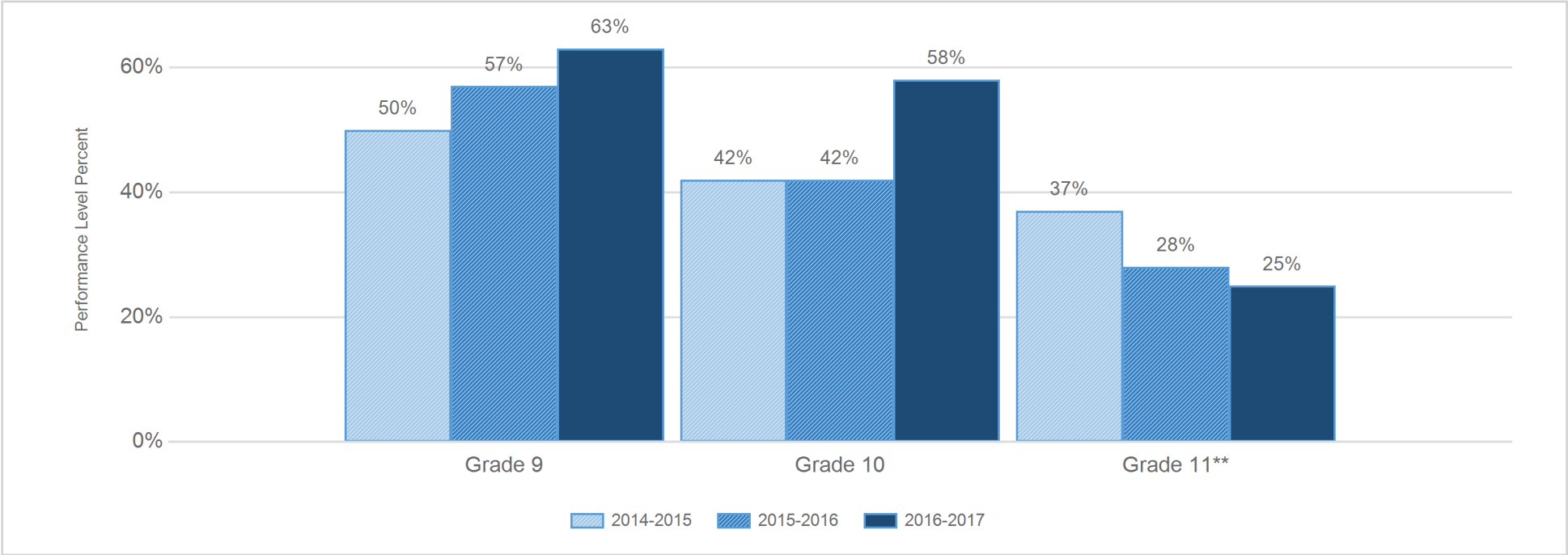## English Language Arts/Literacy Assessment - Performance by Grade: Grade 11**

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam.   This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	348	724	733	736	26%	25%	24%	*	*	25%	38%
White	99	724	732	738	26%	*	24%	27%	*	28%	40%
Hispanic	54	717	722	731	24%	44%	*	*	*	17%	34%
Black or African American	50	720	719	728	28%	32%	22%	*	*	18%	30%
Asian, Native Hawaiian, or Pacific Islander	143	729	741	756	27%	*	27%	25%	*	29%	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	150	727	739	744	24%	*	26%	*	*	28%	46%
Male	198	722	729	729	28%	*	22%	*	*	23%	31%
Economically Disadvantaged Students	116	719	721	729	30%	*	*	*	*	16%	32%
Non-Economically Disadvantaged Students	232	727	739	740	25%	*	*	*	*	30%	42%
Students with Disabilities	48	715	719	709	35%	29%	*	*	*	19%	12%
Students without Disabilities	300	726	736	741	25%	24%	*	*	*	26%	43%
English Learners	22	704	706	699	*	*	*	*	*	*	*
Non-English Learners	326	726	735	737	*	*	*	*	*	*	*
Homeless Students	23	710	722	722	*	*	*	*	*	*	24%
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.

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

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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers (*PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under *ESSA* accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	792	94.5	24.80	63.70	43.50	24.6	31.2	Not Met
White	237	94.3	18.90	40.90	52.40	18.8	22.7	Met Target†
Hispanic	146	89.2	*	*	27.60	*	14.9	Not Met
Black or African American	120	93.2	*	18.50	21.70	*	14.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	281	98.4	47.40	81.70	75.60	47.4	50.2	Met Target†
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	396	93.1	24.50	65.20	44.10	23.8		
Male	396	96.0	25.00	62.30	42.90	25		
Economically Disadvantaged Students	247	92.2	*	29.70	25.10	*	17.1	Not Met
Non-Economically Disadvantaged Students	545	95.7	*	71.90	54.30	*		
Students with Disabilities	92	93.0	*	16.90	16.50	*	8.2	Met Target†
Students without Disabilities	700	94.7	*	68.90	48.80	*		
English Learners	41	100.0	14.60	40.50	23.30	14.6	23.7	Met Target†
Non-English Learners	751	94.2	25.30	64.90	45.20	25		
Homeless Students	37	95.8	*	23.60	16.40	*		
Students In Foster Care	N	N	N	20.00	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	50.00	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.

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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	323	724	763	743	15%	35%	39%	12%	0%	12%	42%
White	97	722	743	751	16%	39%	35%	10%	0%	10%	52%
Hispanic	88	720	730	728	*	*	*	*	*	*	24%
Black or African American	56	719	725	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	74	735	779	774	*	18%	51%	22%	*	22%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	165	726	761	744	11%	34%	43%	12%	0%	12%	43%
Male	158	722	765	741	19%	35%	34%	11%	0%	11%	40%
Economically Disadvantaged Students	140	722	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	183	725	*	751	*	*	*	*	*	*	52%
Students with Disabilities	54	711	718	714	*	*	*	*	*	*	10%
Students without Disabilities	269	726	767	747	*	*	*	*	*	*	47%
English Learners	27	719	*	708	*	*	*	*	0%	15%	*
Non-English Learners	296	724	*	745	*	*	*	*	0%	12%	*
Homeless Students	31	716	723	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	399	732	752	734	*	32%	35%	23%	*	25%	30%
White	104	732	740	740	*	32%	37%	23%	*	24%	38%
Hispanic	74	720	*	722	*	*	*	*	*	*	14%
Black or African American	71	720	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	147	745	765	758	*	18%	35%	39%	*	44%	65%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	195	733	751	735	*	29%	36%	25%	*	27%	31%
Male	204	731	753	733	*	34%	34%	21%	*	23%	30%
Economically Disadvantaged Students	137	722	729	721	*	48%	30%	11%	*	11%	13%
Non-Economically Disadvantaged Students	262	738	759	740	*	23%	38%	29%	*	32%	39%
Students with Disabilities	43	709	*	711	*	*	*	*	*	*	*
Students without Disabilities	356	735	*	738	*	*	*	*	*	*	*
English Learners	11	723	723	710	*	*	*	*	*	18%	*
Non-English Learners	388	732	753	735	*	*	*	*	*	25%	*
Homeless Students	19	720	728	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

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Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

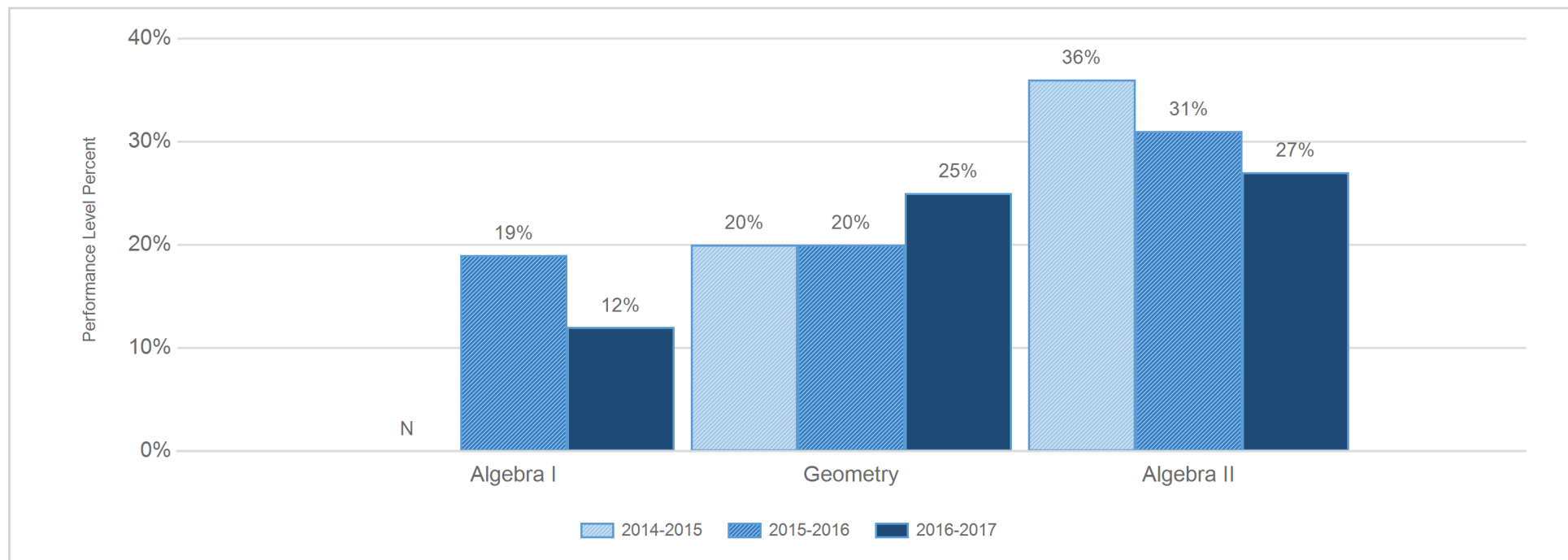| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	335	726	749	725	31%	23%	19%	22%	5%	27%	28%
White	96	713	724	731	40%	25%	21%	*	*	15%	33%
Hispanic	45	704	706	710	*	*	*	*	*	*	14%
Black or African American	43	705	703	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	151	746	768	761	13%	22%	19%	38%	9%	46%	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	162	719	745	725	35%	25%	*	20%	*	21%	27%
Male	173	732	753	725	28%	20%	*	24%	*	32%	29%
Economically Disadvantaged Students	81	707	716	708	49%	25%	14%	*	*	12%	13%
Non-Economically Disadvantaged Students	254	732	756	733	26%	22%	21%	*	*	31%	35%
Students with Disabilities	34	689	694	692	*	*	*	*	*	*	*
Students without Disabilities	301	730	754	729	*	*	*	*	*	*	*
English Learners	11	706	*	692	*	*	*	*	*	*	*
Non-English Learners	324	727	*	726	*	*	*	*	*	*	*
Homeless Students	17	716	716	702	*	*	*	*	0%	18%	*
Students in Foster Care	*	*	*	692	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.

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Alternate Assessments - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	*	*

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency. The table also shows the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	26	*	*
2	16	*	*
3	*	*	*
4	10	*	*
5+	N	N	N

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This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.
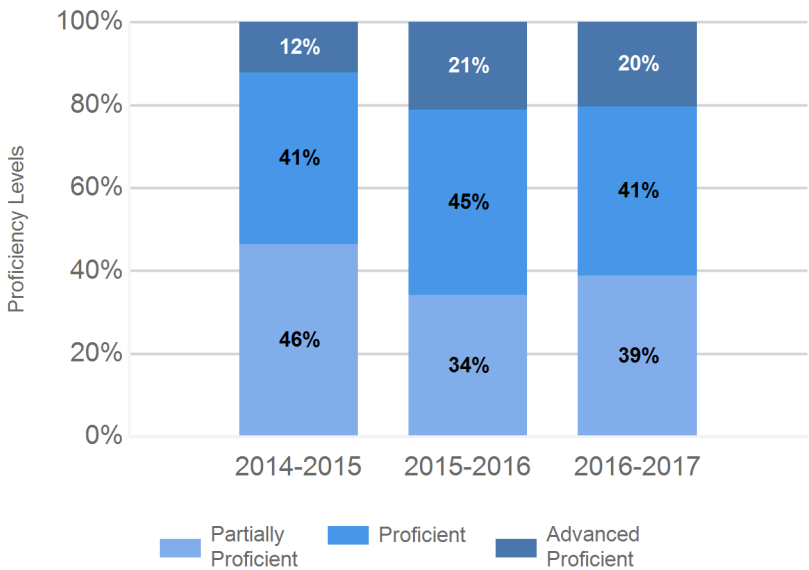
Biology Assessment - Performance

This table shows the percentage of students in each proficiency category for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	20%	41%	39%
White	20%	38%	42%
Hispanic	7%	39%	*
Black or African American	3%	32%	64%
Asian, Native Hawaiian, or Pacific Islander	34%	47%	18%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	*
Economically Disadvantaged Students	6%	33%	61%
Students with Disabilities	N	16%	84%
English Learners	N	*	*

Biology Assessment - Proficiency Trends

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

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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our Reference Guide.

PSAT/SAT/ACT - Participation

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	95.3%	89.4%
Percentage of students taking the SAT	96.0%	70.0%
Percentage of students taking the ACT	21.7%	28.3%

PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

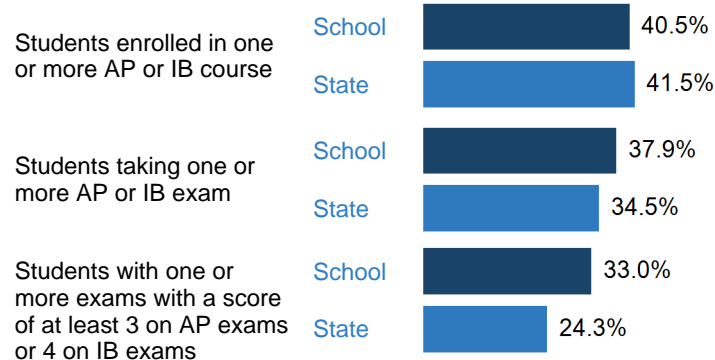| Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	495	481	Varies By Grade	73%	67%
PSAT - Math	493	483	Varies By Grade	51%	49%
SAT - Reading and Writing	554	551	480	81%	77%
SAT - Math	556	552	530	57%	58%
ACT - Reading	24	24	22	66%	65%
ACT - English	23	24	18	77%	79%
ACT - Math	25	24	22	67%	65%
ACT - Science	23	23	23	55%	54%

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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.
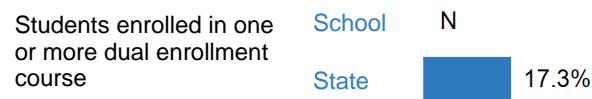
AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.

Students enrolled in one or more AP or IB course	School	40.5%
	State	41.5%
Students taking one or more AP or IB exam	School	37.9%
	State	34.5%
Students with one or more exams with a score of at least 3 on AP exams or 4 on IB exams	School	33.0%
	State	24.3%

Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **Dual enrollment** courses allow high school students to enroll in college courses for credit prior to their high school graduation.

Students enrolled in one or more dual enrollment course	School	N
	State	17.3%

AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	27	23
AP Calculus AB	59	59
AP Calculus BC	15	14
AP Chemistry	23	25
AP Chinese Language and Culture	0	4
AP Computer Science A	11	10
AP English Language and Composition	123	117
AP English Literature and Composition	21	6
AP Environmental Science	0	4
AP European History	14	6
AP Government	23	0
AP Macroeconomics	0	8
AP Microeconomics	0	9
AP Music Theory	2	1
AP Physics 1	0	28
AP Physics 2	0	2
AP Physics B	17	0
AP Physics C: Electricity and Magnetism	0	1
AP Physics C: Mechanics	0	1
AP Psychology	0	3

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AP/IB Course	Students Enrolled	Students Tested
AP Spanish Language	59	48
AP Statistics	22	19
AP Studio Art—Two-Demensional	10	1
AP U.S. Government and Politics	0	14
AP U.S. History	111	111
AP World History	97	96
Total Exams Taken		610
Exams with scores of at least 3 on AP exams or 4 on IB exams		534

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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit http://www.nj.gov/education/cte/.

Career and Technical Education Participation

The chart below shows the percentage of students within the school and state who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time CTE programs in a county vocational school district are included in both the county vocational school and their sending school.

CTE Participants
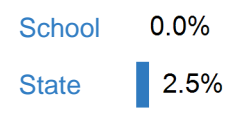(completed only one course in an approved CTE program)

School   *
State   7.6%

CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

School   *
State   11.0%

Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences

School   0.0%
State   2.5%

Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

**Students may earn credentials in more than one Career Cluster

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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about New Jersey Student Learning Standards on our website and more details about the data in this section in our Reference Guide. English course participation is not included because students are required to take four years of English in high school.

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	297	110	27	0	0	0	84
10	30	246	147	56	0	0	23
11	7	32	232	146	27	0	22
12	2	7	49	191	92	51	129
Schoolwide	336	395	455	393	119	51	258
Enrolled in AP/IB Course					74	22	0

Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	80	1	0	403	0	0
10	308	96	0	15	0	0
11	14	364	0	17	66	1
12	18	31	0	18	189	50
Schoolwide	420	492	0	453	255	51
Enrolled in AP/IB Course	27	23		0	17	0

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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about New Jersey Student Learning Standards on our website and more details about the data in this section in our Reference Guide. English course participation is not included because students are required to take four years of English in high school.

Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	9	473	0	0	0	0
10	4	492	0	0	30	2
11	386	70	0	0	44	14
12	29	26	0	0	128	48
Schoolwide	428	1061	0	0	202	64
Enrolled in AP/IB Course	97	111	0	0	0	34

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.
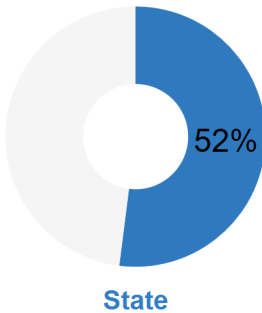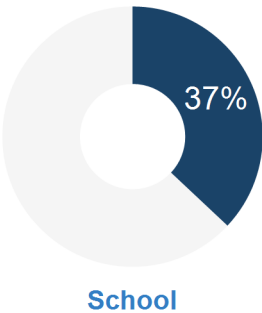
Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	303	85	21	28	0	10	3
10	332	79	20	18	0	12	5
11	241	49	24	21	0	10	13
12	97	4	13	9	0	9	0
Schoolwide	973	217	78	76	0	41	21
Enrolled in AP/IB Course	59	0	0	0	0	0	0
Enrolled in Level 3 or Higher	708	116	30	22	0	18	14
Earned Seal of Biliteracy	N	N	N	N	N	N	N

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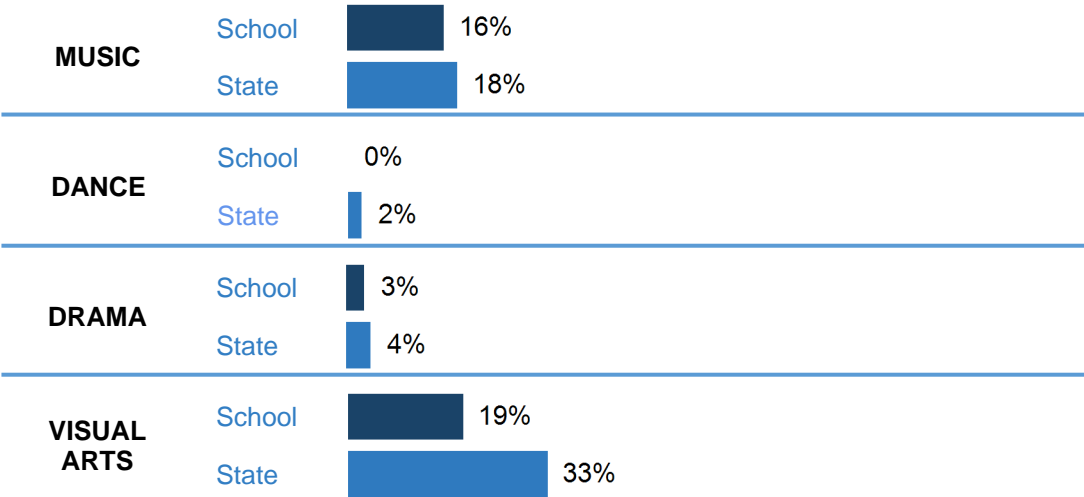## Visual and Performing Arts – Course Participation

The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 9-12:

Students enrolled in one or more **visual and performing arts** classes

37%

School

52%

State

Students enrolled in one or more classes by discipline:

MUSIC
School 16%
State 18%

DANCE
School 0%
State 2%

DRAMA
School 3%
State 4%

VISUAL ARTS
School 19%
State 33%

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This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated here.

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual *ESSA* accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	92.8%	90.5%	92.7%	91.8%	89.8%	90.4%	Not Met	92.5%	93.2%	Not Met
White	93.7%	94.5%	93.2%	95.1%	93.0%	91.9%	Met Target	93.1%	93.2%	Not Met
Hispanic	89.7%	84.3%	86.3%	86.3%	83.5%	78.5%	Met Target	82.4%	93.2%	Not Met
Black or African American	97.2%	83.4%	91.3%	85.3%	84.5%	87.5%	Not Met	91.4%	89.2%	Met Target
Asian, Native Hawaiian or Pacific Islander	92.9%	96.6%	96.5%	97.5%	93.1%	95.0%	Not Met	96.8%	N	Met Goal
American Indian or Alaska Native	*	92.3%	*	86.6%	*	**	**	*	**	**
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	89.4%	83.9%	89.3%	85.6%	83.9%	79.9%	Met Target	83.6%	89.3%	Not Met
Students with Disabilities	87.2%	78.8%	82.4%	82.1%	79.7%	74.6%	Met Target	80.5%	85.4%	Not Met
English Learners	64.7%	76.1%	87.5%	79.7%	75.0%	**	**	100.0%	N	Met Goal
Homeless Students	80.0%	73.2%	100.0%	74.4%	100.0%	*	N	*		

** ESSA accountability targets are only included if data is available for at least 20 students

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2017	92.8%	-
2016	89.8%	92.7%
2015	90.2%	92.5%

Dropout Rate Trends

This table shows the percentage of students in grades 9-12 that dropped out during each of the last three school years for the school and the state.

School Year	School Rate	State Rate
2016-2017	0%	1.1%
2015-2016	0%	1.1%
2014-2015	0.1%	1.1%

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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	77.7%	38.1%	61.9%
White	75.2%	46.8%	53.2%
Hispanic	69.6%	49.3%	50.7%
Black or African American	72.9%	45.1%	54.9%
Asian, Native Hawaiian, or Pacific Islander	88.4%	22.6%	77.4%
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	74.3%	54.6%	45.5%
Students with Disabilities	0%	0%	0%
English Learners	*	*	0%

Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	82.5%	38.3%	61.7%	85%	15%	84.2%	15.8%
White	77.2%	44.6%	55.4%	80.4%	19.6%	82.1%	17.9%
Hispanic	82.1%	53.6%	46.4%	84.1%	15.9%	81.2%	18.8%
Black or African American	73.3%	34.1%	65.9%	79.6%	20.5%	84.1%	15.9%
Asian, Native Hawaiian, or Pacific Islander	91.3%	27.9%	72.1%	91.2%	8.8%	87.1%	12.9%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	79.4%	49.1%	50.9%	90.7%	9.3%	89.8%	10.2%
Students with Disabilities	65.5%	69.4%	30.6%	91.7%	8.3%	88.9%	11.1%
English Learners	*	*	*	*	*	*	*

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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.
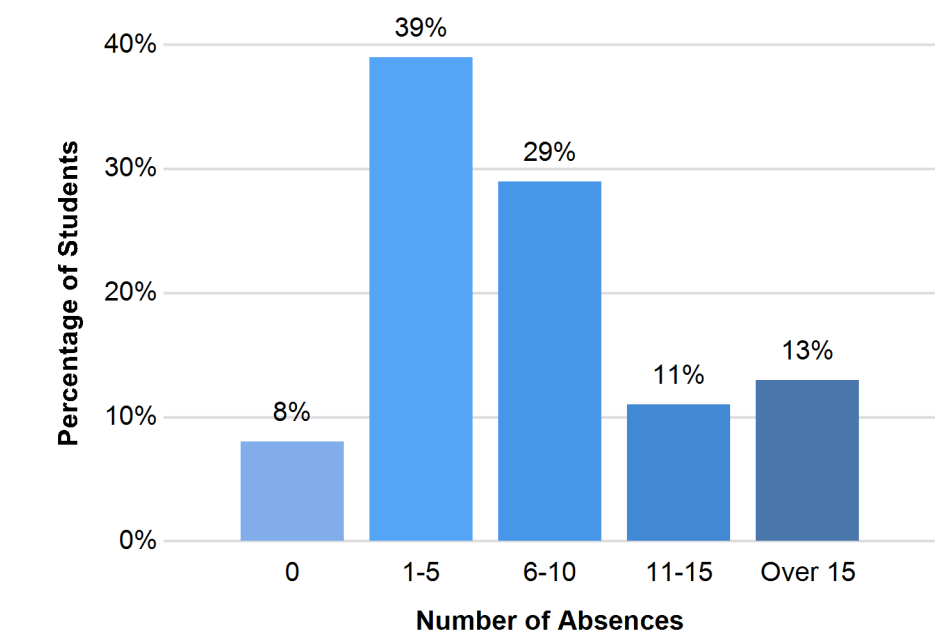
Chronic Absenteeism

This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	10.90	14.30	Met Target
White	15.60	14.30	Not Met
Hispanic	13.70	14.30	Met Target
Black or African American	9.30	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	5.20	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	15.30	14.30	Not Met
Students with Disabilities	19.80	14.30	Not Met
English Learners	1.70	14.30	Met Target

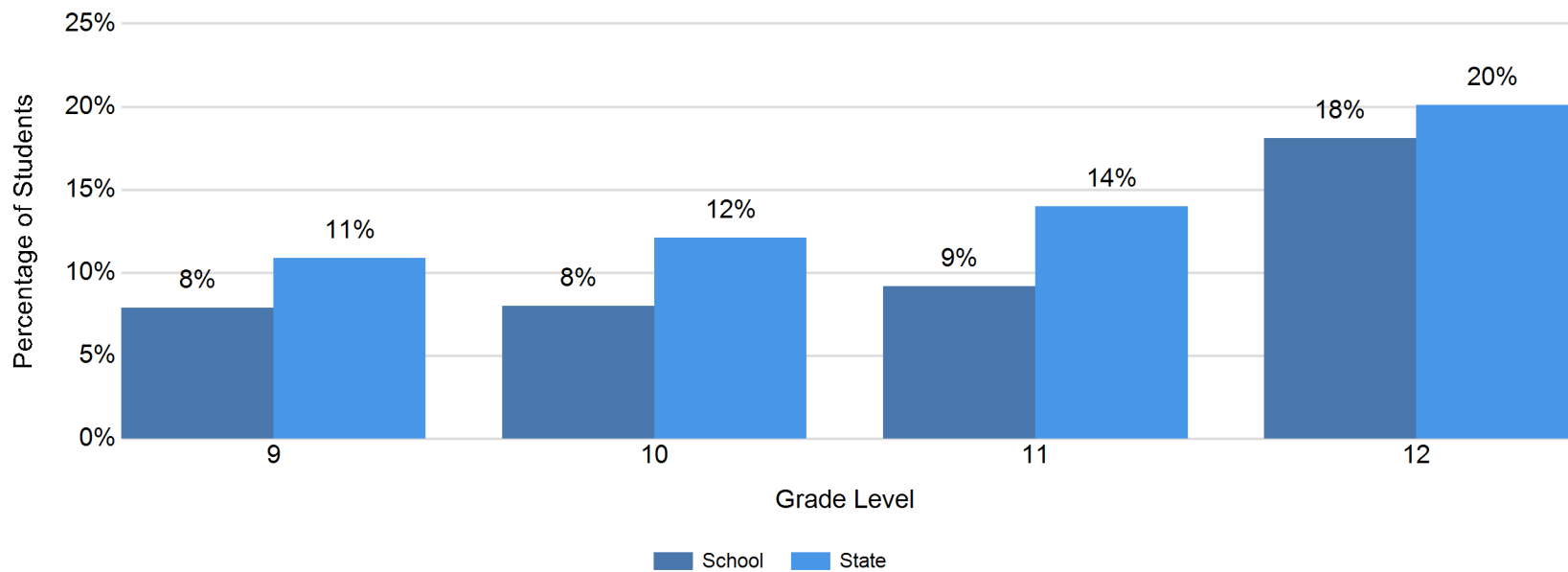** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.

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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	7:40AM
Typical End Time	2:30PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs. 41 Mins.
Shared Time - Instructional Time	3 Hrs. 30 Mins.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	2
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.10

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	5.6%
Out-of-School Suspensions	8.1%
Any Suspension	10.2%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0

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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.1:1	191.6 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	$355	$12,252	$12,607

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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators
Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	160	120,724
Average years experience in public schools	12.8	11.8
Average years experience in district	11.8	10.5
Teachers in district for 4 or more years	74%	74%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	62	9,506
Average years experience in public schools	18.5	15.9
Average years experience in district	11.4	11.6
Administrators in district for 4 or more years	77%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	14:1
Administrators	162:1	253:1
Librarian/Media Specialists		2610:1
Nurses		824:1
Counselors		364:1
Child Study Team		412:1

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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.
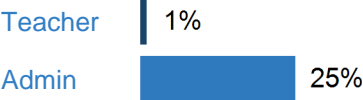
Bachelor's Degree

Teacher ▬ 45%

Admin N/A

Master's Degree

Teacher ▬ 54%

Admin ▬ 75%

Doctoral Degree

Teacher | 1%

Admin ▬ 25%

Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	90%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	92%

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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	73.4	17.5%
Mathematics Proficiency	34.1	17.5%
Graduation - 4-Year	27.6	25.0%
Graduation - 5-Year	35.9	25.0%
Chronic Absenteeism	56.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		43.2
Summative Rating: Percentile rank of Summative Score		39.7
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.

NJ SCHOOL PERFORMANCE REPORT

Edison High School
2016-2017

Grade Span 09-12

23-1290-050
MIDDLESEX
EDISON TWP
50 BOULEVARD OF THE EAGLES
EDISON, NJ 08817

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	43.2	6.2	No	Met Target	Not Met	Met Target	Not Met	Not Met	No
White	31.4	6.2	No	Met Target	Met Target†	Not Met	Met Target	Not Met	No
Hispanic	36.7	6.2	No	Met Target	Not Met	Met Target	Met Target	Not Met	No
Black or African American	53.5	6.2	No	Met Target	Not Met	Met Target	Not Met	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	33.7	6.2	No	Met Goal	Met Target†	Met Target	Not Met	Met Goal	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	44.1	6.2	No	Met Target	Not Met	Not Met	Met Target	Not Met	No
Students with Disabilities	45.1	6.2	No	Met Target†	Met Target†	Not Met	Met Target	Not Met	No
English Learners	95.4	6.2	No	Met Target	Met Target†	Met Target	**	Met Goal	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Edison High School
2016-2017

Grade Span 09-12

23-1290-050
MIDDLESEX
EDISON TWP
50 BOULEVARD OF THE EAGLES
EDISON, NJ 08817

School General Info

Principal:	Mr. Ross	**Email Address:**	charles.ross@edison.k12.nj.us
Address:	50 BOULEVARD OF THE EAGLES EDISON, NJ 08817	**Website:**	https://www.edison.k12.nj.us/domain/8
Phone:	(732)650-5200		

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

	Highlights:	• Comprehensive HS with the most rigorous possible curriculum for each student, 22 AP courses,90% college acceptance rate • Positive diverse school climate-54 clubs, 25 varsity sports, 10 honor societies, Award Winning Choir & Band, late buses • Strong elective programs including Robotics, Intro to Engineering, Forensics, Dance, Economics, Guitar, Wood & Auto Shop
	Mission, Vision, Theme:	Edison High School is a comprehensive high school with just under 2, 000 students, diverse in ethnic backgrounds, language, academics, politics, and economic standings. Our school's offerings in curricula, after school activities, and sports speak to the diversity seen in our students. Edison students comprise a tight knit community whose well-known saying, "You can't hide, that Eagle Pride" echoes through the halls of our school.
	Awards, Recognition, Accomplishments:	Our Bands and Choirs annually win state and national recognition. Our students have placed in various STEM and Bridge Building competitions and our growing FCCLA has brought home medals from nationals. Our STEM Academy won over $4,000,000 in scholarships last year alone. The Class of 2017 received the highest SAT scores and had the most students passing AP exams in school history.

NJ SCHOOL PERFORMANCE REPORT

Edison High School
2016-2017

Grade Span 09-12

23-1290-050
MIDDLESEX
EDISON TWP
50 BOULEVARD OF THE EAGLES
EDISON, NJ 08817

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Courses, Curriculum, Instruction:	Our students continue to take advantage of the countless opportunities at Edison High School including our STEM Academy, AVID program, 22 AP courses, our one to one MacBook initiative, 2 dedicated college counselors, and a fully computerized college application/career awareness program. We also have strong elective programs including Intro to Engineering, Forensics, Anatomy & Physiology, Economics, Dance, Auto & Wood Shops, and 6 different world languages.
Sports and Athletics:	Our 25 Varsity Sports in the Greater Middlesex Conference build young men and women of character and have seen championships in Bowling, Boys & Girls Soccer, Baseball, Wrestling, and annual playoff appearances for our football team. Our Eages' Nest of supporters is one of the most traveled and vocal in the state.
Clubs and Activities:	We are proud to offer over fifty clubs and activities, dramatic productions, ten honor societies, and various community service organizations. Our Choir and Band win state and national awards anually. We also are building our Orchestra, Guitar Ensemble, and Dance Studio.
Before and After School Programs:	EHS offers before and after school tutoring, media center and fitness center access before and after school, and AVID parent nights to build community in addition to parent nights on the college admissions process.

Edison High School
2016-2017

Grade Span 09-12

23-1290-050
MIDDLESEX
EDISON TWP
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EDISON, NJ 08817

School Narrative

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Staff and Professional Learning:	Edison High School teachers improve their craft through graduate classes, teacher directed Ed-Camps, by examining feedback from students, through peer visitations and study groups. Teachers look to find ways to facilitate student voice and get them to engage with our district curriculum.
Postsecondary Information:	Over 90% of our graduates go on to higher education including NYU, Cornell, Vassar, Wesleyan, Purdue, Rutgers and many more. Our Naviance system streamlines the application process and our college counselors aid our students in navigating the college and career opportunities available to them. Our monthly parent nights on the college application/FAFSA process and multiple trips to college provide our students the needed information to make the best post-secondary decision.
Student Supports and Services:	Support for our ELL learners includess individualized services to the learner. Our students with disabilities are serviced through various means from case managers who review individualized education plans to teachers who carry out those plans. Our AVID program is designed to ensure that students in the "academic middle" have the support needed to succeed. Struggling students are able to utilize our Math interventionists and after-school tutoring program to improve.
Student Health and Wellness:	We offer hot breakfast and lunch everyday and on non lunch periods students can take advantage of our in school Shop Rite. The fitness center is open for all students before and after school and our annual Health Fair provides students access to numerous community and school based resources. Our PATH program is a partnership with UMDNJ to support our students' mental health and numerous assemblies and our Sources of Strength Program provide students with the tools to excel in life.
Parent and Community Involvement:	Our PTSO provides for our Honor Roll Breakfasts & Project Graduation and various parent groups that raise tens of thousands of dollars anually to support sports, band, choir, and other competitive groups. Our building is used by many community groups including district elementary schools, recreational athletic groups, and community groups.

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NJ SCHOOL PERFORMANCE REPORT

Edison High School

2016-2017

Grade Span 09-12

23-1290-050
MIDDLESEX
EDISON TWP
50 BOULEVARD OF THE EAGLES
EDISON, NJ 08817

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Facilities:	Edison High was built in 1955 with additions in 1964, 1986, 2000, and 2012. Over the past five years, forty five rooms have been refurbished, including our science labs. We have added a state of the art fitness center and dance studio. Our Media Center has sections to serve students including a lounge, stacks, and cooperative learning tables. Our main gymnasium has a brand new floor and handicapped accessible bleachers.

NJ SCHOOL PERFORMANCE REPORT

Franklin D Roosevelt School
2016-2017

Grade Span PK-KG

23-1290-302
MIDDLESEX
EDISON TWP
838 NEW DOVER RD
EDISON, NJ 08820

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:
- Download this report to a PDF by clicking the 🖫 icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:
- Review the Parent Summary Report or the district-level report for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: Reference Guide or Interpretive Video.
- Download the data used in these reports.

- Want to give us feedback? Take our feedback survey: surveylink
- Questions about the reports? Contact us at reportcard@doe.nj.gov

NJ SCHOOL PERFORMANCE REPORT

Franklin D Roosevelt School

2016-2017

Grade Span PK-KG

Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.

2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.

NJ SCHOOL PERFORMANCE REPORT

Franklin D Roosevelt School
2016-2017

Grade Span PK-KG

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	40	75	82
KG	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	55	58	81
Total	95	133	163

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	26%	26%	25%
Male	74%	74%	75%
Economically Disadvantaged Students	14%	19%	13%
Students with Disabilities	72%	80%	84%
English Learners	0%	0%	0%
Homeless Students			3%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Asian	75.5%
White	12.3%
Hispanic	6.7%
Black or African American	5.5%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.0%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	39	50	45
PK - Full Day	0	25	37
KG - Half Day	0	0	0
KG - Full Day	0	0	0

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	28.2%
Hindi	12.9%
Telugu	12.3%
Gujarati	9.8%
Tamil	6.1%
Other	30.5%

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NJ SCHOOL PERFORMANCE REPORT

Franklin D Roosevelt School

2016-2017

Grade Span PK-KG

23-1290-302
MIDDLESEX
EDISON TWP
838 NEW DOVER RD
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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.
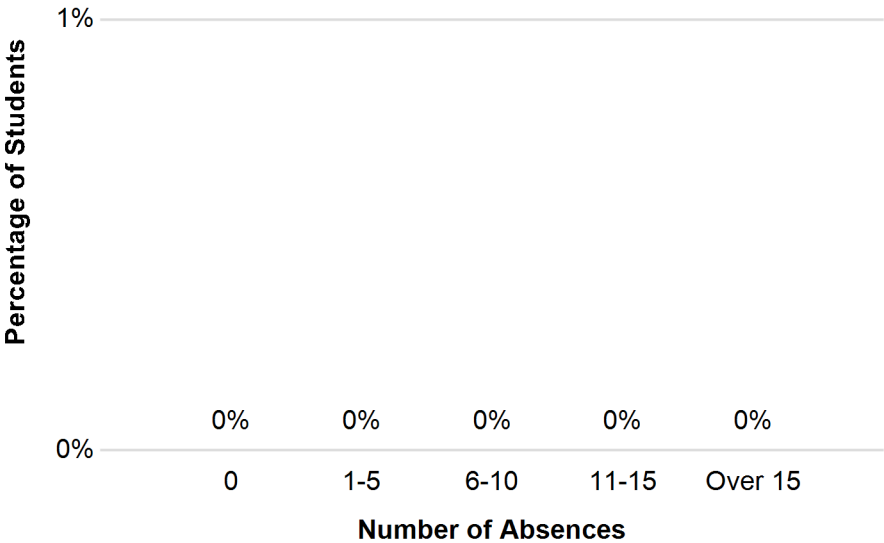
Chronic Absenteeism

This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	N	0	0
White	N	0	0
Hispanic	N	0	0
Black or African American	N	0	0
Asian, Native Hawaiian, or Pacific Islander	N	0	0
American Indian or Alaska Native	N	0	0
Two or More Races	N	0	0
Economically Disadvantaged Students	N	0	0
Students with Disabilities	N	0	0
English Learners	N	0	0

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.
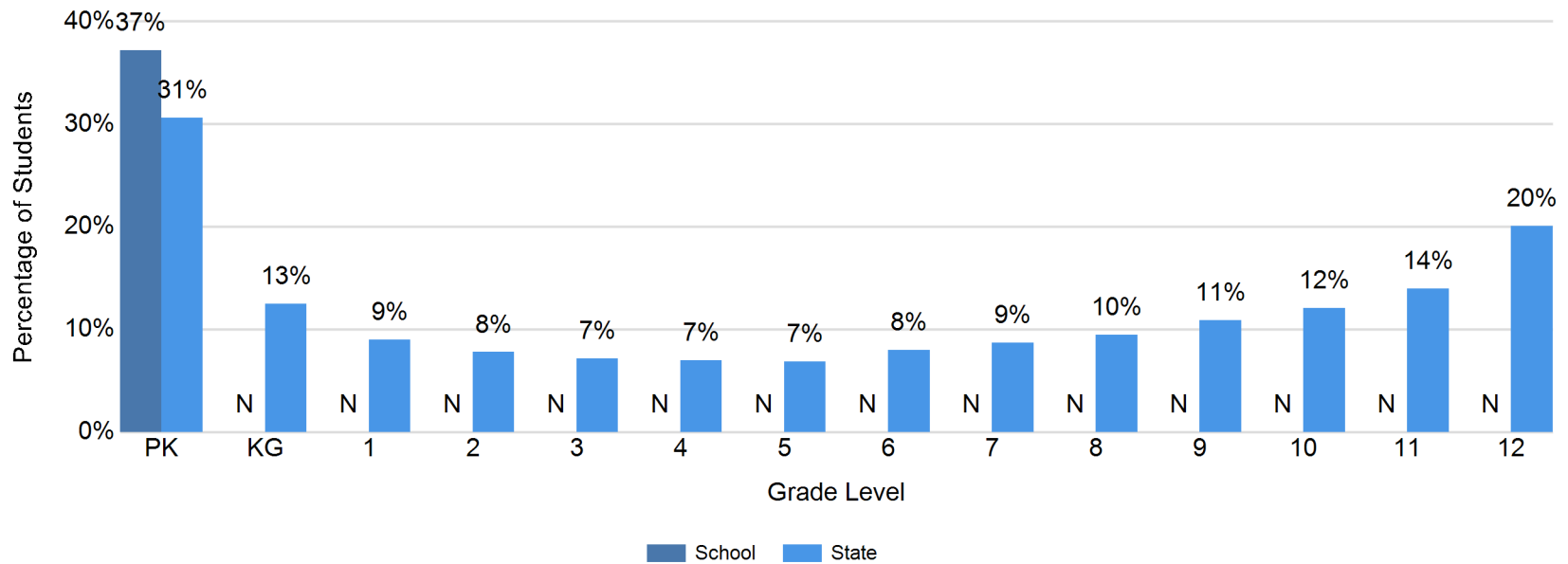
Percentage of Students

1%

0%

| 0% | 0% | 0% | 0% | 0% |

0%

| 0 | 1-5 | 6-10 | 11-15 | Over 15 |

Number of Absences

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Franklin D Roosevelt School

2016-2017

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EDISON TWP
838 NEW DOVER RD
EDISON, NJ 08820

Grade Span PK-KG

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

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NJ SCHOOL PERFORMANCE REPORT

Franklin D Roosevelt School
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Grade Span PK-KG

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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:55AM
Typical End Time	3:30PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 5 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	N
Vandalism	N
Weapons	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Total Unique Incidents	N
Incidents Per 100 Students Enrolled	N

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0

NJ SCHOOL PERFORMANCE REPORT

Franklin D Roosevelt School

2016-2017

Grade Span PK-KG

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Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/Local	Total
District Total (2015-2016)	$355	$12,252	$12,607

Franklin D Roosevelt School
2016-2017

Grade Span PK-KG

NJ SCHOOL PERFORMANCE REPORT

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators
Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	12	120,724
Average years experience in public schools	12.3	11.8
Average years experience in district	12.0	10.5
Teachers in district for 4 or more years	92%	74%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	62	9,506
Average years experience in public schools	18.5	15.9
Average years experience in district	11.4	11.6
Administrators in district for 4 or more years	77%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	14:1	14:1
Administrators	163:1	253:1
Librarian/Media Specialists		2610:1
Nurses		824:1
Counselors		364:1
Child Study Team		412:1

NJ SCHOOL PERFORMANCE REPORT

Franklin D Roosevelt School
2016-2017

Grade Span PK-KG

23-1290-302
MIDDLESEX
EDISON TWP
838 NEW DOVER RD
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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:
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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree

Teacher 58%
Admin N/A

Master's Degree

Teacher 42%
Admin 100%

Doctoral Degree

Teacher N
Admin N

Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	90%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	90%

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NJ SCHOOL PERFORMANCE REPORT

Franklin D Roosevelt School
2016-2017

Grade Span PK-KG

23-1290-302
MIDDLESEX
EDISON TWP
838 NEW DOVER RD
EDISON, NJ 08820

School General Info

Principal:	Christopher Conklin	**Email Address:**	christopher.conklin@edison.k12.nj.us
Address:	838 NEW DOVER RD EDISON, NJ 08820	**Website:**	https://www.edison.k12.nj.us/domain/2157
Phone:	(732)452-2939		

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Mission, Vision, Theme:	The Edison Township Early Childhood program is designed to serve the children and families of Edison Township by offering a dynamic, developmentally appropriate and research –based preschool education program to prepare children for school and life by implementing the High/Scope Educational approach.

NJ SCHOOL PERFORMANCE REPORT

Franklin D Roosevelt School

2016-2017

Grade Span PK-KG

School Narrative

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Courses, Curriculum, Instruction:	The Edison Township Early Childhood program follows the High/Scope Educational approach to preschool learning. The High/Scope program is based on active participatory learning. Children learn through hands-on experiences with people, materials, events, and ideas.

NJ SCHOOL PERFORMANCE REPORT

Franklin D Roosevelt School
2016-2017

Grade Span PK-KG

23-1290-302
MIDDLESEX
EDISON TWP
838 NEW DOVER RD
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School Narrative

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Staff and Professional Learning:	Teachers continue to expand their repertoire through the district Professional Development days and the Professional Development Institute.
Student Supports and Services:	The Edison Township Early Learning program has full day and ½ day programs depending on the needs of individual students as per their IEP. Additionally, students are provided physical, speech and occupational therapy as specified by their IEP. The High/Scope approach offers a framework that provides support for children with special needs in many ways. One of these ways is by providing a variety of visual cues to help children interpret information more effectively.
Student Health and Wellness:	The Edison Township Early Childhood Learning Center provides an environment where wellness, nutrition, and student safety are the utmost key factors in our environment. The medical staff complies with the nursing standards and attend all professional workshops, in order to stay up to date in their practice.
Parent and Community Involvement:	The Edison Township Early Childhood Learning Center believes in educating "the whole child." This is accomplished by maintaining a strong home/school connection throughout the year and by providing many activities/events to encourage family and community involvement.

NJ SCHOOL PERFORMANCE REPORT

Herbert Hoover Middle School
2016-2017

Grade Span 06-08

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- Download this report to a PDF by clicking the   icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:
- Review the Parent Summary Report or the district-level report for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: Reference Guide or Interpretive Video.
- Download the data used in these reports.

- Want to give us feedback? Take our feedback survey: surveylink
- Questions about the reports? Contact us at reportcard@doe.nj.gov

NJ SCHOOL PERFORMANCE REPORT

Herbert Hoover Middle School
2016-2017

Grade Span 06-08

23-1290-057
MIDDLESEX
EDISON TWP
174 JACKSON AVENUE
EDISON, NJ 08837

Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.

2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
6	290	261	257
7	265	278	252
8	269	259	278
Ungraded	13	18	22
Total	837	816	809

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	49%	48%	48%
Male	51%	52%	52%
Economically Disadvantaged Students	32%	28%	29%
Students with Disabilities	15%	15%	14%
English Learners	0%	0%	0%
Homeless Students			3%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Asian	37.1%
White	29.4%
Hispanic	19.9%
Black or African American	11.9%
Native Hawaiian or Pacific Islander	0.4%
American Indian or Alaska Native	0.0%
Two or More Races	1.4%

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	50.7%
Spanish	11.5%
Gujarati	6.1%
Hindi	5.3%
Urdu	3.5%
Other	22.7%

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Herbert Hoover Middle School
2016-2017

Grade Span 06-08

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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers (*PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under *ESSA* accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	740	95.7	68.40	76.00	54.90	68.4	63.5	Met Target
White	227	95.1	59.90	61.10	63.90	59.9	53.4	Met Target
Hispanic	135	91.2	56.30	48.60	39.80	54.4	46.5	Met Target
Black or African American	86	97.9	47.70	44.70	35.20	47.7	45.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	282	98.0	87.60	88.30	80.70	87.6	80	Met Goal
American Indian or Alaska Native	N	N	N	85.70	53.70	N	**	**
Two or More Races	10	90.9	60.00	68.40	54.90	57.1	**	**
Female	349	95.3	82.00	82.00	62.20	82		
Male	391	96.1	56.30	70.20	48.10	56.3		
Economically Disadvantaged Students	195	92.9	53.30	47.30	36.20	52.4	45.4	Met Target
Non-Economically Disadvantaged Students	545	96.8	73.70	82.90	65.80	73.7		
Students with Disabilities	123	97.7	12.20	20.00	20.50	12.2	10.5	Met Target
Students without Disabilities	617	95.3	79.60	82.30	61.90	79.6		
English Learners	16	88.9	37.50	46.30	25.20	35.1	**	**
Non-English Learners	724	95.9	69.10	77.40	57.40	69.1		
Homeless Students	19	92.0	47.30	38.60	26.40	45		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	40.00	23.00	N		

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† Target was met within a confidence interval.

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NJ SCHOOL PERFORMANCE REPORT

Herbert Hoover Middle School
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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam.   This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	254	761	772	752	6%	9%	22%	41%	23%	64%	54%
White	69	753	755	758	*	*	23%	48%	*	59%	63%
Hispanic	53	745	740	740	*	*	32%	38%	*	45%	38%
Black or African American	27	747	*	736	*	*	*	*	*	41%	32%
Asian, Native Hawaiian, or Pacific Islander	102	779	787	776	*	*	14%	42%	41%	83%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	124	768	780	758	*	*	16%	48%	27%	75%	61%
Male	130	755	766	746	*	*	27%	34%	20%	54%	46%
Economically Disadvantaged Students	71	747	742	737	*	16%	30%	45%	*	49%	34%
Non-Economically Disadvantaged Students	183	767	780	761	*	6%	19%	39%	*	70%	65%
Students with Disabilities	35	715	720	722	*	*	*	*	*	*	17%
Students without Disabilities	219	769	778	758	*	*	*	*	*	*	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	254	761	773	753	6%	9%	22%	41%	23%	64%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam.   This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	241	773	786	756	7%	11%	13%	22%	47%	69%	59%
White	68	763	766	764	*	*	21%	19%	41%	60%	69%
Hispanic	37	753	751	742	*	*	*	30%	27%	57%	44%
Black or African American	28	745	*	737	*	*	*	*	*	39%	38%
Asian, Native Hawaiian, or Pacific Islander	102	794	801	784	*	*	*	21%	67%	87%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	108	791	794	764	0%	*	*	20%	65%	85%	68%
Male	133	757	778	749	12%	*	*	23%	33%	56%	51%
Economically Disadvantaged Students	54	753	755	739	*	*	26%	32%	22%	54%	40%
Non-Economically Disadvantaged Students	187	778	792	766	*	*	10%	19%	55%	73%	70%
Students with Disabilities	42	710	722	719	*	*	24%	*	*	14%	19%
Students without Disabilities	199	786	792	763	*	*	11%	*	*	80%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	241	773	787	758	7%	11%	13%	22%	47%	69%	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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NJ SCHOOL PERFORMANCE REPORT

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Grade Span 06-08

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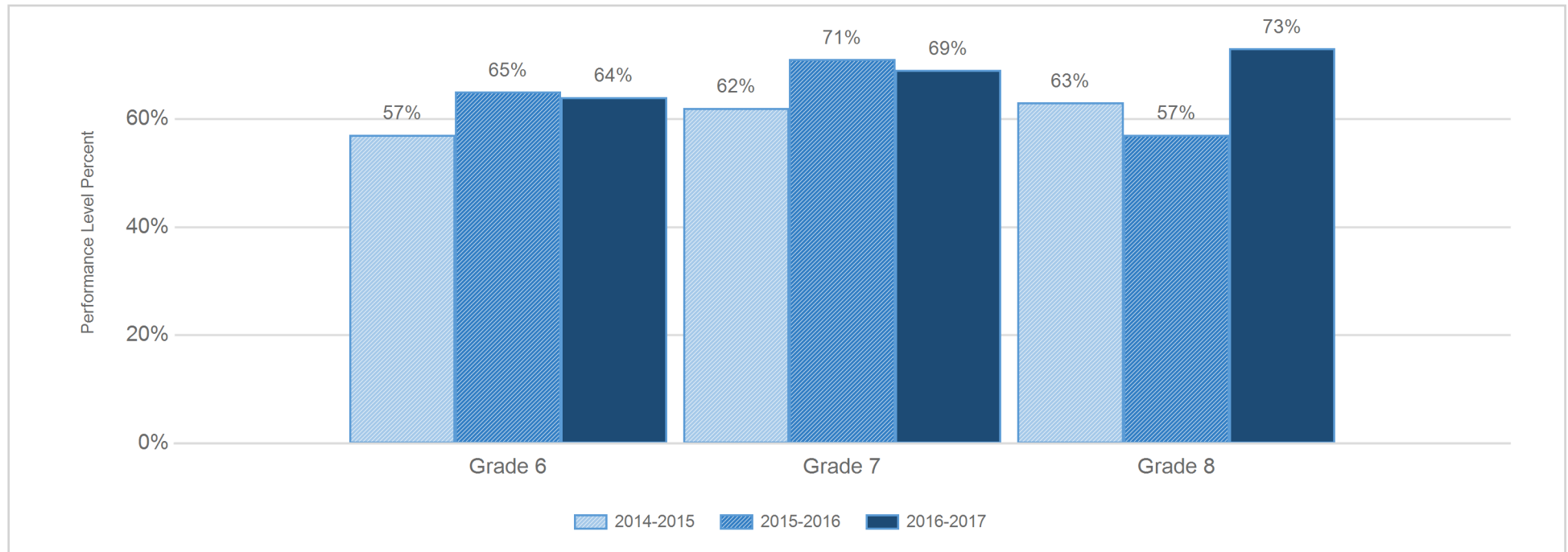174 JACKSON AVENUE
EDISON, NJ 08837

English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam.   This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	278	770	784	757	6%	9%	12%	42%	31%	73%	59%
White	92	758	765	764	*	*	14%	44%	20%	63%	68%
Hispanic	54	760	759	742	*	*	19%	41%	22%	63%	44%
Black or African American	37	750	749	738	*	*	*	43%	*	57%	39%
Asian, Native Hawaiian, or Pacific Islander	94	797	800	786	*	*	*	42%	53%	95%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	134	781	791	766	*	*	10%	43%	40%	83%	68%
Male	144	761	777	749	*	*	14%	41%	22%	63%	50%
Economically Disadvantaged Students	75	757	755	739	*	*	*	44%	17%	61%	40%
Non-Economically Disadvantaged Students	203	775	791	766	*	*	*	41%	36%	77%	69%
Students with Disabilities	41	713	722	718	*	*	*	*	0%	12%	18%
Students without Disabilities	237	780	790	764	*	*	*	*	36%	83%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	278	770	*	759	6%	9%	12%	42%	31%	73%	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

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NJ SCHOOL PERFORMANCE REPORT

Herbert Hoover Middle School
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Grade Span 06-08

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.

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NJ SCHOOL PERFORMANCE REPORT

Herbert Hoover Middle School
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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers (*PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under *ESSA* accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	742	96.1	45.90	63.70	43.50	45.9	43.1	Met Target
White	228	95.5	35.50	40.90	52.40	35.5	32.2	Met Target
Hispanic	134	91.2	26.90	*	27.60	26	24.4	Met Target
Black or African American	86	97.9	17.40	18.50	21.70	17.4	18.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	284	98.7	71.80	81.70	75.60	71.8	68.8	Met Target
American Indian or Alaska Native	N	N	N	81.00	42.50	N	**	**
Two or More Races	10	90.9	50.00	54.10	44.90	47.6	**	**
Female	350	95.6	52.20	65.20	44.10	52.2		
Male	392	96.5	40.30	62.30	42.90	40.3		
Economically Disadvantaged Students	194	92.8	26.80	29.70	25.10	26.3	25.7	Met Target
Non-Economically Disadvantaged Students	548	97.3	52.70	71.90	54.30	52.7		
Students with Disabilities	122	97.7	*	16.90	16.50	*	8.8	Met Target†
Students without Disabilities	620	95.8	*	68.90	48.80	*		
English Learners	16	88.9	25.00	40.50	23.30	23.4	**	**
Non-English Learners	726	96.2	46.40	64.90	45.20	46.4		
Homeless Students	19	92.0	21.10	23.60	16.40	20		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	50.00	18.20	N		

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Mathematics Assessment - Performance by Grade: Grade 6**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	255	746	762	743	9%	20%	25%	34%	12%	46%	44%
White	70	737	743	751	*	19%	34%	33%	*	36%	54%
Hispanic	53	727	726	731	*	40%	30%	19%	*	19%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	102	766	777	771	*	*	16%	49%	24%	73%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	125	748	764	745	*	22%	22%	35%	*	49%	45%
Male	130	744	759	742	*	19%	28%	33%	*	43%	43%
Economically Disadvantaged Students	71	729	727	728	*	25%	30%	21%	*	25%	24%
Non-Economically Disadvantaged Students	184	753	770	752	*	19%	23%	39%	*	54%	56%
Students with Disabilities	35	709	714	717	*	*	*	*	*	*	13%
Students without Disabilities	220	752	766	748	*	*	*	*	*	*	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	255	746	*	745	9%	20%	25%	34%	12%	46%	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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Mathematics Assessment - Performance by Grade: Grade 7**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	211	743	754	741	7%	20%	36%	32%	6%	38%	40%
White	64	739	741	748	*	20%	42%	30%	*	31%	49%
Hispanic	37	735	*	730	*	*	43%	27%	0%	27%	23%
Black or African American	28	727	*	726	*	39%	*	*	0%	18%	19%
Asian, Native Hawaiian, or Pacific Islander	76	755	767	764	*	*	29%	40%	16%	55%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	92	751	757	743	*	12%	38%	40%	*	47%	41%
Male	119	737	751	740	*	26%	34%	25%	*	31%	38%
Economically Disadvantaged Students	52	735	736	729	*	21%	48%	23%	*	25%	22%
Non-Economically Disadvantaged Students	159	745	759	749	*	20%	31%	35%	*	42%	50%
Students with Disabilities	42	712	*	716	*	*	*	*	*	*	11%
Students without Disabilities	169	750	*	746	*	*	*	*	*	*	45%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	211	743	755	742	7%	20%	36%	32%	6%	38%	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

**Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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Mathematics Assessment - Performance by Grade: Grade 8**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	168	728	731	728	17%	26%	32%	25%	0%	25%	28%
White	65	728	728	736	17%	28%	32%	23%	0%	23%	35%
Hispanic	42	725	722	721	24%	*	31%	24%	*	24%	21%
Black or African American	33	717	718	715	*	39%	*	*	0%	15%	15%
Asian, Native Hawaiian, or Pacific Islander	27	744	745	747	*	*	44%	44%	*	44%	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	78	730	734	730	14%	26%	28%	32%	0%	32%	30%
Male	90	726	728	725	20%	27%	34%	19%	0%	19%	26%
Economically Disadvantaged Students	53	721	725	719	21%	36%	28%	*	*	15%	19%
Non-Economically Disadvantaged Students	115	731	734	734	16%	22%	33%	*	*	30%	34%
Students with Disabilities	41	707	*	705	*	*	*	*	*	*	*
Students without Disabilities	127	734	*	734	*	*	*	*	*	*	*
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	168	728	732	729	17%	26%	32%	25%	0%	25%	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	*	*	*	705	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

**Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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NJ SCHOOL PERFORMANCE REPORT

Herbert Hoover Middle School
2016-2017

Grade Span 06-08

23-1290-057
MIDDLESEX
EDISON TWP
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EDISON, NJ 08837

Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	120	773	763	743	*	*	19%	70%	10%	80%	42%
White	*	*	*	751	*	*	*	*	*	*	52%
Hispanic	12	762	730	728	0%	0%	*	*	0%	67%	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	76	781	779	774	*	*	*	74%	16%	90%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	63	770	761	744	0%	*	18%	78%	*	81%	43%
Male	57	777	765	741	0%	*	21%	61%	*	79%	40%
Economically Disadvantaged Students	22	761	*	727	*	*	*	64%	*	68%	23%
Non-Economically Disadvantaged Students	98	776	*	751	*	*	*	71%	*	83%	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	120	773	767	747	*	*	19%	70%	10%	80%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	120	773	*	745	*	*	19%	70%	10%	80%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

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NJ SCHOOL PERFORMANCE REPORT

Herbert Hoover Middle School
2016-2017

Grade Span 06-08

23-1290-057
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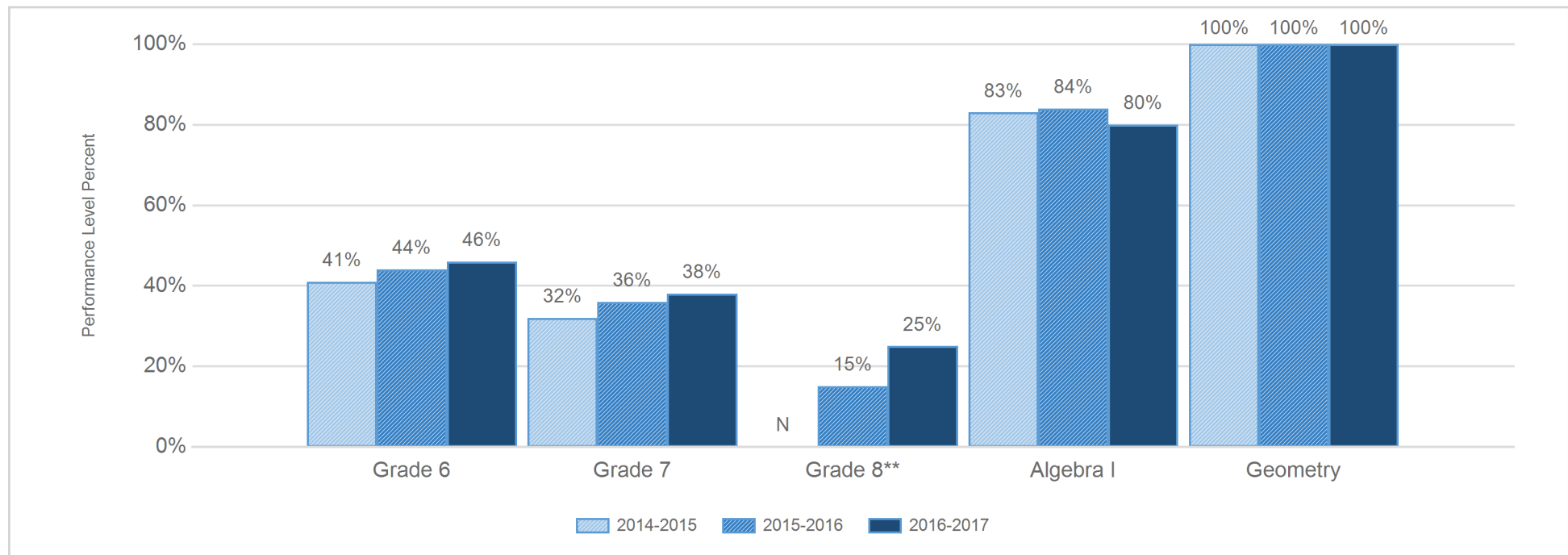174 JACKSON AVENUE
EDISON, NJ 08837

Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	22	787	752	734	*	*	*	*	64%	100%	30%
White	*	*	*	740	*	*	*	*	*	*	38%
Hispanic	N	N	N	722	N	N	N	N	N	N	14%
Black or African American	N	N	N	719	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	19	785	765	758	*	*	*	*	58%	100%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	*	*	*	735	*	*	*	*	*	*	31%
Male	*	*	*	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	*	*	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	N	N	N	711	N	N	N	N	N	N	*
Students without Disabilities	22	787	*	738	*	*	*	*	64%	100%	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	22	787	753	735	*	*	*	*	64%	100%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

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NJ SCHOOL PERFORMANCE REPORT

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Grade Span 06-08

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.

Performance Level Percent

	2014-2015	2015-2016	2016-2017
Grade 6	41%	44%	46%
Grade 7	32%	36%	38%
Grade 8**	N	15%	25%
Algebra I	83%	84%	80%
Geometry	100%	100%	100%

**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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Alternate Assessments - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	*	*
8	*	*

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency. The table also shows the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	N	N	N
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N

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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	35%	48%	18%
White	33%	45%	22%
Hispanic	26%	56%	19%
Black or African American	8%	56%	36%
Asian, Native Hawaiian, or Pacific Islander	53%	42%	5%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	23%	49%	28%
Students with Disabilities	N	44%	56%
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 8

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

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NJ SCHOOL PERFORMANCE REPORT

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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile** (**SGP**) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35**   **Typical Growth: Between 35 and 65**   **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile** (**mSGP**) is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile** (**mSGP**) is calculated here:
http://www.state.nj.us/education/njsmart/performance/

Student Growth

This table shows the **median Student Growth Percentile** (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	57	61	50	Met Target	48	56	50	Met Target
White	49	48	50	Met Target	55	48	52	Met Target
Hispanic	55	*	49	Met Target	48	*	47	Met Target
Black or African American	*	48	45	Met Target	*	41	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	66	68	60	Exceeds Target	48	61	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	45.5	51	**	*	55	52	**
Economically Disadvantaged	48	49	47	Met Target	48	47	46	Met Target
Students with Disabilities	45	38.5	41	Met Target	37	40	43	Not Met
English Learners	61.5	65	53	**	40	62	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.

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Herbert Hoover Middle School
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NJ SCHOOL PERFORMANCE REPORT

Each student receives a **Student Growth Percentile** (**SGP**) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

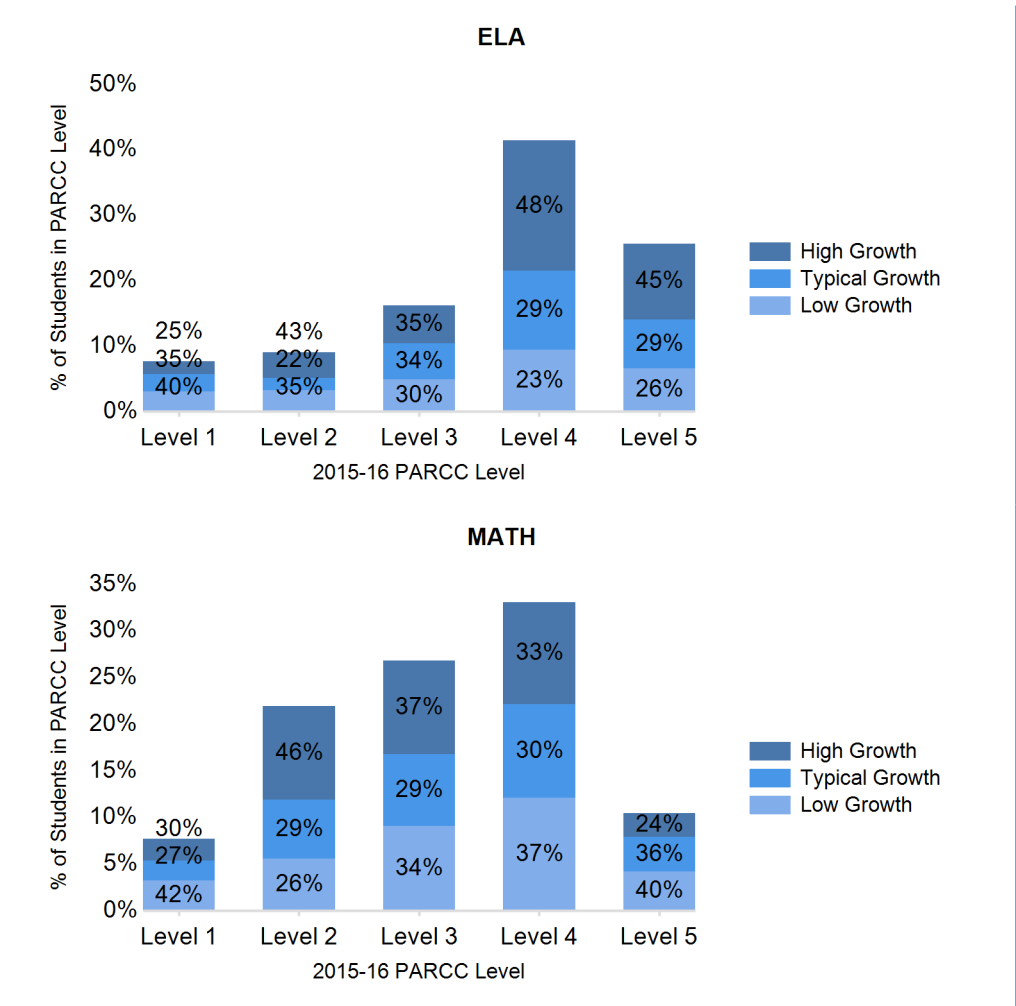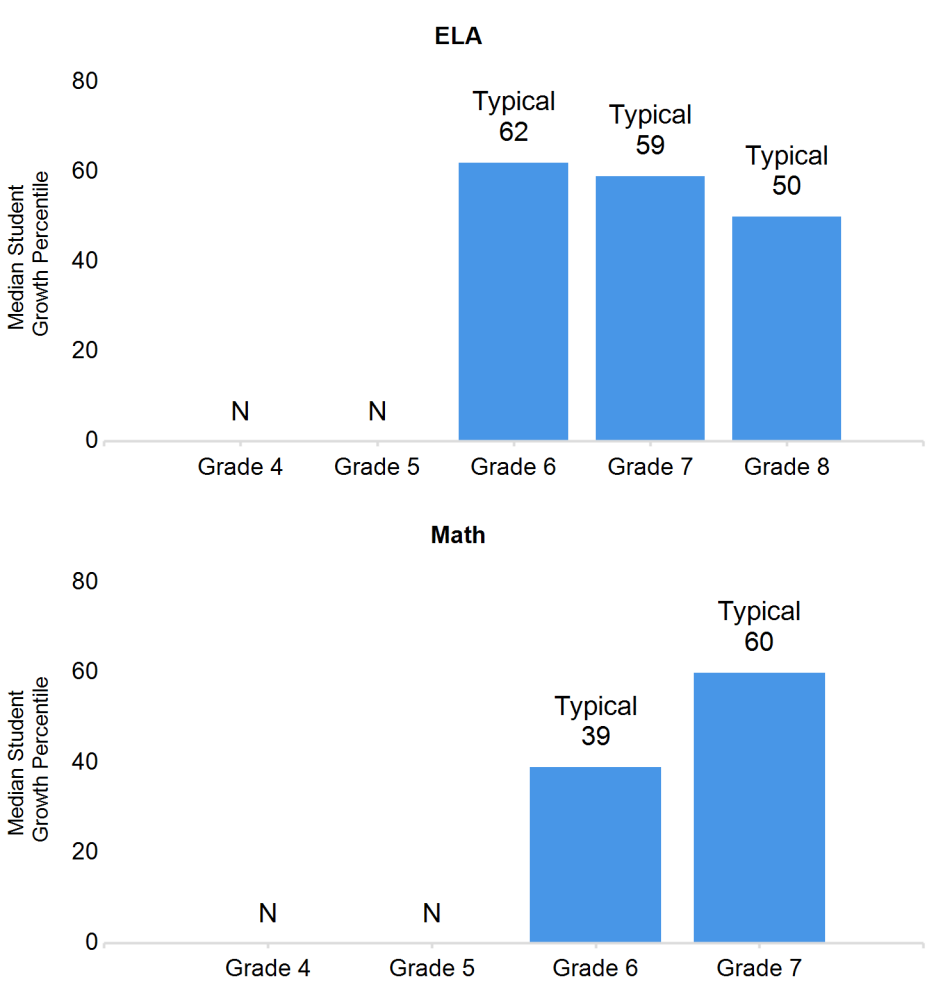A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

| Low Growth: Less than 35 | Typical Growth: Between 35 and 65 | High Growth: Greater than 65 |

Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.

Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.

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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about New Jersey Student Learning Standards on our website and more details about the data in this section in our Reference Guide.

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	254
7	32	0	217
8	88	22	141
Schoolwide	120	22	612

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	79	0	0	0	0	0	0
7	97	0	0	0	0	0	0
8	135	0	0	0	0	0	0
Schoolwide	311	0	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N

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NJ SCHOOL PERFORMANCE REPORT

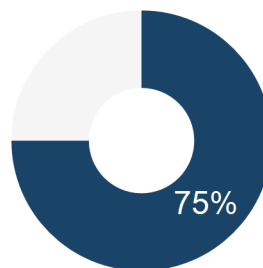**Herbert Hoover Middle School**
2016-2017

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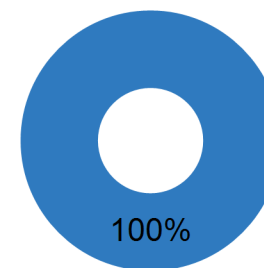
Visual and Performing Arts – Course Participation

The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

75%
School

100%
State

Students enrolled in one or more classes by discipline:

MUSIC	School	40%
	State	75%
DANCE	School	0%
	State	2%
DRAMA	School	0%
	State	5%
VISUAL ARTS	School	37%
	State	80%

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Grade Span 06-08

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.20	8.70	Met Target
White	10.20	8.70	Not Met
Hispanic	8.60	8.70	Met Target
Black or African American	5.20	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	2.30	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	8.90	8.70	Not Met
Students with Disabilities	12.60	8.70	Not Met
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.
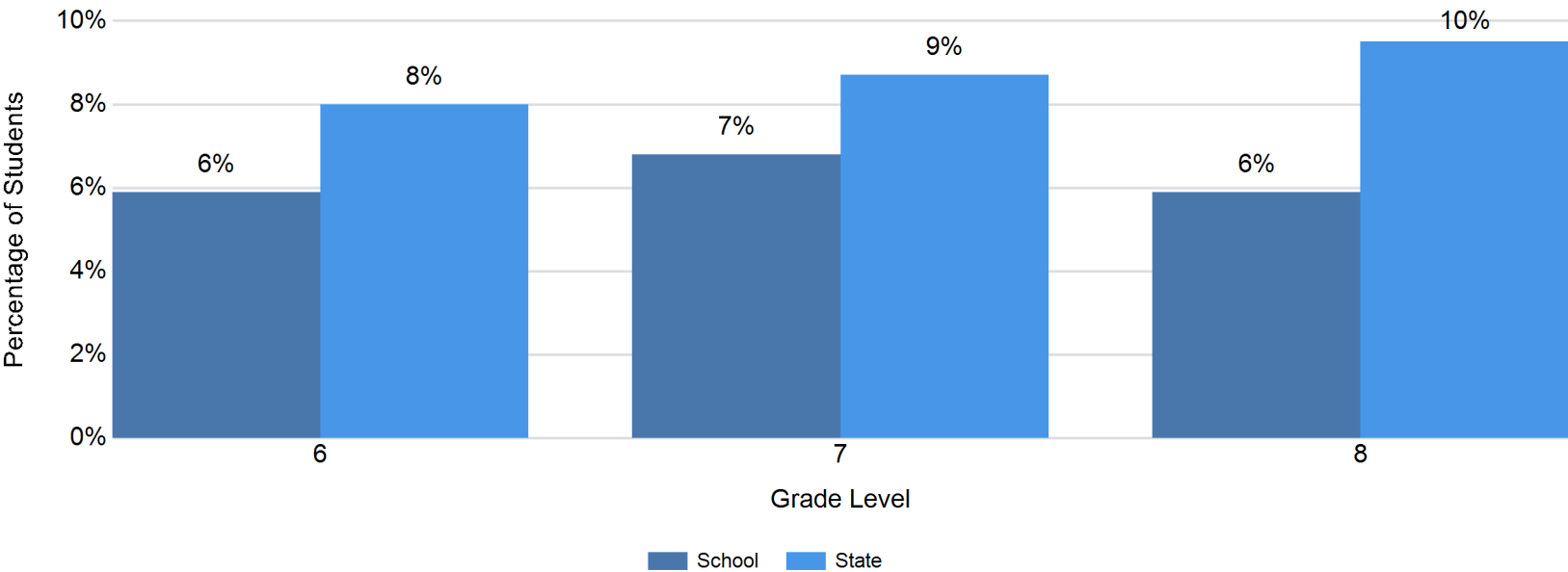

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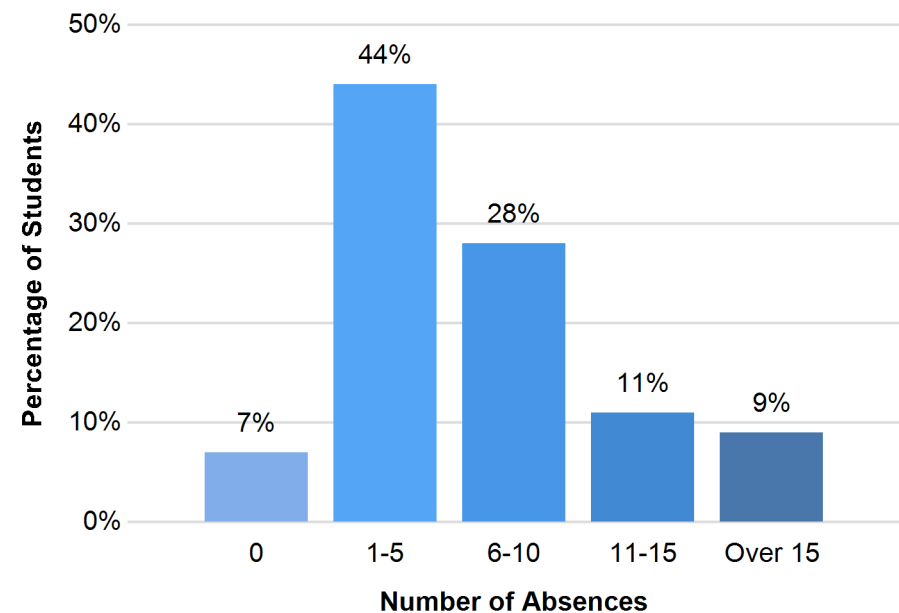
Herbert Hoover Middle School
2016-2017

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174 JACKSON AVENUE
EDISON, NJ 08837

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:30AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 33 Mins.
Shared Time - Instructional Time	2 Hrs. 45 Mins.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.25

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	6.7%
Out-of-School Suspensions	8.7%
Any Suspension	15.3%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0

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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	191.6 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	$355	$12,252	$12,607

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Herbert Hoover Middle School
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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators
Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	77	120,724
Average years experience in public schools	15.2	11.8
Average years experience in district	14.0	10.5
Teachers in district for 4 or more years	91%	74%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	62	9,506
Average years experience in public schools	18.5	15.9
Average years experience in district	11.4	11.6
Administrators in district for 4 or more years	77%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	14:1
Administrators	116:1	253:1
Librarian/Media Specialists		2610:1
Nurses		824:1
Counselors		364:1
Child Study Team		412:1

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NJ SCHOOL PERFORMANCE REPORT

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:
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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree

Teacher — 48%
Admin — N/A

Master's Degree

Teacher — 52%
Admin — 86%

Doctoral Degree

Teacher — N
Admin — 14%

Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	90%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	90%

An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display

Herbert Hoover Middle School
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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	64.5	17.5%
Mathematics Proficiency	34.9	17.5%
English Language Arts Growth	65.8	25.0%
Mathematics Growth	42.3	25.0%
Chronic Absenteeism	53.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		52.4
Summative Rating: Percentile rank of Summative Score		53.5
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.

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Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	52.4	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	35.8	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Hispanic	57.2	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Black or African American	56.6	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	46.2	11.9	No	Met Goal	Met Target	Met Target	Exceeds Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	59.4	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	38.1	11.9	No	Met Target	Met Target†	Not Met	Met Target	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.

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School General Info

Principal:	Mr. McGrath	Email Address:	brian.mcgrath@edison.k12.nj.us
Address:	174 JACKSON AVENUE EDISON, NJ 08837	**Website:**	https://www.edison.k12.nj.us/domain/10
Phone:	(732)452-2940		

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

	Highlights:	• HHMS offers AVID to 6th & 8th Grade Students. • HHMS offers 6th & 7th Grade Students Mindfulness to Improve Emotional Intelligence & Regulation. • HHMS has an award winning Music, Art, and FCCLA Programs.
	Mission, Vision, Theme:	Mission: The mission of Herbert Hoover Middle School is to work in partnership with students, families and the community to ensure that each student acquires the knowledge, skills, and core values necessary to reach their full potential both in the classroom and beyond. We provide students with a supportive and challenging learning environment that encourages curiosity, creativity, and confidence.
	Awards, Recognition, Accomplishments:	Herbert Hoover Middle School is an award-winning 21st Century School that has been recognized for our achievements in Art, Music, and Student Leadership. Each year our students participate in a host of competitions that test their abilities in academics, art,music, science, and math.

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Courses, Curriculum, Instruction:	We are in the third year of a one-to-one technology initiative. We assess student progress through a diagnostic test three times during the year and there are benchmark assessments administered quarterly in academic content areas. Students have access to an interactive textbook in their math, science and social studies classes. Students benefit from the inclusion of AVID strategies throughout the curriculum.
Sports and Athletics:	Sports Offered: Baseball (Co-ed), Basketball (Boys & Girls), Cross-Country (Co-ed), Skiing (Co-ed), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Co-ed), Volleyball (Co-ed) HHMS encourages all students to participate in athletic activities. From our recently undefeated basketball team to our partnership with Special Olympics, Herbert Hoover Middle School believes all children should have the opportunity to thrive through through extra-curricular activities.
Clubs and Activities:	Available to all students are clubs, sports, and a variety of performing arts programs. Our robust musical programs include band, strings, chorus and jazz. Our guidance counselors offer a variety of social programs that teach tolerance and conflict resolution skills. Students can pick from over 30 after school clubs and activities that include free after school bussing.

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School Narrative

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Staff and Professional Learning:	Professional development at HHMS is guided by the district's achievement goals, the school's goals and needs, and the professional development plans created by each faculty member. Professional development is an integral part of HHMS and is supported by central administration. building administration, and content supervisors. Teachers are provided one full day of professional development each year, have access to in-district professional development trainers, and participate in monthly PLC's.
Student Supports and Services:	Herbert Hoover Middle School provides abundant student support services. On-site is a two-member child study team, three full-time guidance counselors, two speech therapists, multiple interventionists and a PATH Clinician. HHMS has a partnership with Rutgers Behavioral Health to provide the necessary support to students and families seeking additional services.
Student Health and Wellness:	Herbert Hoover Middle School has a full-time school nurse who is trained in all areas of emergency medical care including allergies and emergency life-saving practices. Students participate in health and/or physical education class each day. Students have the opportunity to participate in family and consumer science electives that focus on nutrition and healthy choices.
Parent and Community Involvement:	Herbert Hoover Middle School is committed to partnering with parents and community members to ensure our students are provided the best education possible. Our regular PTO meetings are well attended and provide the opportunity for all stakeholders to participate in a meaningful manner. Parents play an active role in our school and are kept well-informed via our parent portal and school website.

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	School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers School climate data is collected through multiple sources including yearly student, parent, and staff surveys. Our most recent survey asked parents and students to share their thoughts on the impact of our Mindfulness Initiative. Both parents and students indicated an observable improvement in emotional intelligence and regulation. This data was used to guide the expansion of our Mindfulness Initiative.
Facilities:	Herbert Hoover Middle School is a technology rich learning environment. Each classroom at Herbert Hoover Middle School is equipped with a fully interactive Promethean Board. Wireless Internet access is available in all classrooms and throughout the campus. The building has received multiple renovations and upgrades in recent years including a state of the art media center, multiple computer labs, and a new family and consumer science classroom.

Herbert Hoover Middle School
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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Other Information:

Herbert Hoover Middle School Recognizing that not all students learn in the same manner, Herbert Hoover Middle School offers a variety of programs for our students with disabilities. Our school provides in-class resource programs which support student learning in the regular classroom environment. Special education teachers team with general education teachers allowing all students to learn in the least restrictive environment. Herbert Hoover Middle School offers an innovative Limited Language Disabilities program. For the 2017-2018 school year, we have also implemented a program to serve the needs of our Autistic students. The wide array of special education programs offered at HHMS ensures we are able to meet the needs of all students.

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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:
- Download this report to a PDF by clicking the   icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:
- Review the Parent Summary Report or the district-level report for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: Reference Guide or Interpretive Video.
- Download the data used in these reports.

- Want to give us feedback? Take our feedback survey: surveylink
- Questions about the reports? Contact us at reportcard@doe.nj.gov

NJ SCHOOL PERFORMANCE REPORT

James Madison Intermediate School

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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.

2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.

James Madison Intermediate School
2016-2017

Grade Span 03-05

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
3	181	215	211
4	202	197	214
5	210	209	211
Ungraded	0	0	0
Total	593	621	636

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	51%	50%	51%
Male	49%	50%	49%
Economically Disadvantaged Students	12%	10%	12%
Students with Disabilities	6%	7%	7%
English Learners	4%	4%	3%
Homeless Students			3%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Asian	83.6%
White	5.7%
Black or African American	4.7%
Hispanic	3.8%
American Indian or Alaska Native	0.3%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	1.6%

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	40.6%
Hindi	13.8%
Telugu	7.9%
Gujarati	7.7%
Tamil	6.9%
Other	23.5%

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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers (*PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under *ESSA* accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	587	99.4	79.10	76.00	54.90	79.1	76.1	Met Target
White	31	97.2	61.30	61.10	63.90	61.3	58	Met Target
Hispanic	20	100.0	45.00	48.60	39.80	45	N	N
Black or African American	27	96.7	29.60	44.70	35.20	29.6	27.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	497	99.6	84.50	88.30	80.70	84.5	80	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	68.40	54.90	60	**	**
Female	292	99.4	86.90	82.00	62.20	86.9		
Male	295	99.4	71.20	70.20	48.10	71.2		
Economically Disadvantaged Students	58	98.5	41.30	47.30	36.20	41.3	34.3	Met Target
Non-Economically Disadvantaged Students	529	99.5	83.20	82.90	65.80	83.2		
Students with Disabilities	46	97.9	19.50	20.00	20.50	19.5	19.9	Met Target†
Students without Disabilities	541	99.5	84.10	82.30	61.90	84.1		
English Learners	34	100.0	32.30	46.30	25.20	32.3	26.9	Met Target
Non-English Learners	553	99.3	81.90	77.40	57.40	81.9		
Homeless Students	11	100.0	45.50	38.60	26.40	45.5		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	40.00	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam.   This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	204	770	769	749	5%	7%	13%	61%	14%	75%	50%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	176	776	781	775	*	*	13%	67%	14%	81%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	98	780	773	754	*	*	14%	58%	*	80%	55%
Male	106	761	764	745	*	*	12%	64%	*	71%	46%
Economically Disadvantaged Students	19	734	*	731	*	*	*	*	*	37%	31%
Non-Economically Disadvantaged Students	185	774	*	762	*	*	*	*	*	79%	63%
Students with Disabilities	14	721	716	720	*	*	*	*	0%	14%	24%
Students without Disabilities	190	774	773	755	*	*	*	*	15%	80%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	220	771	769	753	*	*	13%	46%	31%	76%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	14	747	743	740	0%	*	*	*	*	50%	40%
Black or African American	12	737	741	737	0%	*	*	*	0%	33%	36%
Asian, Native Hawaiian, or Pacific Islander	174	777	779	777	*	*	12%	46%	36%	82%	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	112	777	775	758	*	*	11%	49%	34%	83%	61%
Male	108	765	764	749	*	*	15%	42%	28%	69%	51%
Economically Disadvantaged Students	27	750	745	737	*	*	*	44%	*	56%	36%
Non-Economically Disadvantaged Students	193	774	776	764	*	*	*	46%	*	79%	69%
Students with Disabilities	17	732	722	725	*	*	*	*	*	29%	25%
Students without Disabilities	203	775	775	759	*	*	*	*	*	80%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%

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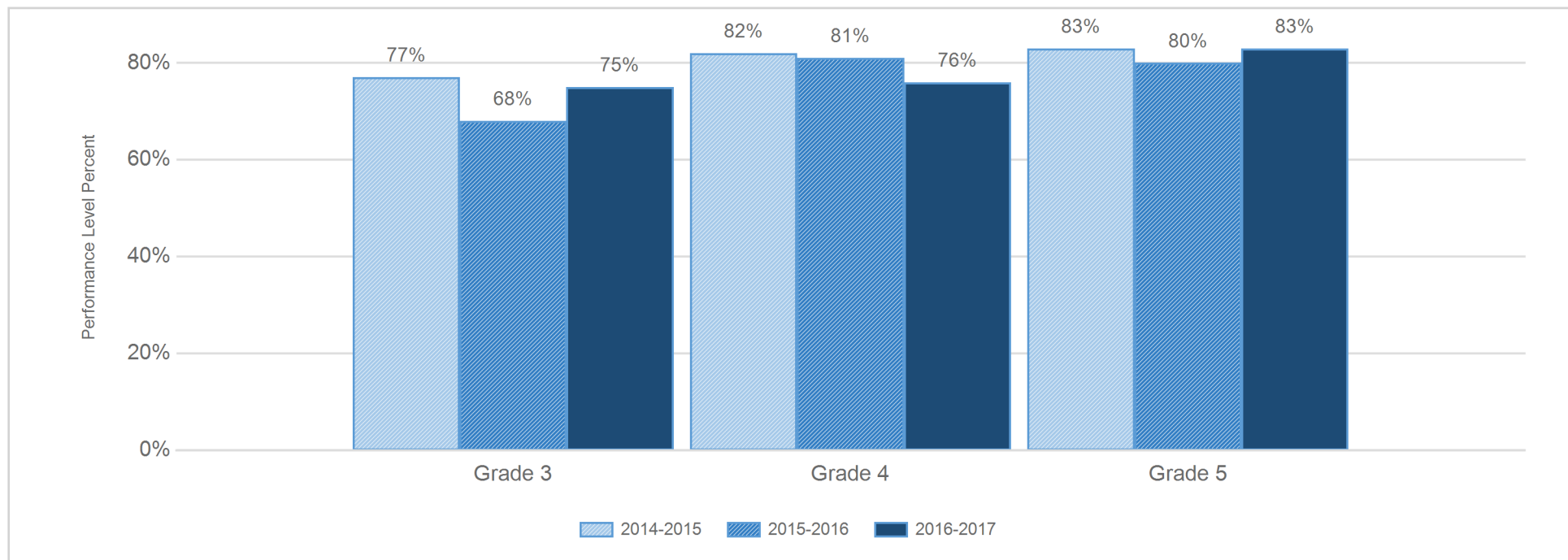**EDISON TWP**
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EDISON, NJ 08820

English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	208	781	777	756	*	*	9%	50%	33%	83%	59%
White	*	*	*	763	*	*	*	*	*	*	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	182	786	788	779	*	*	*	53%	36%	89%	84%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	111	786	783	761	*	*	*	53%	35%	88%	66%
Male	97	776	771	750	*	*	*	46%	31%	77%	53%
Economically Disadvantaged Students	17	742	*	740	*	*	*	*	*	41%	40%
Non-Economically Disadvantaged Students	191	785	*	765	*	*	*	*	*	87%	71%
Students with Disabilities	11	720	723	725	*	*	*	*	0%	18%	22%
Students without Disabilities	197	784	782	762	*	*	*	*	35%	87%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.

Legend: 2014-2015 | 2015-2016 | 2016-2017

Grade 3: 77%, 68%, 75%
Grade 4: 82%, 81%, 76%
Grade 5: 83%, 80%, 83%

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Grade Span 03-05

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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers (*PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under *ESSA* accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	588	99.4	78.10	63.70	43.50	78.1	77.5	Met Target
White	31	97.2	48.40	40.90	52.40	48.4	55.4	Met Target†
Hispanic	20	100.0	25.00	*	27.60	25	N	N
Black or African American	27	96.7	14.80	18.50	21.70	14.8	12.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	498	99.6	85.80	81.70	75.60	85.8	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	54.10	44.90	60	**	**
Female	292	99.4	82.20	65.20	44.10	82.2		
Male	296	99.4	74.00	62.30	42.90	74		
Economically Disadvantaged Students	58	98.6	29.30	29.70	25.10	29.3	26.2	Met Target
Non-Economically Disadvantaged Students	530	99.5	83.40	71.90	54.30	83.4		
Students with Disabilities	46	97.9	30.40	16.90	16.50	30.4	33.5	Met Target†
Students without Disabilities	542	99.5	82.10	68.90	48.80	82.1		
English Learners	35	100.0	31.40	40.50	23.30	31.4	30.2	Met Target
Non-English Learners	553	99.3	81.00	64.90	45.20	81		
Homeless Students	12	100.0	50.00	23.60	16.40	50		
Students In Foster Care	N	N	N	20.00	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	50.00	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	209	777	771	751	*	*	10%	37%	41%	79%	53%
White	*	*	*	759	*	*	*	*	*	*	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	181	784	784	779	*	*	8%	39%	47%	86%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	100	777	770	751	*	*	*	38%	41%	79%	52%
Male	109	777	771	751	*	*	*	37%	41%	78%	53%
Economically Disadvantaged Students	21	728	*	736	*	*	*	*	0%	38%	34%
Non-Economically Disadvantaged Students	188	782	*	761	*	*	*	*	46%	83%	65%
Students with Disabilities	14	732	725	729	*	*	0%	*	*	43%	29%
Students without Disabilities	195	780	774	755	*	*	10%	*	*	81%	57%
English Learners	10	727	720	724	*	*	*	0%	*	10%	21%
Non-English Learners	199	779	772	753	*	*	*	39%	*	82%	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	220	771	765	747	*	*	18%	50%	22%	72%	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	14	743	735	734	0%	*	*	*	*	29%	30%
Black or African American	12	725	730	729	*	*	*	*	0%	17%	25%
Asian, Native Hawaiian, or Pacific Islander	174	777	777	774	*	*	14%	55%	26%	81%	79%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	112	771	766	747	*	*	18%	55%	20%	75%	47%
Male	108	770	764	747	*	*	19%	44%	25%	69%	48%
Economically Disadvantaged Students	27	744	738	732	*	*	41%	*	*	30%	27%
Non-Economically Disadvantaged Students	193	774	772	757	*	*	15%	*	*	78%	61%
Students with Disabilities	17	745	727	724	*	*	*	*	*	35%	22%
Students without Disabilities	203	773	769	751	*	*	*	*	*	75%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%

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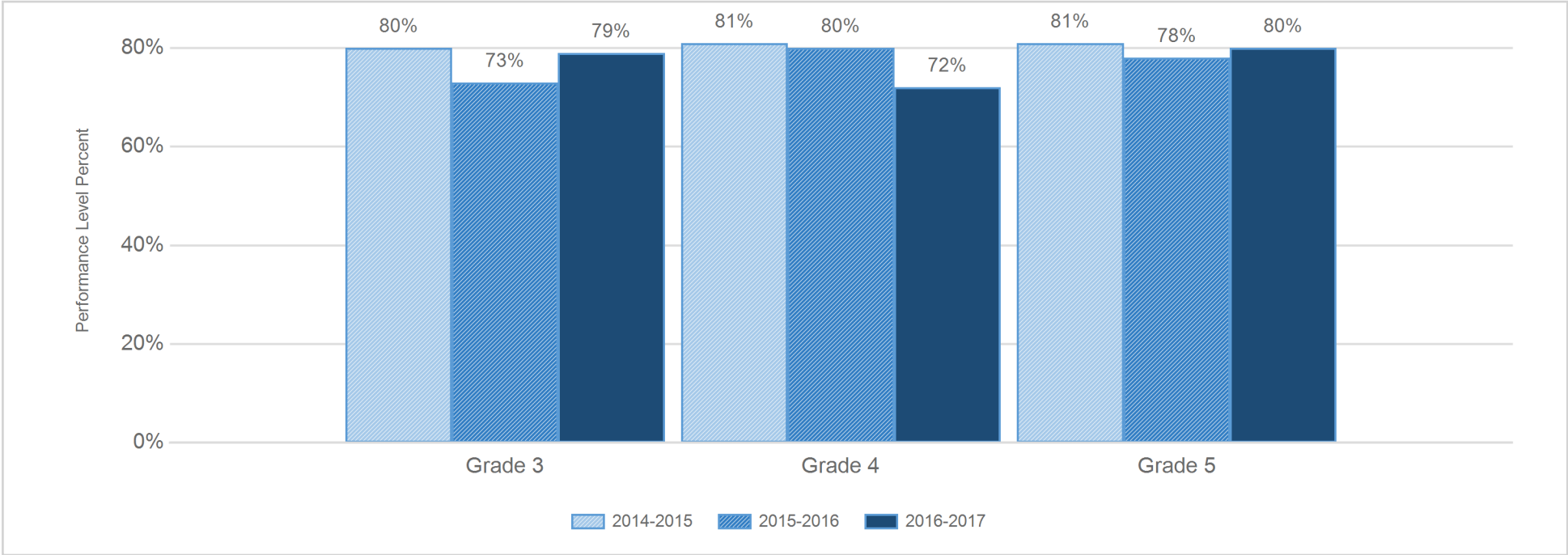838 NEW DOVER ROAD
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Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	211	779	771	747	*	*	12%	36%	44%	80%	46%
White	*	*	*	754	*	*	*	*	*	*	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	185	785	785	774	*	*	10%	39%	48%	87%	79%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	111	778	770	747	*	*	9%	47%	37%	84%	47%
Male	100	780	773	746	*	*	16%	24%	51%	75%	46%
Economically Disadvantaged Students	17	732	*	732	*	*	*	*	*	24%	27%
Non-Economically Disadvantaged Students	194	783	*	756	*	*	*	*	*	85%	59%
Students with Disabilities	11	735	731	725	*	*	*	*	0%	18%	19%
Students without Disabilities	200	782	775	751	*	*	*	*	46%	83%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.

Grade 3: 2014-2015 80%, 2015-2016 73%, 2016-2017 79%
Grade 4: 2014-2015 81%, 2015-2016 80%, 2016-2017 72%
Grade 5: 2014-2015 81%, 2015-2016 78%, 2016-2017 80%

Legend: 2014-2015 | 2015-2016 | 2016-2017

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Alternate Assessments - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency. The table also shows the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	11	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	N	N	N

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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.
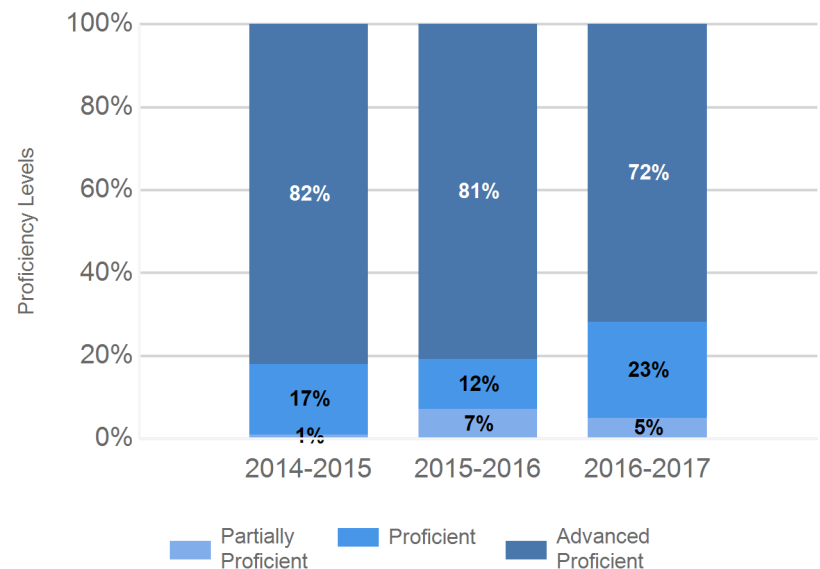
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	72%	23%	5%
White	71%	*	7%
Hispanic	43%	*	7%
Black or African American	14%	*	14%
Asian, Native Hawaiian, or Pacific Islander	79%	17%	4%
American Indian or Alaska Native	*	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	38%	53%	9%
Students with Disabilities	37%	42%	21%
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 4

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

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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile** (**SGP**) for English Language Arts/Literacy (**ELA**) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels: | **Low Growth: Less than 35** | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65** |

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile** (**mSGP**) is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile** (**mSGP**) is calculated here:
http://www.state.nj.us/education/njsmart/performance/

Student Growth

This table shows the **median Student Growth Percentile** (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	57	61	50	Met Target	66	56	50	Exceeds Target
White	42	48	50	**	33	48	52	**
Hispanic	36	*	49	**	20	*	47	**
Black or African American	40	48	45	**	29	41	43	**
Asian, Native Hawaiian, or Pacific Islander	59	68	60	Met Target	69	61	59	Exceeds Target
American Indian or Alaska Native	*	60.5	51	**	*	70	51	**
Two or More Races	*	45.5	51	**	*	55	52	**
Economically Disadvantaged	40	49	47	Met Target	34.5	47	46	Not Met
Students with Disabilities	35	38.5	41	Not Met	46	40	43	Met Target
English Learners	64	65	53	Exceeds Target	62	62	51	Exceeds Target

** ESSA accountability targets are only included if data is available for at least 20 students.

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Each student receives a **Student Growth Percentile** (**SGP**) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

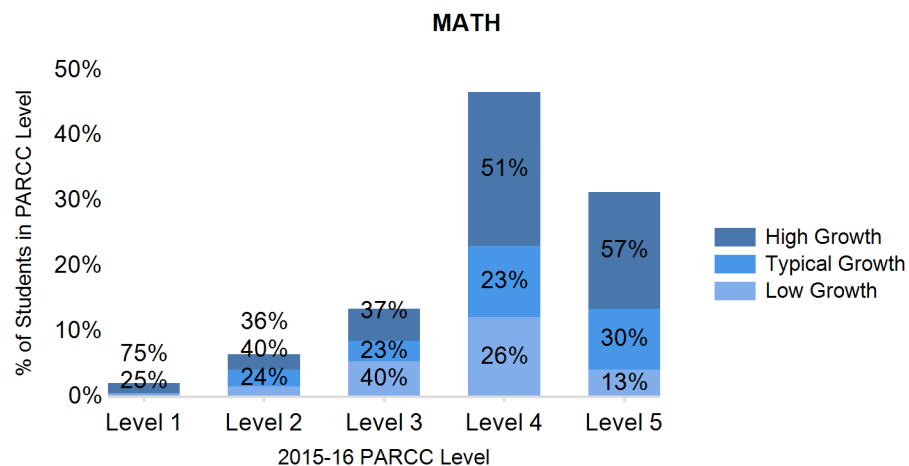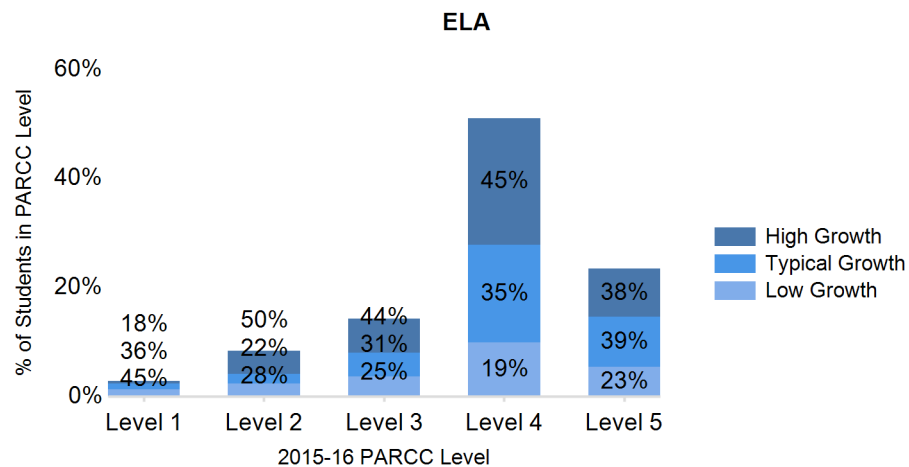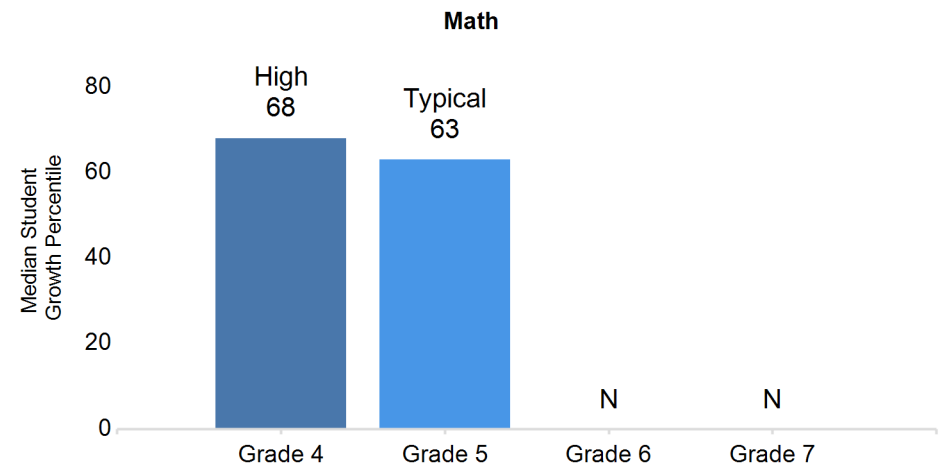A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

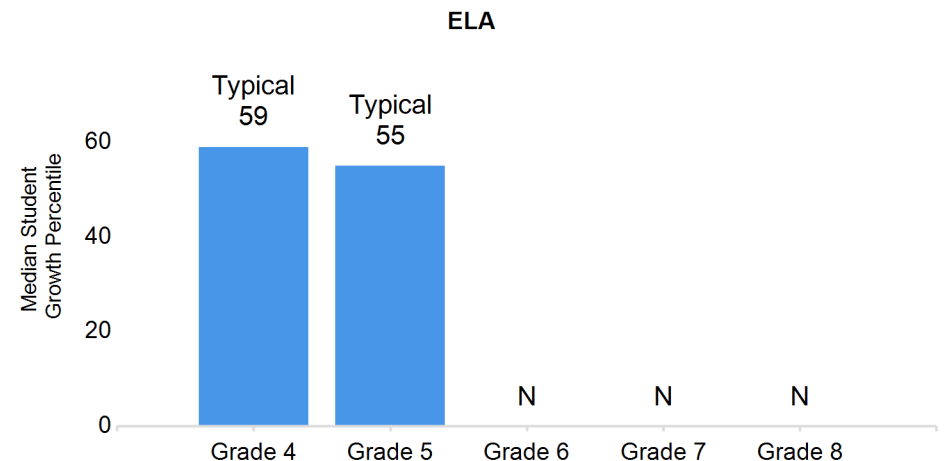| Low Growth: Less than 35 | Typical Growth: Between 35 and 65 | High Growth: Greater than 65 |

Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.

ELA

MATH

Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.

ELA

Math

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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.
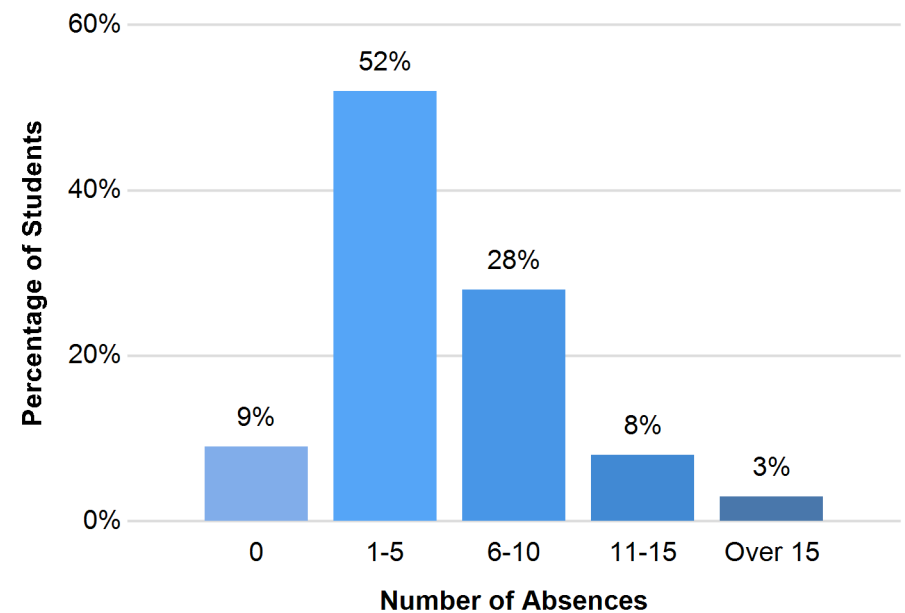
Chronic Absenteeism

This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	2.10	7.00	Met Target
White	5.60	7.00	Met Target
Hispanic	16.00	7.00	Not Met
Black or African American	6.70	7.00	Met Target
Asian, Native Hawaiian, or Pacific Islander	0.90	7.00	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	9.60	7.00	Not Met
Students with Disabilities	4.30	7.00	Met Target
English Learners	0	7.00	Met Target

** ESSA accountability targets are only included if data is available for at least 20 students.
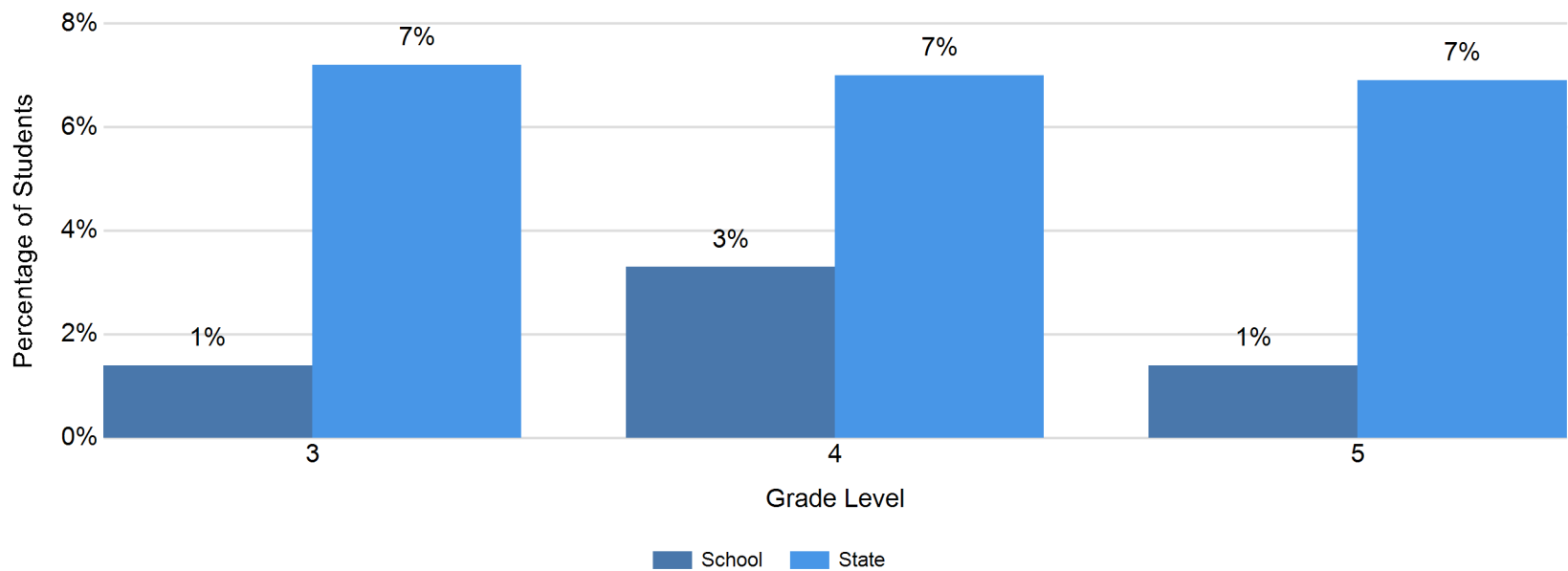
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.

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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chart: Chronic Absenteeism by Grade. Y-axis: Percentage of Students (0% to 8%). X-axis: Grade Level (3, 4, 5). Legend: School (dark blue), State (light blue).

- Grade 3: School 1%, State 7%
- Grade 4: School 3%, State 7%
- Grade 5: School 1%, State 7%

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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:55AM
Typical End Time	3:30PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 35 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	2.0%
Out-of-School Suspensions	2.4%
Any Suspension	3.8%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0

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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	191.6 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	$355	$12,252	$12,607

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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators
Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	40	120,724
Average years experience in public schools	10.3	11.8
Average years experience in district	8.9	10.5
Teachers in district for 4 or more years	65%	74%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	62	9,506
Average years experience in public schools	18.5	15.9
Average years experience in district	11.4	11.6
Administrators in district for 4 or more years	77%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	16:1	14:1
Administrators	318:1	253:1
Librarian/Media Specialists		2610:1
Nurses		824:1
Counselors		364:1
Child Study Team		412:1

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Grade Span 03-05

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators
Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree

Teacher   53%

Admin   N/A

Master's Degree

Teacher   48%

Admin   100%

Doctoral Degree

Teacher   N

Admin   N

Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	90%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	86%

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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	68.4	17.5%
Mathematics Proficiency	74.3	17.5%
English Language Arts Growth	59.5	25.0%
Mathematics Growth	79.3	25.0%
Chronic Absenteeism	84.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		72.3
Summative Rating: Percentile rank of Summative Score		82.6
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.

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Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	72.3	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
White	**	**	No	Met Target	Met Target†	Met Target	**	**	No
Hispanic	**	**	No	N	N	Not Met	**	**	No
Black or African American	**	**	No	Met Target	Met Target	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	65.1	11.9	No	Met Goal	Met Goal	Met Target	Met Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	38.9	11.9	No	Met Target	Met Target	Not Met	Met Target	Not Met	No
Students with Disabilities	57.3	11.9	No	Met Target†	Met Target†	Met Target	Not Met	Met Target	No
English Learners	79.3	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.

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2016-2017

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EDISON TWP
838 NEW DOVER ROAD
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School General Info

Principal:	Kathleen Miller	**Email Address:**	kathleen.miller@edison.k12.nj.us
Address:	838 NEW DOVER ROAD EDISON, NJ 08820	**Website:**	https://www.edison.k12.nj.us/domain/15
Phone:	(732)452-2960		

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

📢	Highlights:	• Technology is integrated into daily instruction, as every child has a Chromebook, and all rooms have a Promethean Board. • Positive student behaviors are reinforced daily as part of the Positive Behavior Support in School (PBSIS) framework. • JMI offers various co-curricular clubs appealing to students' interests, including an art and competitive robotics club.
💡	Mission, Vision, Theme:	James Madison Intermediate School is a "ALL-STAR" learning community that serves approximately 650 students in Grades Three through Five. Our student population represents diverse cultures, values, customs, languages, traditions, and religious influences, which merge to form a colorful tapestry of educational experience. Our goal is to educate the "whole child" by providing learning experiences that promote academic, social, and emotional growth.

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Courses, Curriculum, Instruction:	JMI's academic programs are rigorous and meet the needs of all learners. The Language Arts curriculum includes a variety of literature while infusing Social Studies concepts, bringing history to life. The Math program allows students to apply math concepts to the real-world. In Science, students learn to question the world around them and test theories during experiments. The physical education, visual arts, gifted & talented, and music programs enhance the students' learning experiences.
Clubs and Activities:	Students at James Madison Intermediate School can participate in a wide variety of clubs and co-curricular actives. These include: Student Council, Safety Patrol, Ambassadors Club, Memory Book Club, Newspaper Club, Sports Club, Art Club, Designer Club, Cricket Club, Robotics Club and Math Club. In addition, companies like Bricks for Kidz and Mad Science also provide our students with further enrichment beyond the school day.

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Staff and Professional Learning:	The teachers and staff at James Madison Intermediate School are dedicated to providing an outstanding education to every student. Throughout the school year and during the summer, teachers participate in numerous professional development workshops focused on research-based instructional strategies. The staff is provided opportunities within the school day to share best practices and collaborate with colleagues as a way to continuously grow and learn as professionals.
Student Supports and Services:	James Madison Intermediate School offers programs for students who are English Language Learners. Students who have an Individualized Education Plan (IEP) receive a variety of services that can range from in-class support setting to speech/physical therapy. JMI also has a robust Response to Intervention (RTI) program to provide support in Reading and/or Math. The Intervention and Referral Service (I&RS) program provides various interventions students and teachers to implement in the classroom.
Student Health and Wellness:	James Madison Intermediate School strives to maintain a safe, healthy environment for all our students. Students have the option of purchasing a nutritious breakfast or lunch daily with several choices for lunch, including a vegetarian meal. The full-time school nurse helps keeps students healthy throughout the day. Students engage in physical activity during Physical Education class, recess and short breaks in class.
Parent and Community Involvement:	James Madison Intermediate School has a strong parent community. A majority of parents and teachers join the Parent Teacher Organization (PTO) to support the school. Through fundraising, the PTO provides the students with different enrichment activities like assemblies and class trips. Through the Parent Portal, parents are able to view student schedules and grades. JMI hosts Parent-Teacher Conferences where parents and teachers work together to ensure a successful year for the student.

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	School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Parents, Teachers Parents were surveyed at the end of the 2016-2017 school year and were able to share feedback about their experience as a James Madison Intermediate parent. Parents will once again be surveyed at the end of the year and their feedback will help structure different activities they would like to see in the school. Teachers were surveyed at the beginning of the 2017-2018 school year and various programs like monthly student awards are being implemented as a result of those surveys.
Facilities:	James Madison Intermediate School was built in 1959. The school has a multipurpose room that serves as a classroom for our Physical Education classes as well as a cafeteria during lunch time. The Media Center offers a wide variety of literature for students to enjoy in addition to several computers, iPads and Kindles. The addition of trailers afford students and teachers the space needed to fully immerse themselves in the visual arts classes.

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Other Information:	The school day at James Madison Intermediate School begins at 8:55 AM and concludes at 3:30 PM. Safety is a top priority and as such students are monitored by staff members starting from 8:30 AM until 3:45 PM. All exterior doors are locked at 9:00 AM once all students have entered and are checked throughout the day to ensure they are secure. Visitors can only enter through the front door where they are allowed entry after providing their name and the purpose of their visit to one of the secretaries via a video monitoring system. Each month, the school completes two emergency drills (fire, lockdown, evacuation, and bus evacuation) to ensure all members of the JMI community are safe in case of emergency. All students are provided with a district-issued Chromebook that can be taken home to continue the learning beyond the school day. Parents are encouraged to be an active participant in their child's education and the school communicates with the parents in a variety of ways including a monthly newsletter, monthly school calendar, classroom websites, Parent Portal, updates to the school website, email correspondence from the PTO, all-school phone calls through Blackboard, and messages posted on the school marquee. All students are encouraged to demonstrate good character by being kind, responsible, respectful and sage. Throughout the year, the Guidance Counselor goes into all classes to teach a lesson focused on one of the six pillars of character: Respect, Responsibility, Fairness, Citizenship, Trustworthiness and Caring. Students at JMI are consistently encouraged to "Be the ALL-STAR you were born to be!"

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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:
- Download this report to a PDF by clicking the 🖫 icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:
- Review the Parent Summary Report or the district-level report for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: Reference Guide or Interpretive Video.
- Download the data used in these reports.

- Want to give us feedback? Take our feedback survey: surveylink
- Questions about the reports? Contact us at reportcard@doe.nj.gov

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Grade Span KG-02

Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.

2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	0	0	0
KG	144	133	130
1	201	202	192
2	199	213	208
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	25	33	38
Total	569	581	568

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	43%	43%	42%
Male	57%	58%	58%
Economically Disadvantaged Students	8%	9%	11%
Students with Disabilities	8%	10%	11%
English Learners	12%	8%	10%
Homeless Students			4%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Asian	85.0%
White	4.9%
Black or African American	4.0%
Hispanic	3.7%
American Indian or Alaska Native	0.5%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	1.6%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	150	133	130
KG - Full Day	0	0	0

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	30.8%
Hindi	15.3%
Telugu	11.6%
Gujarati	11.4%
Tamil	7.7%
Other	23.6%

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Grade Span KG-02

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.
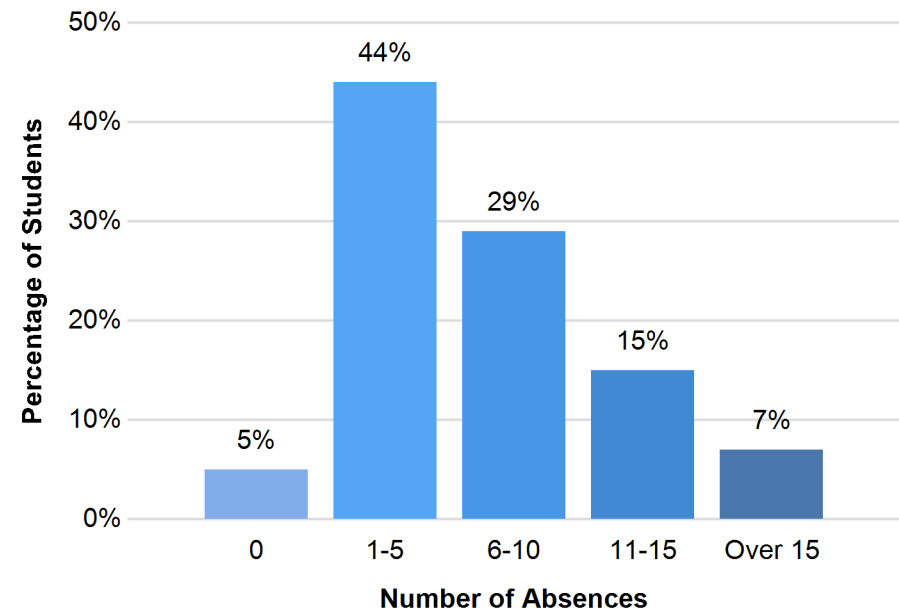
Chronic Absenteeism

This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.60	9.80	Met Target
White	12.50	9.80	Not Met
Hispanic	5.00	9.80	Met Target
Black or African American	16.00	9.80	Not Met
Asian, Native Hawaiian, or Pacific Islander	3.70	9.80	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	12.10	9.80	Not Met
Students with Disabilities	11.10	9.80	Not Met
English Learners	3.80	9.80	Met Target

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.

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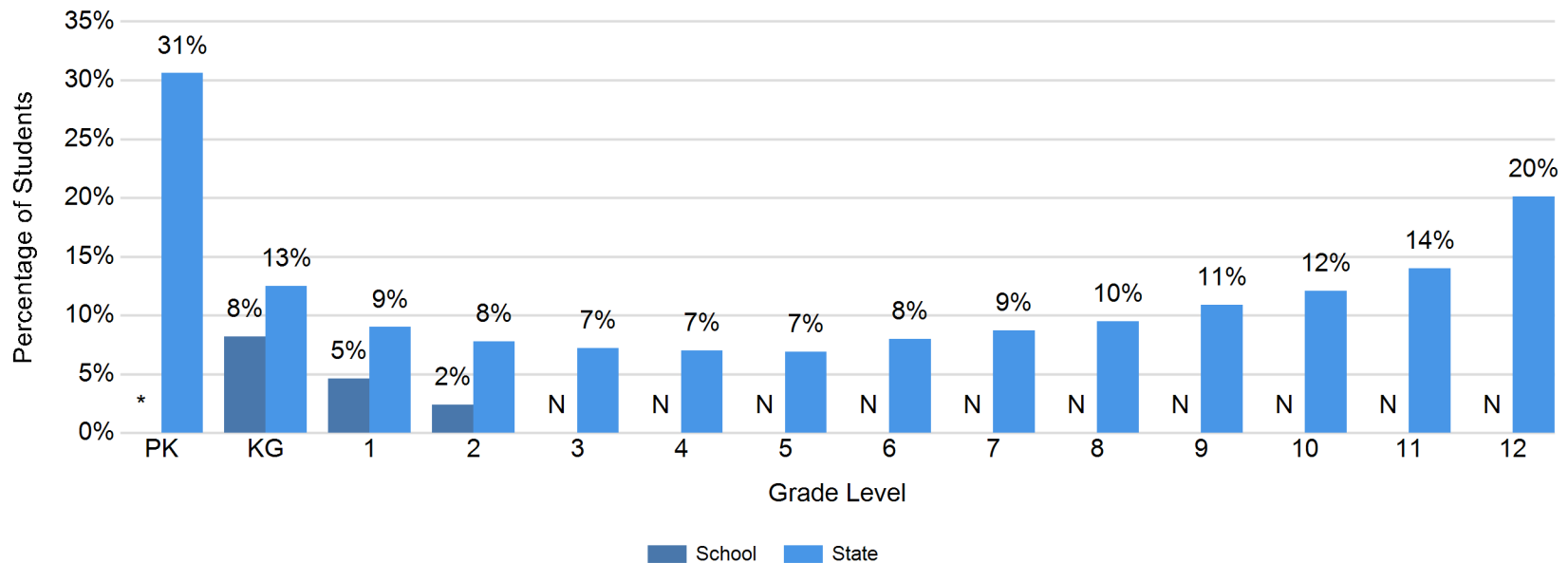**Grade Span KG-02**

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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:55AM
Typical End Time	3:30PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 35 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.9%
Any Suspension	0.9%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0

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Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/Local	Total
District Total (2015-2016)	$355	$12,252	$12,607

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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
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Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	39	120,724
Average years experience in public schools	11.4	11.8
Average years experience in district	10.2	10.5
Teachers in district for 4 or more years	72%	74%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	62	9,506
Average years experience in public schools	18.5	15.9
Average years experience in district	11.4	11.6
Administrators in district for 4 or more years	77%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	15:1	14:1
Administrators	284:1	253:1
Librarian/Media Specialists		2610:1
Nurses		824:1
Counselors		364:1
Child Study Team		412:1

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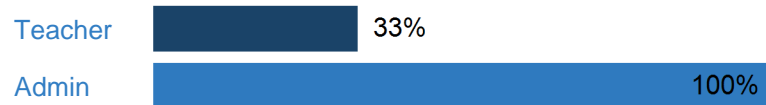
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree

Teacher 64%
Admin N/A

Master's Degree

Teacher 33%
Admin 100%

Doctoral Degree

Teacher 3%
Admin N

Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	90%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	92%

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NJ SCHOOL PERFORMANCE REPORT

James Madison Primary School
2016-2017

Grade Span KG-02

23-1290-092
MIDDLESEX
EDISON TWP
840 NEW DOVER ROAD
EDISON, NJ 08820

School General Info

Principal:	Michael Seiler	Email Address:	michael.seiler@edison.k12.nj.us
Address:	840 NEW DOVER ROAD EDISON, NJ 08820	Website:	https://www.edison.k12.nj.us/Domain/16
Phone:	(732)452-2990		

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Highlights:	• We service many second-language learners with our Bilingual and ESL programs. • We are 1:1 on iPads for grades K-1 and 1:1 on chromebooks for 2nd grade • Our Character Counts initiative builds on the six pillars of strong character.
Mission, Vision, Theme:	James Madison Primary School is a learning community that serves approximately 580 students in Pre-Kindergarten through second grade. Our School setting is unique in that we provide a school environment that is designed for the early learner. Our goal is to educate the "whole child" by providing developmentally appropriate learning experiences that promote academic, social and emotional growth. Our classrooms are learner-centered and focus on active learning experiences.

NJ SCHOOL PERFORMANCE REPORT

James Madison Primary School
2016-2017

Grade Span KG-02

23-1290-092
MIDDLESEX
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EDISON, NJ 08820

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

	Courses, Curriculum, Instruction:	Our students engage in numerous performance based acitivities which are directly aligned with the district curriculum. Standards-based instruction is implemented in all areas of the curriculum. Students use both traditional texts as well as online programs to enhance instruction.
	Clubs and Activities:	Students have the opportunity to participate in various clubs throughout the school year. Some of the clubs that the school has offered are: Soccer, health and fitness, art club, coding, Theater, newspaper club, video/editing and student council.
	Before and After School Programs:	Bricks for Kids is offered to students that are interested in the engineering procress through the use of legos. This is run by the Bricks for Kids organization and is an outside organization. The Edison Township department of rec offers before and aftercare for working parents. In addition, the local YMCA offers before school and after school activities for parents to take advantage of.

James Madison Primary School
2016-2017

Grade Span KG-02

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Staff and Professional Learning:	Our staff is able to take advantage of a variety of professional development opportunities both in and out of the district. The district provides a staff development department that provides a variety of workshops for our staff. In addition, staff have weekly opportunities to collaborate at faculty meetings to share ideas.
Student Supports and Services:	JMP offers supports for both English as a second language learners and Bilingual students. In addition, we support students with disabilities within our ICR classrooms, Self- Contained Autistic classroom and our preschool disabled classrooms. We also utilized RTI and I&RS to support our struggling learners.
Student Health and Wellness:	Our physical education classes focus on coordination, gross motor skills development, and the social skills of cooperation and teamwork. In addition, we are starting a new morning health and fitness club to jump start our students mornings.
Parent and Community Involvement:	JMP has a PTO that sponsors a wide variety of events and fundraisers throughout the school year. They do a tremendous job at getting the community involved through family socials and holiday events. In addition, they use the funds raised from activities and fundraisers to sponsor each class trip for the year.

NJ SCHOOL PERFORMANCE REPORT

James Monroe Elementary School
2016-2017

Grade Span KG-05

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:
- Download this report to a PDF by clicking the   icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:
- Review the Parent Summary Report or the district-level report for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: Reference Guide or Interpretive Video.
- Download the data used in these reports.

- Want to give us feedback? Take our feedback survey: surveylink
- Questions about the reports? Contact us at reportcard@doe.nj.gov

NJ SCHOOL PERFORMANCE REPORT

James Monroe Elementary School
2016-2017

Grade Span KG-05

Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.

2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.

NJ SCHOOL PERFORMANCE REPORT

James Monroe Elementary School
2016-2017

Grade Span KG-05

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	42	50	60
1	88	53	72
2	87	91	60
3	78	90	82
4	71	77	97
5	78	70	75
Ungraded	0	15	23
Total	444	446	469

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	51%	50%	48%
Male	49%	50%	52%
Economically Disadvantaged Students	21%	19%	18%
Students with Disabilities	8%	15%	17%
English Learners	0%	0%	0%
Homeless Students			6%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Asian	45.6%
White	26.7%
Hispanic	15.1%
Black or African American	7.7%
American Indian or Alaska Native	0.9%
Native Hawaiian or Pacific Islander	0.6%
Two or More Races	3.4%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
KG - Half Day	39	50	59
KG - Full Day	0	0	1

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	53.7%
Spanish	8.1%
Hindi	5.8%
Gujarati	4.9%
Tamil	4.9%
Other	22.3%

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NJ SCHOOL PERFORMANCE REPORT

James Monroe Elementary School
2016-2017

Grade Span KG-05

23-1290-093
MIDDLESEX
EDISON TWP
45 WILUS WAY
ISELIN, NJ 08830

English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers (*PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under *ESSA* accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	242	99.6	71.90	76.00	54.90	71.9	67.4	Met Target
White	71	100.0	63.30	61.10	63.90	63.3	61.6	Met Target
Hispanic	35	97.6	48.60	48.60	39.80	48.6	49.9	Met Target†
Black or African American	22	100.0	77.20	44.70	35.20	77.2	44.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	106	100.0	82.10	88.30	80.70	82.1	80	Met Goal
American Indian or Alaska Native	*	*	*	85.70	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	125	100.0	80.80	82.00	62.20	80.8		
Male	117	99.2	62.40	70.20	48.10	62.4		
Economically Disadvantaged Students	45	100.0	55.50	47.30	36.20	55.5	45.4	Met Target
Non-Economically Disadvantaged Students	197	99.5	75.60	82.90	65.80	75.6		
Students with Disabilities	38	100.0	26.30	20.00	20.50	26.3	20.3	Met Target
Students without Disabilities	204	99.5	80.40	82.30	61.90	80.4		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	40.00	23.00	N		

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† Target was met within a confidence interval.

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NJ SCHOOL PERFORMANCE REPORT

James Monroe Elementary School
2016-2017

Grade Span KG-05

23-1290-093
MIDDLESEX
EDISON TWP
45 WILUS WAY
ISELIN, NJ 08830

English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam.   This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	767	769	749	*	*	21%	54%	16%	69%	50%
White	18	745	748	759	*	*	*	56%	0%	56%	61%
Hispanic	12	749	734	734	*	*	*	*	0%	50%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	42	778	781	775	0%	*	*	55%	*	76%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	45	774	773	754	*	*	*	58%	*	78%	55%
Male	39	758	764	745	*	*	*	49%	*	59%	46%
Economically Disadvantaged Students	13	752	*	731	*	*	*	*	*	46%	31%
Non-Economically Disadvantaged Students	71	769	*	762	*	*	*	*	*	73%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	84	767	769	752	*	*	21%	54%	16%	69%	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%

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NJ SCHOOL PERFORMANCE REPORT

James Monroe Elementary School
2016-2017

Grade Span KG-05

23-1290-093
MIDDLESEX
EDISON TWP
45 WILUS WAY
ISELIN, NJ 08830

English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam.   This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	97	767	769	753	*	*	14%	53%	23%	75%	56%
White	29	754	754	762	*	*	*	48%	*	59%	67%
Hispanic	13	752	743	740	*	*	*	*	*	62%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	44	778	779	777	*	*	*	55%	34%	89%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	49	774	775	758	*	*	*	65%	22%	88%	61%
Male	48	760	764	749	*	*	*	40%	23%	63%	51%
Economically Disadvantaged Students	17	751	745	737	*	*	*	59%	0%	59%	36%
Non-Economically Disadvantaged Students	80	771	776	764	*	*	*	51%	28%	79%	69%
Students with Disabilities	12	715	722	725	*	*	*	*	*	*	25%
Students without Disabilities	85	774	775	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	97	767	770	755	*	*	14%	53%	23%	75%	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%

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NJ SCHOOL PERFORMANCE REPORT

James Monroe Elementary School
2016-2017

Grade Span KG-05

23-1290-093
MIDDLESEX
EDISON TWP
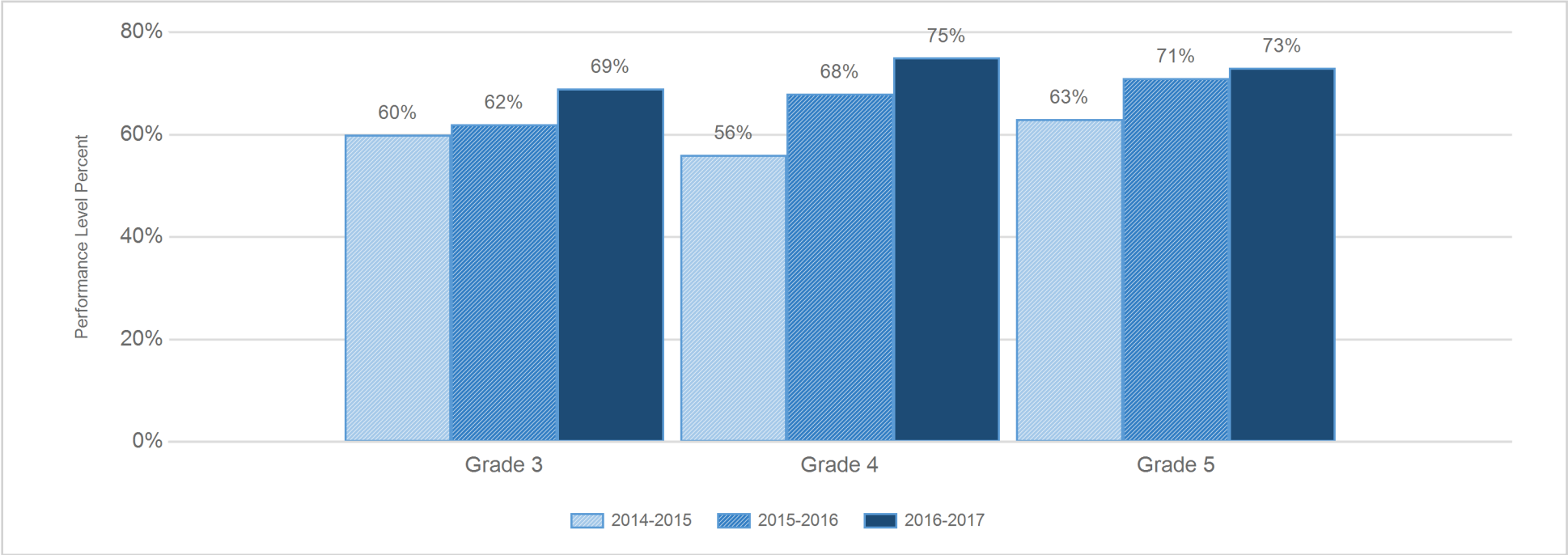45 WILUS WAY
ISELIN, NJ 08830

English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam.   This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	75	766	777	756	*	*	16%	63%	*	73%	59%
White	25	763	759	763	*	*	*	64%	*	72%	69%
Hispanic	15	749	752	743	*	*	*	*	*	40%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	27	775	788	779	*	0%	*	74%	*	89%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	40	773	783	761	*	*	*	65%	*	80%	66%
Male	35	759	771	750	*	*	*	60%	*	66%	53%
Economically Disadvantaged Students	16	755	*	740	*	*	*	63%	*	63%	40%
Non-Economically Disadvantaged Students	59	769	*	765	*	*	*	63%	*	76%	71%
Students with Disabilities	17	741	723	725	*	*	*	*	*	35%	22%
Students without Disabilities	58	774	782	762	*	*	*	*	*	85%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	75	766	778	757	*	*	16%	63%	*	73%	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

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NJ SCHOOL PERFORMANCE REPORT

James Monroe Elementary School
2016-2017

Grade Span KG-05

23-1290-093
MIDDLESEX
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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.

Grade 3: 60% (2014-2015), 62% (2015-2016), 69% (2016-2017)
Grade 4: 56% (2014-2015), 68% (2015-2016), 75% (2016-2017)
Grade 5: 63% (2014-2015), 71% (2015-2016), 73% (2016-2017)

Legend: 2014-2015 | 2015-2016 | 2016-2017

Performance Level Percent

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers (*PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under *ESSA* accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	242	99.6	62.40	63.70	43.50	62.4	61.5	Met Target
White	71	100.0	45.10	40.90	52.40	45.1	53.3	Met Target†
Hispanic	35	97.6	40.00	*	27.60	40	33.5	Met Target
Black or African American	22	100.0	50.00	18.50	21.70	50	40.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	106	100.0	81.10	81.70	75.60	81.1	80	Met Goal
American Indian or Alaska Native	*	*	*	81.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	125	100.0	66.40	65.20	44.10	66.4		
Male	117	99.2	58.10	62.30	42.90	58.1		
Economically Disadvantaged Students	43	100.0	46.50	29.70	25.10	46.5	40.6	Met Target
Non-Economically Disadvantaged Students	199	99.5	65.80	71.90	54.30	65.8		
Students with Disabilities	38	100.0	26.30	16.90	16.50	26.3	23.7	Met Target
Students without Disabilities	204	99.5	69.10	68.90	48.80	69.1		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	20.00	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	50.00	18.20	N		

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NJ SCHOOL PERFORMANCE REPORT

James Monroe Elementary School
2016-2017

Grade Span KG-05

23-1290-093
MIDDLESEX
EDISON TWP
45 WILUS WAY
ISELIN, NJ 08830

Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	774	771	751	*	*	19%	46%	29%	75%	53%
White	18	750	747	759	0%	*	*	*	*	50%	63%
Hispanic	12	751	729	738	*	*	*	*	0%	50%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	42	790	784	779	*	*	*	48%	43%	91%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	45	777	770	751	*	*	*	47%	*	80%	52%
Male	39	771	771	751	*	*	*	46%	*	69%	53%
Economically Disadvantaged Students	13	762	*	736	*	*	*	*	*	62%	34%
Non-Economically Disadvantaged Students	71	777	*	761	*	*	*	*	*	78%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	84	774	772	753	*	*	19%	46%	29%	75%	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%

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NJ SCHOOL PERFORMANCE REPORT

James Monroe Elementary School
2016-2017

Grade Span KG-05

23-1290-093
MIDDLESEX
EDISON TWP
45 WILUS WAY
ISELIN, NJ 08830

Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	97	760	765	747	*	*	25%	47%	13%	61%	47%
White	29	745	745	755	*	*	38%	35%	0%	35%	59%
Hispanic	13	751	735	734	0%	*	*	*	*	46%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	44	771	777	774	*	*	*	64%	*	84%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	49	759	766	747	*	*	25%	49%	*	61%	47%
Male	48	760	764	747	*	*	25%	46%	*	60%	48%
Economically Disadvantaged Students	17	740	738	732	*	*	*	*	0%	41%	27%
Non-Economically Disadvantaged Students	80	764	772	757	*	*	*	*	16%	65%	61%
Students with Disabilities	12	726	727	724	*	*	*	*	*	*	22%
Students without Disabilities	85	764	769	751	*	*	*	*	*	*	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	97	760	766	749	*	*	25%	47%	13%	61%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%

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NJ SCHOOL PERFORMANCE REPORT

James Monroe Elementary School
2016-2017

Grade Span KG-05

23-1290-093
MIDDLESEX
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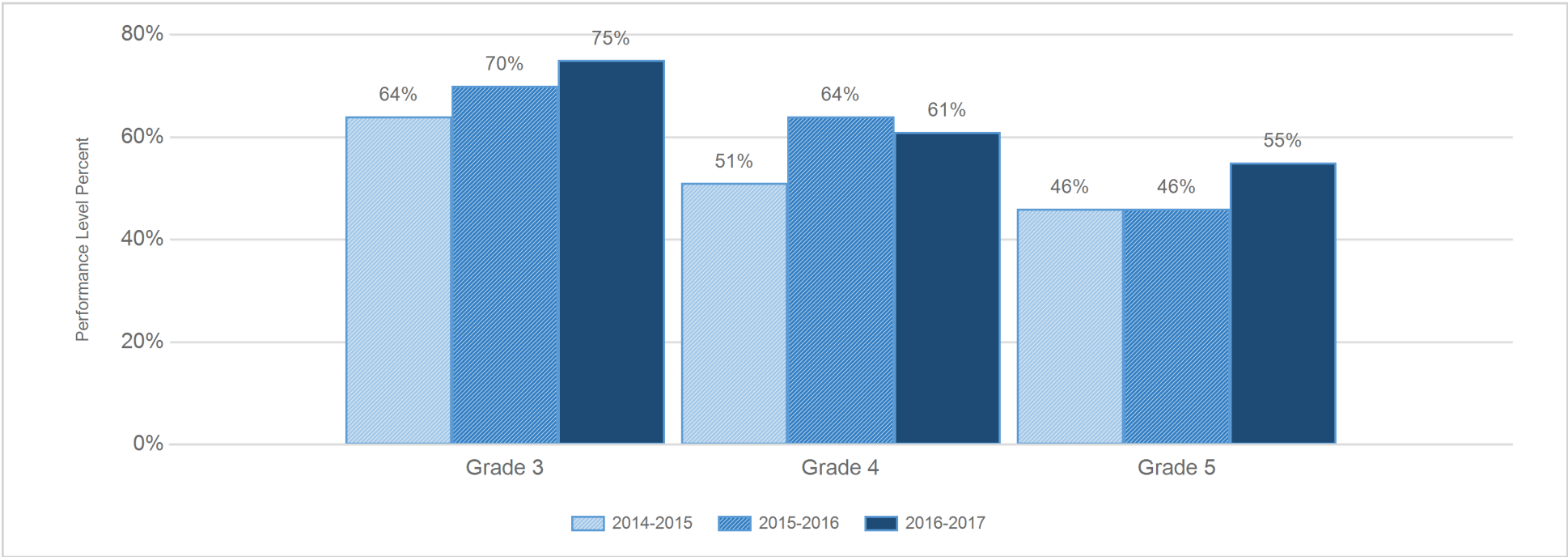45 WILUS WAY
ISELIN, NJ 08830

Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	75	753	771	747	*	16%	29%	47%	*	55%	46%
White	25	750	751	754	0%	*	*	52%	0%	52%	57%
Hispanic	15	735	740	735	0%	*	*	*	0%	27%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	27	765	785	774	0%	*	*	56%	*	74%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	40	752	770	747	0%	*	*	55%	*	60%	47%
Male	35	755	773	746	0%	*	*	37%	*	49%	46%
Economically Disadvantaged Students	16	743	*	732	0%	*	*	*	*	44%	27%
Non-Economically Disadvantaged Students	59	756	*	756	0%	*	*	*	*	58%	59%
Students with Disabilities	17	747	731	725	*	*	*	*	*	35%	19%
Students without Disabilities	58	755	775	751	*	*	*	*	*	60%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	75	753	772	748	*	16%	29%	47%	*	55%	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

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NJ SCHOOL PERFORMANCE REPORT

James Monroe Elementary School
2016-2017

Grade Span KG-05

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.

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Alternate Assessments - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	N	N

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency. The table also shows the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	N	N	N
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N

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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.
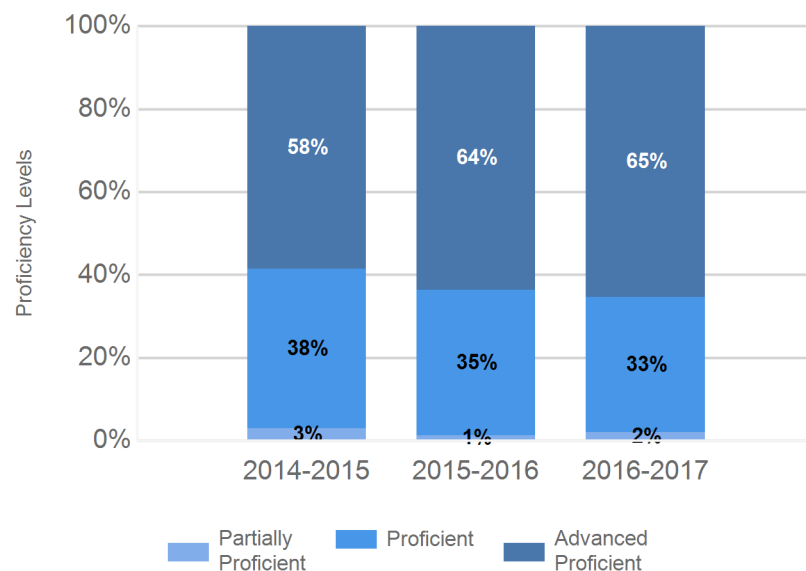
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	65%	33%	2%
White	59%	41%	N
Hispanic	*	*	N
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	80%	16%	4%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	33%	62%	5%
Students with Disabilities	27%	64%	9%
English Learners	*	N	*

NJASK Science Assessment Performance Trends: Grade 4

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

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NJ SCHOOL PERFORMANCE REPORT

James Monroe Elementary School
2016-2017

Grade Span KG-05

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile** (**SGP**) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35**   **Typical Growth: Between 35 and 65**   **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile** (**mSGP**) is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile** (**mSGP**) is calculated here:
http://www.state.nj.us/education/njsmart/performance/

Student Growth

This table shows the **median Student Growth Percentile** (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	56	61	50	Met Target	45	56	50	Met Target
White	53.5	48	50	Met Target	39.5	48	52	Not Met
Hispanic	44	*	49	Met Target	40	*	47	Met Target
Black or African American	*	48	45	**	*	41	43	**
Asian, Native Hawaiian, or Pacific Islander	61	68	60	Exceeds Target	51	61	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	45.5	51	**	*	55	52	**
Economically Disadvantaged	61	49	47	Exceeds Target	45	47	46	Met Target
Students with Disabilities	37.5	38.5	41	Not Met	53.5	40	43	Met Target
English Learners	*	65	53	**	*	62	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.

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James Monroe Elementary School
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Grade Span KG-05

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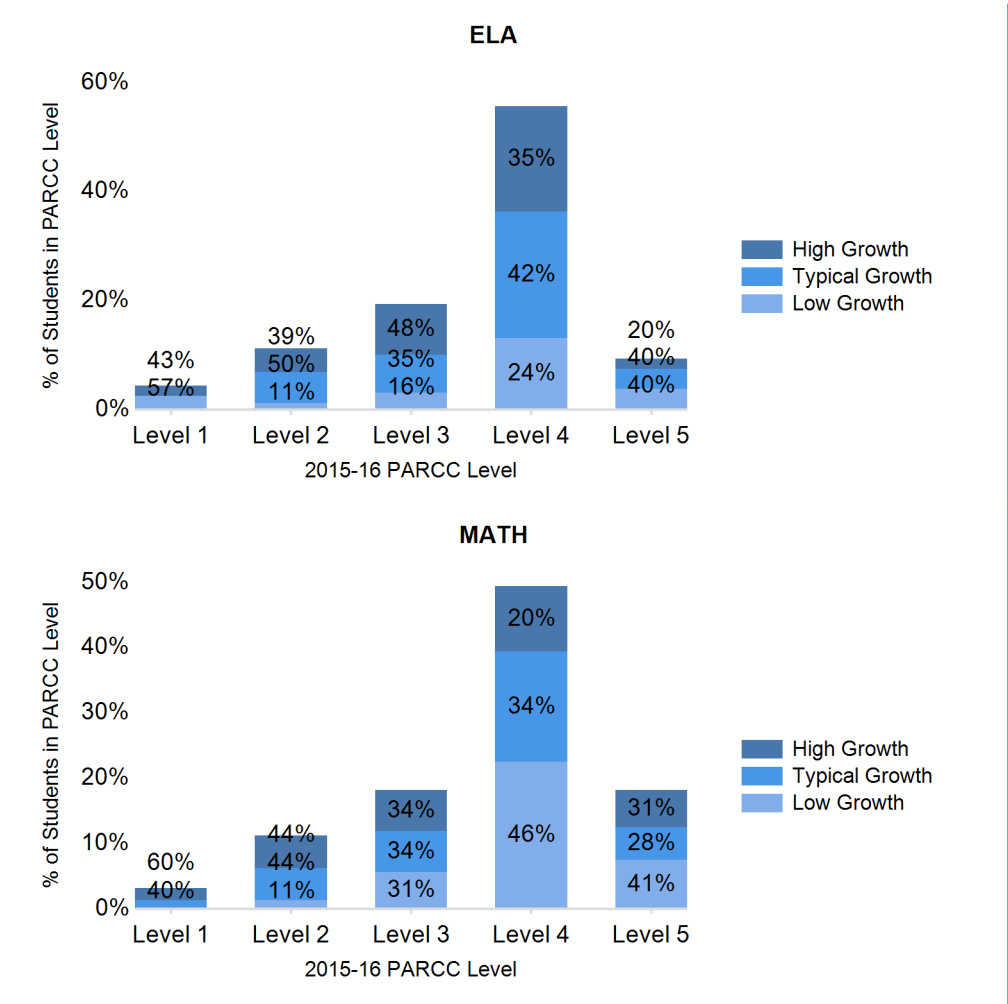**45 WILUS WAY**
ISELIN, NJ 08830

Each student receives a **Student Growth Percentile** (**SGP**) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

| Low Growth: Less than 35 | Typical Growth: Between 35 and 65 | High Growth: Greater than 65 |

Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.

Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.

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NJ SCHOOL PERFORMANCE REPORT

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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.
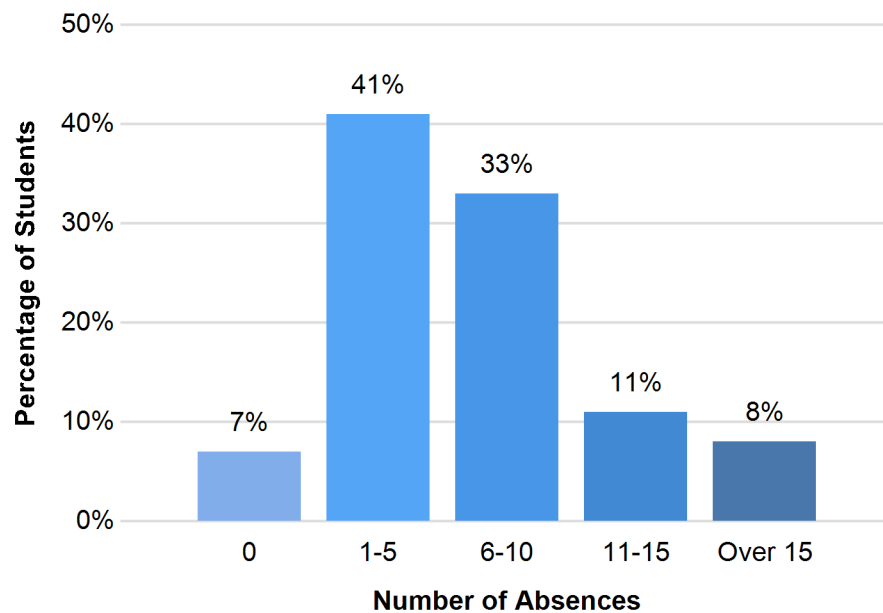
Chronic Absenteeism

This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.50	8.40	Met Target
White	9.50	8.40	Not Met
Hispanic	7.20	8.40	Met Target
Black or African American	0	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	6.10	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	9.60	8.40	Not Met
Students with Disabilities	11.30	8.40	Not Met
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.
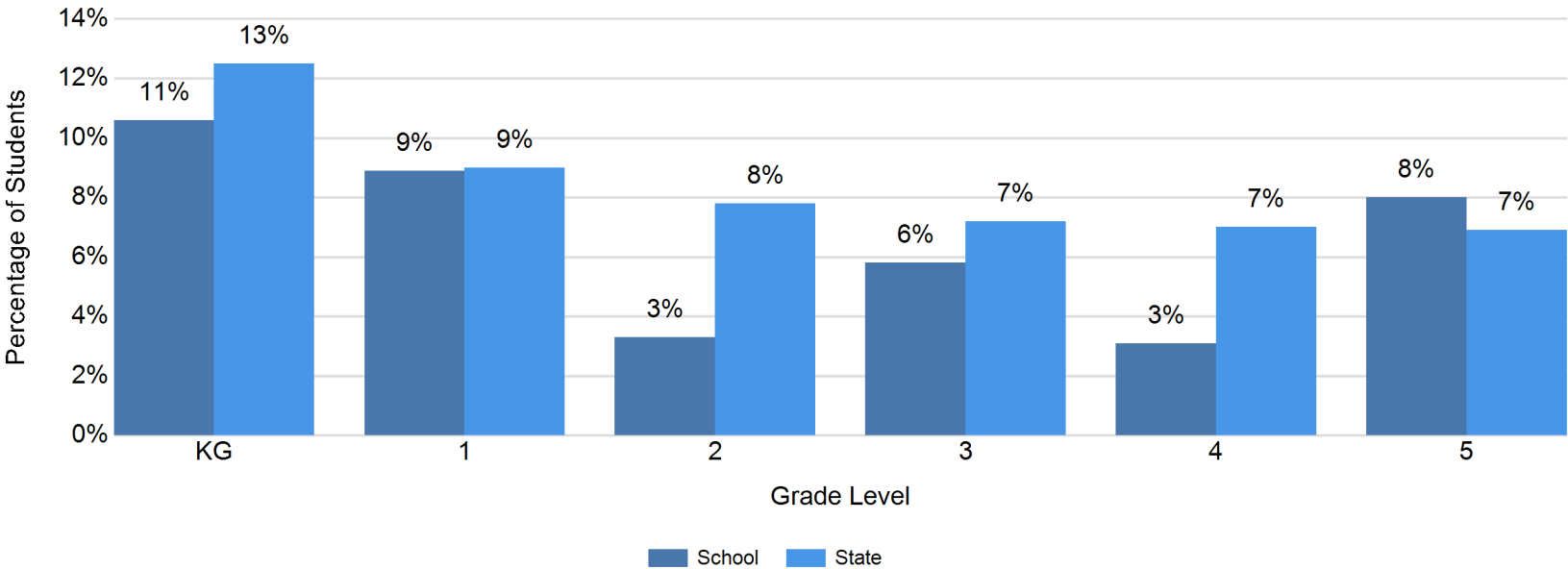
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.

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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

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James Monroe Elementary School
2016-2017

Grade Span KG-05

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:55AM
Typical End Time	3:30PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 35 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.4%
Any Suspension	0.4%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0

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James Monroe Elementary School
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Grade Span KG-05

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.0:1	191.6 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	$355	$12,252	$12,607

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James Monroe Elementary School
2016-2017

Grade Span KG-05

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators
Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	40	120,724
Average years experience in public schools	13.6	11.8
Average years experience in district	12.1	10.5
Teachers in district for 4 or more years	93%	74%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	62	9,506
Average years experience in public schools	18.5	15.9
Average years experience in district	11.4	11.6
Administrators in district for 4 or more years	77%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	14:1
Administrators	469:1	253:1
Librarian/Media Specialists		2610:1
Nurses		824:1
Counselors		364:1
Child Study Team		412:1

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James Monroe Elementary School
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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree

Teacher 48%
Admin N/A

Master's Degree

Teacher 53%
Admin 100%

Doctoral Degree

Teacher N
Admin N

Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	90%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	93%

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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	75.1	17.5%
Mathematics Proficiency	71.9	17.5%
English Language Arts Growth	63.1	25.0%
Mathematics Growth	31.9	25.0%
Chronic Absenteeism	51.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		57.2
Summative Rating: Percentile rank of Summative Score		61.6
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.

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Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	57.2	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	32.9	11.9	No	Met Target	Met Target†	Not Met	Met Target	Not Met	No
Hispanic	47.3	11.9	No	Met Target†	Met Target	Met Target	Met Target	Met Target	No
Black or African American	**	**	No	Met Target	Met Target	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	38.8	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	74.6	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Met Target	No
Students with Disabilities	60.3	11.9	No	Met Target	Met Target	Not Met	Not Met	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.

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EDISON TWP
45 WILUS WAY
ISELIN, NJ 08830

School General Info

Principal:	Lynda Zapoticzny	Email Address:	lynda.zapoticzny@edison.k12.nj.us
Address:	45 WILUS WAY ISELIN, NJ 08830	**Website:**	https://www.edison.k12.nj.us/Domain/17
Phone:	(848)229-4716		

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

	Highlights:	• The highlight for the school year was our return home to 7 Sharp Rd. after an almost 3 year absence. • The annual play, produced by the staff, was the The Wizard of Oz, highlighting "There's No Place Like Home". • For the second time in it's two year existence, our Odyssey of the Mind Teams have competed at the state level.
	Mission, Vision, Theme:	James Monroe epitomizes the importance of a strong community network. In the last three years, this culture has been put to the test, but continues to thrive in our newest location because all stakeholders have a shared belief in this supportive foundation. Every part of our philosophy at James Monroe is built on one very special tenet known as the Golden Rule, and that is to treat others the way we wish to be treated.

NJ SCHOOL PERFORMANCE REPORT

James Monroe Elementary School
2016-2017

Grade Span KG-05

23-1290-093
MIDDLESEX
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School Narrative

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Courses, Curriculum, Instruction:	Another priority is the continued development of an inclusive environment where all children were treated equitably. In-class Resource Rooms exist at every grade level and are meeting with great success in delivering the individual educational plans of classified students. We also welcomed the addition of another self-contained autistic class, bringing our total to four. These learners and staff members taught all of us so much about autism awareness.
Clubs and Activities:	At James Monroe, students are involved in a variety of extra-curricular activities such as the school newspaper, the safety patrol, student council, chorus, strings and band. Students have shown their respect and concern for others in many ways. Last year, they raised money for St. Jude's Research through a Math-a-Thon, and sponsored four food drives, including a Polar Express Pajama Day, raising $1600 for the local food bank.

NJ SCHOOL PERFORMANCE REPORT

James Monroe Elementary School
2016-2017

Grade Span KG-05

School Narrative

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Staff and Professional Learning:	Staff members continue to be enrolled in graduate studies, attend in-services and professional development seminars. We also encourage the formation of professional book clubs to discuss the latest instructional philosophy and methodology. All of this is done to instill best practices that meet the needs of all learners in this community.
Student Supports and Services:	The counseling program at James Monroe is designed to meet the wide range of emotional, social, and academic needs of all of our students. The counseling services include, but are not limited to: individual and group counseling, classroom guidance lessons, crisis intervention, consultation with parents and teachers, and parent workshops.
Parent and Community Involvement:	Through hard work and fundraising efforts, the PTO provides assembly programs and school-wide field trips. In addition, parents conduct a bi-weekly school store for the students, a spectacular Harvest Eve Festival, Family Fun Nights, as well as support school-initiated programs.

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James Monroe Elementary School
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Facilities:	In January 2017, James Monroe School relocated back to its original site in a beautiful new setting. Our spacious environment is also energy efficient and was thoguhtfully psoitioned to make the most of the natural light that brightens up the entire facility, even on the cloudiest day. Students now eat lunch in a dedicated cafeteria, have Physical Education in a gym, and participate in art and music classes in spaces specifically designed for instruction in these content areas.

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School Narrative

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Other Information:

The implementation of the CCSS nationally created shifts in both ELA and Mathematics. Students must be immersed in reading, writing, and speaking grounded in evidence from texts, have consistent practice with complex texts and their academic language, as well as building knowledge through content rich nonfiction. In addition, with respect to Mathematics, there is a greater focus on fewer topics taught more deeply, coherence across grade levels, and deep, authentic command of mathematical concepts. At James Monroe, our school level focus was on building a comprehensive, generative vocabulary, in conjunction with the district ELA curriculum and immersion in the Journeys program, reflect all of the skills and knowledge students will need to succeed in college. Additionally, the district implemented a 1 to 1 technology initiative placing iPads in the hands of all K-1 students, and chromebooks in grades 2-5. Through assignments, discussions, quizzes, and announcements, our LMS gave teachers the freedom to move

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John Adams Middle School
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:
- Download this report to a PDF by clicking the   icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:
- Review the Parent Summary Report or the district-level report for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: Reference Guide or Interpretive Video.
- Download the data used in these reports.

- Want to give us feedback? Take our feedback survey: surveylink
- Questions about the reports? Contact us at reportcard@doe.nj.gov

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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.

2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.

NJ SCHOOL PERFORMANCE REPORT

John Adams Middle School
2016-2017

Grade Span 06-08

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
6	324	316	301
7	264	327	318
8	289	263	326
Ungraded	5	8	10
Total	882	914	955

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	48%	50%	51%
Male	52%	50%	49%
Economically Disadvantaged Students	13%	13%	12%
Students with Disabilities	6%	6%	7%
English Learners	0%	0%	0%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Asian	79.5%
Black or African American	7.8%
White	7.6%
Hispanic	4.4%
American Indian or Alaska Native	0.1%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.5%

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	27.2%
Hindi	15.5%
Gujarati	12.9%
Telugu	9.8%
Chinese	7.0%
Other	27.4%

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NJ SCHOOL PERFORMANCE REPORT

John Adams Middle School
2016-2017

Grade Span 06-08

English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers (*PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under *ESSA* accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	918	99.3	85.20	76.00	54.90	85.2	80	Met Goal
White	77	100.0	63.70	61.10	63.90	63.7	66.8	Met Target†
Hispanic	39	100.0	56.40	48.60	39.80	56.4	48.8	Met Target
Black or African American	71	98.7	40.90	44.70	35.20	40.9	35.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	724	99.2	93.40	88.30	80.70	93.4	80	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	463	99.6	88.70	82.00	62.20	88.7		
Male	455	99.0	81.50	70.20	48.10	81.5		
Economically Disadvantaged Students	114	97.6	44.70	47.30	36.20	44.7	47.6	Met Target†
Non-Economically Disadvantaged Students	804	99.5	91.00	82.90	65.80	91		
Students with Disabilities	77	96.3	24.70	20.00	20.50	24.7	14.2	Met Target
Students without Disabilities	841	99.6	90.70	82.30	61.90	90.7		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	40.00	23.00	N		

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† Target was met within a confidence interval.

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam.   This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	302	783	772	752	5%	3%	9%	35%	48%	83%	54%
White	20	750	755	758	*	*	*	*	*	50%	63%
Hispanic	13	748	740	740	*	*	*	*	*	62%	38%
Black or African American	24	726	*	736	*	*	*	*	*	29%	32%
Asian, Native Hawaiian, or Pacific Islander	241	794	787	776	*	*	6%	34%	58%	93%	81%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	148	788	780	758	*	*	7%	32%	55%	87%	61%
Male	154	779	766	746	*	*	10%	38%	42%	80%	46%
Economically Disadvantaged Students	37	738	742	737	*	*	*	32%	*	43%	34%
Non-Economically Disadvantaged Students	265	789	780	761	*	*	*	36%	*	89%	65%
Students with Disabilities	23	718	720	722	*	*	*	*	*	22%	17%
Students without Disabilities	279	789	778	758	*	*	*	*	*	89%	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam.   This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	319	797	786	756	*	*	8%	19%	69%	88%	59%
White	26	770	766	764	0%	*	*	39%	*	73%	69%
Hispanic	10	744	751	742	*	0%	*	*	*	50%	44%
Black or African American	22	760	*	737	0%	*	*	*	*	55%	38%
Asian, Native Hawaiian, or Pacific Islander	259	805	801	784	*	*	5%	15%	78%	93%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	165	802	794	764	*	*	7%	18%	72%	89%	68%
Male	154	792	778	749	*	*	8%	20%	66%	86%	51%
Economically Disadvantaged Students	33	752	755	739	*	*	*	33%	*	52%	40%
Non-Economically Disadvantaged Students	286	802	792	766	*	*	*	17%	*	92%	70%
Students with Disabilities	20	731	722	719	*	*	*	*	*	35%	19%
Students without Disabilities	299	801	792	763	*	*	*	*	*	91%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	319	797	787	758	*	*	8%	19%	69%	88%	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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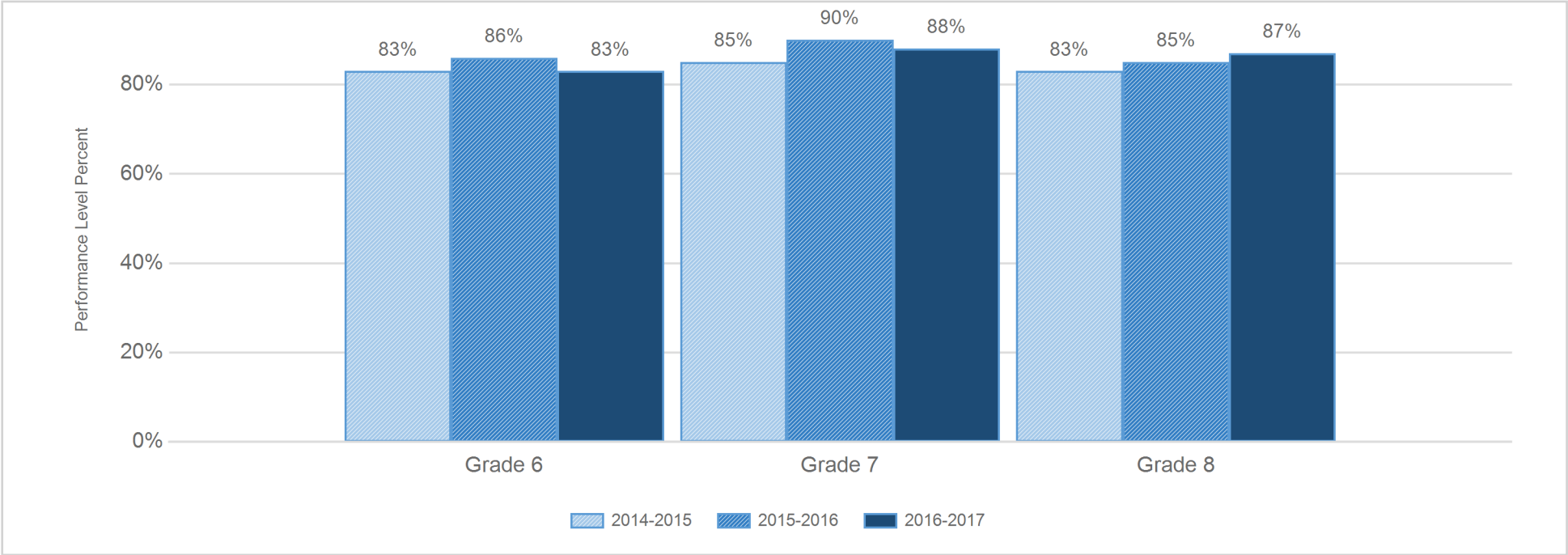1081 NEW DOVER ROAD
EDISON, NJ 08820

English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam.   This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	329	795	784	757	*	*	7%	30%	57%	87%	59%
White	27	776	765	764	*	*	*	*	41%	70%	68%
Hispanic	16	773	759	742	*	*	*	*	*	69%	44%
Black or African American	31	740	749	738	*	*	*	36%	*	42%	39%
Asian, Native Hawaiian, or Pacific Islander	255	805	800	786	*	*	*	29%	66%	96%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	N	N	N	758	N	N	N	N	N	N	60%
Female	170	798	791	766	*	*	*	31%	61%	91%	68%
Male	159	791	777	749	*	*	*	29%	54%	83%	50%
Economically Disadvantaged Students	39	754	755	739	*	*	*	33%	*	56%	40%
Non-Economically Disadvantaged Students	290	800	791	766	*	*	*	29%	*	91%	69%
Students with Disabilities	21	714	722	718	*	*	*	*	0%	24%	18%
Students without Disabilities	308	800	790	764	*	*	*	*	61%	92%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	329	795	*	759	*	*	7%	30%	57%	87%	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.

Grade 6: 2014-2015 83%, 2015-2016 86%, 2016-2017 83%
Grade 7: 2014-2015 85%, 2015-2016 90%, 2016-2017 88%
Grade 8: 2014-2015 83%, 2015-2016 85%, 2016-2017 87%

Legend: 2014-2015 | 2015-2016 | 2016-2017

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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers (*PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under *ESSA* accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	918	99.3	76.70	63.70	43.50	76.7	77.9	Met Target†
White	77	100.0	52.00	40.90	52.40	52	49.4	Met Target
Hispanic	38	97.6	28.90	*	27.60	28.9	31.5	Met Target†
Black or African American	71	98.7	12.70	18.50	21.70	12.7	13.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	725	99.3	88.40	81.70	75.60	88.4	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	463	99.6	76.90	65.20	44.10	76.9		
Male	455	99.0	76.40	62.30	42.90	76.4		
Economically Disadvantaged Students	115	98.4	23.50	29.70	25.10	23.5	30.2	Not Met
Non-Economically Disadvantaged Students	803	99.4	84.30	71.90	54.30	84.3		
Students with Disabilities	78	97.6	15.40	16.90	16.50	15.4	14.2	Met Target
Students without Disabilities	840	99.4	82.40	68.90	48.80	82.4		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	20.00	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	50.00	18.20	N		

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† Target was met within a confidence interval.

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Mathematics Assessment - Performance by Grade: Grade 6**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	302	774	762	743	5%	7%	11%	37%	40%	77%	44%
White	20	738	743	751	*	*	*	*	*	50%	54%
Hispanic	13	728	726	731	*	*	*	*	0%	31%	27%
Black or African American	24	710	721	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	241	786	777	771	*	*	9%	40%	49%	89%	77%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	148	774	764	745	*	*	12%	39%	37%	76%	45%
Male	154	774	759	742	*	*	11%	35%	42%	77%	43%
Economically Disadvantaged Students	37	725	727	728	*	*	27%	*	*	19%	24%
Non-Economically Disadvantaged Students	265	780	770	752	*	*	9%	*	*	85%	56%
Students with Disabilities	23	715	714	717	*	*	*	*	*	22%	13%
Students without Disabilities	279	779	766	748	*	*	*	*	*	81%	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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NJ SCHOOL PERFORMANCE REPORT

John Adams Middle School
2016-2017

Grade Span 06-08

23-1290-055
MIDDLESEX
EDISON TWP
1081 NEW DOVER ROAD
EDISON, NJ 08820

Mathematics Assessment - Performance by Grade: Grade 7**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	242	762	754	741	5%	7%	17%	49%	23%	72%	40%
White	24	741	741	748	*	*	*	46%	*	50%	49%
Hispanic	*	*	*	730	*	*	*	*	*	*	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	187	772	767	764	*	*	13%	54%	29%	83%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	129	764	757	743	*	*	17%	47%	25%	72%	41%
Male	113	761	751	740	*	*	16%	50%	20%	71%	38%
Economically Disadvantaged Students	32	729	736	729	*	*	31%	*	*	25%	22%
Non-Economically Disadvantaged Students	210	768	759	749	*	*	14%	*	*	79%	50%
Students with Disabilities	20	714	*	716	*	*	*	*	0%	15%	11%
Students without Disabilities	222	767	*	746	*	*	*	*	25%	77%	45%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	242	762	755	742	5%	7%	17%	49%	23%	72%	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

**Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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NJ SCHOOL PERFORMANCE REPORT

John Adams Middle School
2016-2017

Grade Span 06-08

23-1290-055
MIDDLESEX
EDISON TWP
1081 NEW DOVER ROAD
EDISON, NJ 08820

Mathematics Assessment - Performance by Grade: Grade 8**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	92	732	731	728	21%	15%	29%	35%	0%	35%	28%
White	16	734	728	736	*	*	*	*	0%	38%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	28	717	718	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	38	746	745	747	*	*	*	58%	0%	58%	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	N	N	N	726	N	N	N	N	N	N	28%
Female	50	740	734	730	*	*	*	36%	0%	36%	30%
Male	42	722	728	725	*	*	*	33%	0%	33%	26%
Economically Disadvantaged Students	30	721	725	719	*	*	40%	*	0%	20%	19%
Non-Economically Disadvantaged Students	62	737	734	734	*	*	24%	*	0%	42%	34%
Students with Disabilities	20	702	*	705	*	*	*	*	*	15%	*
Students without Disabilities	72	740	*	734	*	*	*	*	*	40%	*
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	92	732	732	729	21%	15%	29%	35%	0%	35%	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

**Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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John Adams Middle School
2016-2017

Grade Span 06-08

Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	255	791	763	743	0%	0%	4%	69%	27%	96%	42%
White	*	*	*	751	*	*	*	*	*	*	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	232	793	779	774	*	*	*	69%	27%	96%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	136	788	761	744	*	*	*	71%	24%	96%	43%
Male	119	794	765	741	*	*	*	66%	29%	96%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	255	791	*	745	0%	0%	4%	69%	27%	96%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

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NJ SCHOOL PERFORMANCE REPORT

John Adams Middle School
2016-2017

Grade Span 06-08

23-1290-055
MIDDLESEX
EDISON TWP
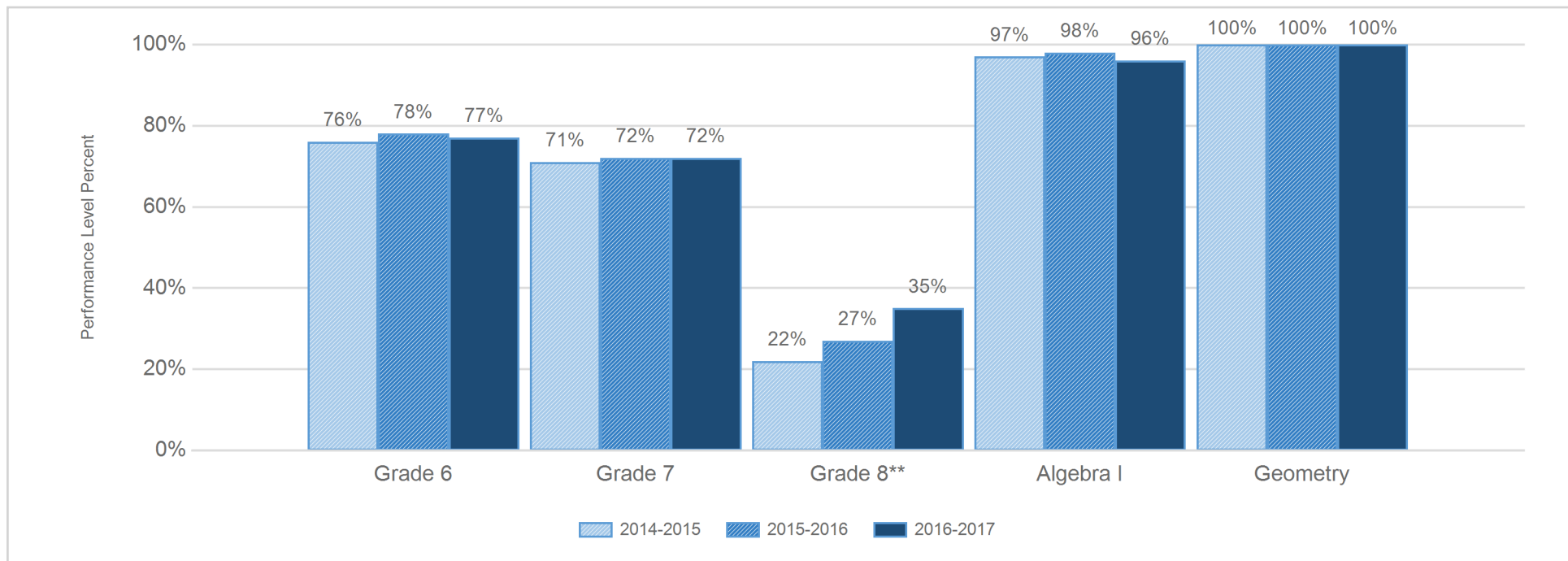**1081 NEW DOVER ROAD**
EDISON, NJ 08820

Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	795	752	734	0%	0%	0%	19%	81%	100%	30%
White	*	*	*	740	*	*	*	*	*	*	38%
Hispanic	N	N	N	722	N	N	N	N	N	N	14%
Black or African American	N	N	N	719	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	57	795	765	758	0%	0%	0%	19%	81%	100%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	20	795	751	735	*	*	*	*	85%	100%	31%
Male	38	795	753	733	*	*	*	*	79%	100%	30%
Economically Disadvantaged Students	*	*	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	N	N	N	711	N	N	N	N	N	N	*
Students without Disabilities	58	795	*	738	0%	0%	0%	19%	81%	100%	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	58	795	753	735	0%	0%	0%	19%	81%	100%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

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NJ SCHOOL PERFORMANCE REPORT

John Adams Middle School
2016-2017

Grade Span 06-08

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.

Bar chart — Performance Level Percent by grade/subject for 2014-2015, 2015-2016, 2016-2017:
- Grade 6: 76%, 78%, 77%
- Grade 7: 71%, 72%, 72%
- Grade 8**: 22%, 27%, 35%
- Algebra I: 97%, 98%, 96%
- Geometry: 100%, 100%, 100%

Legend: 2014-2015, 2015-2016, 2016-2017

**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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NJ SCHOOL PERFORMANCE REPORT

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Alternate Assessments - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	*	*
8	*	*

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency. The table also shows the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	N	N	N
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N

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NJ SCHOOL PERFORMANCE REPORT

John Adams Middle School
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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.
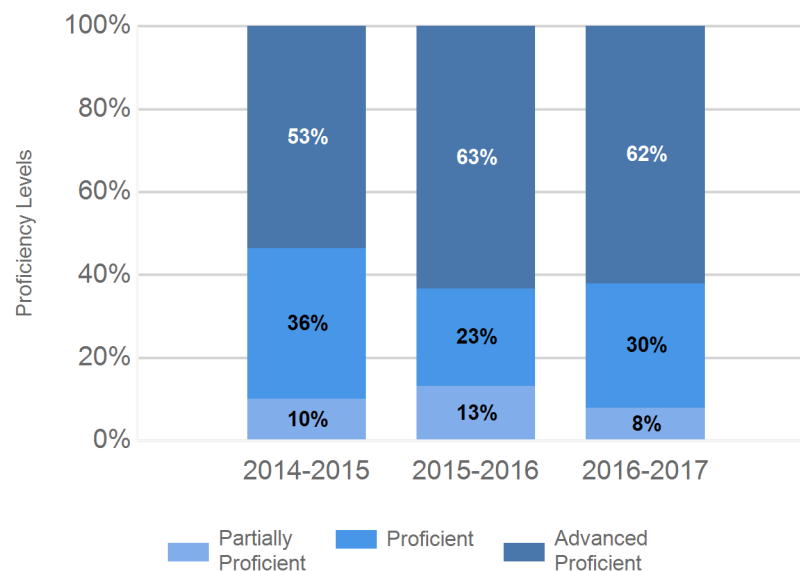
NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	62%	30%	8%
White	44%	41%	15%
Hispanic	33%	47%	20%
Black or African American	10%	45%	45%
Asian, Native Hawaiian, or Pacific Islander	72%	26%	2%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	25%	42%	33%
Students with Disabilities	5%	43%	52%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 8

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

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NJ SCHOOL PERFORMANCE REPORT

John Adams Middle School
2016-2017

Grade Span 06-08

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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile** (**SGP**) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile** (**mSGP**) is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile** (**mSGP**) is calculated here:
http://www.state.nj.us/education/njsmart/performance/

Student Growth

This table shows the **median Student Growth Percentile** (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	65	61	50	Exceeds Target	52	56	50	Met Target
White	50.5	48	50	Met Target	33	48	52	Not Met
Hispanic	52	*	49	Met Target	38.5	*	47	Not Met
Black or African American	49.5	48	45	Met Target	36	41	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	69	68	60	Exceeds Target	56	61	59	Met Target
American Indian or Alaska Native	*	60.5	51	**	*	70	51	**
Two or More Races	*	45.5	51	**	*	55	52	**
Economically Disadvantaged	48.5	49	47	Met Target	39.5	47	46	Not Met
Students with Disabilities	34.5	38.5	41	Not Met	33.5	40	43	Not Met
English Learners	*	65	53	**	*	62	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.

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NJ SCHOOL PERFORMANCE REPORT

John Adams Middle School
2016-2017

Grade Span 06-08

Each student receives a **Student Growth Percentile** (**SGP**) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:
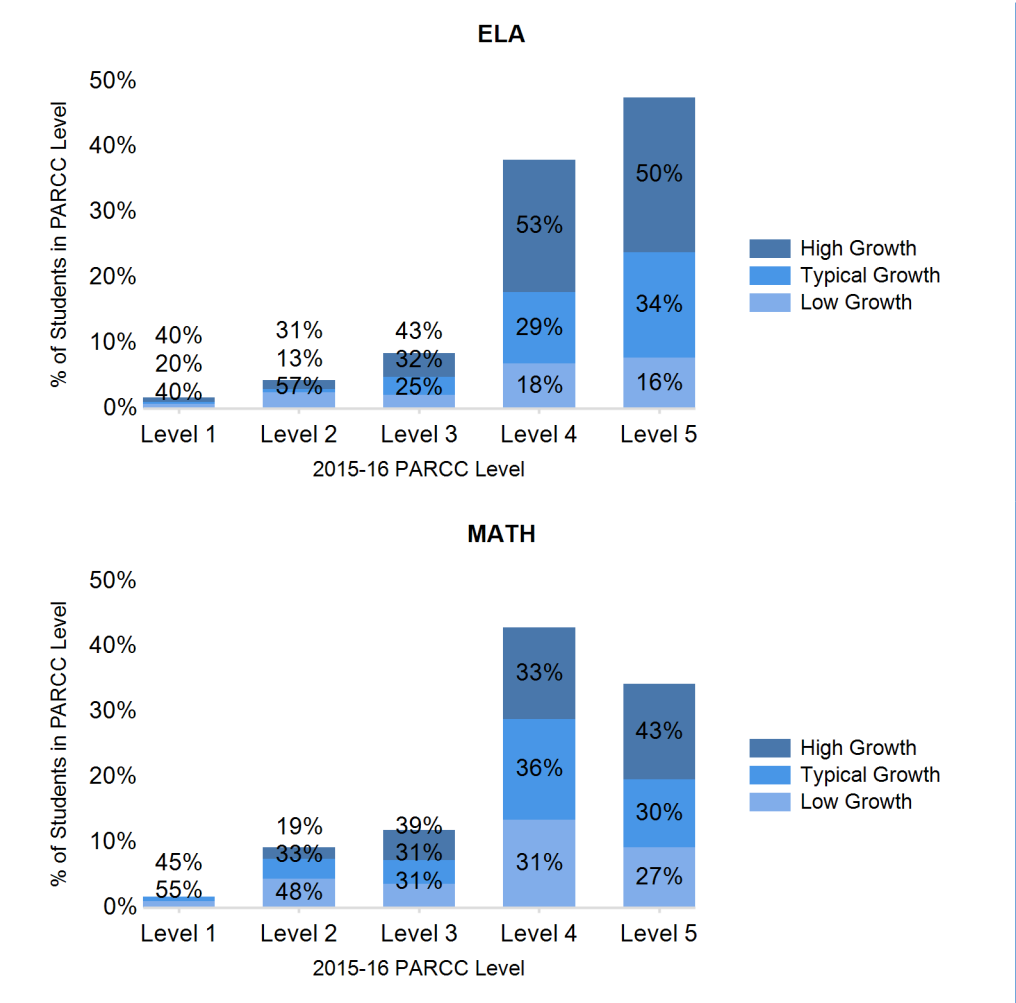
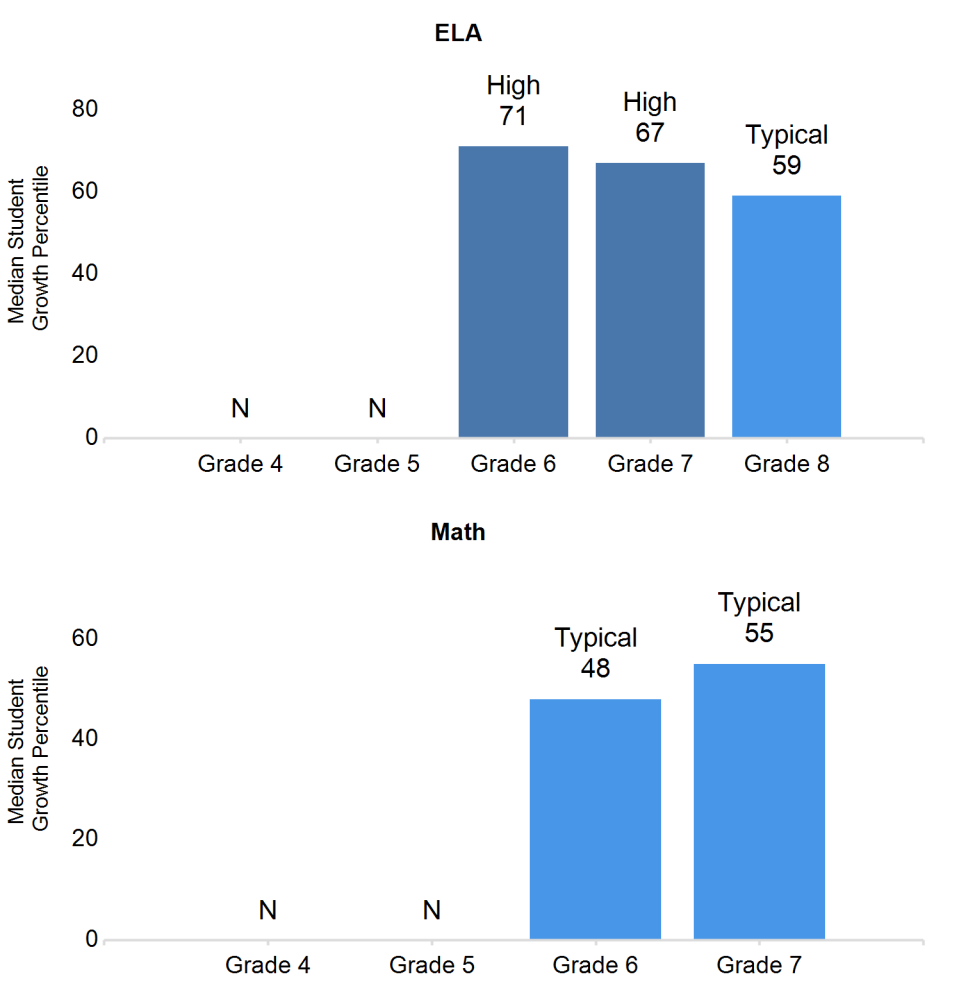| Low Growth: Less than 35 | Typical Growth: Between 35 and 65 | High Growth: Greater than 65 |

Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.

ELA

% of Students in PARCC Level

2015-16 PARCC Level	Level 1	Level 2	Level 3	Level 4	Level 5
High Growth	40%	31%	43%	53%	50%
Typical Growth	20%	13%	32%	29%	34%
Low Growth	40%	57%	25%	18%	16%

MATH

% of Students in PARCC Level

2015-16 PARCC Level	Level 1	Level 2	Level 3	Level 4	Level 5
High Growth	45%	19%	39%	33%	43%
Typical Growth	55%	33%	31%	36%	30%
Low Growth	—	48%	31%	31%	27%

Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.

ELA

Median Student Growth Percentile

	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	N	N	High 71	High 67	Typical 59

Math

Median Student Growth Percentile

	Grade 4	Grade 5	Grade 6	Grade 7
	N	N	Typical 48	Typical 55

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John Adams Middle School
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Grade Span 06-08

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MIDDLESEX
EDISON TWP
1081 NEW DOVER ROAD
EDISON, NJ 08820

This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about New Jersey Student Learning Standards on our website and more details about the data in this section in our Reference Guide.

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	303
7	76	0	244
8	77	43	96
Schoolwide	153	43	643

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	211	76	0	0	0	0	0
7	201	97	0	0	0	0	0
8	221	76	0	0	0	0	0
Schoolwide	633	249	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N

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NJ SCHOOL PERFORMANCE REPORT

John Adams Middle School
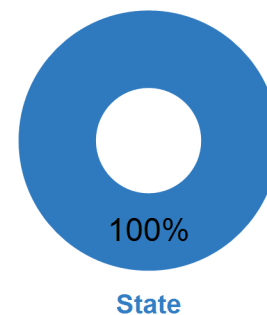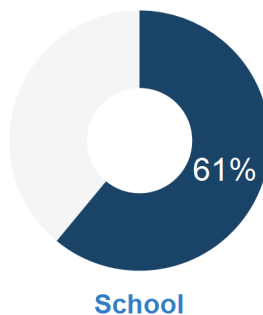**2016-2017**

Grade Span 06-08

23-1290-055
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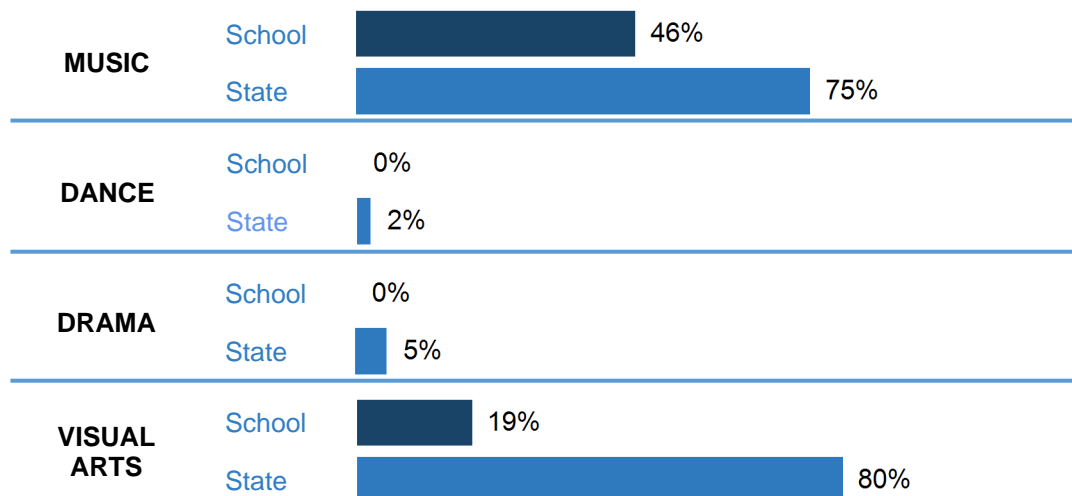## Visual and Performing Arts – Course Participation

The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

61% **School**

100% **State**

Students enrolled in one or more classes by discipline:

MUSIC
School 46%
State 75%

DANCE
School 0%
State 2%

DRAMA
School 0%
State 5%

VISUAL ARTS
School 19%
State 80%

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NJ SCHOOL PERFORMANCE REPORT

John Adams Middle School
2016-2017

Grade Span 06-08

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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.
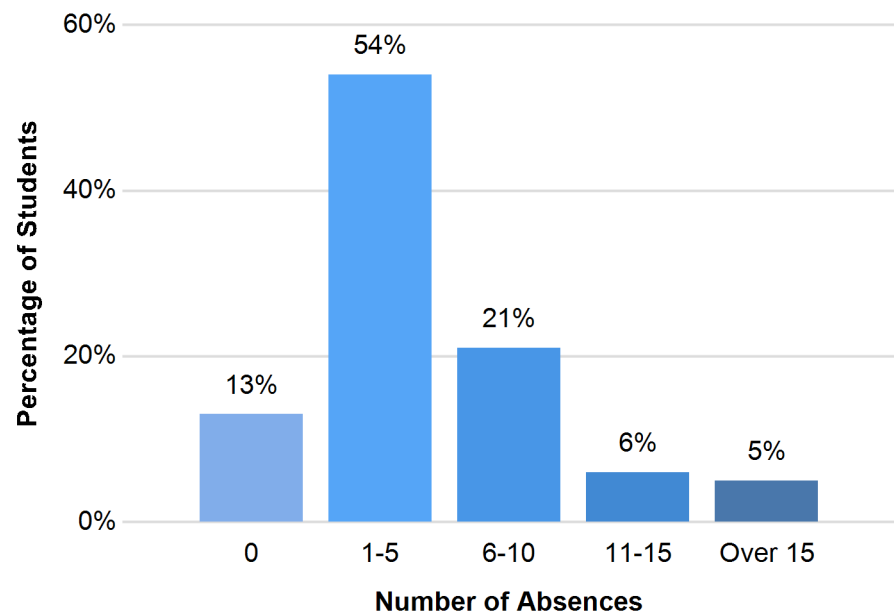
Chronic Absenteeism

This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.90	8.70	Met Target
White	8.10	8.70	Met Target
Hispanic	14.30	8.70	Not Met
Black or African American	14.30	8.70	Not Met
Asian, Native Hawaiian, or Pacific Islander	1.70	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	17.90	8.70	Not Met
Students with Disabilities	19.70	8.70	Not Met
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.
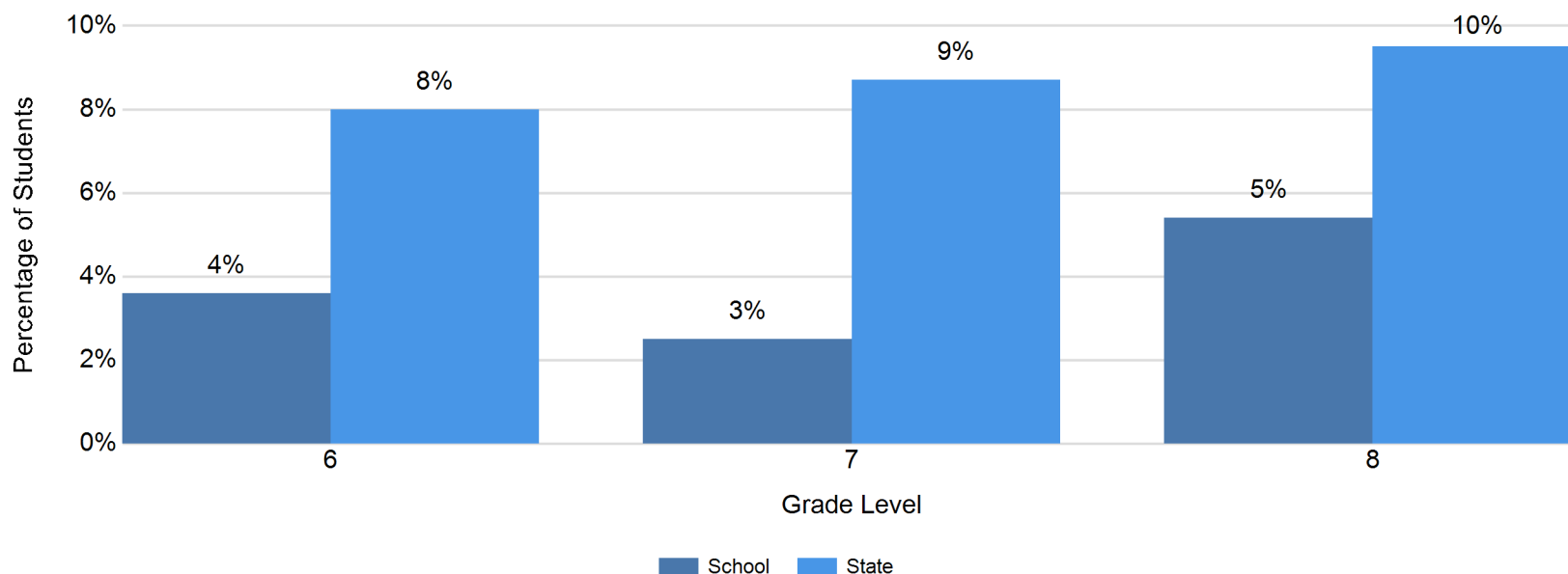

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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:30AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 33 Mins.
Shared Time - Instructional Time	2 Hrs. 45 Mins.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	6
Vandalism	3
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	11
Incidents Per 100 Students Enrolled	1.15

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	1.8%
Out-of-School Suspensions	2.6%
Any Suspension	4.4%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0

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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	191.6 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	$355	$12,252	$12,607

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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators
Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	70	120,724
Average years experience in public schools	12.3	11.8
Average years experience in district	11.0	10.5
Teachers in district for 4 or more years	74%	74%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	62	9,506
Average years experience in public schools	18.5	15.9
Average years experience in district	11.4	11.6
Administrators in district for 4 or more years	77%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	14:1	14:1
Administrators	136:1	253:1
Librarian/Media Specialists		2610:1
Nurses		824:1
Counselors		364:1
Child Study Team		412:1

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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree

Teacher 51%

Admin N/A

Master's Degree

Teacher 49%

Admin 100%

Doctoral Degree

Teacher N

Admin N

Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	90%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	89%

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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	81.7	17.5%
Mathematics Proficiency	69.6	17.5%
English Language Arts Growth	79.5	25.0%
Mathematics Growth	35.7	25.0%
Chronic Absenteeism	46.9	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		62.3
Summative Rating: Percentile rank of Summative Score		69.8
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.

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Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	62.3	11.9	No	Met Goal	Met Target†	Met Target	Exceeds Target	Met Target	No
White	31.9	11.9	No	Met Target†	Met Target	Met Target	Met Target	Not Met	No
Hispanic	45.0	11.9	No	Met Target	Met Target†	Not Met	Met Target	Not Met	No
Black or African American	43.5	11.9	No	Met Target	Met Target†	Not Met	Met Target	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	68.1	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	41.6	11.9	No	Met Target†	Not Met	Not Met	Met Target	Not Met	No
Students with Disabilities	33.8	11.9	No	Met Target	Met Target	Not Met	Not Met	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

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† Target was met within a confidence interval.

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School General Info

Principal:	Mrs. Valentine	Email Address:	joan.valentine@edison.k12.nj.us
Address:	1081 NEW DOVER ROAD EDISON, NJ 08820	Website:	https://www.edison.k12.nj.us/domain/11
Phone:	(732)452-2920		

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

	Highlights:	• Students are challenged with problem-based rigorous activities that empower leadership • Technology is a part of each school day, with all students utilizing 1:1 personal chromebooks • Award-winning concert band, orchestra, and choir
	Mission, Vision, Theme:	John Adams Middle School is committed to inspire and empower students to reach their full potential and become respectful, responsible, productive future leaders in a global society. John Adams Middle School Knights demonstrate respect, responsibility, and excellence - all day, every day.
	Awards, Recognition, Accomplishments:	Student recognition includes weekly PBSIS drawings, monthly student of the month breakfasts, and marking period recognition assemblies to highlight academic and extra-curricular activities. Students have been awarded at the state level in band, choir, and orchestra. JAMS students have been awarded at the national level for Odyssey of the Mind, Geography Bee, and the latest Lockheed Martin competition.

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School Narrative

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Courses, Curriculum, Instruction:	We are in the third year of a one-to-one technology initiative. We assess student progress through a diagnostic test three times during the year and there are benchmark assessments administered quarterly in academic content areas. Students have access to an interactive textbook in their math, science and social studies classes. By the end of grade 8, over 90% of students have successfully completed Algebra 1.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Soccer (Boys & Girls), Softball (Boys & Girls), Track and Field - Spring (Boys & Girls)
Clubs and Activities:	JAMS offers an array of before/after school clubs and activities including the following: Jazz, FCCLA, Crochet, Debate, Book Lovers, Chess, Robotics, Community Service, Ambassadors, Student Council, Cricket, Concert Choir, Drama, Odyssey of the Mind, Knightly News, Drone, Art, Courtyard, Pen Pals, Sunrise Scholars, Student Ambassadors, Photo, Science, Newspaper and Yearbook.

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	Staff and Professional Learning:	JAMS staff is provided with consistent and regular professional development opportunities that include in-class coaching/debriefing, peer obersvations, professional learning institute, in-service days, and virtual learning. JAMS teachers collaborate through professional learning and teamed activities.
	Student Health and Wellness:	Students at JAMS are provided breakfast and lunch opportunities daily. A food service committee comprised of students, staff, and parents meets regularly to review the food service plan and implement any necessary change. Students/staff have adopted a share basket to provide nourishment for anyone hungry throughout the day. Physical activities are promoted and made available for all students and staff.

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Other Information:

The John Adams Middle School community is one that empowers students to become leaders in and out of the classroom through rigorous, problem-based learning activities that promote student voice, choice, and leadership. Students and staff are interactive, collaborative, and creative. Critical/design thinking, problem-solving, explorative, investigators, and STEAM are words used to describe students on a regular basis. At JAMS, safety and security of staff and students is paramount; measures are reviewed and reinforced regularly in an effort to maintain the highest levels of safety for the entire school community.

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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:
- Download this report to a PDF by clicking the 🖫 icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:
- Review the Parent Summary Report or the district-level report for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: Reference Guide or Interpretive Video.
- Download the data used in these reports.

- Want to give us feedback? Take our feedback survey: surveylink
- Questions about the reports? Contact us at reportcard@doe.nj.gov

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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.

2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	106	113	119
1	96	139	147
2	113	120	151
3	101	126	124
4	98	105	134
5	78	91	96
Ungraded	8	13	12
Total	600	707	783

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	51%	50%	50%
Male	49%	50%	50%
Economically Disadvantaged Students	19%	20%	20%
Students with Disabilities	8%	8%	9%
English Learners	8%	11%	12%
Homeless Students			4%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Asian	76.9%
Hispanic	7.7%
Black or African American	7.2%
White	6.5%
American Indian or Alaska Native	0.6%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	1.0%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
KG - Half Day	110	113	119
KG - Full Day	0	0	0

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	26.6%
Telugu	16.7%
Hindi	16.0%
Tamil	11.1%
Spanish	4.6%
Other	24.9%

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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers (*PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under *ESSA* accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	317	98.9	74.70	76.00	54.90	74.7	72.9	Met Target
White	32	97.0	50.00	61.10	63.90	50	40.8	Met Target
Hispanic	28	96.8	42.80	48.60	39.80	42.8	42	Met Target
Black or African American	26	97.0	46.10	44.70	35.20	46.1	N	N
Asian, Native Hawaiian, or Pacific Islander	228	100.0	85.10	88.30	80.70	85.1	80	Met Goal
American Indian or Alaska Native	*	*	*	85.70	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	161	98.9	75.80	82.00	62.20	75.8		
Male	156	98.8	73.70	70.20	48.10	73.7		
Economically Disadvantaged Students	84	97.8	46.40	47.30	36.20	46.4	45.7	Met Target
Non-Economically Disadvantaged Students	233	99.2	85.00	82.90	65.80	85		
Students with Disabilities	39	97.7	33.40	20.00	20.50	33.4	29.9	Met Target
Students without Disabilities	278	99.0	80.60	82.30	61.90	80.6		
English Learners	55	100.0	56.30	46.30	25.20	56.3	50.2	Met Target
Non-English Learners	262	98.6	78.70	77.40	57.40	78.7		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	40.00	23.00	N		

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† Target was met within a confidence interval.

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam.   This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	120	772	769	749	*	*	12%	56%	18%	74%	50%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	96	782	781	775	*	*	*	63%	22%	84%	76%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	65	769	773	754	*	*	*	60%	*	74%	55%
Male	55	775	764	745	*	*	*	51%	*	75%	46%
Economically Disadvantaged Students	20	724	*	731	*	*	*	*	0%	30%	31%
Non-Economically Disadvantaged Students	100	782	*	762	*	*	*	*	22%	83%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam.   This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	126	771	769	753	*	*	14%	32%	38%	70%	56%
White	16	738	754	762	*	*	*	*	*	44%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	13	742	741	737	*	*	*	*	0%	46%	36%
Asian, Native Hawaiian, or Pacific Islander	85	784	779	777	*	*	*	31%	51%	81%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	63	775	775	758	*	*	*	33%	38%	71%	61%
Male	63	768	764	749	*	*	*	30%	38%	68%	51%
Economically Disadvantaged Students	36	740	745	737	*	*	*	31%	*	42%	36%
Non-Economically Disadvantaged Students	90	784	776	764	*	*	*	32%	*	81%	69%
Students with Disabilities	16	718	722	725	*	*	*	*	*	19%	25%
Students without Disabilities	110	779	775	759	*	*	*	*	*	77%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%

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NJ SCHOOL PERFORMANCE REPORT

John Marshall Elementary School
2016-2017

Grade Span KG-05

23-1290-095
MIDDLESEX
EDISON TWP
15 CORNELL STREET
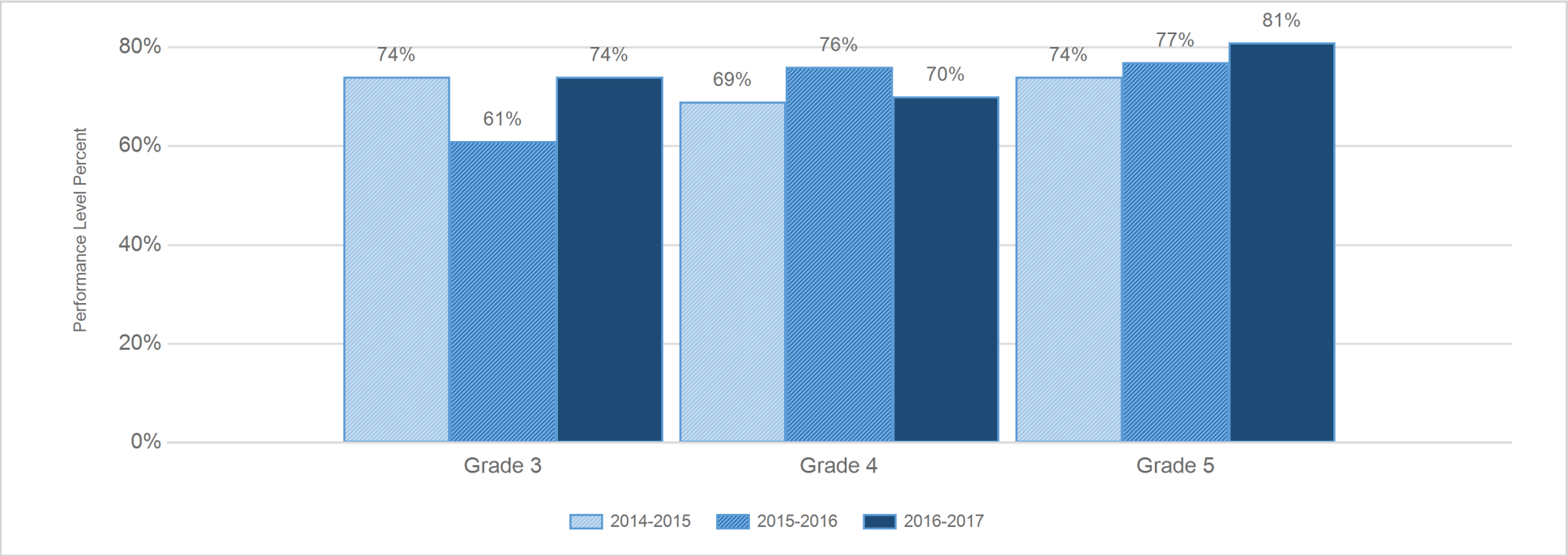**EDISON, NJ 08817**

English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam.   This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	96	781	777	756	*	*	15%	50%	31%	81%	59%
White	*	*	*	763	*	*	*	*	*	*	69%
Hispanic	12	759	752	743	0%	*	*	*	*	50%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	66	791	788	779	*	0%	*	52%	39%	91%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	48	781	783	761	*	*	*	52%	27%	79%	66%
Male	48	782	771	750	*	*	*	48%	35%	83%	53%
Economically Disadvantaged Students	28	762	*	740	*	*	*	43%	*	61%	40%
Non-Economically Disadvantaged Students	68	789	*	765	*	*	*	53%	*	90%	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

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NJ SCHOOL PERFORMANCE REPORT

John Marshall Elementary School
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Grade Span KG-05

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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.

Legend: 2014-2015 | 2015-2016 | 2016-2017

Grade 3: 74%, 61%, 74%
Grade 4: 69%, 76%, 70%
Grade 5: 74%, 77%, 81%

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NJ SCHOOL PERFORMANCE REPORT

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Grade Span KG-05

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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers (*PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under *ESSA* accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	322	98.9	73.00	63.70	43.50	73	76.4	Met Target†
White	32	97.1	43.80	40.90	52.40	43.8	43.8	Met Target
Hispanic	28	96.8	35.70	*	27.60	35.7	38.2	Met Target†
Black or African American	26	97.0	26.90	18.50	21.70	26.9	N	N
Asian, Native Hawaiian, or Pacific Islander	233	100.0	86.30	81.70	75.60	86.3	80	Met Goal
American Indian or Alaska Native	*	*	*	81.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	164	98.9	72.00	65.20	44.10	72		
Male	158	98.9	74.00	62.30	42.90	74		
Economically Disadvantaged Students	84	97.9	39.30	29.70	25.10	39.3	45.7	Met Target†
Non-Economically Disadvantaged Students	238	99.3	84.90	71.90	54.30	84.9		
Students with Disabilities	39	97.7	30.80	16.90	16.50	30.8	35.6	Met Target†
Students without Disabilities	283	99.1	78.70	68.90	48.80	78.7		
English Learners	60	100.0	55.00	40.50	23.30	55	67.4	Not Met
Non-English Learners	262	98.6	77.10	64.90	45.20	77.1		
Homeless Students	11	94.4	18.20	23.60	16.40	17.5		
Students In Foster Care	N	N	N	20.00	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	50.00	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.

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NJ SCHOOL PERFORMANCE REPORT

John Marshall Elementary School
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Grade Span KG-05

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	124	774	771	751	*	*	*	37%	37%	74%	53%
White	*	*	*	759	*	*	*	*	*	*	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	100	783	784	779	*	*	*	41%	45%	86%	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	66	771	770	751	*	*	*	38%	33%	71%	52%
Male	58	776	771	751	*	*	*	36%	41%	78%	53%
Economically Disadvantaged Students	20	729	*	736	*	*	*	*	0%	20%	34%
Non-Economically Disadvantaged Students	104	782	*	761	*	*	*	*	44%	85%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	11	727	720	724	*	*	*	*	*	18%	21%
Non-English Learners	113	778	772	753	*	*	*	*	*	80%	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%

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NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	135	765	765	747	*	*	15%	42%	25%	67%	47%
White	16	739	745	755	*	*	*	*	0%	44%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	13	734	730	729	*	*	*	*	0%	31%	25%
Asian, Native Hawaiian, or Pacific Islander	94	776	777	774	*	*	*	46%	34%	80%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	67	767	766	747	*	*	*	49%	22%	72%	47%
Male	68	764	764	747	*	*	*	34%	28%	62%	48%
Economically Disadvantaged Students	37	737	738	732	*	*	*	32%	0%	32%	27%
Non-Economically Disadvantaged Students	98	776	772	757	*	*	*	45%	35%	80%	61%
Students with Disabilities	16	728	727	724	*	*	*	*	*	13%	22%
Students without Disabilities	119	771	769	751	*	*	*	*	*	74%	52%
English Learners	14	712	717	716	*	*	*	*	0%	14%	12%
Non-English Learners	121	772	766	749	*	*	*	*	28%	73%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%

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NJ SCHOOL PERFORMANCE REPORT

John Marshall Elementary School
2016-2017

Grade Span KG-05

23-1290-095
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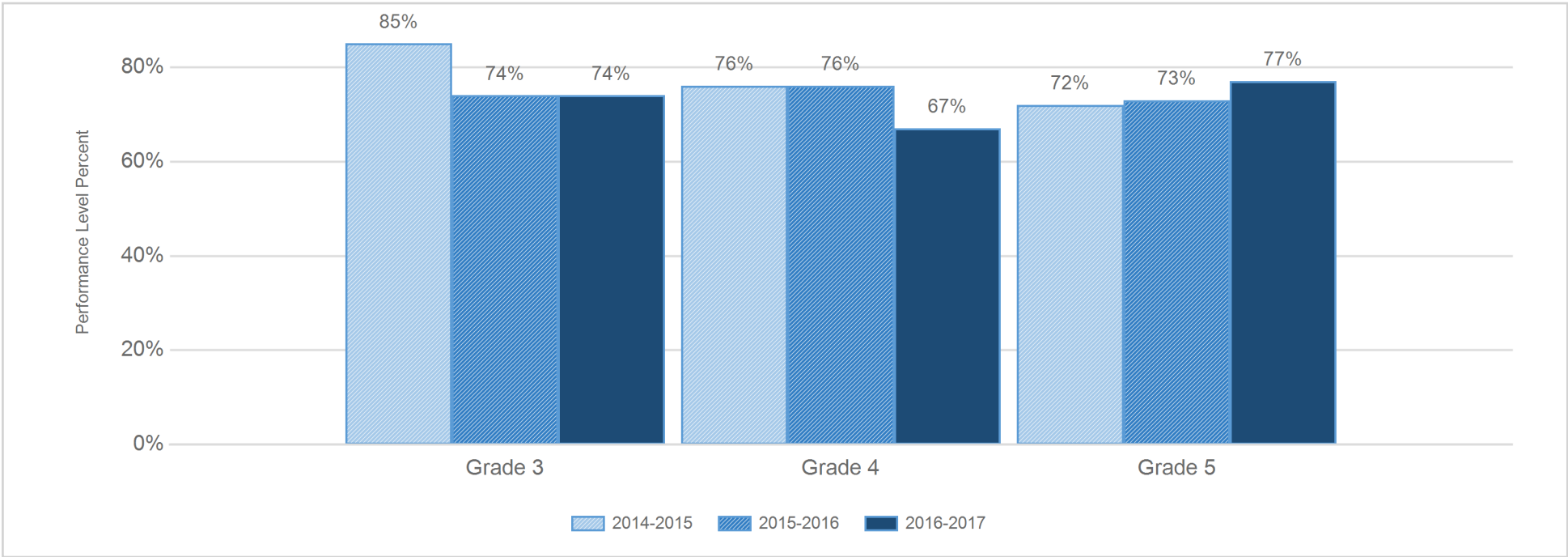EDISON TWP
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EDISON, NJ 08817

Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	99	777	771	747	*	*	15%	40%	36%	77%	46%
White	*	*	*	754	*	*	*	*	*	*	57%
Hispanic	12	747	740	735	0%	*	*	*	*	50%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	68	790	785	774	0%	*	*	41%	50%	91%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	51	768	770	747	*	*	*	43%	26%	69%	47%
Male	48	786	773	746	*	*	*	38%	48%	85%	46%
Economically Disadvantaged Students	29	756	*	732	0%	*	*	35%	*	52%	27%
Non-Economically Disadvantaged Students	70	785	*	756	0%	*	*	43%	*	87%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

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John Marshall Elementary School
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.

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Alternate Assessments - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency. The table also shows the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	59	86.4%	13.6%
2	26	84.6%	15.4%
3	*	*	*
4	*	*	*
5+	N	N	N

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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	62%	30%	8%
White	46%	46%	9%
Hispanic	*	60%	20%
Black or African American	25%	58%	17%
Asian, Native Hawaiian, or Pacific Islander	72%	22%	6%
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	35%	54%	12%
Students with Disabilities	25%	50%	25%
English Learners	*	*	*

NJASK Science Assessment Performance Trends: Grade 4

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

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NJ SCHOOL PERFORMANCE REPORT

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Grade Span KG-05

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile** (**SGP**) for English Language Arts/Literacy (**ELA**) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35**   **Typical Growth: Between 35 and 65**   **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile** (**mSGP**) is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile** (**mSGP**) is calculated here:
http://www.state.nj.us/education/njsmart/performance/

Student Growth

This table shows the **median Student Growth Percentile** (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	72	61	50	Exceeds Target	61.5	56	50	Exceeds Target
White	44	48	50	Met Target	48	48	52	Met Target
Hispanic	50	*	49	Met Target	54	*	47	Met Target
Black or African American	*	48	45	**	*	41	43	**
Asian, Native Hawaiian, or Pacific Islander	79	68	60	Exceeds Target	74	61	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	45.5	51	**	*	55	52	**
Economically Disadvantaged	52	49	47	Met Target	48	47	46	Met Target
Students with Disabilities	51	38.5	41	Met Target	68	40	43	Exceeds Target
English Learners	65	65	53	Exceeds Target	73.5	62	51	Exceeds Target

** ESSA accountability targets are only included if data is available for at least 20 students.

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NJ SCHOOL PERFORMANCE REPORT

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Grade Span KG-05

Each student receives a **Student Growth Percentile** (**SGP**) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

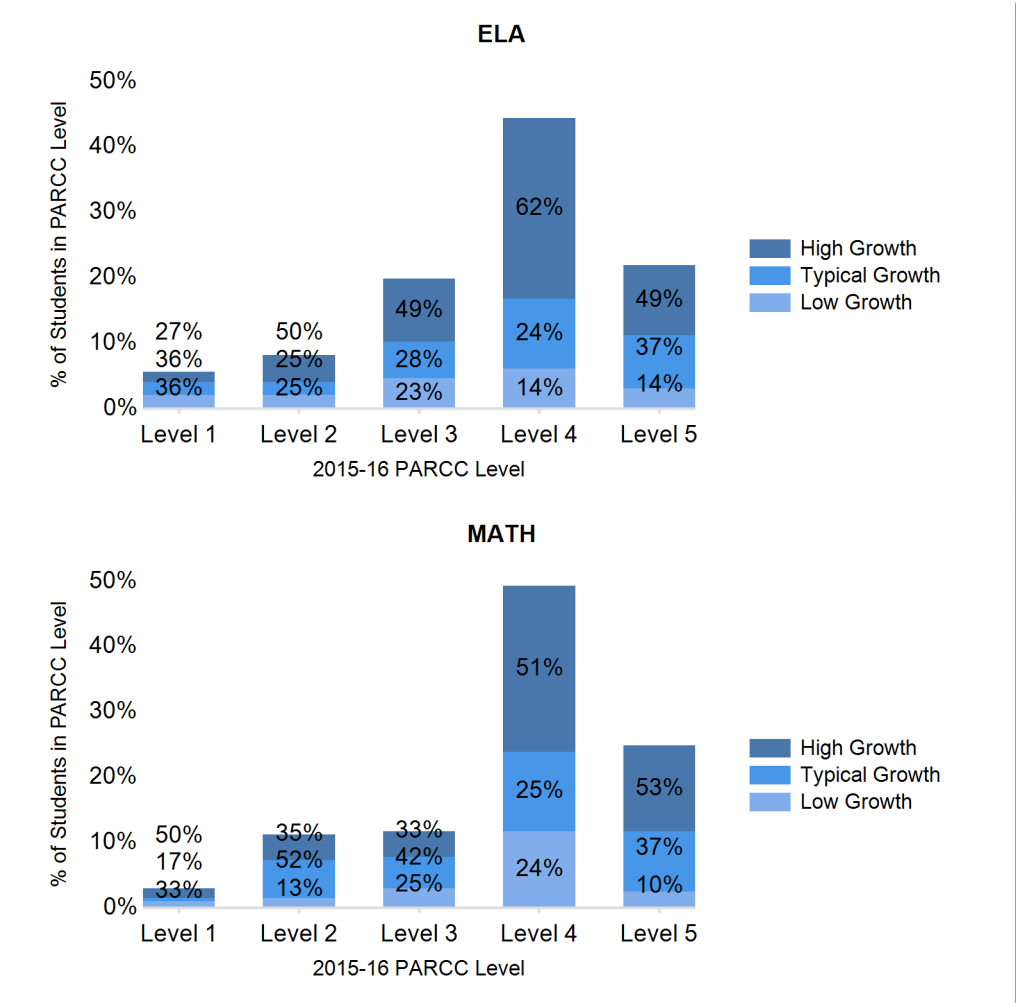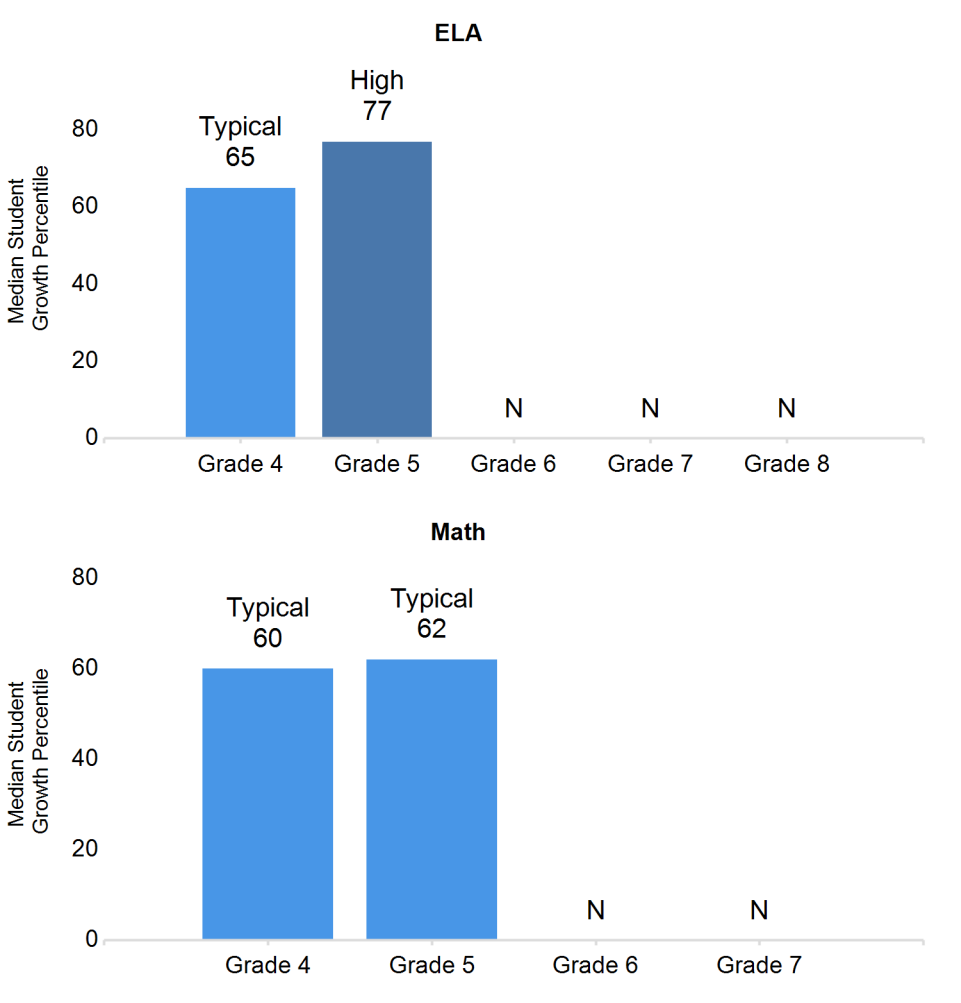A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

| Low Growth: Less than 35 | Typical Growth: Between 35 and 65 | High Growth: Greater than 65 |

Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.

ELA

MATH

Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.

ELA

Math

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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.90	8.40	Met Target
White	13.20	8.40	Not Met
Hispanic	1.70	8.40	Met Target
Black or African American	7.10	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	4.20	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	9.00	8.40	Not Met
Students with Disabilities	10.00	8.40	Not Met
English Learners	7.60	8.40	Met Target

** ESSA accountability targets are only included if data is available for at least 20 students.
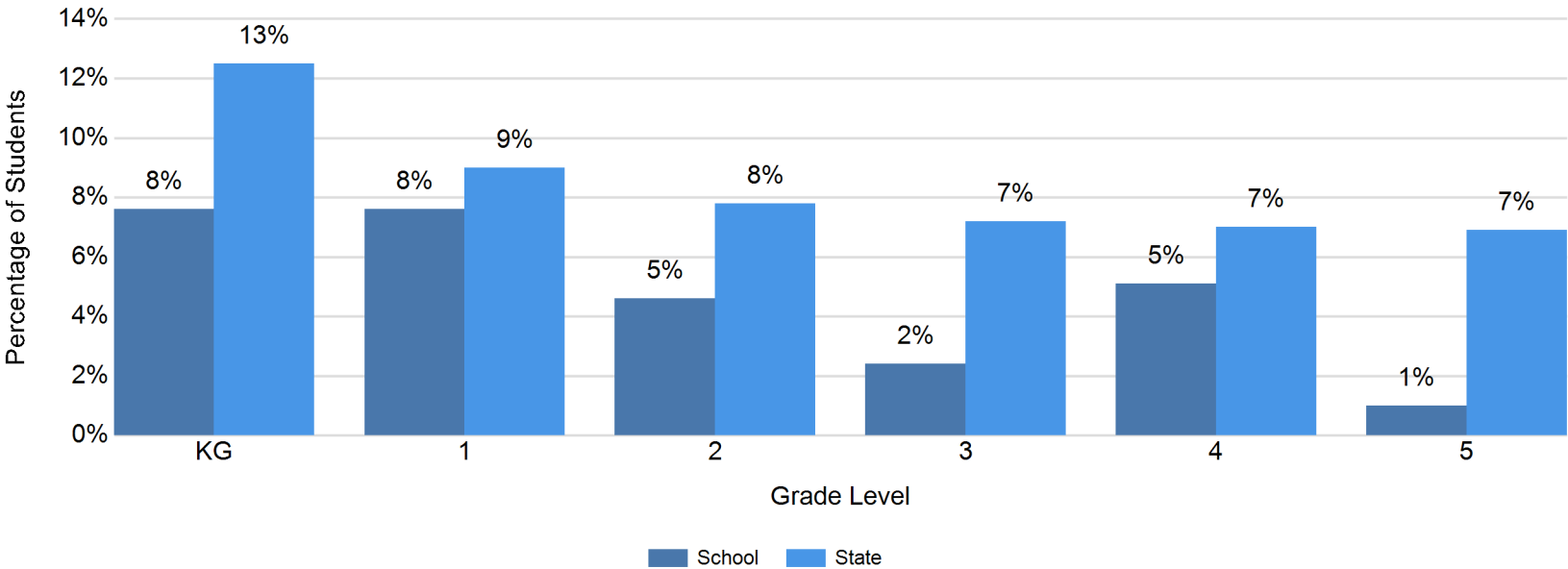
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.

An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display

NJ SCHOOL PERFORMANCE REPORT

John Marshall Elementary School
2016-2017

Grade Span KG-05

23-1290-095
MIDDLESEX
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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:55AM
Typical End Time	3:30PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 35 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.6%
Out-of-School Suspensions	0.4%
Any Suspension	1.0%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0

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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.8:1	191.6 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	$355	$12,252	$12,607

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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators
Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	54	120,724
Average years experience in public schools	11.3	11.8
Average years experience in district	10.2	10.5
Teachers in district for 4 or more years	74%	74%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	62	9,506
Average years experience in public schools	18.5	15.9
Average years experience in district	11.4	11.6
Administrators in district for 4 or more years	77%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	15:1	14:1
Administrators	783:1	253:1
Librarian/Media Specialists		2610:1
Nurses		824:1
Counselors		364:1
Child Study Team		412:1

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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree

Teacher — 54%
Admin — N/A

Master's Degree

Teacher — 46%
Admin — 100%

Doctoral Degree

Teacher — N
Admin — N

Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	90%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	93%

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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	71.2	17.5%
Mathematics Proficiency	78.2	17.5%
English Language Arts Growth	91.2	25.0%
Mathematics Growth	82.5	25.0%
Chronic Absenteeism	58.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		78.4
Summative Rating: Percentile rank of Summative Score		88.7
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.

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Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	78.4	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Exceeds Target	No
White	22.5	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Hispanic	65.6	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Black or African American	**	**	No	N	N	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	73.0	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	67.4	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Students with Disabilities	80.5	11.9	No	Met Target	Met Target†	Not Met	Met Target	Exceeds Target	No
English Learners	83.8	11.9	No	Met Target	Not Met	Met Target	Exceeds Target	Exceeds Target	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.

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School General Info

Principal:	Ami Hoffman	Email Address:	ami.hoffman@edison.k12.nj.us
Address:	15 CORNELL STREET EDISON, NJ 08817	**Website:**	https://www.edison.k12.nj.us/domain/18
Phone:	(732)650-5370		

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

	Highlights:	• Students are 1:1 in all grades and learn about good Digital Citizenship. • We offer many different types of clubs before and after school such as gardening, technology, craft, and math clubs. • John Marshall students are active in the music programs at our school participating in band. orchestra, and chorus.
	Mission, Vision, Theme:	At John Marshall, "The Magic of Learning," exemplifies academic and social development. The administration, faculty, and staff work collaboratively and cooperatively to create a school community which fosters a love of learning. Our diverse school community enables our students to appreciate and learn from their peers. We pride ourselves in offering differentiated instruction in all subjects and grade levels. We believe that all children can and will learn to the best of their ability.

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School Narrative

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Courses, Curriculum, Instruction:	The children at John Marshall School are enrolled in the following courses : Reading/ Social Studies, Writing, Math and Science. The students also have two days of Physical Education, and one day Art, Music, and Spanish.
Clubs and Activities:	John Marshall offers a variety of Clubs. Such as, Environmental , Tech-Know Kids, Math Ambassodors, Crazy 8's Math Club , Craft , Get a Jump on Your Day, Break out Education, Board Game Classics. We also have a Literary Magazine, Student Council and Community Service Workers.
Before and After School Programs:	John Marshall offeres a Mentoring Program for select students. The staff and students interact in a relaxed environment to build lasting relationships throughout their time at John Marshall. Our Guidance Counselor and Speech Therapist organize and facilitate the Mentoring Program.

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School Narrative

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Staff and Professional Learning:	The teaching staff at John Marshall School is devoted to learning and growing as professionals. Our teachers attend workshops offered within the district, travel to special workshops on Professional Days, and attend workshops and seminars on their own time in order to learn about best teaching practices and research-based strategies. Our staff works closely with the District Staff Development team and instructional coaches as they create engaging learning experiences for their students.
Student Supports and Services:	Our school offers a program for English Language Learners & Special Education Students in Grades K-5. ELL students are immersed with meaningful language experiences in both their general education and ELL classrooms. Our Special Education students learn alongside their peers in an In-Class Support setting. Morning Academies for select students identified as struggling in Math or Reading are offered mid year. All teachers plan specific lessons to meet the needs of their students.
Student Health and Wellness:	At John Marshall School, we are concerned for the overall well-being for our students. A nutritionally balanced breakfast and lunch is offered to students daily through the Chartwells Company. Our students also have the opportunity to participate in physical activities during their physical education class, outdoor recess, and specific clubs such as the Get up and Go Club and Sports Club.
Parent and Community Involvement:	John Marshall School has an active PTO. The PTO meets monthly and goes over upcoming events. The Principal and teachers share all the highlights for the month. John Marshall School has Genesis Parent Portal parents can view grades, reports, and other information. John Marshall has partnered with Home Depot and Robert Wood Johnson Hospital to bring the community and school together. The students and parents work together to support those in need.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Parents, Teachers Parents are asked to complete a survey including several questions on what topics and intiatives they would like to take part in and how the school can better support their needs for their child to be successful. Parent Workshops are offered on a variety of topics indicated by the parents.
Facilities:	John Marshall School was established in 1961 and is currently 56 yrs old. In 2007, an addition was completed to rennovate the Cafeteria to include it's own kitchen, a large gymnasium, eight classrooms, and two offices. Our Media Center is air conditioned and offers 24 desktop computers, iPads, and a large screen TV. Only a few classrooms have air conditoning due to special circumstances.

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Other Information:

School begins at 8:55am and ends at 3:30pm. John Marshall's Safety Committee consists of teachers, a PTO representative, and building administrator, it meets once a month. Fire Drills, Lock Down Drills, Evacauation Drills and Bus Evacaution Drills are done to make sure the learners are familiar with all situations to ensure safety for the students and staff. The Edison Police also support the school with special scheduled drills. Every child at John Marshall School is able to take home a technology device. In Kindergarten and Grade One, the students have iPads and in Grades 2-5 students have Chromebooks. The parents at John Marshall School receive newsletters and notices to keep the lines of communication open. John Marshall School uses their website and BlackBoard messages to communicate important information to parents and guardians.

John P. Stevens High School
2016-2017

Grade Span 09-12

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:
- Download this report to a PDF by clicking the 🖫 icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:
- Review the Parent Summary Report or the district-level report for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: Reference Guide or Interpretive Video.
- Download the data used in these reports.

- Want to give us feedback? Take our feedback survey: surveylink
- Questions about the reports? Contact us at reportcard@doe.nj.gov

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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.

2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
9	584	546	573
10	538	609	564
11	526	551	630
12	505	516	552
Ungraded	15	24	25
Total	2168	2246	2344

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	49%	48%	47%
Male	51%	52%	53%
Economically Disadvantaged Students	19%	16%	16%
Students with Disabilities	8%	8%	5%
English Learners	2%	2%	2%
Homeless Students			4%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Asian	73.9%
White	14.1%
Black or African American	7.6%
Hispanic	3.7%
Native Hawaiian or Pacific Islander	0.1%
American Indian or Alaska Native	0.0%
Two or More Races	0.5%

Enrollment Trends by Full and Shared Time

This table shows the number of full and shared time students. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17
Full Time Students	2340
Shared Time Students	5
Full Time Equivalent	2343

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	27.6%
Gujarati	14.7%
Hindi	11.3%
Chinese	10.6%
Telugu	6.8%
Other	28.4%

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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers (*PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under *ESSA* accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	1065	99.0	85.80	76.00	54.90	85.8	72.8	Met Goal
White	142	100.0	78.80	61.10	63.90	78.8	55.5	Met Target
Hispanic	37	93.2	54.00	48.60	39.80	53.9	42.5	Met Target
Black or African American	64	93.5	39.10	44.70	35.20	39.1	34.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	818	99.7	92.20	88.30	80.70	92.2	80	Met Goal
American Indian or Alaska Native	*	*	*	85.70	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	500	98.9	89.40	82.00	62.20	89.4		
Male	565	99.2	82.50	70.20	48.10	82.5		
Economically Disadvantaged Students	145	98.8	53.80	47.30	36.20	53.8	47.1	Met Target
Non-Economically Disadvantaged Students	920	99.1	90.80	82.90	65.80	90.8		
Students with Disabilities	70	98.6	22.80	20.00	20.50	22.8	25.4	Met Target†
Students without Disabilities	995	99.1	90.20	82.30	61.90	90.2		
English Learners	38	100.0	28.90	46.30	25.20	28.9	35.6	Met Target†
Non-English Learners	1027	99.0	87.80	77.40	57.40	87.8		
Homeless Students	22	100.0	45.40	38.60	26.40	45.4		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	40.00	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	570	787	774	749	2%	4%	7%	32%	54%	86%	52%
White	70	777	762	757	*	*	*	53%	36%	89%	62%
Hispanic	14	756	745	733	0%	*	*	*	*	57%	35%
Black or African American	31	733	741	730	*	32%	*	*	*	26%	30%
Asian, Native Hawaiian, or Pacific Islander	449	794	790	777	*	*	6%	29%	62%	91%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	267	792	780	756	*	*	6%	30%	60%	90%	60%
Male	303	783	769	741	*	*	8%	33%	50%	83%	43%
Economically Disadvantaged Students	78	754	746	731	*	*	19%	32%	23%	55%	32%
Non-Economically Disadvantaged Students	492	793	782	758	*	*	5%	32%	59%	91%	62%
Students with Disabilities	27	738	722	714	*	*	*	*	*	33%	13%
Students without Disabilities	543	790	780	754	*	*	*	*	*	89%	58%
English Learners	11	708	704	690	*	*	*	*	*	*	*
Non-English Learners	559	789	776	752	*	*	*	*	*	*	*
Homeless Students	18	734	736	719	*	*	0%	*	*	44%	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*

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Grade Span 09-12

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	560	791	775	743	5%	3%	9%	30%	54%	83%	46%
White	71	776	763	749	*	*	18%	30%	42%	72%	52%
Hispanic	26	751	739	728	*	*	*	46%	*	54%	34%
Black or African American	40	741	736	725	*	*	*	40%	*	48%	31%
Asian, Native Hawaiian, or Pacific Islander	420	800	793	774	*	*	5%	27%	63%	90%	74%
American Indian or Alaska Native	*	*	*	740	*	*	*	*	*	*	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	263	797	780	752	*	*	8%	30%	57%	88%	54%
Male	297	785	769	734	*	*	10%	29%	51%	79%	39%
Economically Disadvantaged Students	82	748	738	726	18%	*	21%	37%	*	52%	32%
Non-Economically Disadvantaged Students	478	798	785	751	3%	*	7%	28%	*	88%	54%
Students with Disabilities	36	716	708	704	36%	*	31%	*	*	17%	12%
Students without Disabilities	524	796	781	749	3%	*	7%	*	*	88%	52%
English Learners	14	675	677	681	*	*	*	*	*	*	*
Non-English Learners	546	794	777	745	*	*	*	*	*	*	*
Homeless Students	14	726	718	715	*	0%	*	*	0%	36%	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11**

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam.   This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	266	746	733	736	18%	14%	21%	33%	14%	47%	38%
White	51	748	732	738	*	*	24%	41%	*	53%	40%
Hispanic	12	740	722	731	*	*	*	*	*	33%	34%
Black or African American	37	718	719	728	32%	30%	*	*	*	16%	30%
Asian, Native Hawaiian, or Pacific Islander	163	751	741	756	15%	12%	20%	34%	18%	53%	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	124	753	739	744	10%	14%	23%	38%	16%	54%	46%
Male	142	739	729	729	25%	14%	20%	29%	13%	42%	31%
Economically Disadvantaged Students	70	724	721	729	27%	26%	*	24%	*	26%	32%
Non-Economically Disadvantaged Students	196	753	739	740	14%	10%	*	36%	*	55%	42%
Students with Disabilities	35	725	719	709	34%	*	*	29%	0%	29%	12%
Students without Disabilities	231	749	736	741	15%	*	*	34%	17%	50%	43%
English Learners	19	709	706	699	*	*	*	*	0%	11%	*
Non-English Learners	247	748	735	737	*	*	*	*	15%	50%	*
Homeless Students	26	732	722	722	*	*	*	*	0%	35%	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

**Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.
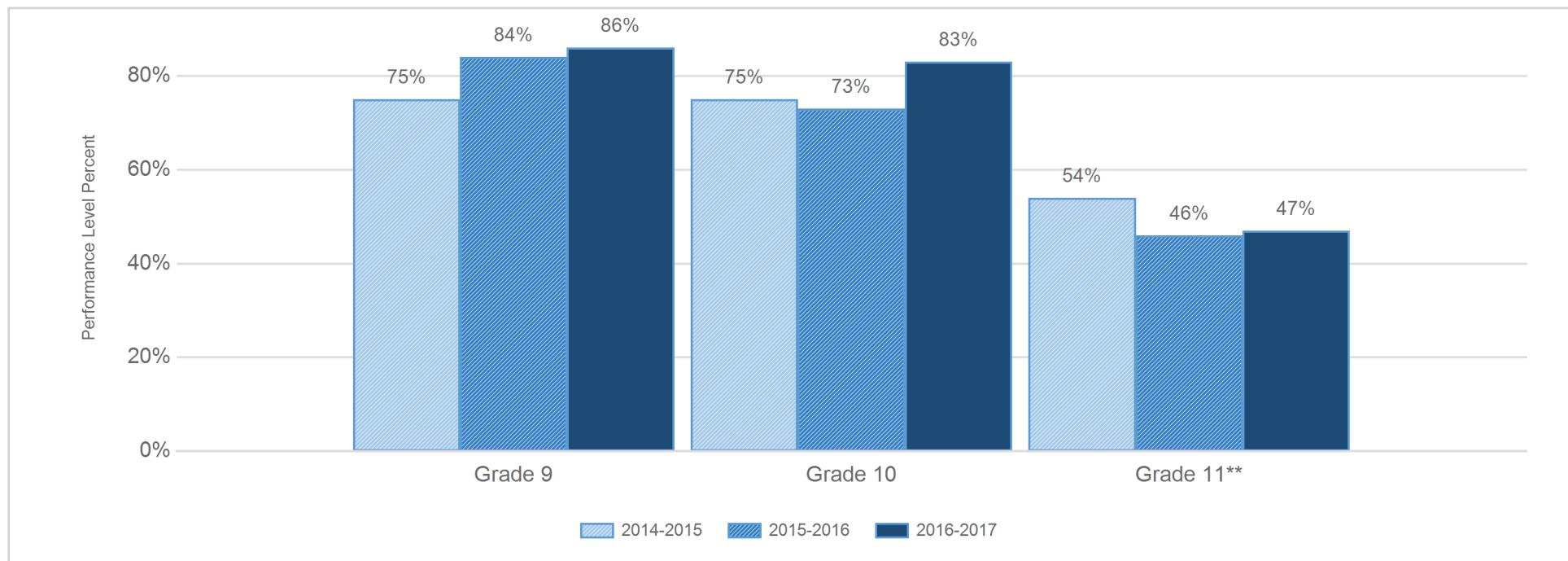
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John P. Stevens High School
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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.

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

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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers (*PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under *ESSA* accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	986	99.3	68.20	63.70	43.50	68.2	65.3	Met Target
White	139	99.3	51.80	40.90	52.40	51.8	37.7	Met Target
Hispanic	37	95.5	16.20	*	27.60	16.2	25.1	Met Target†
Black or African American	64	94.7	10.90	18.50	21.70	10.9	12.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	742	99.9	79.10	81.70	75.60	79.1	77.1	Met Target
American Indian or Alaska Native	*	*	*	81.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	474	99.6	67.70	65.20	44.10	67.7		
Male	512	98.9	68.70	62.30	42.90	68.7		
Economically Disadvantaged Students	143	98.2	32.90	29.70	25.10	32.9	24.3	Met Target
Non-Economically Disadvantaged Students	843	99.4	74.20	71.90	54.30	74.2		
Students with Disabilities	67	97.2	14.90	16.90	16.50	14.9	15.1	Met Target†
Students without Disabilities	919	99.4	72.10	68.90	48.80	72.1		
English Learners	38	100.0	23.70	40.50	23.30	23.7	14.9	Met Target
Non-English Learners	948	99.2	70.00	64.90	45.20	70		
Homeless Students	22	100.0	13.60	23.60	16.40	13.6		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	50.00	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.

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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	238	737	763	743	11%	19%	36%	34%	0%	34%	42%
White	32	744	743	751	*	*	53%	34%	*	34%	52%
Hispanic	16	725	730	728	*	*	*	*	*	*	24%
Black or African American	34	711	725	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	150	744	779	774	7%	15%	34%	45%	0%	45%	76%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	120	740	761	744	9%	15%	38%	38%	0%	38%	43%
Male	118	734	765	741	12%	24%	35%	30%	0%	30%	40%
Economically Disadvantaged Students	74	717	*	727	*	34%	28%	*	*	11%	23%
Non-Economically Disadvantaged Students	164	746	*	751	*	13%	40%	*	*	45%	52%
Students with Disabilities	29	713	718	714	*	*	*	*	0%	10%	10%
Students without Disabilities	209	741	767	747	*	*	*	*	0%	37%	47%
English Learners	31	716	*	708	*	*	*	*	*	*	*
Non-English Learners	207	741	*	745	*	*	*	*	*	*	*
Homeless Students	33	725	723	718	*	30%	36%	*	0%	18%	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	511	756	752	734	*	*	21%	52%	13%	65%	30%
White	72	746	740	740	*	19%	35%	42%	*	44%	38%
Hispanic	23	733	*	722	*	*	44%	*	*	22%	14%
Black or African American	43	723	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	370	763	765	758	*	*	15%	61%	18%	78%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	236	755	751	735	*	*	20%	54%	*	66%	31%
Male	275	756	753	733	*	*	22%	50%	*	64%	30%
Economically Disadvantaged Students	97	735	729	721	*	*	30%	31%	*	34%	13%
Non-Economically Disadvantaged Students	414	761	759	740	*	*	19%	57%	*	73%	39%
Students with Disabilities	34	725	*	711	*	*	*	*	0%	18%	*
Students without Disabilities	477	758	*	738	*	*	*	*	14%	69%	*
English Learners	12	722	723	710	*	*	*	*	*	*	*
Non-English Learners	499	757	753	735	*	*	*	*	*	*	*
Homeless Students	15	738	728	717	0%	*	*	*	0%	27%	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

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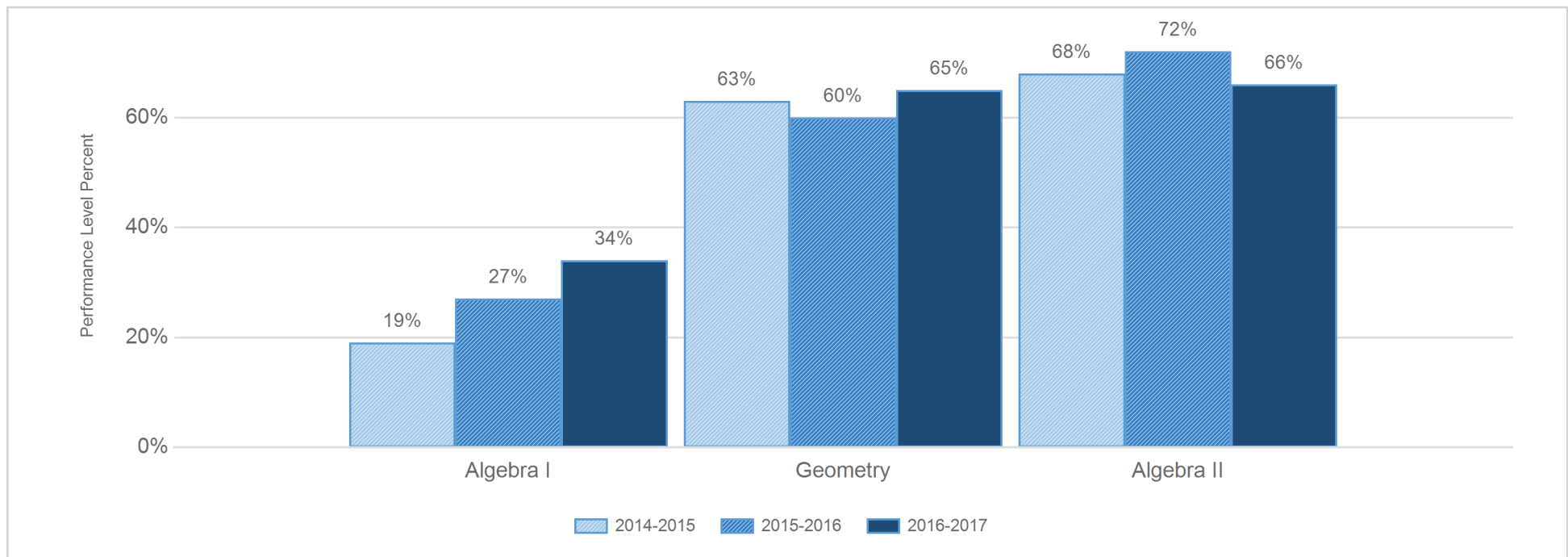855 GROVE AVENUE
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Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	491	764	749	725	13%	10%	11%	46%	20%	66%	28%
White	67	739	724	731	21%	25%	*	36%	*	43%	33%
Hispanic	13	711	706	710	*	*	*	*	*	*	14%
Black or African American	32	700	703	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	378	776	768	761	6%	6%	12%	53%	24%	77%	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	239	762	745	725	11%	12%	15%	47%	15%	62%	27%
Male	252	767	753	725	15%	8%	8%	45%	24%	69%	29%
Economically Disadvantaged Students	63	726	716	708	38%	18%	*	25%	*	30%	13%
Non-Economically Disadvantaged Students	428	770	756	733	9%	9%	*	49%	*	71%	35%
Students with Disabilities	32	700	694	692	*	*	*	*	*	*	*
Students without Disabilities	459	769	754	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	10	716	716	702	*	*	*	*	0%	10%	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.

Legend: 2014-2015, 2015-2016, 2016-2017

Algebra I: 19%, 27%, 34%
Geometry: 63%, 60%, 65%
Algebra II: 68%, 72%, 66%

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Alternate Assessments - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	10	10

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency. The table also shows the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	25	80%	20%
2	22	81.8%	18.2%
3	*	*	*
4	*	*	*
5+	N	N	N

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This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.
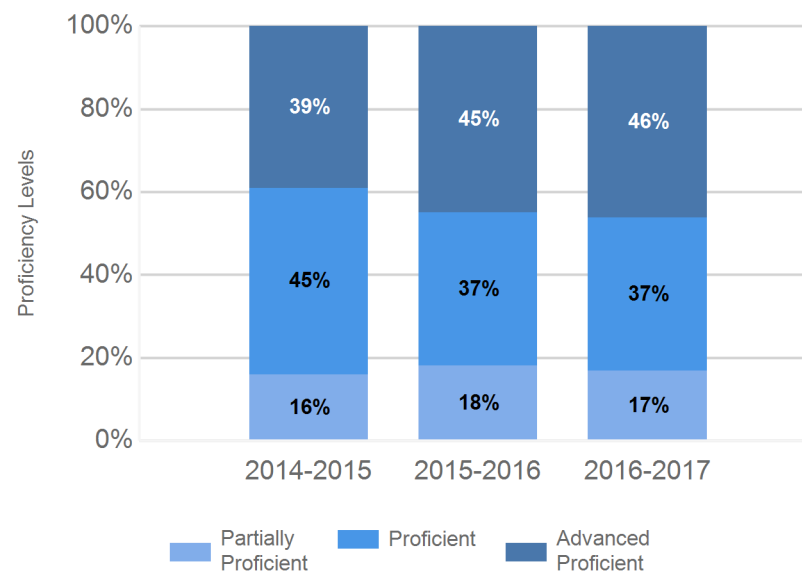
Biology Assessment - Performance

This table shows the percentage of students in each proficiency category for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	46%	37%	17%
White	31%	37%	31%
Hispanic	12%	39%	49%
Black or African American	3%	37%	60%
Asian, Native Hawaiian, or Pacific Islander	55%	37%	8%
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	11%	49%	40%
Students with Disabilities	3%	12%	85%
English Learners	N	29%	71%

Biology Assessment - Proficiency Trends

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

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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our Reference Guide.

PSAT/SAT/ACT - Participation

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	99.9%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	26.5%	28.3%

PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	569	481	Varies By Grade	87%	67%
PSAT - Math	591	483	Varies By Grade	80%	49%
SAT - Reading and Writing	626	551	480	88%	77%
SAT - Math	649	552	530	83%	58%
ACT - Reading	27	24	22	83%	65%
ACT - English	28	24	18	95%	79%
ACT - Math	29	24	22	90%	65%
ACT - Science	26	23	23	75%	54%

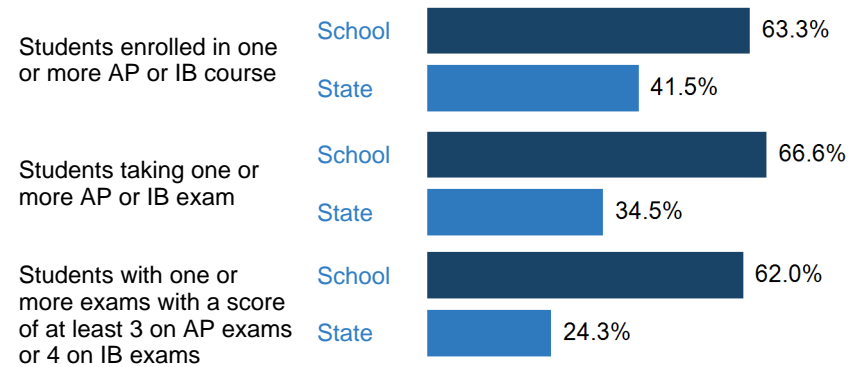**John P. Stevens High School**
2016-2017

Grade Span 09-12

Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.
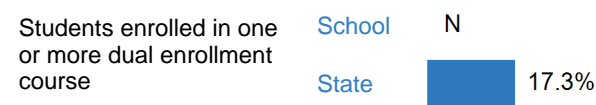
AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.

Students enrolled in one or more AP or IB course	School	63.3%
	State	41.5%
Students taking one or more AP or IB exam	School	66.6%
	State	34.5%
Students with one or more exams with a score of at least 3 on AP exams or 4 on IB exams	School	62.0%
	State	24.3%

Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **Dual enrollment** courses allow high school students to enroll in college courses for credit prior to their high school graduation.

Students enrolled in one or more dual enrollment course	School	N
	State	17.3%

AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	115	87
AP Calculus AB	102	49
AP Calculus BC	70	126
AP Chemistry	75	82
AP Chinese Language and Culture	0	17
AP Computer Science A	39	56
AP Computer Science Principles	0	3
AP English Language and Composition	237	265
AP English Literature and Composition	216	125
AP Environmental Science	11	20
AP European History	18	10
AP French Language and Culture	19	4
AP Macroeconomics	0	37
AP Microeconomics	0	35
AP Music Theory	0	1
AP Physics 1	0	84
AP Physics 2	0	7
AP Physics B	38	0
AP Physics C: Electricity and Magnetism	0	14
AP Physics C: Mechanics	0	70

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AP/IB Course	Students Enrolled	Students Tested
AP Psychology	0	75
AP Spanish Language	53	39
AP Statistics	65	50
AP Studio Art—Drawing Portfolio	0	1
AP Studio Art—Two-Demensional	11	1
AP U.S. Government and Politics	159	91
AP U.S. History	173	206
AP World History	246	206
IB Art/Design	25	0
Total Exams Taken		1761
Exams with scores of at least 3 on AP exams or 4 on IB exams		1586

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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit http://www.nj.gov/education/cte/.

Career and Technical Education Participation

The chart below shows the percentage of students within the school and state who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time CTE programs in a county vocational school district are included in both the county vocational school and their sending school.

CTE Participants
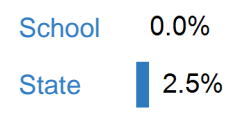(completed only one course in an approved CTE program)

School   *

State   7.6%

CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

School   *

State   11.0%

Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

**Students may earn credentials in more than one Career Cluster

Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences

School   0.0%

State   2.5%

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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about New Jersey Student Learning Standards on our website and more details about the data in this section in our Reference Guide. English course participation is not included because students are required to take four years of English in high school.

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	197	303	59	0	0	0	2
10	15	144	263	79	0	0	8
11	17	23	159	323	73	1	19
12	1	3	12	243	186	88	84
Schoolwide	230	473	493	645	259	89	113
Enrolled in AP/IB Course					172	65	0

Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	186	0	0	385	0	0
10	372	181	0	9	0	0
11	14	422	0	9	177	5
12	116	63	0	11	322	63
Schoolwide	688	666	0	414	499	68
Enrolled in AP/IB Course	115	75		11	38	0

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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about New Jersey Student Learning Standards on our website and more details about the data in this section in our Reference Guide. English course participation is not included because students are required to take four years of English in high school.

Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	4	565	0	0	1	1
10	2	553	0	0	27	0
11	550	72	0	97	37	17
12	12	30	0	133	74	199
Schoolwide	568	1220	0	230	139	217
Enrolled in AP/IB Course	246	173	0	0	0	168

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	300	154	29	28	0	19	24
10	290	130	16	72	0	22	15
11	256	126	21	75	0	12	14
12	106	31	1	26	0	7	1
Schoolwide	952	441	67	201	0	60	54
Enrolled in AP/IB Course	53	19	0	0	0	0	0
Enrolled in Level 3 or Higher	674	252	18	99	0	24	18
Earned Seal of Biliteracy	N	N	N	N	N	N	N

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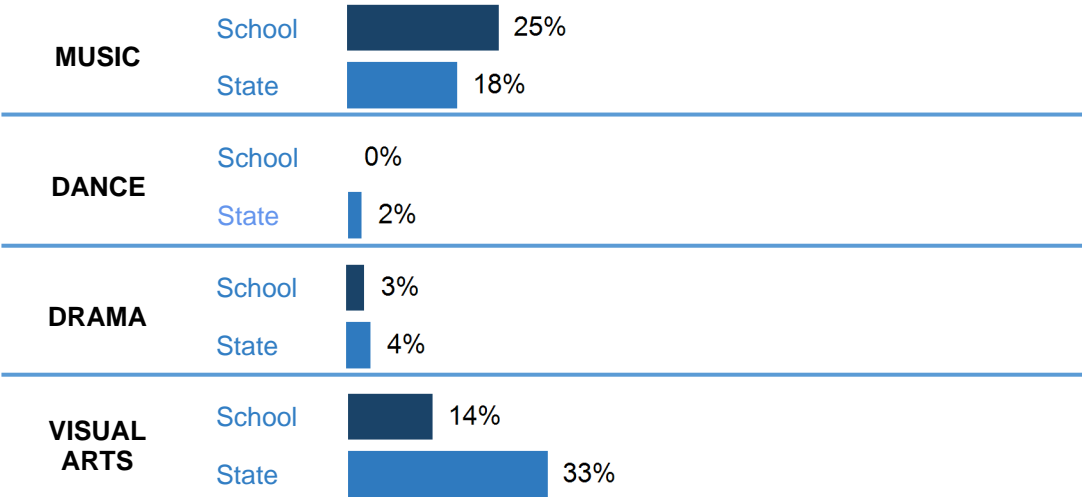## Visual and Performing Arts – Course Participation

The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 9-12:

Students enrolled in one or more **visual and performing arts** classes

41% **School**

52% **State**

Students enrolled in one or more classes by discipline:

MUSIC	School		25%
	State		18%
DANCE	School		0%
	State		2%
DRAMA	School		3%
	State		4%
VISUAL ARTS	School		14%
	State		33%

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This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated here.

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual *ESSA* accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	95.8%	90.5%	97.8%	91.8%	97.7%	N	Met Goal	97.9%	N	Met Goal
White	92.1%	94.5%	97.1%	95.1%	95.9%	N	Met Goal	96.8%	N	Met Goal
Hispanic	95.7%	84.3%	*	86.3%	*	**	**	88.2%	**	**
Black or African American	91.7%	83.4%	95.0%	85.3%	97.3%	N	Met Goal	97.9%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	97.6%	96.6%	98.9%	97.5%	98.6%	N	Met Goal	98.6%	N	Met Goal
American Indian or Alaska Native	*	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	**	**	N	N	N
Economically Disadvantaged Students	91.1%	83.9%	92.2%	85.6%	93.4%	95.0%	Not Met	97.3%	N	Met Goal
Students with Disabilities	72.9%	78.8%	90.7%	82.1%	88.6%	87.9%	Met Target	87.5%	87.3%	Met Target
English Learners	100.0%	76.1%	100.0%	79.7%	95.7%	N	Met Goal	100.0%	**	**
Homeless Students	91.7%	73.2%	100.0%	74.4%	100.0%	*	N	*		

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2017	95.8%	-
2016	97.7%	97.8%
2015	97.5%	97.9%

Dropout Rate Trends

This table shows the percentage of students in grades 9-12 that dropped out during each of the last three school years for the school and the state.

School Year	School Rate	State Rate
2016-2017	N	N
2015-2016	N	N
2014-2015	N	N

** ESSA accountability targets are only included if data is available for at least 20 students

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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	85.6%	13.4%	86.6%
White	83.5%	21.2%	78.8%
Hispanic	*	*	*
Black or African American	67.4%	24.1%	75.9%
Asian, Native Hawaiian, or Pacific Islander	88.6%	9.6%	90.5%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	75.8%	33.3%	66.7%
Students with Disabilities	0%	0%	0%
English Learners	*	*	0%

Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	87.7%	14.5%	85.5%	76.1%	23.9%	67.9%	32.1%
White	88.4%	20.2%	79.8%	78.6%	21.4%	65.5%	34.5%
Hispanic	*	*	*	*	*	*	*
Black or African American	67.7%	30.4%	69.6%	65.2%	34.8%	60.9%	39.1%
Asian, Native Hawaiian, or Pacific Islander	91.2%	11.2%	88.8%	76.7%	23.3%	68.9%	31.1%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	81.1%	50%	50%	88.3%	11.7%	85%	15%
Students with Disabilities	58.8%	80%	20%	95%	5%	95%	5%
English Learners	*	*	*	*	*	*	*

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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.
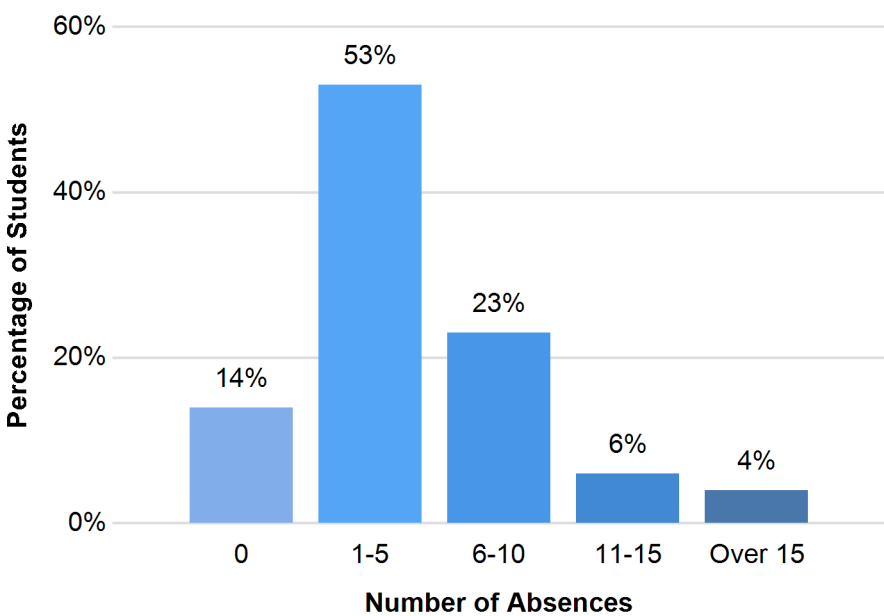
Chronic Absenteeism

This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.30	14.30	Met Target
White	7.30	14.30	Met Target
Hispanic	11.40	14.30	Met Target
Black or African American	9.90	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	1.40	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	7.50	14.30	Met Target
Students with Disabilities	11.90	14.30	Met Target
English Learners	1.90	14.30	Met Target

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.
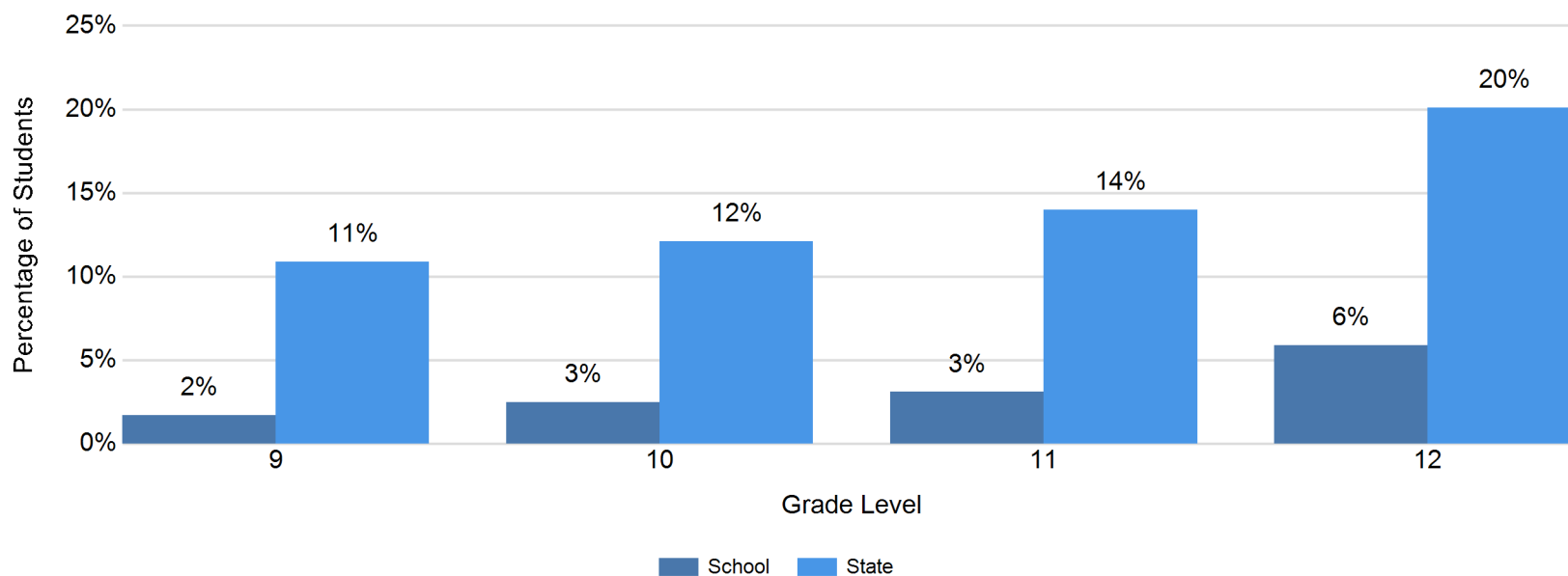

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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism by Grade. X-axis: Grade Level (9, 10, 11, 12). Y-axis: Percentage of Students.

Grade 9: School 2%, State 11%
Grade 10: School 3%, State 12%
Grade 11: School 3%, State 14%
Grade 12: School 6%, State 20%

Legend: School, State

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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	7:40AM
Typical End Time	2:30PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs. 35 Mins.
Shared Time - Instructional Time	3 Hrs. 30 Mins.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	13
Vandalism	1
Weapons	0
Substances	4
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	22
Incidents Per 100 Students Enrolled	0.94

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	3.9%
Out-of-School Suspensions	2.2%
Any Suspension	5.1%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0

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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.6:1	191.6 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	$355	$12,252	$12,607

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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
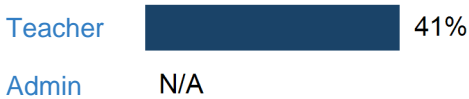**Teachers**: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators
Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	160	120,724
Average years experience in public schools	14.9	11.8
Average years experience in district	13.3	10.5
Teachers in district for 4 or more years	79%	74%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	62	9,506
Average years experience in public schools	18.5	15.9
Average years experience in district	11.4	11.6
Administrators in district for 4 or more years	77%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	15:1	14:1
Administrators	213:1	253:1
Librarian/Media Specialists		2610:1
Nurses		824:1
Counselors		364:1
Child Study Team		412:1

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Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators
Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.
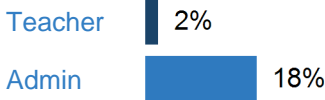
Bachelor's Degree

Teacher — 41%
Admin — N/A

Master's Degree

Teacher — 57%
Admin — 82%

Doctoral Degree

Teacher — 2%
Admin — 18%

Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	90%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	92%

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Grade Span 09-12

NJ SCHOOL PERFORMANCE REPORT

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support.   This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	91.2	17.5%
Mathematics Proficiency	89.3	17.5%
Graduation - 4-Year	83.4	25.0%
Graduation - 5-Year	78.5	25.0%
Chronic Absenteeism	88.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		85.3
Summative Rating: Percentile rank of Summative Score		91.8
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.

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Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	85.3	6.2	No	Met Goal	Met Target	Met Target	Met Goal	Met Goal	No
White	70.1	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
Hispanic	**	**	No	Met Target	Met Target†	Met Target	**	**	No
Black or African American	78.9	6.2	No	Met Target	Met Target†	Met Target	Met Goal	Met Goal	No
Asian, Native Hawaiian, or Pacific Islander	70.2	6.2	No	Met Goal	Met Target	Met Target	Met Goal	Met Goal	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	**	**	N	No
Economically Disadvantaged Students	89.7	6.2	No	Met Target	Met Target	Met Target	Not Met	Met Goal	No
Students with Disabilities	74.9	6.2	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
English Learners	96.4	6.2	No	Met Target†	Met Target	Met Target	Met Goal	**	No

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† Target was met within a confidence interval.

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School General Info

Principal:	Gail Pawlikowski	**Email Address:**	gail.pawlikowski@edison.k12.nj.us
Address:	855 GROVE AVENUE EDISON, NJ 08820	**Website:**	https://www.edison.k12.nj.us/domain/9
Phone:	(732)452-2800		

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

	Highlights:	• Offer 21 AP courses; 90% of students earned passing score of 3 or higher. Twenty-seven National Merit Semi-Finalists • Band, Choir and Orchestra consistently win state, regional and national awards. • Varsity teams are very competitive. The Girls Tennis Team has been the GMC Champions six times.
	Mission, Vision, Theme:	The Six Pillars of Character Education--caring, citizenship, fairness, respect, responsibility, trustworthiness--are themes practiced throughout the year--in the classroom, on the playing field, during and after school. JPS takes pride in graduating well-rounded, productive citizens. JPS students continue to be inspired learners who are challenged to think critically and creatively while developing positive character traits, always preparing for success in the 21st Century.
	Awards, Recognition, Accomplishments:	John P. Stevens High School continues to be recognized by NJ Monthly Magazine as a member of the top 100 high schools in the state. At the 2017 Jostens Yearbook Workshop, Regalis, our yearbook, was awarded Best in Show for the 5th year in a row. The yearbook was recognized internationally by the Printing Industry of America. The JPS Chamber Choir is ranked 63rd in the world.

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Courses, Curriculum, Instruction:	JPS offers a total of twenty-one AP courses. Last year, 782 students took 1751 AP exams, and 90% earned a passing score of three or higher. Thirty-four percent of the students earned a top score of five.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Football (Boys), Golf (Boys & Girls), Gymnastics (Girls), Ice Hockey (Co-ed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Co-ed) JPS athletes compete in one of the most challenging conferences in the state. The tennis team continues to be ranked at the county and state levels; the Girls Tennis Team has been the GMC Champions six times. In addition, the Boys Tennis Team, Girls Golf Team and Gymnastics Team all were GMC Champions last year while the Girls Swimming and Boys Volleyball teams were finalists. Three teams received sportsmanship recognition.
Clubs and Activities:	JPS offers more than sixty after school activities including student government. Family, Career and Community Leaders of America is one of the most active organizations. Currently five JPS students hold state executive positions. Other clubs include Model United Nations, Future Business Leaders of America, and Odyssey of the Mind. The Math and Science Leagues compete regularly. The JPS Theatre Company produces a musical and a play each year. All club members perform community service.

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School Narrative

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Staff and Professional Learning:	Teachers engage in professional development weekly in faculty and department meetings and in Professional Learning Communities. In addition, they attend local and district workshops focused on improving their craft. All teachers are provided professional development opportunities during in-service days.
Postsecondary Information:	JPS succeeds in sending 94% of its graduates to college, many being accepted to Ivy League Colleges and prestigious universities. The Counseling Department hosts a College Fair and offers many workshops on college applications and financial aid. The College and Career counselors run workshops on college essay writing, resume writing and interview skills for all eleventh graders.
Student Supports and Services:	The JPS Transition program aims to support 9th graders throughout the year with Teacher Coaches, student mentors, and tutors. Counselors meet with students regularly, and Rutgers provides two mental health counselors. Struggling students are supported and monitored through I & RS. The Child Study Team ensures that the needs of all special education students are met. ELL students are supported by specialized staff and a parent-teacher panel. Honor Society members provide tutoring.
Student Health and Wellness:	Students are offered a nutritional breakfast every morning. Every student is required to take a Physical Education and Health class. In addition, the school offers a Healthy Living Workshop to all students and provides a weekly Healthy Living tip. Mindfulness is promoted throughout the school community.
Parent and Community Involvement:	Parents are very involved in the JPS community. Almost every athletic team, musical group and club has an active parent group. In addition, the PTSO holds informative workshops for parents and students while raising money to organize and offer all seniors Project Graduation, an all-night lock-in party after Graduation. Parent Portal keeps parents informed of student progress, and the school website informs them of all the school community activities.

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Facilities:	JPS opened in 1964. In the last few years, a new wing including four state-of-the-art science labs and five classrooms was added. The Library has been renovated to be more student-friendly. Two years ago, a Fitness Center filled with treadmills, exercise bikes, lifting equipment and workout gear was added. This year a Dance Studio was created. JPS has a beautiful turf field and many other sports fields. In addition, JPS has a 60 foot greenhouse and a farm stand.

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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:
- Download this report to a PDF by clicking the 🖫   icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:
- Review the Parent Summary Report or the district-level report for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: Reference Guide or Interpretive Video.
- Download the data used in these reports.

- Want to give us feedback? Take our feedback survey: surveylink
- Questions about the reports? Contact us at reportcard@doe.nj.gov

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Lincoln Elementary School
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Grade Span KG-05

Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.

2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	94	116	100
1	117	139	143
2	134	123	142
3	128	127	132
4	108	125	130
5	121	111	111
Ungraded	0	1	0
Total	702	742	758

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	48%	46%	45%
Male	52%	54%	55%
Economically Disadvantaged Students	17%	14%	16%
Students with Disabilities	6%	6%	7%
English Learners	0%	0%	0%
Homeless Students			4%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Asian	70.6%
White	10.0%
Hispanic	9.9%
Black or African American	6.1%
American Indian or Alaska Native	0.8%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	2.6%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
KG - Half Day	92	116	100
KG - Full Day	0	0	0

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	37.3%
Telugu	12.0%
Tamil	9.4%
Hindi	9.0%
Gujarati	7.5%
Other	24.5%

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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers (*PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under *ESSA* accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	322	98.7	74.20	76.00	54.90	74.2	74.2	Met Target
White	34	92.3	35.30	61.10	63.90	34.1	47.9	Not Met
Hispanic	38	95.5	60.60	48.60	39.80	60.6	47.2	Met Target
Black or African American	24	100.0	50.00	44.70	35.20	50	65.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	212	100.0	85.30	88.30	80.70	85.3	80	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	68.40	54.90	76.9	**	**
Female	145	97.7	80.70	82.00	62.20	80.7		
Male	177	99.5	68.90	70.20	48.10	68.9		
Economically Disadvantaged Students	61	100.0	49.10	47.30	36.20	49.1	56.8	Met Target†
Non-Economically Disadvantaged Students	261	98.4	80.10	82.90	65.80	80.1		
Students with Disabilities	34	100.0	23.50	20.00	20.50	23.5	27	Met Target†
Students without Disabilities	288	98.6	80.30	82.30	61.90	80.3		
English Learners	12	100.0	100.00	46.30	25.20	100	**	**
Non-English Learners	310	98.7	73.20	77.40	57.40	73.2		
Homeless Students	12	100.0	66.70	38.60	26.40	66.7		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	40.00	23.00	N		

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam.   This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	134	766	769	749	10%	10%	13%	53%	14%	67%	50%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	15	742	734	734	*	*	*	*	*	40%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	100	774	781	775	*	*	11%	61%	16%	77%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	57	776	773	754	*	*	*	61%	*	74%	55%
Male	77	758	764	745	*	*	*	47%	*	62%	46%
Economically Disadvantaged Students	19	744	*	731	*	*	*	*	*	32%	31%
Non-Economically Disadvantaged Students	115	769	*	762	*	*	*	*	*	73%	63%
Students with Disabilities	14	710	716	720	*	*	*	*	0%	21%	24%
Students without Disabilities	120	772	773	755	*	*	*	*	16%	73%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	134	766	769	752	10%	10%	13%	53%	14%	67%	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam.   This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	131	772	769	753	*	*	16%	43%	34%	76%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	17	750	743	740	0%	*	*	*	*	53%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	91	780	779	777	*	*	12%	40%	44%	84%	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	59	775	775	758	*	*	17%	46%	34%	80%	61%
Male	72	770	764	749	*	*	15%	40%	33%	74%	51%
Economically Disadvantaged Students	22	760	745	737	*	*	*	*	*	64%	36%
Non-Economically Disadvantaged Students	109	774	776	764	*	*	*	*	*	79%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam.   This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

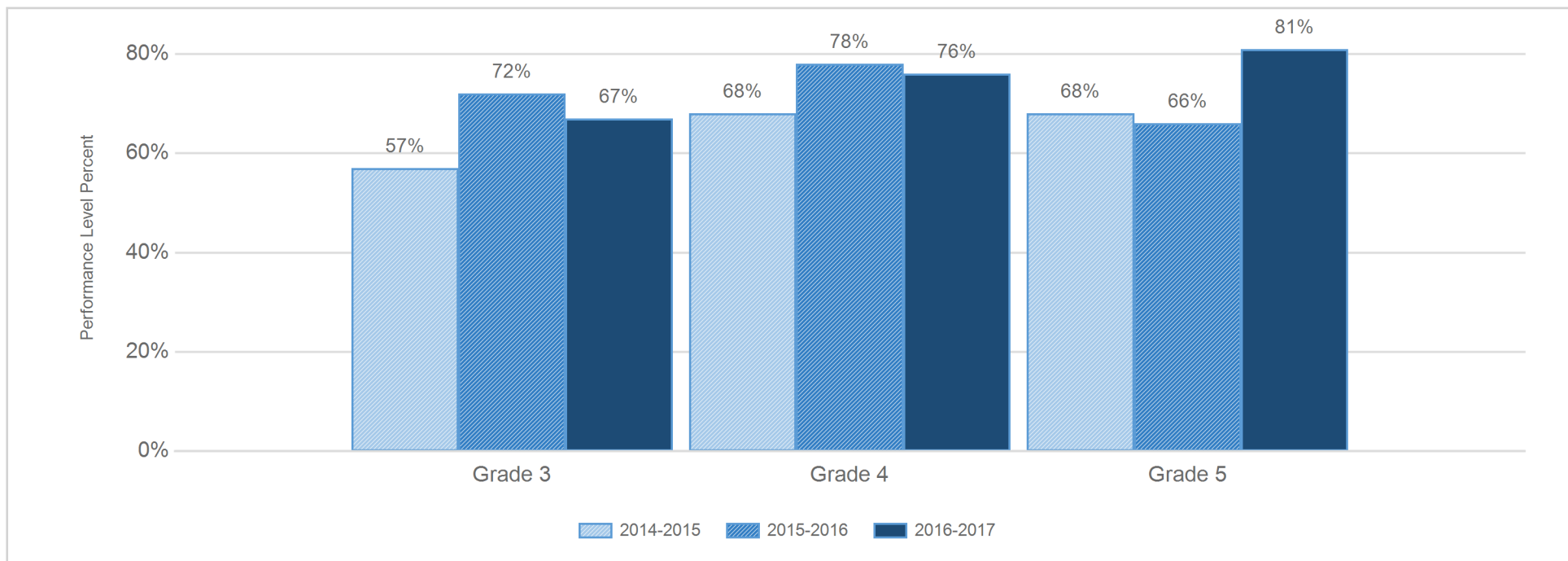| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	111	779	777	756	*	*	13%	51%	31%	81%	59%
White	17	750	759	763	*	*	*	*	*	35%	69%
Hispanic	10	772	752	743	0%	0%	*	*	*	90%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	67	793	788	779	*	*	*	54%	43%	97%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	53	786	783	761	*	*	*	51%	34%	85%	66%
Male	58	773	771	750	*	*	*	50%	28%	78%	53%
Economically Disadvantaged Students	22	766	*	740	*	*	*	46%	*	59%	40%
Non-Economically Disadvantaged Students	89	782	*	765	*	*	*	52%	*	87%	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	111	779	778	757	*	*	13%	51%	31%	81%	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.

Grade 3: 2014-2015 57%, 2015-2016 72%, 2016-2017 67%
Grade 4: 2014-2015 68%, 2015-2016 78%, 2016-2017 76%
Grade 5: 2014-2015 68%, 2015-2016 66%, 2016-2017 81%

Legend: 2014-2015, 2015-2016, 2016-2017

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NJ SCHOOL PERFORMANCE REPORT

Lincoln Elementary School
2016-2017

Grade Span KG-05

Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers (*PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under *ESSA* accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	322	98.7	66.80	63.70	43.50	66.8	72.4	Not Met
White	34	92.3	32.30	40.90	52.40	31.2	33.3	Met Target†
Hispanic	38	95.5	42.10	*	27.60	42.1	51.7	Met Target†
Black or African American	24	100.0	33.40	18.50	21.70	33.4	46.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	212	100.0	81.10	81.70	75.60	81.1	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	54.10	44.90	61.5	**	**
Female	145	97.7	68.30	65.20	44.10	68.3		
Male	177	99.5	65.50	62.30	42.90	65.5		
Economically Disadvantaged Students	61	100.0	44.20	29.70	25.10	44.2	48.4	Met Target†
Non-Economically Disadvantaged Students	261	98.4	72.10	71.90	54.30	72.1		
Students with Disabilities	34	100.0	14.70	16.90	16.50	14.7	35.6	Not Met
Students without Disabilities	288	98.6	72.90	68.90	48.80	72.9		
English Learners	12	100.0	91.70	40.50	23.30	91.7	**	**
Non-English Learners	310	98.7	65.80	64.90	45.20	65.8		
Homeless Students	12	100.0	41.70	23.60	16.40	41.7		
Students In Foster Care	N	N	N	20.00	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	50.00	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.

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NJ SCHOOL PERFORMANCE REPORT

Lincoln Elementary School
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Grade Span KG-05

Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	134	767	771	751	*	*	18%	40%	29%	69%	53%
White	*	*	*	759	*	*	*	*	*	*	63%
Hispanic	15	736	729	738	0%	*	*	*	*	20%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	100	777	784	779	*	*	12%	45%	37%	82%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	57	769	770	751	*	*	21%	44%	28%	72%	52%
Male	77	766	771	751	*	*	16%	36%	30%	66%	53%
Economically Disadvantaged Students	19	751	*	736	*	*	*	*	*	42%	34%
Non-Economically Disadvantaged Students	115	770	*	761	*	*	*	*	*	73%	65%
Students with Disabilities	14	720	725	729	*	*	*	*	*	*	29%
Students without Disabilities	120	773	774	755	*	*	*	*	*	*	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	134	767	772	753	*	*	18%	40%	29%	69%	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%

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NJ SCHOOL PERFORMANCE REPORT

Lincoln Elementary School
2016-2017

Grade Span KG-05

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

Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	131	766	765	747	*	*	21%	47%	21%	68%	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	17	739	735	734	*	*	*	*	0%	41%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	91	776	777	774	*	*	14%	53%	29%	81%	79%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	59	763	766	747	*	*	19%	51%	17%	68%	47%
Male	72	768	764	747	*	*	22%	44%	24%	68%	48%
Economically Disadvantaged Students	22	752	738	732	*	*	*	46%	*	55%	27%
Non-Economically Disadvantaged Students	109	768	772	757	*	*	*	48%	*	71%	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%

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NJ SCHOOL PERFORMANCE REPORT

Lincoln Elementary School
2016-2017

Grade Span KG-05

23-1290-100
MIDDLESEX
EDISON TWP
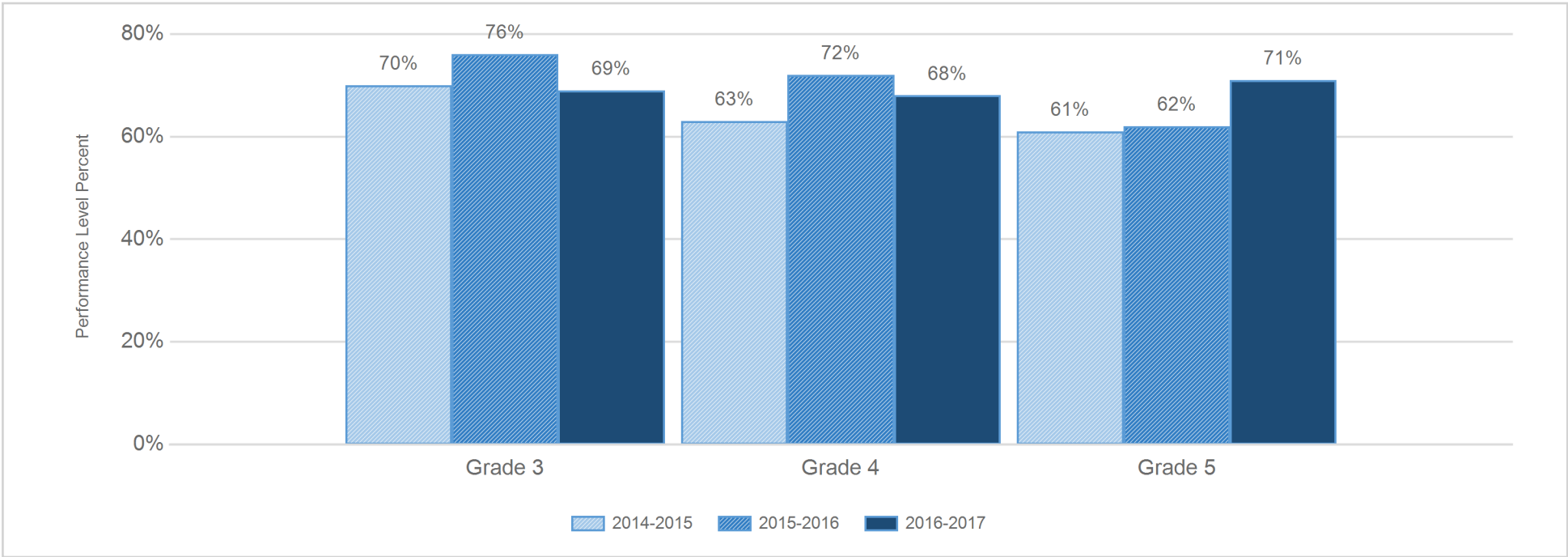**53 BROOKVILLE ROAD**
EDISON, NJ 08817

Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	111	768	771	747	*	*	18%	44%	27%	71%	46%
White	17	737	751	754	*	*	*	*	*	35%	57%
Hispanic	10	757	740	735	0%	0%	*	*	*	60%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	67	783	785	774	0%	*	*	46%	40%	87%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	53	769	770	747	*	*	*	36%	32%	68%	47%
Male	58	768	773	746	*	*	*	52%	22%	74%	46%
Economically Disadvantaged Students	22	753	*	732	*	*	*	*	*	50%	27%
Non-Economically Disadvantaged Students	89	772	*	756	*	*	*	*	*	76%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	111	768	772	748	*	*	18%	44%	27%	71%	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

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NJ SCHOOL PERFORMANCE REPORT

Lincoln Elementary School
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.

Legend: 2014-2015 | 2015-2016 | 2016-2017

Grade	2014-2015	2015-2016	2016-2017
Grade 3	70%	76%	69%
Grade 4	63%	72%	68%
Grade 5	61%	62%	71%

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Alternate Assessments - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency. The table also shows the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N

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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	56%	34%	10%
White	18%	*	N
Hispanic	13%	56%	31%
Black or African American	36%	*	*
Asian, Native Hawaiian, or Pacific Islander	71%	24%	5%
American Indian or Alaska Native	*	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	26%	57%	17%
Students with Disabilities	*	*	*
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 4

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

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NJ SCHOOL PERFORMANCE REPORT

Lincoln Elementary School
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Grade Span KG-05

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile** (**SGP**) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels: | **Low Growth: Less than 35** | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65** |

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile** (**mSGP**) is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile** (**mSGP**) is calculated here:
http://www.state.nj.us/education/njsmart/performance/

Student Growth

This table shows the **median Student Growth Percentile** (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	63	61	50	Exceeds Target	53	56	50	Met Target
White	46	48	50	Met Target	49	48	52	Met Target
Hispanic	50	*	49	Met Target	51	*	47	Met Target
Black or African American	50	48	45	**	34	41	43	**
Asian, Native Hawaiian, or Pacific Islander	71	68	60	Exceeds Target	60	61	59	Exceeds Target
American Indian or Alaska Native	*	60.5	51	**	*	70	51	**
Two or More Races	*	45.5	51	**	*	55	52	**
Economically Disadvantaged	49.5	49	47	Met Target	53.5	47	46	Met Target
Students with Disabilities	46	38.5	41	**	40	40	43	**
English Learners	65	65	53	**	75.5	62	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.

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NJ SCHOOL PERFORMANCE REPORT

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Grade Span KG-05

Each student receives a **Student Growth Percentile** (**SGP**) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

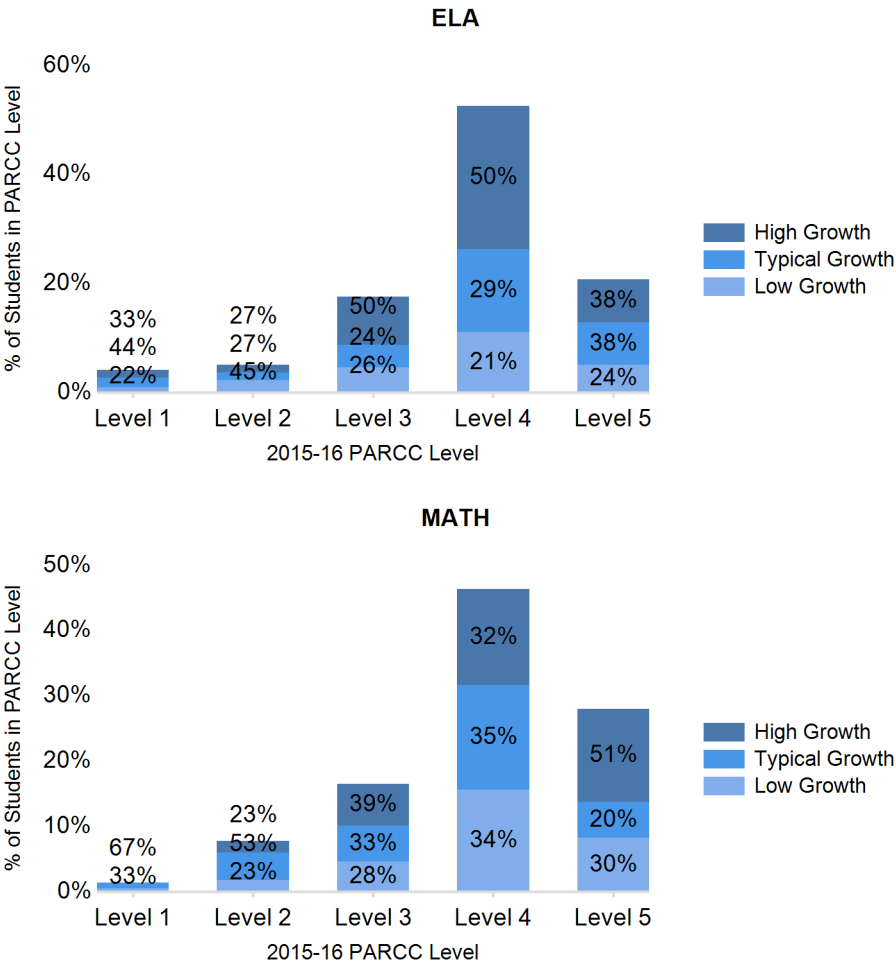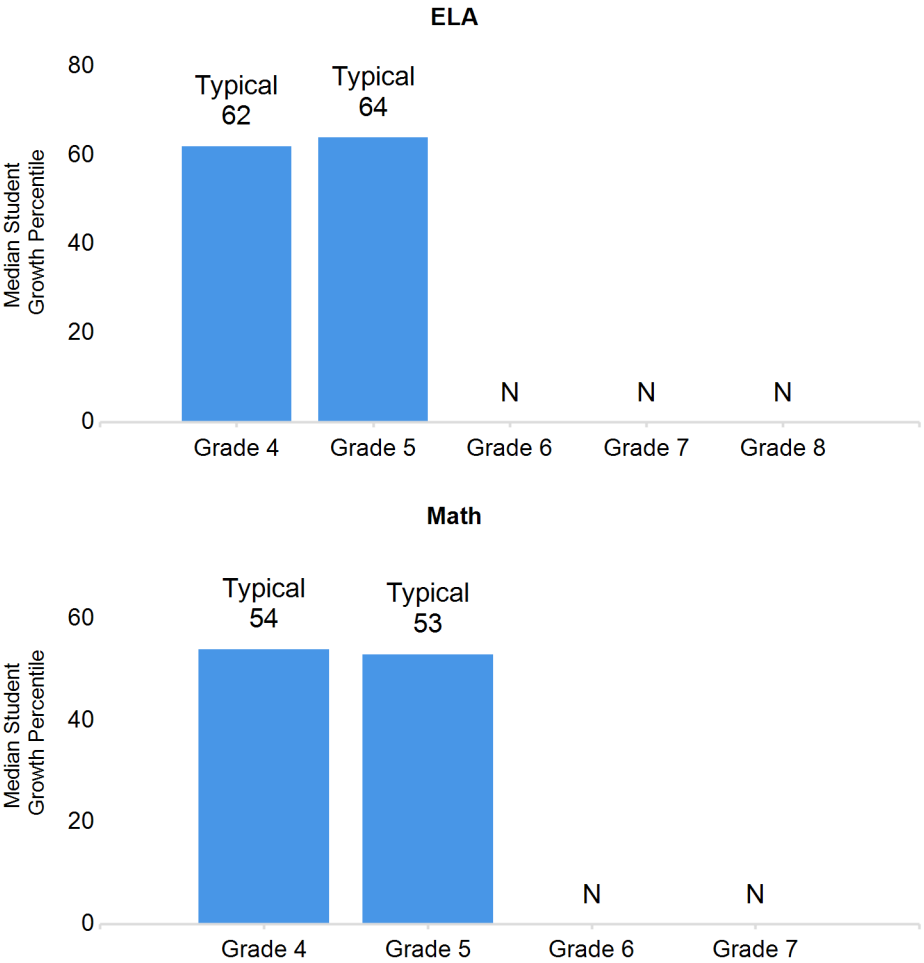A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

| Low Growth: Less than 35 | Typical Growth: Between 35 and 65 | High Growth: Greater than 65 |

Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.

ELA

MATH

Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.

ELA

Math

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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.
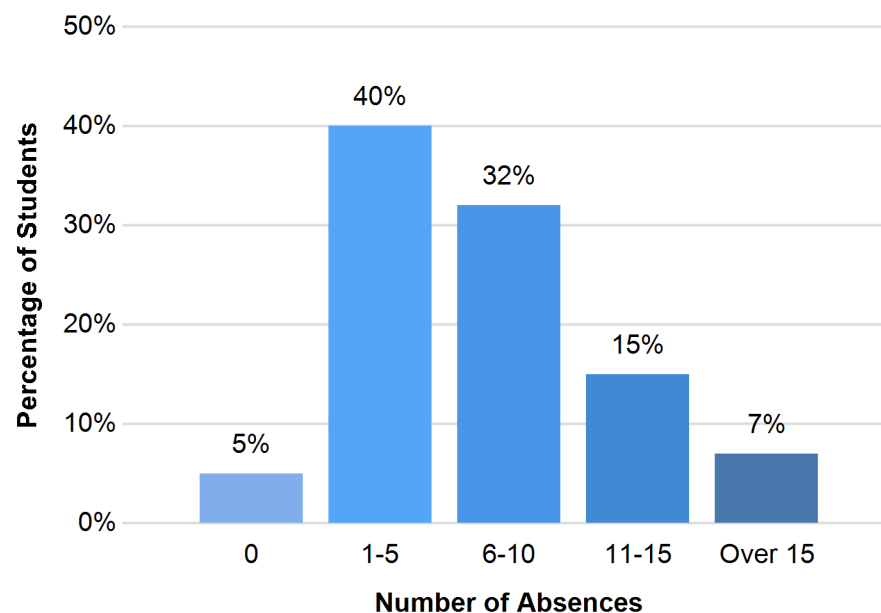
Chronic Absenteeism

This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.30	8.40	Met Target
White	7.70	8.40	Met Target
Hispanic	8.20	8.40	Met Target
Black or African American	4.30	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	6.10	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	5.00	8.40	Met Target
Economically Disadvantaged Students	7.60	8.40	Met Target
Students with Disabilities	13.60	8.40	Not Met
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.
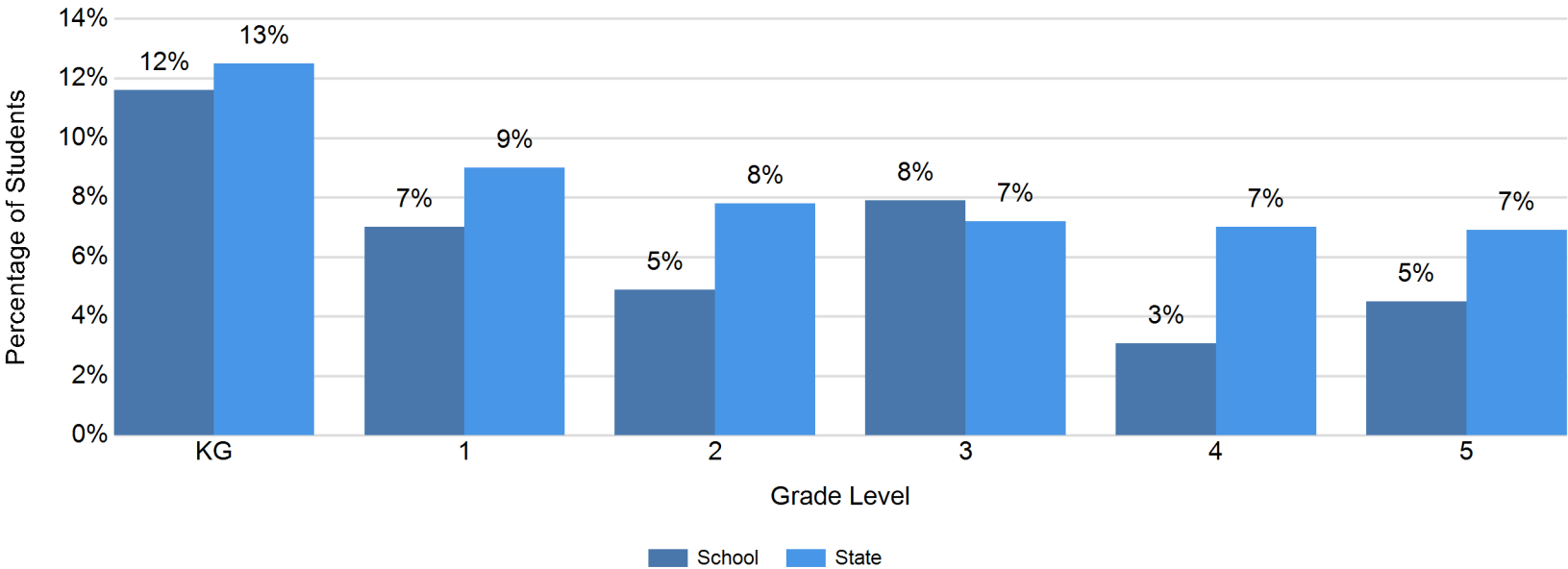
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.

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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Grade Level	School	State
KG	12%	13%
1	7%	9%
2	5%	8%
3	8%	7%
4	3%	7%
5	5%	7%

Percentage of Students

Grade Level

■ School ■ State

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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:55AM
Typical End Time	3:30PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 35 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.3%
Any Suspension	0.3%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0

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Lincoln Elementary School
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Grade Span KG-05

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.3:1	191.6 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	$355	$12,252	$12,607

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NJ SCHOOL PERFORMANCE REPORT

Lincoln Elementary School
2016-2017

Grade Span KG-05

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators
Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	47	120,724
Average years experience in public schools	11.0	11.8
Average years experience in district	9.7	10.5
Teachers in district for 4 or more years	70%	74%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	62	9,506
Average years experience in public schools	18.5	15.9
Average years experience in district	11.4	11.6
Administrators in district for 4 or more years	77%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	16:1	14:1
Administrators	379:1	253:1
Librarian/Media Specialists		2610:1
Nurses		824:1
Counselors		364:1
Child Study Team		412:1

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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators
Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.
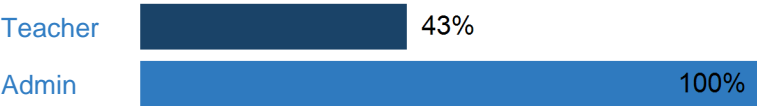
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree

Teacher — 57%
Admin — N/A

Master's Degree

Teacher — 43%
Admin — 100%

Doctoral Degree

Teacher — N
Admin — N

Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	90%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	87%

An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display

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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	66.9	17.5%
Mathematics Proficiency	67.1	17.5%
English Language Arts Growth	77.5	25.0%
Mathematics Growth	57.7	25.0%
Chronic Absenteeism	52.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		65.1
Summative Rating: Percentile rank of Summative Score		74.0
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.

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Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	65.1	11.9	No	Met Target	Not Met	Met Target	Exceeds Target	Met Target	No
White	23.6	11.9	No	Not Met	Met Target†	Met Target	Met Target	Met Target	No
Hispanic	65.2	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Black or African American	**	**	No	Met Target†	Met Target†	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	55.8	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Met Target	**	**	No
Economically Disadvantaged Students	73.4	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Students with Disabilities	**	**	No	Met Target†	Not Met	Not Met	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.

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School General Info

Principal:	Timothy Hart
Address:	53 BROOKVILLE ROAD EDISON, NJ 08817
Phone:	(732)650-5270

Email Address:	timothy.hart@edison.k12.nj.us
Website:	https://www.edison.k12.nj.us/domain/19

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

	Highlights:	• Curriculum is aligned to NJSLS and includes cross-disciplinary connections and real world application. • Technology is an integral part of our instruction with all students utilizing 1:1 Chromebooks or ipads. • Social and emotional development of each child through character education, clubs, and school-wide activities/events.
	Mission, Vision, Theme:	Our mission is to allow each child to reach their full potential by developing their academic skills, fostering their social and emotional growth, and guiding them towards independent thinking and problem solving. High standards and expectations for each student in regard to responsible citizenship and academic effort are the foundation of our school. The active participation and partnerships of students, staff, families, and community organizations are essential for our continued success.
	Awards, Recognition, Accomplishments:	We have launched our Positive Behavior Interventions and Support (PBIS) school wide. PBIS is a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success. We recognize positive behavior school wide by handing out "Pawsitive" Tickets and teaching lessons about good behavior in all areas of school including assemblies, bathroom, hallways, cafeteria, etc.

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Courses, Curriculum, Instruction:	Our teachers continually create opportunities for intellectual risk-taking, collaboration, problem solving, and application of classroom learning to real-life situations. They also design instruction to integrate a variety of innovative technological tools and resources to enhance learning. Our school uniquely provides enrichment programs such as Gifted and Talented and Engineering Clubs as well as reinforcement and support through systematic and tiered interventions by I&RS, RTI, CST, etc.
Sports and Athletics:	As an elementary school, we do not participate in formal sports competitions. However, we do continue to provide athletic opportunities through clubs. We currently host a running club and a sports club. Students are encouraged enhance their talents, learn new skills, and engage in physical activity.
Clubs and Activities:	We host a large range of clubs to meet the needs our diverse student population and variety of student interests. Our clubs also allow students to opportunities to develop leadership and share in school-wide responsibilities and outcomes. Our current clubs are Safety Patrol, Student Council, Newspaper, Odyssey of the Mind, Drama Club, Writers Club, Geography Club, Sports Club, Running Club, and Mindfulness Club.
Before and After School Programs:	In partnership with community organizations, we provide care for students before and after school. This before and after school care includes additional educational opportunities, homework help, team building activities, and snacks, etc.

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School Narrative

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Staff and Professional Learning:	Our staff engages in a variety professional development opportunities that include weekly meetings, targeted volunteer PD sessions, and district PD initiatives. Each meeting is charged with implementation and reflection on best practices. Administration utilizes PD to target trends and patterns seen in walkthroughs and observations and aid teachers is making incremental positive changes in their classrooms.
Student Supports and Services:	Our school uniquely provides enrichment programs and clubs/activities such as Gifted and Talented and Engineering Clubs as well as reinforcement and support by systematic and tiered interventions. Furthermore, we use integrated technology such as "Mindplay" that targets students who are non-readers and innovatively helps students gain foundational skills.
Student Health and Wellness:	Our schools provides students with the opportunities for physical activity through gym class twice a week, daily recess time, and extra-curricular activities such as sports club and running club. Additionally, our school follows the district policy of no candy or food/juices with sugar as the first ingredient. This policy allows us to promote nutritional awareness and healthy eating initiatives.
Parent and Community Involvement:	Parent partnerships, participation, and communication is vital to the success of our students and school. We are fortunate to have an extremely active PTO that helps facilitates programs and activities to our students and families. For example, our PTO hosts a learning festival that is open to all our parents in the community. Our PTO also hosts other events and activities such as book fairs, socials, informational sessions, and holiday celebrations.

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Facilities:	Our school was built in 1951 and has been enhanced to meet the needs of our growing student population. We have an updated media center in which classes can utilize technology for class assignments. The main office has been updated to increase visual appeal for all guests. We also maintain a large outside space and playground for all our students to have room to run and play. Our landscaping at the front of our building has been redone.

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Other Information:	As part of our morning annoucements, student leaders say our Lincoln chacarter pledge over the loudspeaker to promote positive behavior throughout the school day. We also host a community service committee. This committee is run by teachers, who facilitate community service projects for our community and nationwide. Futhermore, we also participate in Respect Week, Non-Violence Week, and No Name Calling Week throughout the school year to promote peaceful actions between students and a safe school environment for all.

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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:
- Download this report to a PDF by clicking the   icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:
- Review the Parent Summary Report or the district-level report for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: Reference Guide or Interpretive Video.
- Download the data used in these reports.

- Want to give us feedback? Take our feedback survey: surveylink
- Questions about the reports? Contact us at reportcard@doe.nj.gov

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Lindeneau Elementary School
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Grade Span KG-05

Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.

2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	48	50	45
1	68	63	66
2	70	75	71
3	76	74	78
4	93	73	79
5	61	92	78
Ungraded	11	16	26
Total	427	443	443

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	46%	45%	43%
Male	54%	55%	57%
Economically Disadvantaged Students	49%	51%	52%
Students with Disabilities	14%	17%	20%
English Learners	0%	0%	0%
Homeless Students			8%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			5%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Hispanic	39.7%
White	24.4%
Asian	19.9%
Black or African American	13.3%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	2.5%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
KG - Half Day	49	50	45
KG - Full Day	0	0	0

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	56.0%
Spanish	23.7%
Chinese	4.5%
Gujarati	2.9%
Urdu	2.0%
Other	10.8%

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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers (*PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under *ESSA* accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	190	89.0	44.20	76.00	54.90	41.1	44.1	Met Target†
White	43	85.5	46.50	61.10	63.90	42.1	46.7	Met Target†
Hispanic	73	83.5	27.40	48.60	39.80	23.6	21.9	Met Target
Black or African American	24	93.9	58.30	44.70	35.20	56.7	42.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	45	100.0	57.80	88.30	80.70	57.8	76.9	Not Met
American Indian or Alaska Native	*	*	*	85.70	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	83	90.3	49.40	82.00	62.20	46.9		
Male	107	88.0	40.20	70.20	48.10	36.8		
Economically Disadvantaged Students	104	88.5	34.70	47.30	36.20	*	35.9	Met Target†
Non-Economically Disadvantaged Students	86	89.7	55.80	82.90	65.80	*		
Students with Disabilities	35	79.2	22.90	20.00	20.50	18.3	18.8	Met Target†
Students without Disabilities	155	91.7	49.10	82.30	61.90	47.3		
English Learners	20	84.6	25.00	46.30	25.20	21.9	N	N
Non-English Learners	170	89.5	46.50	77.40	57.40	43.7		
Homeless Students	10	92.9	50.00	38.60	26.40	47.6		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	*	*	*	*	23.00	*		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam.   This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	730	769	749	25%	*	23%	29%	*	33%	50%
White	15	728	748	759	*	*	*	*	0%	20%	61%
Hispanic	30	718	734	734	33%	*	*	*	*	23%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	20	745	781	775	*	*	*	*	*	40%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	39	731	773	754	*	*	*	28%	*	31%	55%
Male	40	730	764	745	*	*	*	30%	*	35%	46%
Economically Disadvantaged Students	40	722	*	731	*	*	*	33%	*	33%	31%
Non-Economically Disadvantaged Students	39	739	*	762	*	*	*	26%	*	33%	63%
Students with Disabilities	11	694	716	720	*	*	*	*	*	*	24%
Students without Disabilities	68	736	773	755	*	*	*	*	*	*	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	79	730	769	752	25%	*	23%	29%	*	33%	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	*	*	*	734	*	*	*	*	*	*	29%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	741	769	753	18%	*	17%	46%	*	51%	56%
White	12	757	754	762	*	*	0%	*	*	75%	67%
Hispanic	41	729	743	740	24%	*	*	29%	*	32%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	15	760	779	777	*	0%	*	*	*	73%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	34	752	775	758	*	*	*	56%	*	62%	61%
Male	45	733	764	749	*	*	*	38%	*	42%	51%
Economically Disadvantaged Students	51	734	745	737	*	*	*	37%	*	39%	36%
Non-Economically Disadvantaged Students	28	754	776	764	*	*	*	61%	*	71%	69%
Students with Disabilities	24	718	722	725	*	*	*	*	*	25%	25%
Students without Disabilities	55	751	775	759	*	*	*	*	*	62%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	79	741	770	755	18%	*	17%	46%	*	51%	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	*	*	*	726	*	*	*	*	*	*	36%

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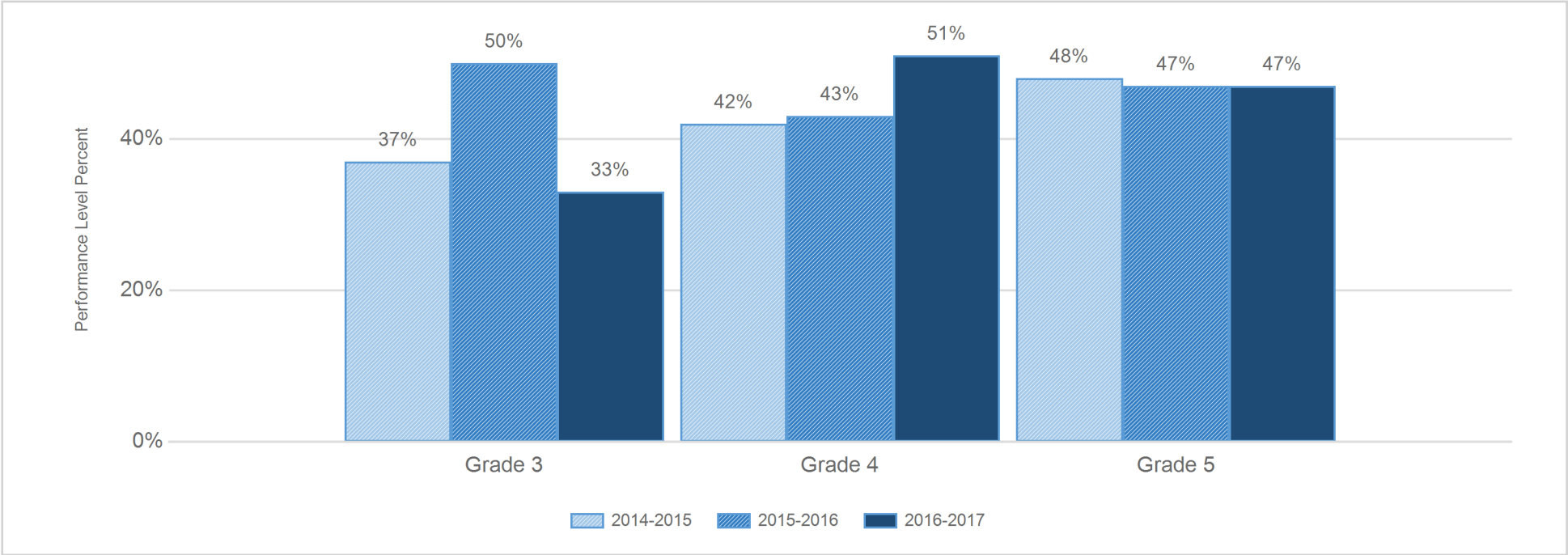**50 BLOSSOM STREET**
EDISON, NJ 08817

English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam.   This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	60	748	777	756	*	20%	27%	38%	*	47%	59%
White	19	745	759	763	*	*	*	*	0%	42%	69%
Hispanic	15	745	752	743	0%	*	*	*	*	40%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	15	759	788	779	0%	*	*	*	*	60%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	29	756	783	761	*	*	*	45%	*	55%	66%
Male	31	741	771	750	*	*	*	32%	*	39%	53%
Economically Disadvantaged Students	31	735	*	740	*	*	*	32%	*	36%	40%
Non-Economically Disadvantaged Students	29	762	*	765	*	*	*	45%	*	59%	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	60	748	778	757	*	20%	27%	38%	*	47%	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	*	*	*	731	*	*	*	*	*	*	36%

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NJ SCHOOL PERFORMANCE REPORT

Lindeneau Elementary School
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Grade Span KG-05

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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.

Performance Level Percent

Grade 3: 37%, 50%, 33%
Grade 4: 42%, 43%, 51%
Grade 5: 48%, 47%, 47%

Legend: 2014-2015, 2015-2016, 2016-2017

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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers (*PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under *ESSA* accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	189	89.0	38.00	63.70	43.50	35.3	42.9	Not Met
White	42	83.6	38.10	40.90	52.40	33.7	42.7	Met Target†
Hispanic	73	84.5	24.60	*	27.60	21.3	25.5	Met Target†
Black or African American	24	93.9	41.70	18.50	21.70	40.5	42.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	45	100.0	55.50	81.70	75.60	55.5	74.7	Not Met
American Indian or Alaska Native	*	*	*	81.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	83	91.2	36.10	65.20	44.10	34.3		
Male	106	87.2	39.60	62.30	42.90	35.9		
Economically Disadvantaged Students	104	88.5	33.70	29.70	25.10	*	40.9	Not Met
Non-Economically Disadvantaged Students	85	89.7	43.50	71.90	54.30	*		
Students with Disabilities	35	79.2	22.80	16.90	16.50	18.3	20.6	Met Target†
Students without Disabilities	154	91.7	41.60	68.90	48.80	39.8		
English Learners	20	84.6	25.00	40.50	23.30	21.9	N	N
Non-English Learners	169	89.5	39.60	64.90	45.20	37		
Homeless Students	10	92.9	60.00	23.60	16.40	57.1		
Students In Foster Care	N	N	N	20.00	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	*	*	*	*	18.20	*		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	731	771	751	*	29%	20%	27%	*	32%	53%
White	15	731	747	759	*	*	*	*	0%	20%	63%
Hispanic	30	718	729	738	*	37%	*	*	0%	20%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	20	742	784	779	*	*	*	*	*	40%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	39	729	770	751	*	33%	*	*	*	26%	52%
Male	40	734	771	751	*	25%	*	*	*	38%	53%
Economically Disadvantaged Students	40	724	*	736	*	30%	*	*	*	30%	34%
Non-Economically Disadvantaged Students	39	738	*	761	*	28%	*	*	*	33%	65%
Students with Disabilities	11	701	725	729	*	*	*	*	*	*	29%
Students without Disabilities	68	736	774	755	*	*	*	*	*	*	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	79	731	772	753	*	29%	20%	27%	*	32%	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	*	*	*	726	*	*	*	*	*	*	35%

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NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	736	765	747	22%	*	20%	41%	*	43%	47%
White	11	743	745	755	*	*	*	*	0%	55%	59%
Hispanic	42	727	735	734	29%	24%	*	26%	*	29%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	15	762	777	774	*	0%	*	73%	*	80%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	35	735	766	747	*	*	*	46%	*	46%	47%
Male	44	736	764	747	*	*	*	36%	*	41%	48%
Economically Disadvantaged Students	51	731	738	732	*	*	*	33%	*	35%	27%
Non-Economically Disadvantaged Students	28	745	772	757	*	*	*	54%	*	57%	61%
Students with Disabilities	24	718	727	724	*	*	*	*	*	25%	22%
Students without Disabilities	55	743	769	751	*	*	*	*	*	51%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	79	736	766	749	22%	*	20%	41%	*	43%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	*	*	*	713	*	*	*	*	*	*	22%

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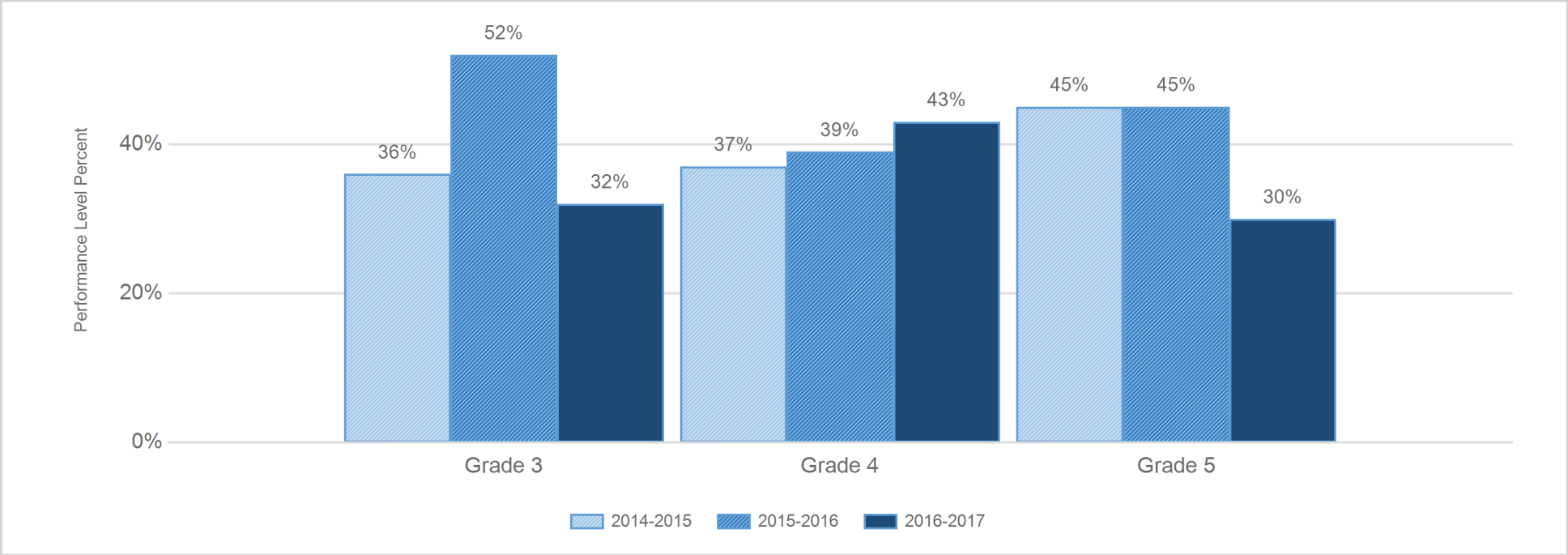**50 BLOSSOM STREET**
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Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	60	742	771	747	*	22%	40%	20%	*	30%	46%
White	19	745	751	754	*	*	*	*	*	37%	57%
Hispanic	15	737	740	735	*	*	*	*	*	27%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	15	760	785	774	0%	*	*	*	*	40%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	29	740	770	747	*	*	48%	*	*	24%	47%
Male	31	744	773	746	*	*	32%	*	*	36%	46%
Economically Disadvantaged Students	31	734	*	732	*	*	36%	*	*	23%	27%
Non-Economically Disadvantaged Students	29	752	*	756	*	*	45%	*	*	38%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	60	742	772	748	*	22%	40%	20%	*	30%	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	*	*	*	716	*	*	*	*	*	*	18%

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.

Performance Level Percent

Grade 3: 36%, 52%, 32%
Grade 4: 37%, 39%, 43%
Grade 5: 45%, 45%, 30%

Legend: 2014-2015 | 2015-2016 | 2016-2017

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Alternate Assessments - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	*	*

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency. The table also shows the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	N	N	N
4	N	N	N
5+	N	N	N

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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	38%	37%	26%
White	*	29%	29%
Hispanic	22%	49%	29%
Black or African American	33%	33%	33%
Asian, Native Hawaiian, or Pacific Islander	*	14%	7%
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	28%	42%	30%
Students with Disabilities	15%	35%	50%
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 4

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

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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile** (**SGP**) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels: | **Low Growth: Less than 35** | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile** (**mSGP**) is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile** (**mSGP**) is calculated here:
http://www.state.nj.us/education/njsmart/performance/

Student Growth

This table shows the **median Student Growth Percentile** (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	41.5	61	50	Met Target	35	56	50	Not Met
White	43.5	48	50	Met Target	32.5	48	52	Not Met
Hispanic	40	*	49	Met Target	33	*	47	Not Met
Black or African American	*	48	45	**	*	41	43	**
Asian, Native Hawaiian, or Pacific Islander	42	68	60	Met Target	48	61	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	45.5	51	**	*	55	52	**
Economically Disadvantaged	38.5	49	47	Not Met	34	47	46	Not Met
Students with Disabilities	37.5	38.5	41	Not Met	25	40	43	Not Met
English Learners	40	65	53	**	28	62	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.

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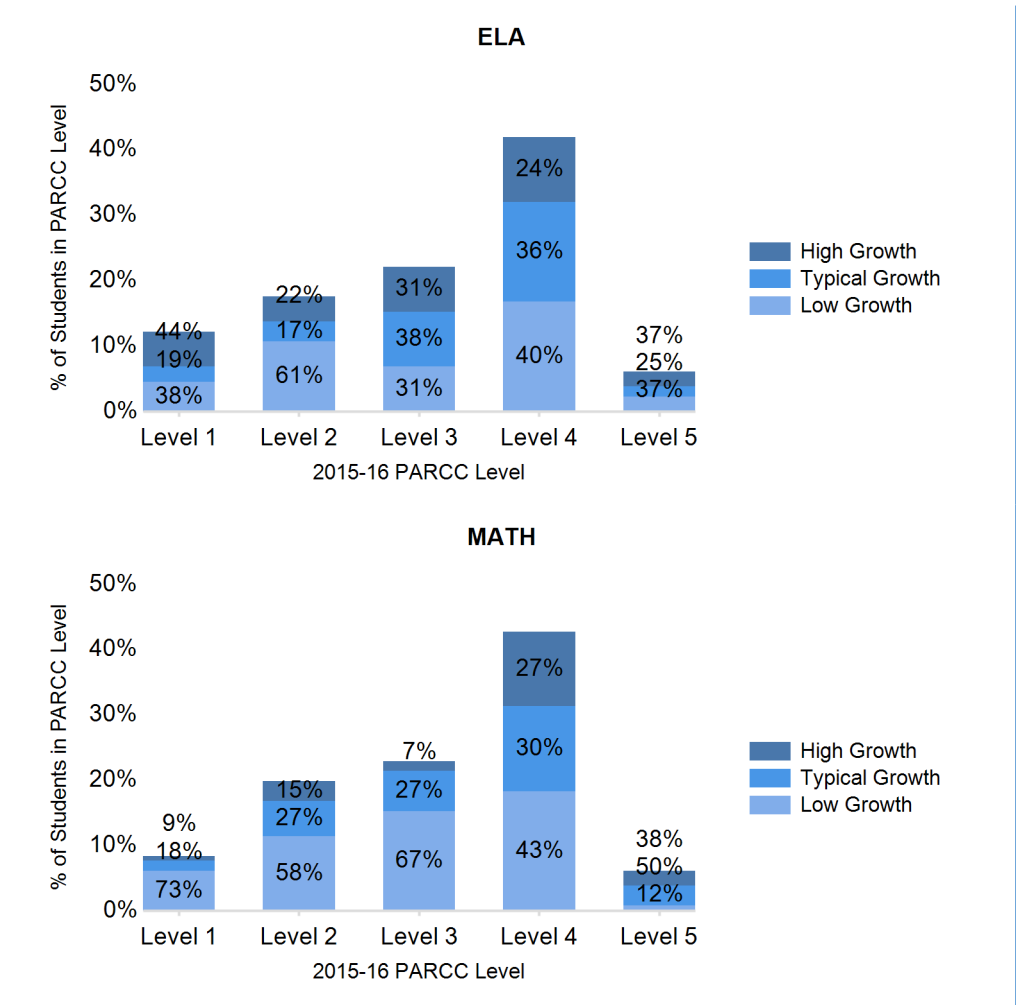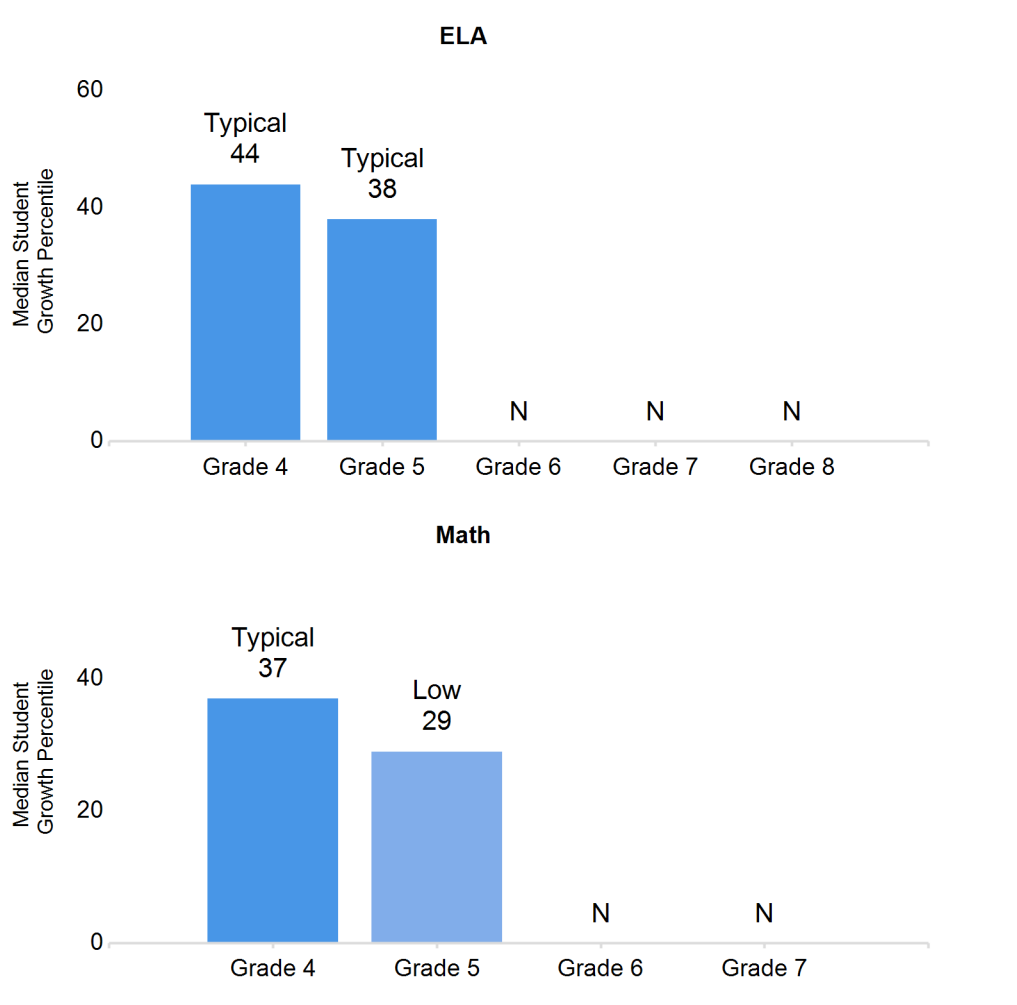**50 BLOSSOM STREET**
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Each student receives a **Student Growth Percentile** (**SGP**) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

| Low Growth: Less than 35 | Typical Growth: Between 35 and 65 | High Growth: Greater than 65 |

Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.

Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.

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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.10	8.40	Met Target
White	11.80	8.40	Not Met
Hispanic	6.90	8.40	Met Target
Black or African American	8.50	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	6.70	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	8.30	8.40	Met Target
Students with Disabilities	12.10	8.40	Not Met
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.
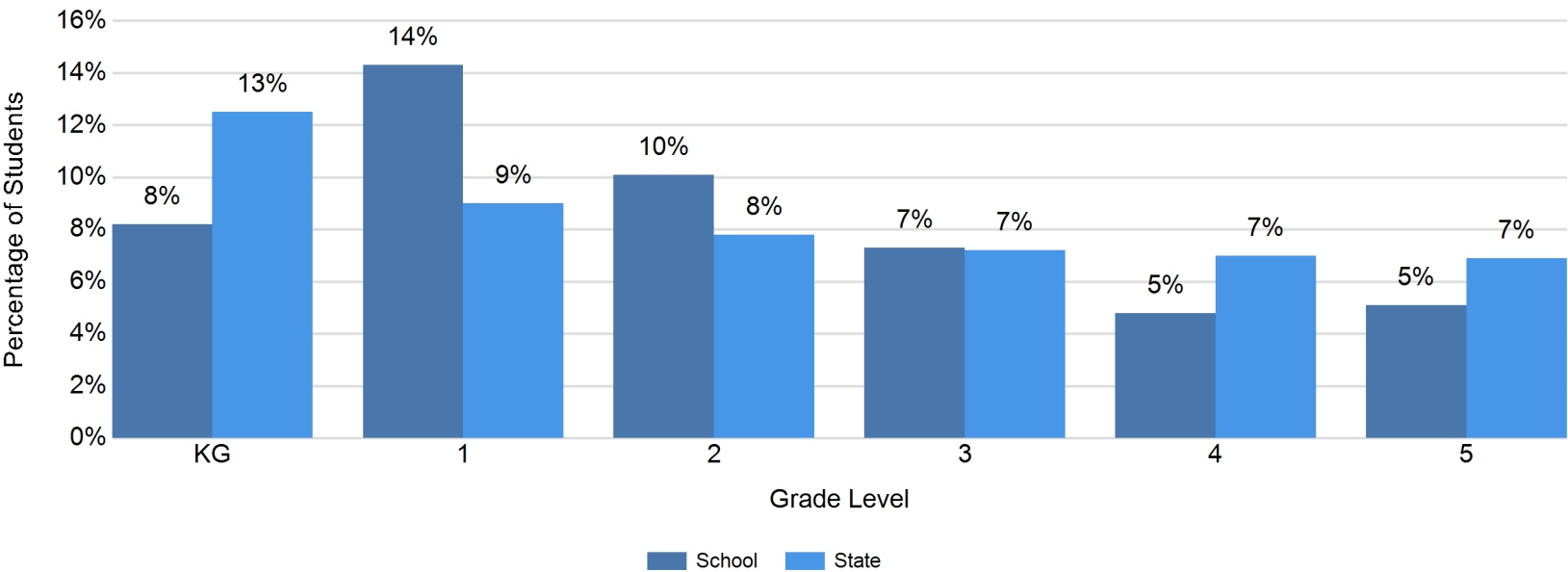
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.

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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:55AM
Typical End Time	3:30PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 35 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	3.2%
Any Suspension	3.2%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0

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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	191.6 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	$355	$12,252	$12,607

An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display

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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	40	120,724
Average years experience in public schools	13.3	11.8
Average years experience in district	12.5	10.5
Teachers in district for 4 or more years	90%	74%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	62	9,506
Average years experience in public schools	18.5	15.9
Average years experience in district	11.4	11.6
Administrators in district for 4 or more years	77%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	14:1
Administrators	443:1	253:1
Librarian/Media Specialists		2610:1
Nurses		824:1
Counselors		364:1
Child Study Team		412:1

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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators
Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree

Teacher 38%

Admin N/A

Master's Degree

Teacher 63%

Admin 100%

Doctoral Degree

Teacher N

Admin N

Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	90%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	86%

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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	21.2	17.5%
Mathematics Proficiency	29.1	17.5%
English Language Arts Growth	16.3	25.0%
Mathematics Growth	7.7	25.0%
Chronic Absenteeism	35.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		20.2
Summative Rating: Percentile rank of Summative Score		9.5
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.

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Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	20.2	11.9	Targeted	Met Target†	Not Met	Met Target	Met Target	Not Met	No
White	10.6	11.9	Targeted	Met Target†	Met Target†	Not Met	Met Target	Not Met	No
Hispanic	23.2	11.9	No	Met Target	Met Target†	Met Target	Met Target	Not Met	No
Black or African American	**	**	No	Met Target	Met Target†	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	9.7	11.9	Targeted	Not Met	Not Met	Met Target	Met Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	35.0	11.9	No	Met Target†	Not Met	Met Target	Not Met	Not Met	No
Students with Disabilities	35.2	11.9	No	Met Target†	Met Target†	Not Met	Not Met	Not Met	No
English Learners	**	**	No	N	N	**	**	**	No

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† Target was met within a confidence interval.

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School General Info

Principal:	Sara Bright	**Email Address:**	sara.bright@edison.k12.nj.us
Address:	50 BLOSSOM STREET EDISON, NJ 08817	**Website:**	https://www.edison.k12.nj.us/domain/20
Phone:	(732)650-5320		

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

	Highlights:	• Lindeneau is a 1:1 school, that supports students with a blended model of technology integration. • Lindeneau School has rich cultural diversity, small class-sizes and highly qualified educators. • A Leader in Me school that promotes leadership skills in our K-5 population.
	Mission, Vision, Theme:	Lindeneau School is a GREAT PLACE TO GROW! Our motto exemplifies growth in both mind and body. Helping students to achieve success is the primary goal of every Lindeneau staff member. We support our students educationally, emotionally and socially.
	Awards, Recognition, Accomplishments:	Lindeneau School is working to establish a school culture of Leadership. We are entering our second year as a Leader in Me School. The Leader in Me is aligned with the "Seven Habits of Highly Effective People". It teaches 21st century leadership and life skills to students and creates a culture of student empowerment. The process also teaches students the skills needed for academic success in any setting.

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Courses, Curriculum, Instruction:	Our curriculum is aligned with the New Jersey Student Learning Standards. The Journeys reading program, used in all classrooms, includes reading, writing, word study, grammar and vocabulary. Our math programs, Math in Focus in grades K-2 and TenMarks in grades 3-5, help students develop an understanding of mathematical concepts and problem solving strategies. Discovery Techbook is an online resource that brings the world into our classrooms and enhances our science program.
Clubs and Activities:	Lindeneau School offers a wide array of clubs and co-curricular activities including Student Council, Safety Patrols and the Lindeneau News. Students have the opportunities to express their creativity in Art Club, Chorus, Band, Odyssey of the Mind and Strings.
Before and After School Programs:	Each summer, Lindeneau opens its Media Center to its incoming K-5 students for the month of July. It is staffed with cerificated teachers who provide summer enrichment opportunities for students that include story time, computer time on math and reading programs, games, and reading. The school offers before and after school academies for students with small group instruction in reading and math. Our guidance counselor meets with groups to help children support social-emotional development.

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Staff and Professional Learning:	Classroom teachers strive to achieve the standards through instruction that embeds communication, collaboration, critical thinking and creativity for a more integrative learning approach. Lindeneau's staff has a commitment to professional development and works closely with classroom coaches, staff developers and instructional leaders for a collegial approach to staying abreast of current pedagogy.
Student Supports and Services:	We believe all students will learn to the highest level and provide extra time and support to students struggling with reading and math using an RTI model. Assessment data is analyzed by teachers to differentiate instruction in the classroom setting. Our school has the support of a team of reading and math specialists who provide additional instruction for students struggling with reading or math. Our special education students learn alongside their peers in an inclusive setting.
Student Health and Wellness:	At Lindeneau School, we are concerned for the overall well-being for our students. A nutritionally balanced breakfast and lunch is offered to students daily through the Chartwells Company. Our students also have the opportunity to participate in physical activities during their gym class, outdoor recess, and specific clubs such as the Gym Club and Girls on the Run. Our school nurse and counselor works closely with families and students.
Parent and Community Involvement:	Our school community is strengthened by its rich cultural diversity which we embrace and support. Our dedicated Parent Teacher Organization is committed to building the home-school connection by sponsoring many academic and social events for the entire community. The collaboration between school and families enables our dedicated staff to build strong relationships with the children as we learn from one another to ensure their growth

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Parents Families are asked to participate in a survey to address ways they are interested in helping with the school community. We seek parental input and feedback through a survey at the beginning of the school year.
Facilities:	Lindeneau School is a K-5 elementary school. The facility was built in 1967 and is nestled between two township parks. The classrooms are student-friendly with literacy rich displays, word walls, classroom libraries and promethean boards. The school's media center is visited weekly by each class and houses 25 desktop computers. Students attend music, art and spanish class once a week and gym twice a week.

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Other Information:

The Lindeneau School day begins at 8:55 and ends at 3:30. Student's daily schedule includes Reading, Writing integrated with Social Studies, Math, Science and a dedicated period of Intervention and Enrichment. Each day, students have 45 minutes for lunch and recess and have one special period of art, music, Spanish or physical education. Safety is our school's priority and we practice fire and lockdown drills monthly. The Health and Safety Committee meets regularly with the support of the school adminstration, staff, facility manager and the Edison Township Police. We use a doorbell and camera system upon the arrival of any visitor who will be asked to present photo identification. Our arrival and dismissal procedures and school policies are located on the school's website in the Parent Handbook. We communicate openly with families using monthly newsletters, BlackBoard messages, notices and automated phone calls. Using the MyEdison app or Genesis Portal, parents and guardians have online access to their child's grades and schedule. The staff is advanced in the 1:1 integration of technology using Google Chromebooks (grades 2-5), iPads (K-1) and Promethean Boards. Our school will make every effort to help students use technology in engaging and meaningful ways and to learn the principals of Digital Citizenship.

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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:
- Download this report to a PDF by clicking the 🖫 icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:
- Review the Parent Summary Report or the district-level report for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: Reference Guide or Interpretive Video.
- Download the data used in these reports.

- Want to give us feedback? Take our feedback survey: surveylink
- Questions about the reports? Contact us at reportcard@doe.nj.gov

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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.

2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	43	67	66
1	98	94	136
2	107	115	101
3	120	114	124
4	127	125	117
5	119	127	137
Ungraded	16	24	24
Total	630	666	705

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	50%	50%	50%
Male	50%	50%	50%
Economically Disadvantaged Students	12%	11%	11%
Students with Disabilities	9%	9%	7%
English Learners	0%	0%	0%
Homeless Students			2%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Asian	82.7%
Black or African American	7.4%
White	5.1%
Hispanic	3.3%
American Indian or Alaska Native	0.9%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.7%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
KG - Half Day	47	67	66
KG - Full Day	0	0	0

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	42.1%
Hindi	15.3%
Gujarati	7.9%
Telugu	7.2%
Tamil	6.2%
Other	21.0%

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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers (*PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under *ESSA* accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	365	99.2	80.60	76.00	54.90	80.6	75.6	Met Goal
White	22	100.0	68.20	61.10	63.90	68.2	59.2	Met Target
Hispanic	13	100.0	38.50	48.60	39.80	38.5	**	**
Black or African American	34	94.9	14.70	44.70	35.20	14.6	17.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	293	99.7	91.10	88.30	80.70	91.1	80	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	185	100.0	85.40	82.00	62.20	85.4		
Male	180	98.5	75.60	70.20	48.10	75.6		
Economically Disadvantaged Students	42	96.1	16.70	47.30	36.20	16.7	27.2	Not Met
Non-Economically Disadvantaged Students	323	99.7	88.90	82.90	65.80	88.9		
Students with Disabilities	37	95.5	*	20.00	20.50	*	20.9	Not Met
Students without Disabilities	328	99.7	*	82.30	61.90	*		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	*	*	*	*	23.00	*		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	123	787	769	749	*	*	9%	50%	33%	82%	50%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	10	708	735	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	101	799	781	775	*	*	*	55%	40%	94%	76%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	56	796	773	754	*	*	*	54%	36%	89%	55%
Male	67	779	764	745	*	*	*	46%	30%	76%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	123	787	769	752	*	*	9%	50%	33%	82%	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	123	772	769	753	*	*	9%	44%	35%	79%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	13	721	741	737	*	*	*	*	*	23%	36%
Asian, Native Hawaiian, or Pacific Islander	99	780	779	777	*	*	*	51%	37%	88%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	64	776	775	758	*	*	*	47%	38%	84%	61%
Male	59	768	764	749	*	*	*	41%	32%	73%	51%
Economically Disadvantaged Students	15	722	745	737	*	*	*	*	*	27%	36%
Non-Economically Disadvantaged Students	108	779	776	764	*	*	*	*	*	86%	69%
Students with Disabilities	13	701	722	725	*	*	*	*	*	*	25%
Students without Disabilities	110	781	775	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	123	772	770	755	*	*	9%	44%	35%	79%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	*	*	*	726	*	*	*	*	*	*	36%

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NJ SCHOOL PERFORMANCE REPORT

Martin Luther King Elementary School
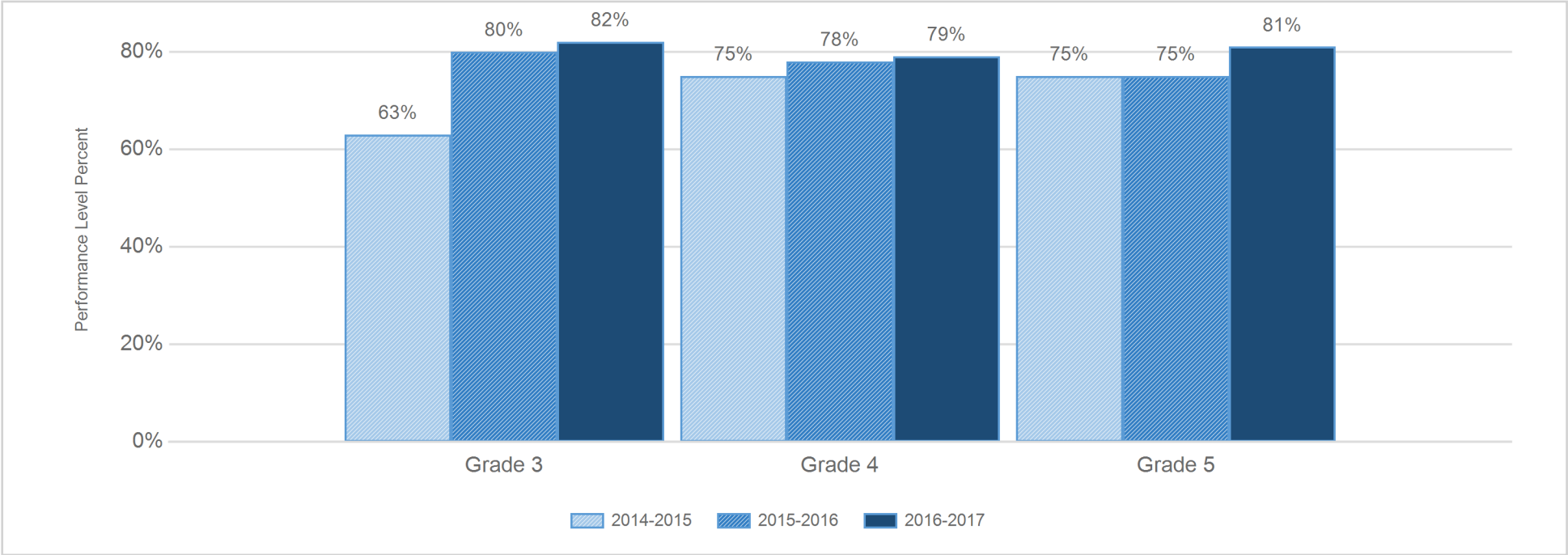**2016-2017**

Grade Span KG-05

English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	143	780	777	756	*	8%	*	46%	36%	81%	59%
White	*	*	*	763	*	*	*	*	*	*	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	13	719	744	740	*	*	*	*	0%	15%	39%
Asian, Native Hawaiian, or Pacific Islander	112	793	788	779	*	*	*	50%	44%	94%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	80	784	783	761	*	*	*	48%	36%	84%	66%
Male	63	776	771	750	*	*	*	43%	35%	78%	53%
Economically Disadvantaged Students	19	725	*	740	*	*	*	*	*	21%	40%
Non-Economically Disadvantaged Students	124	789	*	765	*	*	*	*	*	90%	71%
Students with Disabilities	17	699	723	725	*	*	*	*	*	*	22%
Students without Disabilities	126	791	782	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	143	780	778	757	*	8%	*	46%	36%	81%	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

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NJ SCHOOL PERFORMANCE REPORT

Martin Luther King Elementary School
2016-2017

Grade Span KG-05

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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.

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NJ SCHOOL PERFORMANCE REPORT

Martin Luther King Elementary School
2016-2017

Grade Span KG-05

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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers (*PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under *ESSA* accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	365	99.2	78.90	63.70	43.50	78.9	73.4	Met Target
White	22	100.0	59.10	40.90	52.40	59.1	52.3	Met Target
Hispanic	13	100.0	15.40	*	27.60	15.4	**	**
Black or African American	34	94.9	*	18.50	21.70	*	14.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	293	99.7	91.50	81.70	75.60	91.5	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	185	100.0	80.50	65.20	44.10	80.5		
Male	180	98.5	77.20	62.30	42.90	77.2		
Economically Disadvantaged Students	41	96.0	*	29.70	25.10	*	20.9	Not Met
Non-Economically Disadvantaged Students	324	99.7	*	71.90	54.30	*		
Students with Disabilities	37	95.5	*	16.90	16.50	*	25.1	Not Met
Students without Disabilities	328	99.7	*	68.90	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	20.00	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	*	*	*	*	18.20	*		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.

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NJ SCHOOL PERFORMANCE REPORT

Martin Luther King Elementary School
2016-2017

Grade Span KG-05

Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	123	781	771	751	*	*	*	41%	45%	85%	53%
White	*	*	*	759	*	*	*	*	*	*	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	10	707	734	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	101	793	784	779	*	*	*	45%	55%	99%	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	56	786	770	751	*	*	*	41%	50%	91%	52%
Male	67	777	771	751	*	*	*	40%	40%	81%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	123	781	772	753	*	*	*	41%	45%	85%	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%

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NJ SCHOOL PERFORMANCE REPORT

Martin Luther King Elementary School
2016-2017

Grade Span KG-05

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	123	773	765	747	*	*	9%	46%	32%	78%	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	13	716	730	729	*	*	*	*	0%	15%	25%
Asian, Native Hawaiian, or Pacific Islander	99	783	777	774	*	*	*	52%	37%	89%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	64	774	766	747	*	*	*	52%	28%	80%	47%
Male	59	773	764	747	*	*	*	41%	36%	76%	48%
Economically Disadvantaged Students	15	719	738	732	*	*	*	*	0%	20%	27%
Non-Economically Disadvantaged Students	108	781	772	757	*	*	*	*	36%	86%	61%
Students with Disabilities	13	708	727	724	*	*	0%	*	0%	15%	22%
Students without Disabilities	110	781	769	751	*	*	10%	*	36%	86%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	123	773	766	749	*	*	9%	46%	32%	78%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	*	*	*	713	*	*	*	*	*	*	22%

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NJ SCHOOL PERFORMANCE REPORT

Martin Luther King Elementary School
2016-2017

Grade Span KG-05

23-1290-104
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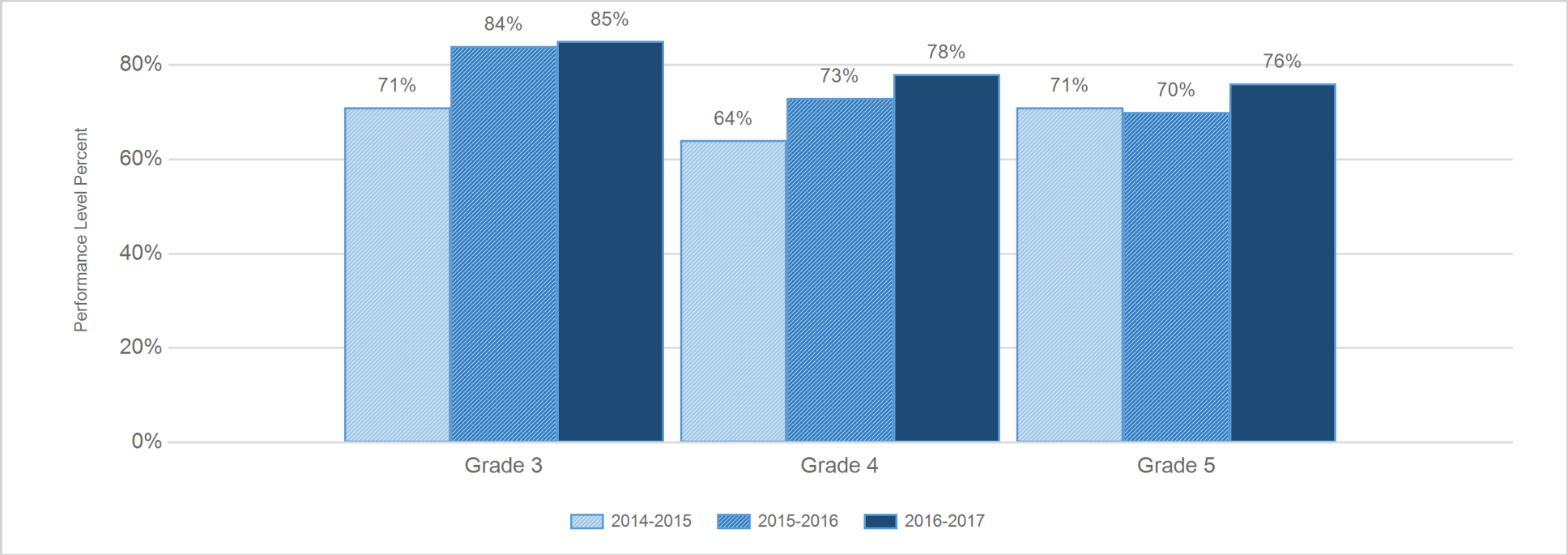285 TINGLEY LANE
EDISON, NJ 08820

Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	143	776	771	747	*	9%	*	38%	39%	76%	46%
White	*	*	*	754	*	*	*	*	*	*	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	13	711	731	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	112	789	785	774	0%	*	*	45%	46%	91%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	80	772	770	747	*	*	*	45%	30%	75%	47%
Male	63	780	773	746	*	*	*	29%	49%	78%	46%
Economically Disadvantaged Students	19	717	*	732	*	*	*	*	*	16%	27%
Non-Economically Disadvantaged Students	124	784	*	756	*	*	*	*	*	86%	59%
Students with Disabilities	17	706	731	725	*	*	*	*	*	*	19%
Students without Disabilities	126	785	775	751	*	*	*	*	*	*	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	143	776	772	748	*	9%	*	38%	39%	76%	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

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NJ SCHOOL PERFORMANCE REPORT

Martin Luther King Elementary School
2016-2017

Grade Span KG-05

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.

Grade 3: 71% (2014-2015), 84% (2015-2016), 85% (2016-2017)
Grade 4: 64% (2014-2015), 73% (2015-2016), 78% (2016-2017)
Grade 5: 71% (2014-2015), 70% (2015-2016), 76% (2016-2017)

Legend: 2014-2015 | 2015-2016 | 2016-2017

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NJ SCHOOL PERFORMANCE REPORT

Martin Luther King Elementary School
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Grade Span KG-05

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Alternate Assessments - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency. The table also shows the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	N	N	N
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N

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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	81%	16%	3%
White	*	N	N
Hispanic	N	*	N
Black or African American	20%	*	20%
Asian, Native Hawaiian, or Pacific Islander	87%	11%	2%
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	31%	54%	15%
Students with Disabilities	*	*	*
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

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

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NJ SCHOOL PERFORMANCE REPORT

Martin Luther King Elementary School
2016-2017

Grade Span KG-05

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile** (**SGP**) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35**   **Typical Growth: Between 35 and 65**   **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile** (**mSGP**) is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile** (**mSGP**) is calculated here:
http://www.state.nj.us/education/njsmart/performance/

Student Growth

This table shows the **median Student Growth Percentile** (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	62	61	50	Exceeds Target	62	56	50	Exceeds Target
White	59	48	50	**	71	48	52	**
Hispanic	48	*	49	**	33	*	47	**
Black or African American	36.5	48	45	Not Met	43.5	41	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	67	68	60	Exceeds Target	66.5	61	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	37	49	47	Not Met	42	47	46	Met Target
Students with Disabilities	28	38.5	41	Not Met	42	40	43	Met Target
English Learners	*	65	53	**	*	62	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.

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NJ SCHOOL PERFORMANCE REPORT

Martin Luther King Elementary School
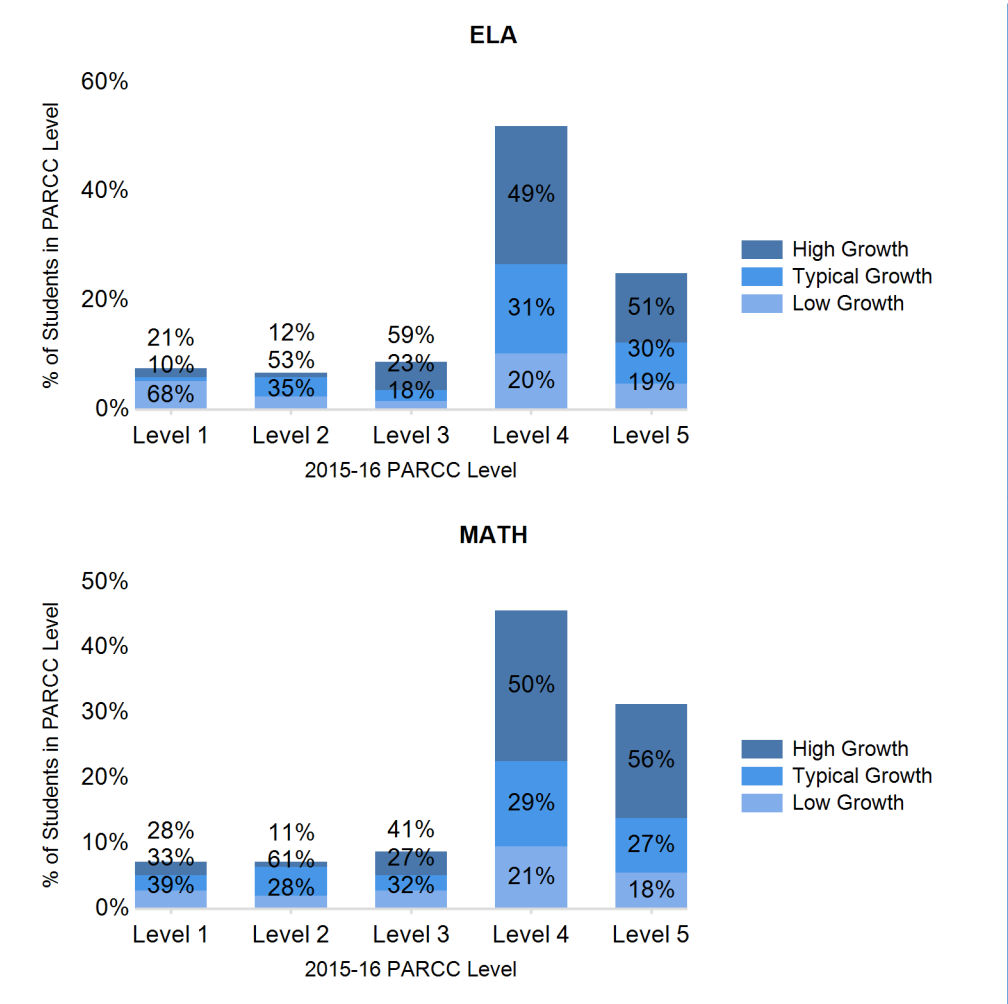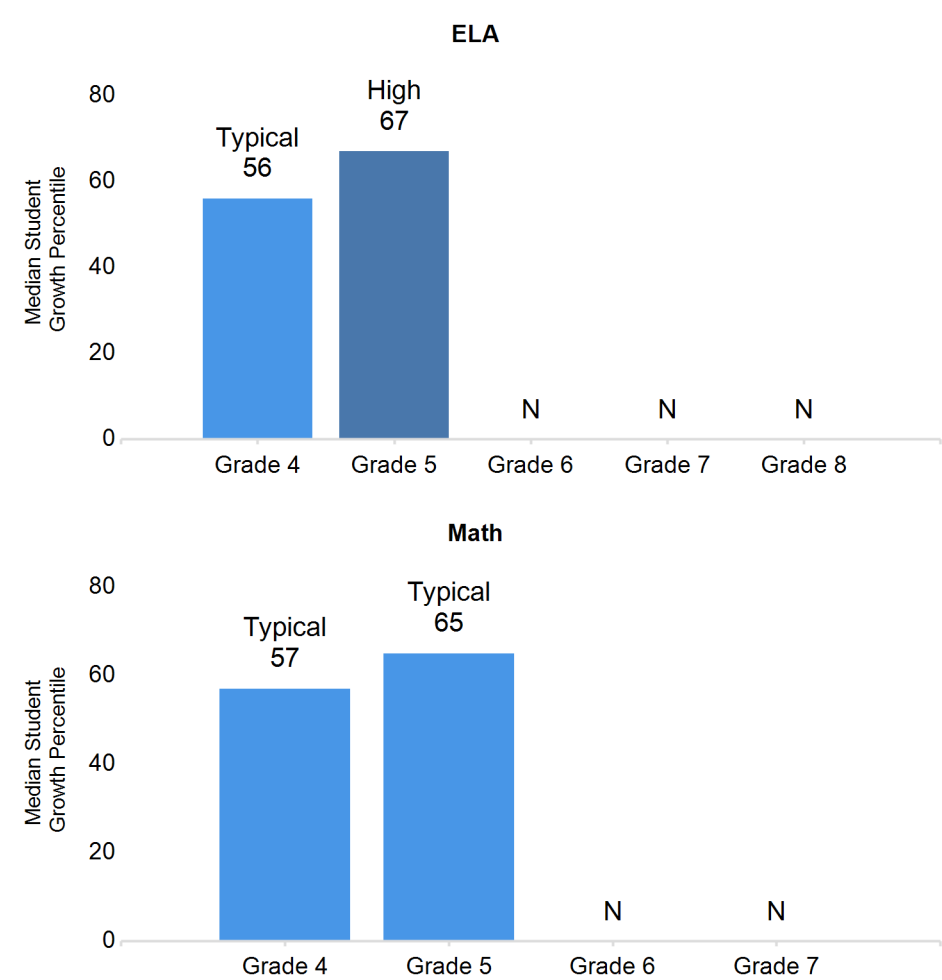**2016-2017**

Grade Span KG-05

Each student receives a **Student Growth Percentile** (**SGP**) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

| Low Growth: Less than 35 | Typical Growth: Between 35 and 65 | High Growth: Greater than 65 |

Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.

Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.

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2016-2017

Grade Span KG-05

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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.30	8.40	Met Target
White	10.50	8.40	Not Met
Hispanic	21.70	8.40	Not Met
Black or African American	14.50	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	1.00	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	19.70	8.40	Not Met
Students with Disabilities	14.50	8.40	Not Met
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.
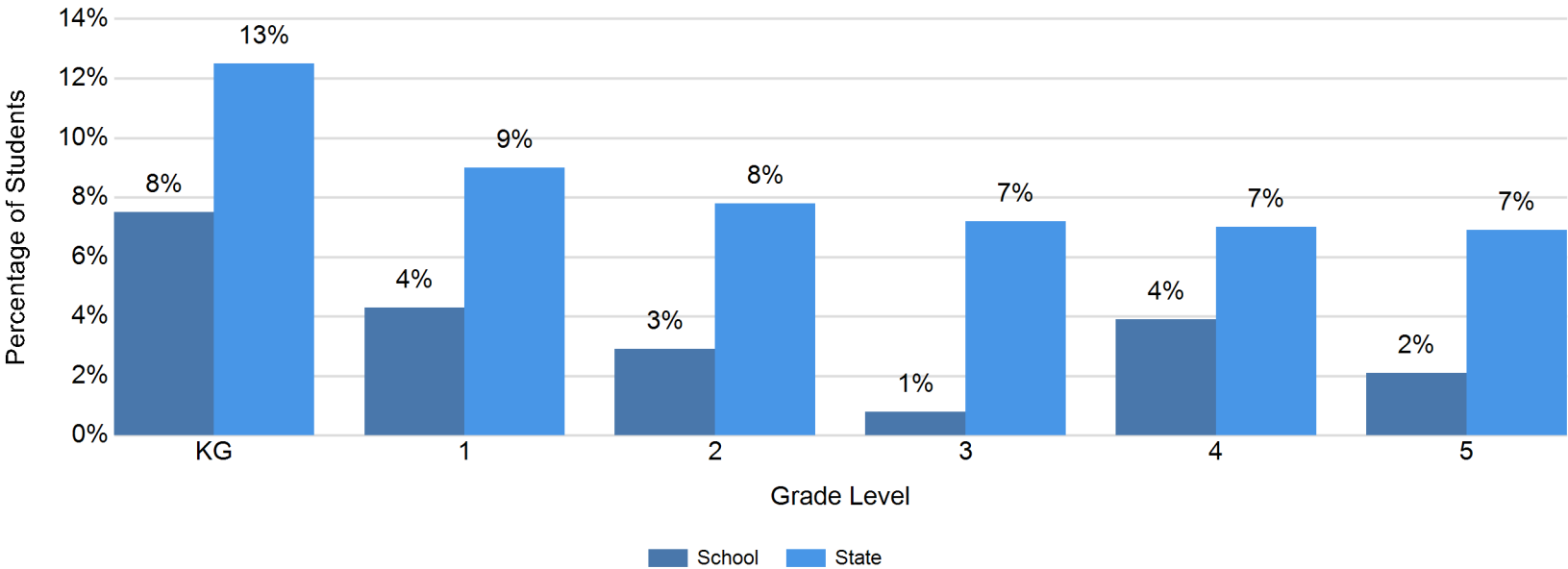
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.

An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display

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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:55AM
Typical End Time	3:30PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 45 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.3%
Any Suspension	0.3%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0

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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.4:1	191.6 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	$355	$12,252	$12,607

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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	45	120,724
Average years experience in public schools	14.1	11.8
Average years experience in district	13.2	10.5
Teachers in district for 4 or more years	82%	74%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	62	9,506
Average years experience in public schools	18.5	15.9
Average years experience in district	11.4	11.6
Administrators in district for 4 or more years	77%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	16:1	14:1
Administrators	705:1	253:1
Librarian/Media Specialists		2610:1
Nurses		824:1
Counselors		364:1
Child Study Team		412:1

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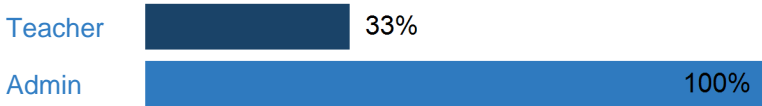
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree

Teacher	67%
Admin	N/A

Master's Degree

Teacher	33%
Admin	100%

Doctoral Degree

Teacher	N
Admin	N

Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	90%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	92%

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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	59.2	17.5%
Mathematics Proficiency	68.2	17.5%
English Language Arts Growth	59.8	25.0%
Mathematics Growth	70.4	25.0%
Chronic Absenteeism	44.9	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		61.6
Summative Rating: Percentile rank of Summative Score		68.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.

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Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	61.6	11.9	No	Met Goal	Met Target	Met Target	Exceeds Target	Exceeds Target	No
White	**	**	No	Met Target	Met Target	Not Met	**	**	No
Hispanic	**	**	No	**	**	Not Met	**	**	No
Black or African American	27.7	11.9	No	Met Target†	Met Target†	Not Met	Not Met	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	77.6	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	16.4	11.9	No	Not Met	Not Met	Not Met	Not Met	Met Target	No
Students with Disabilities	25.3	11.9	No	Not Met	Not Met	Not Met	Not Met	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.

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School General Info

Principal:	Diane Wilton
Address:	285 TINGLEY LANE EDISON, NJ 08820
Phone:	(732)452-2980

Email Address:	diane.wilton@edison.k12.nj.us
Website:	https://www.edison.k12.nj.us/domain/21

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

	Highlights:	• PBSIS Showcase School/Odyssey of the Mind Reg. 2nd & 3rd place. • RTI Program and G & T Program offered • Over the past 8 years Martin Luther King Elementary has raised over $67,000. for St. Judes
	Mission, Vision, Theme:	We at MLK School are dedicated to developing the "whole" child where all students physical, emotional, social, and cognitive growth are fostered in a nurturing and productive learning environment; and consider our purpose to produce forthright, upstanding citizens who become passionate about education and who embrace the philosophy of life-long learning.
	Awards, Recognition, Accomplishments:	We at MLK are proud to be a 2016 Blue Riboon School, one of NJ's PBSIS Showcase Schools, and placed among the top three in regional and state competitions of Odyssey of the Mind.

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Courses, Curriculum, Instruction:	Learners at MLK are afforded opportunities for learning from G & T through RTI services. In addition, online text books and online Discovery Education resources support learners. Before and after school academies also enhance learning at MLK. With the District's one to one initiative all students have a technology device of either a chrome-book or iPad.
Sports and Athletics:	During recess, students are afforded extra opportunities via a sports club with our P.E. teachers. Through our Girls on the Run Program, MLK's young female learners apply leadership skills whild accomplishing feats of running meets.
Clubs and Activities:	Clubs at MLK School include: Student Council, Patrols, Girls on the Run, WMLK-TV Newsroom Club, MLK's literary magazine, Geography Club, and several Odyssey of the Mind Teams. In addition, PTA offers a variety of after school opportunities, including Math Olympiad, Bricks for Kidz, and STEM Club. MLK is also proud to put on a variety show production each year.
Before and After School Programs:	Before and After School Academies support learners from first through fifth grade, targeting instruction for students in specific areas of reading, writing, and mathematics.addition, PTA facilitates Math Olympiad, Bricks for Kids, STEM, and creative writing opportunities for students at MLK.

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	Staff and Professional Learning:	Teachers are continually engaged in adult learning opportunities, including MLK's Book Clubs, Parent Universities faciliated by teachers, and Teacher Universities facilitated by colleagues within the school. In addition, teachers are engaged in PLCs and are engaged in extended learning opportunities during grade level meetings, faculty meetings, and online "google classroom" P.D. opportunities.
	Student Supports and Services:	MLK is a "magnet" school for self-contained special education students identified on the Autism Spectrum. A Case Manager is housed at MLK as well as members of the CST office where meetings are held to address our students' needs. In addition, each grade level has an ICR model classroom, with the exception of kindergarten classes.
	Student Health and Wellness:	All immunization records are monitored by the school nurse. Screenings as mandated by the State of NJ are completed each year. In addition, the school nurse provides learning opportunities for mandated trainings for all staff, trains for Epi Pen delegates, and provides students and families with oportunities to learn about head lice. All health records are documented by the school nurse.
	Parent and Community Involvement:	MLK-PTA suports all assemblies in which students at MLK are afforded extended and enriched opportunities inCluing having an internationally known children's author come and share their expertise each year. During the 2016-17 school year, author and illustrator of the Arthur series and TV programs, Marc Brown visited MLK. Assemblies, including a visit from Thomas Edison, a portable Planetarium, and anti-bullying assemblies are funded by the PTA.

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Facilities:	MLK was built in 1970. It is a well maintained building that is welcoming to all learners who enter the front doors. Safety and security cameras monitor the school's interior as well as the outside. MLK has an updated library, including technology devices.

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Other Information:

We, at MLK School are so proud to be a part of the Edison School District. Initiatives, including the one on one technology device afford our students enriched learning opportunities that redefine learning. Resources, including Lexia, STAR Assessments, RAZ Kids, Time for Kids (online and electronic,) Discovery Education, Think Central, Study Island, Google Classroom, and SeeSaw [to name a few] engage learners at an optimal level. However, the excellence in the teaching staff afford students personalized learning experiences that are face to face. Through the efforts of the entire learning community, MLK students meet with succes in overall achievement through opportunities, including Community Service Projects, School-wide events throughout the year such as band, chorus, and orchestra concerts, pumpkin carving night, cultural fair, science fair, etc. only serve our students. It doesn't take long for any visitor who enters the doors at Martin Luther King Elementary to identify and understanding the great educational opportunities that are embraced by all learners throughout each day.

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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:
- Download this report to a PDF by clicking the 🖫 icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:
- Review the Parent Summary Report or the district-level report for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: Reference Guide or Interpretive Video.
- Download the data used in these reports.

- Want to give us feedback? Take our feedback survey: surveylink
- Questions about the reports? Contact us at reportcard@doe.nj.gov

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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.

2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	85	87	96
1	129	142	126
2	143	135	161
3	165	149	149
4	147	159	153
5	134	154	167
Ungraded	17	24	27
Total	820	850	879

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	49%	50%	49%
Male	51%	50%	51%
Economically Disadvantaged Students	18%	17%	17%
Students with Disabilities	6%	7%	7%
English Learners	0%	1%	0%
Homeless Students			3%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Asian	75.8%
White	10.4%
Hispanic	6.7%
Black or African American	3.9%
American Indian or Alaska Native	1.0%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	2.2%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
KG - Half Day	89	87	96
KG - Full Day	0	0	0

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	38.7%
Gujarati	15.1%
Hindi	10.7%
Telugu	6.3%
Tamil	5.6%
Other	23.4%

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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers (*PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under *ESSA* accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	441	99.2	78.50	76.00	54.90	78.5	78.1	Met Target
White	52	94.7	59.60	61.10	63.90	59.3	68.4	Met Target†
Hispanic	29	97.0	55.20	48.60	39.80	55.2	60.4	Met Target†
Black or African American	13	100.0	46.20	44.70	35.20	46.2	**	**
Asian, Native Hawaiian, or Pacific Islander	335	100.0	85.10	88.30	80.70	85.1	80	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	224	98.8	80.80	82.00	62.20	80.8		
Male	217	99.6	76.00	70.20	48.10	76		
Economically Disadvantaged Students	65	98.6	47.70	47.30	36.20	47.7	52.9	Met Target†
Non-Economically Disadvantaged Students	376	99.3	83.80	82.90	65.80	83.8		
Students with Disabilities	29	96.9	*	20.00	20.50	*	25.9	Not Met
Students without Disabilities	412	99.3	*	82.30	61.90	*		
English Learners	39	100.0	59.00	46.30	25.20	59	66.3	Met Target†
Non-English Learners	402	99.1	80.40	77.40	57.40	80.4		
Homeless Students	10	100.0	40.00	38.60	26.40	40		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	40.00	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	150	779	769	749	*	*	13%	55%	23%	79%	50%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	13	750	734	734	*	*	*	*	0%	46%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	108	787	781	775	*	*	*	60%	28%	88%	76%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	74	782	773	754	*	*	*	50%	27%	77%	55%
Male	76	777	764	745	*	*	*	61%	20%	80%	46%
Economically Disadvantaged Students	17	771	*	731	*	*	*	*	*	65%	31%
Non-Economically Disadvantaged Students	133	780	*	762	*	*	*	*	*	81%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	150	779	769	752	*	*	13%	55%	23%	79%	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%

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NJ SCHOOL PERFORMANCE REPORT

Menlo Park Elementary School
2016-2017

Grade Span KG-05

23-1290-105
MIDDLESEX
EDISON TWP
155 MONROE AVENUE
EDISON, NJ 08820

English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam.   This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	153	776	769	753	*	*	11%	43%	37%	80%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	129	779	779	777	*	*	10%	43%	40%	83%	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	79	779	775	758	*	*	*	38%	44%	82%	61%
Male	74	773	764	749	*	*	*	47%	30%	77%	51%
Economically Disadvantaged Students	17	758	745	737	*	*	*	*	*	59%	36%
Non-Economically Disadvantaged Students	136	778	776	764	*	*	*	*	*	82%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	153	776	770	755	*	*	11%	43%	37%	80%	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%

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NJ SCHOOL PERFORMANCE REPORT

Menlo Park Elementary School
2016-2017

Grade Span KG-05

23-1290-105
MIDDLESEX
EDISON TWP
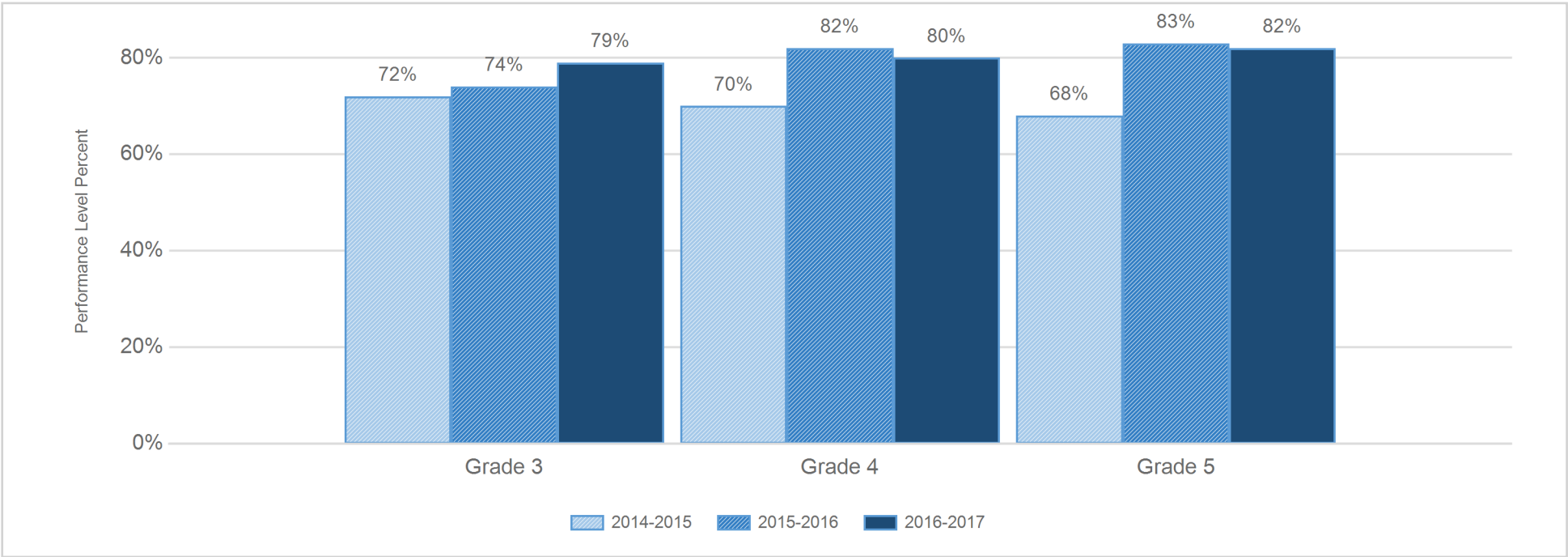**155 MONROE AVENUE**
EDISON, NJ 08820

English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	164	783	777	756	*	*	13%	45%	37%	82%	59%
White	24	767	759	763	*	0%	*	*	*	58%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	121	790	788	779	*	*	*	46%	44%	89%	84%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	78	794	783	761	*	*	*	42%	47%	90%	66%
Male	86	773	771	750	*	*	*	48%	27%	74%	53%
Economically Disadvantaged Students	22	757	*	740	*	*	*	*	*	55%	40%
Non-Economically Disadvantaged Students	142	787	*	765	*	*	*	*	*	86%	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	164	783	778	757	*	*	13%	45%	37%	82%	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

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NJ SCHOOL PERFORMANCE REPORT

Menlo Park Elementary School
2016-2017

Grade Span KG-05

23-1290-105
MIDDLESEX
EDISON TWP
155 MONROE AVENUE
EDISON, NJ 08820

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.

Grade 3: 2014-2015 72%, 2015-2016 74%, 2016-2017 79%
Grade 4: 2014-2015 70%, 2015-2016 82%, 2016-2017 80%
Grade 5: 2014-2015 68%, 2015-2016 83%, 2016-2017 82%

Legend: 2014-2015 | 2015-2016 | 2016-2017

NJ SCHOOL PERFORMANCE REPORT

Menlo Park Elementary School
2016-2017

Grade Span KG-05

23-1290-105
MIDDLESEX
EDISON TWP
155 MONROE AVENUE
EDISON, NJ 08820

Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers (*PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under *ESSA* accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	441	99.2	77.80	63.70	43.50	77.8	77.9	Met Target†
White	52	94.7	57.70	40.90	52.40	57.3	60.3	Met Target†
Hispanic	29	97.0	58.60	*	27.60	58.6	48.6	Met Target
Black or African American	13	100.0	30.80	18.50	21.70	30.8	**	**
Asian, Native Hawaiian, or Pacific Islander	335	100.0	84.50	81.70	75.60	84.5	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	224	98.8	78.20	65.20	44.10	78.2		
Male	217	99.6	77.40	62.30	42.90	77.4		
Economically Disadvantaged Students	65	98.6	41.50	29.70	25.10	41.5	54.3	Not Met
Non-Economically Disadvantaged Students	376	99.3	84.00	71.90	54.30	84		
Students with Disabilities	29	96.9	13.70	16.90	16.50	13.7	19.6	Met Target†
Students without Disabilities	412	99.3	82.30	68.90	48.80	82.3		
English Learners	39	100.0	56.40	40.50	23.30	56.4	63.4	Met Target†
Non-English Learners	402	99.1	79.80	64.90	45.20	79.8		
Homeless Students	10	100.0	30.00	23.60	16.40	30		
Students In Foster Care	N	N	N	20.00	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	50.00	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.

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NJ SCHOOL PERFORMANCE REPORT

Menlo Park Elementary School
2016-2017

Grade Span KG-05

23-1290-105
MIDDLESEX
EDISON TWP
155 MONROE AVENUE
EDISON, NJ 08820

Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	150	780	771	751	*	*	10%	38%	43%	81%	53%
White	*	*	*	759	*	*	*	*	*	*	63%
Hispanic	13	746	729	738	*	*	*	*	*	46%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	108	789	784	779	*	*	*	38%	52%	90%	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	74	776	770	751	*	*	*	38%	41%	78%	52%
Male	76	784	771	751	*	*	*	38%	46%	84%	53%
Economically Disadvantaged Students	17	765	*	736	*	*	*	*	*	71%	34%
Non-Economically Disadvantaged Students	133	782	*	761	*	*	*	*	*	83%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	150	780	772	753	*	*	10%	38%	43%	81%	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%

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NJ SCHOOL PERFORMANCE REPORT

Menlo Park Elementary School
2016-2017

Grade Span KG-05

23-1290-105
MIDDLESEX
EDISON TWP
155 MONROE AVENUE
EDISON, NJ 08820

Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	153	777	765	747	*	*	14%	48%	29%	77%	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	129	781	777	774	*	*	13%	48%	33%	81%	79%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	79	774	766	747	*	*	*	53%	27%	80%	47%
Male	74	779	764	747	*	*	*	42%	32%	74%	48%
Economically Disadvantaged Students	17	750	738	732	*	*	*	*	*	35%	27%
Non-Economically Disadvantaged Students	136	780	772	757	*	*	*	*	*	82%	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	153	777	766	749	*	*	14%	48%	29%	77%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%

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NJ SCHOOL PERFORMANCE REPORT

Menlo Park Elementary School
2016-2017

Grade Span KG-05

23-1290-105
MIDDLESEX
EDISON TWP
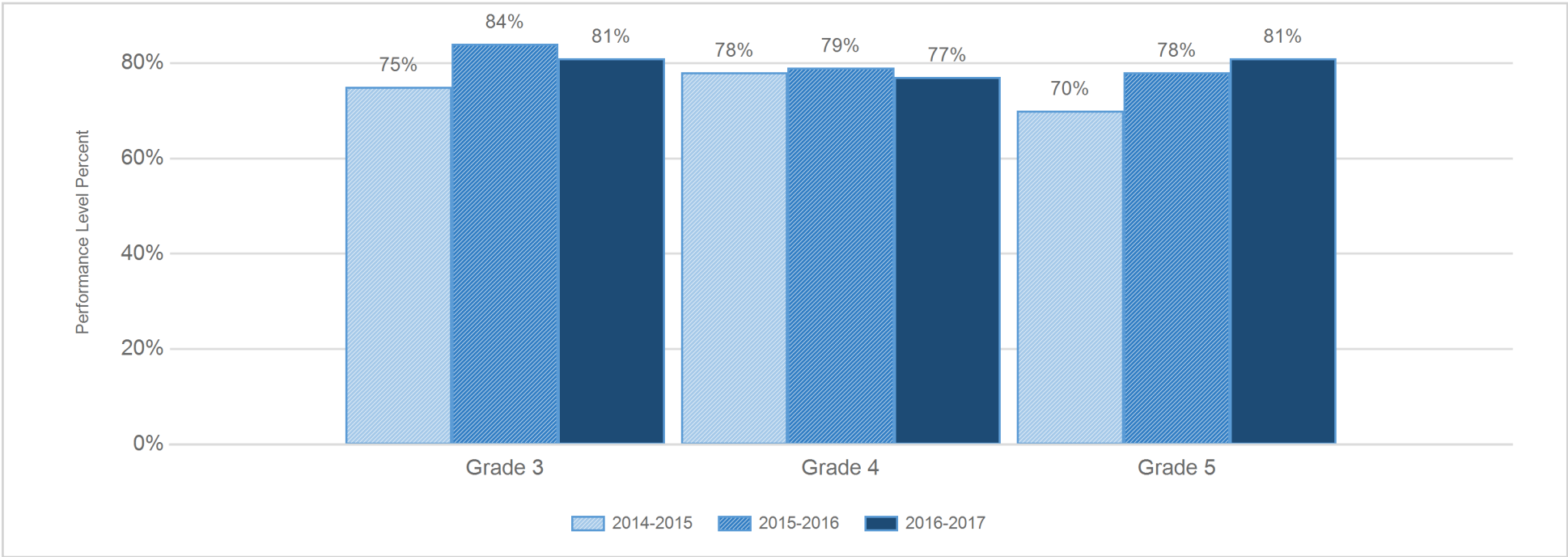155 MONROE AVENUE
EDISON, NJ 08820

Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	164	780	771	747	*	*	12%	37%	43%	81%	46%
White	24	759	751	754	*	*	*	*	*	50%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	121	788	785	774	*	*	*	39%	51%	90%	79%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	78	781	770	747	*	*	*	40%	44%	83%	47%
Male	86	779	773	746	*	*	*	35%	43%	78%	46%
Economically Disadvantaged Students	22	750	*	732	*	*	*	*	*	46%	27%
Non-Economically Disadvantaged Students	142	785	*	756	*	*	*	*	*	86%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	164	780	772	748	*	*	12%	37%	43%	81%	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

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NJ SCHOOL PERFORMANCE REPORT

Menlo Park Elementary School
2016-2017

Grade Span KG-05

23-1290-105
MIDDLESEX
EDISON TWP
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EDISON, NJ 08820

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.

Legend: 2014-2015, 2015-2016, 2016-2017

Grade 3: 75%, 84%, 81%
Grade 4: 78%, 79%, 77%
Grade 5: 70%, 78%, 81%

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NJ SCHOOL PERFORMANCE REPORT

Menlo Park Elementary School
2016-2017

Grade Span KG-05

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Alternate Assessments - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency. The table also shows the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	N	N	N
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Menlo Park Elementary School
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Grade Span KG-05

23-1290-105
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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	76%	18%	6%
White	*	*	N
Hispanic	*	*	*
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	79%	15%	*
American Indian or Alaska Native	*	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	57%	38%	5%
Students with Disabilities	N	*	*
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

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

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NJ SCHOOL PERFORMANCE REPORT

Menlo Park Elementary School
2016-2017

Grade Span KG-05

23-1290-105
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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile** (**SGP**) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile** (**mSGP**) is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile** (**mSGP**) is calculated here:
http://www.state.nj.us/education/njsmart/performance/

Student Growth

This table shows the **median Student Growth Percentile** (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	61.5	61	50	Exceeds Target	63.5	56	50	Exceeds Target
White	56.5	48	50	Met Target	60.5	48	52	Exceeds Target
Hispanic	37	*	49	**	40.5	*	47	**
Black or African American	*	48	45	**	*	41	43	**
Asian, Native Hawaiian, or Pacific Islander	64	68	60	Exceeds Target	64	61	59	Exceeds Target
American Indian or Alaska Native	*	60.5	51	**	*	70	51	**
Two or More Races	*	45.5	51	**	*	55	52	**
Economically Disadvantaged	49.5	49	47	Met Target	61.5	47	46	Exceeds Target
Students with Disabilities	38.5	38.5	41	**	51	40	43	**
English Learners	40	65	53	Met Target	56	62	51	Met Target

** ESSA accountability targets are only included if data is available for at least 20 students.

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Menlo Park Elementary School
2016-2017

Grade Span KG-05

23-1290-105
MIDDLESEX
EDISON TWP
155 MONROE AVENUE
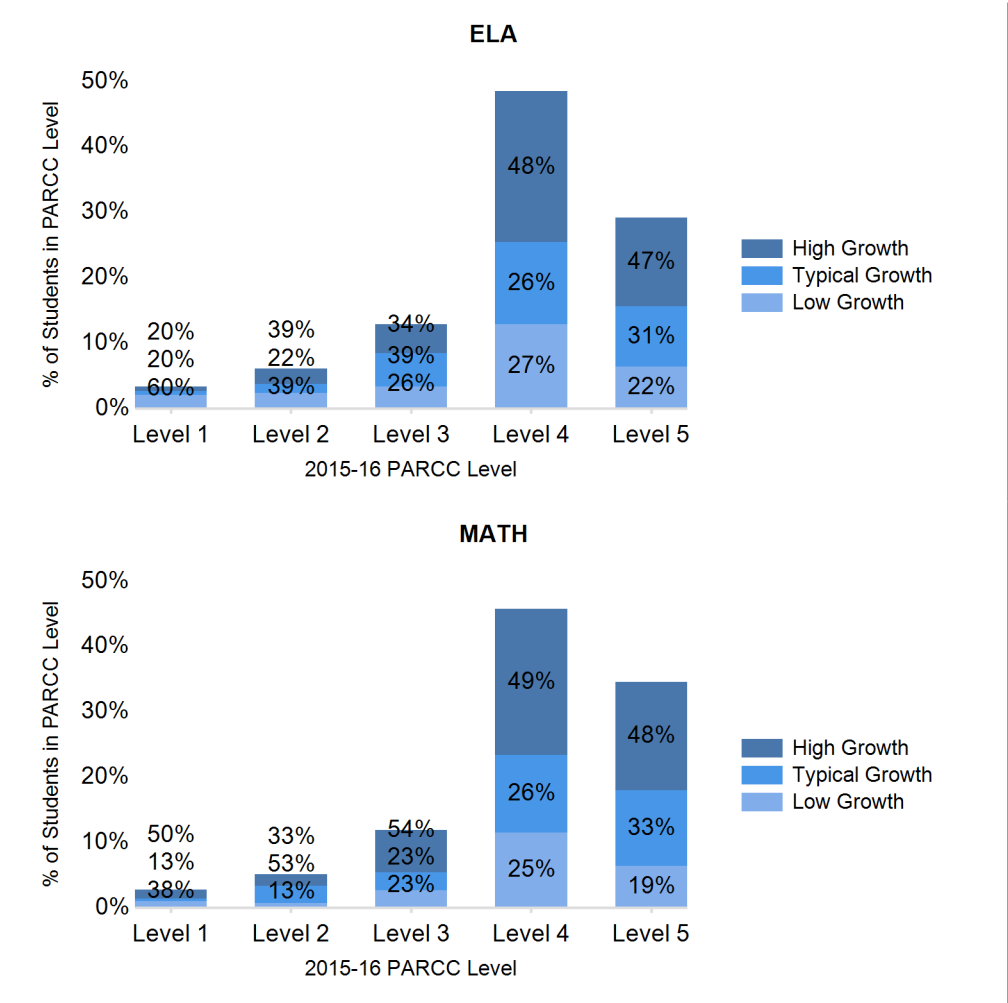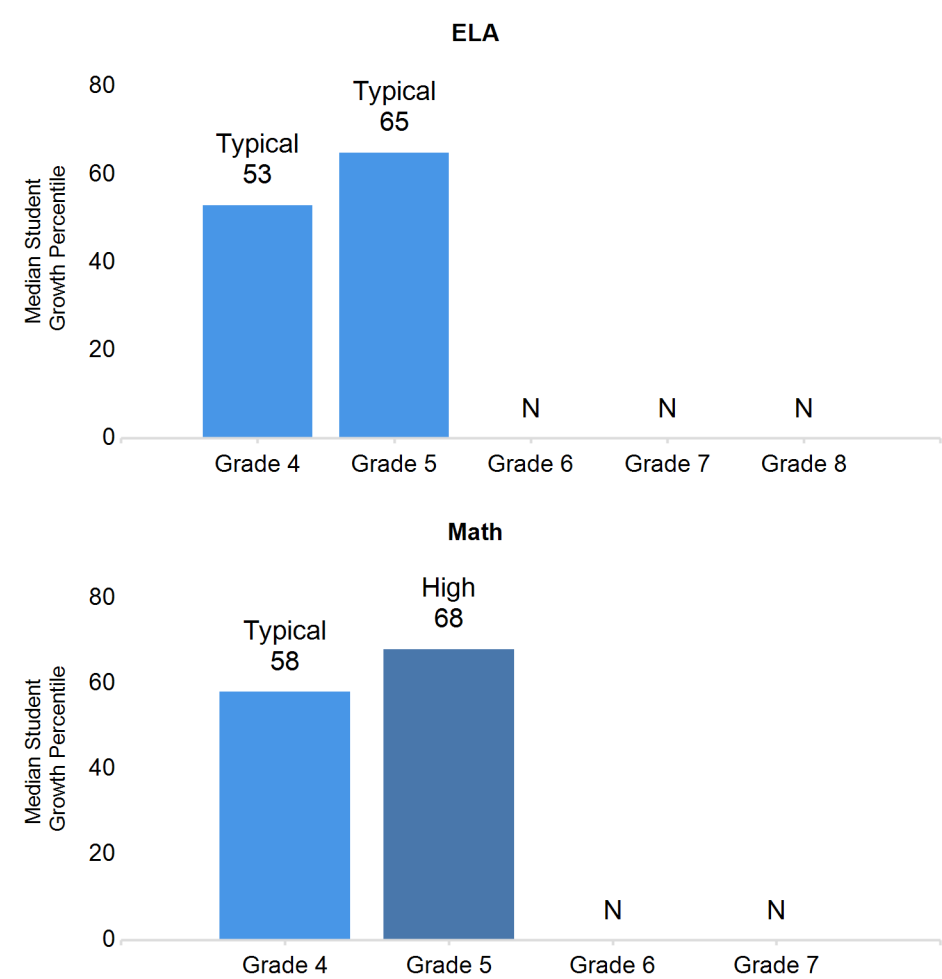EDISON, NJ 08820

NJ SCHOOL PERFORMANCE REPORT

Each student receives a **Student Growth Percentile** (**SGP**) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

| Low Growth: Less than 35 | Typical Growth: Between 35 and 65 | High Growth: Greater than 65 |

Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.

Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.

An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display

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NJ SCHOOL PERFORMANCE REPORT

Menlo Park Elementary School
2016-2017

Grade Span KG-05

23-1290-105
MIDDLESEX
EDISON TWP
155 MONROE AVENUE
EDISON, NJ 08820

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.40	8.40	Met Target
White	9.80	8.40	Not Met
Hispanic	8.50	8.40	Not Met
Black or African American	11.40	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	4.40	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	6.50	8.40	Met Target
Students with Disabilities	16.70	8.40	Not Met
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.
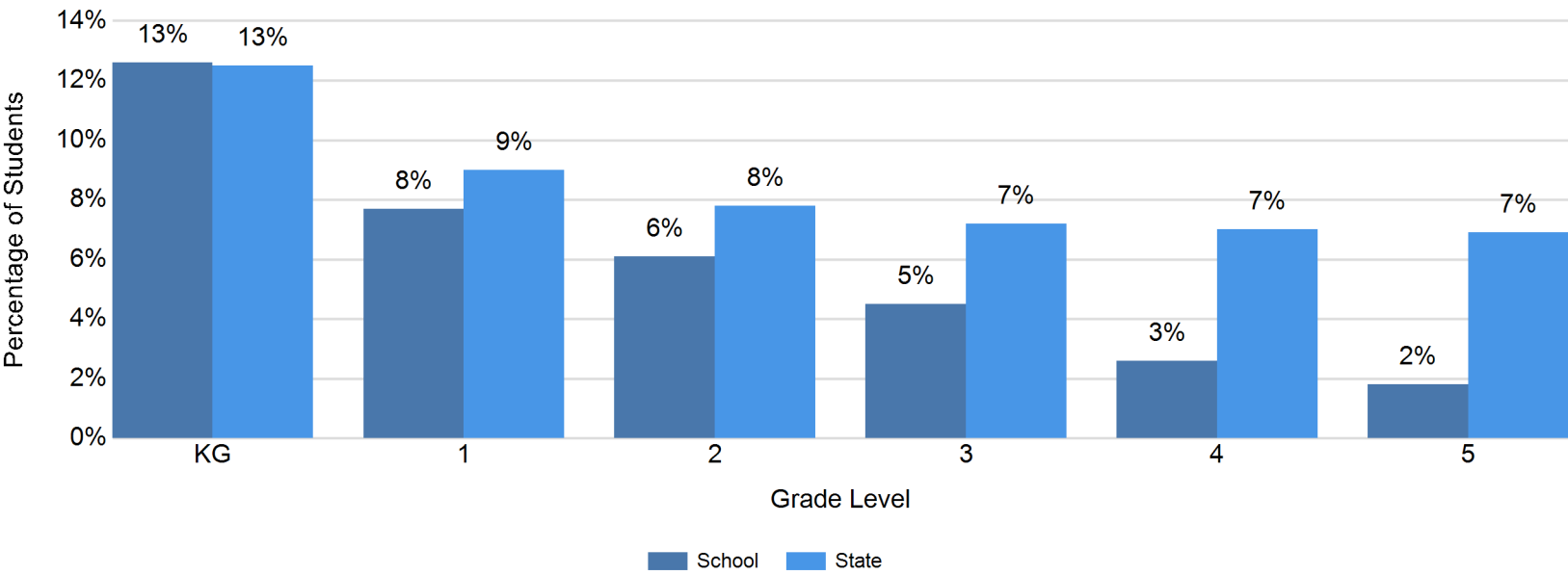
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.

An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display

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NJ SCHOOL PERFORMANCE REPORT

Menlo Park Elementary School
2016-2017

Grade Span KG-05

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

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NJ SCHOOL PERFORMANCE REPORT

Menlo Park Elementary School
2016-2017

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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:55AM
Typical End Time	3:30PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 35 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	2.0%
Any Suspension	2.0%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0

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Menlo Park Elementary School
2016-2017

Grade Span KG-05

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.4:1	191.6 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	$355	$12,252	$12,607

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Grade Span KG-05

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators
Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	59	120,724
Average years experience in public schools	14.5	11.8
Average years experience in district	13.6	10.5
Teachers in district for 4 or more years	78%	74%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	62	9,506
Average years experience in public schools	18.5	15.9
Average years experience in district	11.4	11.6
Administrators in district for 4 or more years	77%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	15:1	14:1
Administrators	440:1	253:1
Librarian/Media Specialists		2610:1
Nurses		824:1
Counselors		364:1
Child Study Team		412:1

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Grade Span KG-05

23-1290-105
MIDDLESEX
EDISON TWP
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EDISON, NJ 08820

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:
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Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators
Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree

Teacher 42%
Admin N/A

Master's Degree

Teacher 56%
Admin 100%

Doctoral Degree

Teacher 2%
Admin N

Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	90%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	91%

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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	73.9	17.5%
Mathematics Proficiency	86.0	17.5%
English Language Arts Growth	70.7	25.0%
Mathematics Growth	82.9	25.0%
Chronic Absenteeism	50.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		74.0
Summative Rating: Percentile rank of Summative Score		84.3
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.

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Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	74.0	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Exceeds Target	No
White	53.9	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Exceeds Target	No
Hispanic	**	**	No	Met Target†	Met Target	Not Met	**	**	No
Black or African American	**	**	No	**	**	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	56.9	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	77.6	11.9	No	Met Target†	Not Met	Met Target	Met Target	Exceeds Target	No
Students with Disabilities	**	**	No	Not Met	Met Target†	Not Met	**	**	No
English Learners	61.2	11.9	No	Met Target†	Met Target†	**	Met Target	Met Target	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.

Menlo Park Elementary School
2016-2017

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23-1290-105
MIDDLESEX
EDISON TWP
155 MONROE AVENUE
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School General Info

Principal:	Michael Duggan	Email Address:	michael.duggan@edison.k12.nj.us
Address:	155 MONROE AVENUE EDISON, NJ 08820	**Website:**	https://www.edison.k12.nj.us/domain/22
Phone:	(732)452-2910		

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

	Highlights:	• Students are 1:1 in all grades utilizing Chromebooks and iPads. They learn about digital citizenship each school day. • We offer many clubs such as newspaper, girls on the run, cricket, Odyssey of the Mind, book club, drama club and others. • The PTA organizes the math club, karate, basketball, science fair and other activities throughout the year.
	Mission, Vision, Theme:	The Menlo Park School staff is committed to providing a child-centered environment that recognizes and values the individual differences of our learners. Our school seeks to nurture and support students' special abilities and talents through a program dedicated to continuous improvement and growth.
	Awards, Recognition, Accomplishments:	Menlo Park School has partnered with the NJDOE in order to implement the Positive Behavior Supports in Schools program, or PBSIS. This program provides incentives for both students and staff. The focus is to make all students feel included. Students have internalized the importance of being kind, respectful and responsible. In addition to PBSIS our PTA Math Club participates in the Continental Math League and Math Olympiad each year and many of our students place in the top 10%.

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School Narrative

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Courses, Curriculum, Instruction:	Our kindergarten, first and second graders are developing a great conceptual understanding of number sense and math through the hands-on approach of Math in Focus. Third through fifth grade use TenMarks as the primary resouce to deliver state standards. We have a robust gifted and talented program as well as interventions available for struggling students.
Clubs and Activities:	Menlo Park School offers several clubs and activities. They include: Odyssey of the Mind, Safety Patrols, Student Council, Newspaper, Girls on the run, Cricket, Yearbook, Drama, Book Club, Chorus, and Instrumental music. Our PTA provides other functions and activities such as: Science Fair, Math Club, Karate, Basketball, Bricks for Kids and Mad Science.
Before and After School Programs:	Before School and After School Program ~ Edison Twp Recreation Before School, After School, and Kindergarten Supplement Program ~ Our Saviors/YMCA Also at certain times of the year, a before and after school academy is available to students who need additional academic support.

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School Narrative

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Staff and Professional Learning:	Menlo Park School has a dedicated staff committed to excellence. They are committed to being life long learners. Throughout the year teachers attend workshops, seminars and other professional development opportunities. The district offers a full Staff Development Team, Reading and Math Specialist and Primary Literacy coaches.
Student Supports and Services:	We offer programs for students with disabilities in an inclusion setting. We also have a multiple disabled program here at our school. Depending on need, students are offtered an array of supports including speech, OT, PT and other related services. There are supports for struggling students through RTI and I&RS.
Student Health and Wellness:	A nutritional breakfast and lunch are provided daily. A Safety/Wellness committee meets quarterly to review practices and implement any new strategies. Our Physical Education program, clubs like Girls' on the Run, the Growing Up Program, screenings for vision and hearing all help contribute to positive student health and wellness.
Parent and Community Involvement:	Menlo Park values a strong home and school connection. The PTA provides many opportunities for parent involvement. Some of these events include: book fairs, plant sales, field day, Halloween Fun Night, Diwali Celebration, and school trips.

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Facilities:	The building was originally built in 1963. There have been a number of additions over the years that have increased the size and functionality of the school building with the most recent being completed in 2017. Menlo Park currently houses 50 classrooms, a newly renovated media center, multi-purpose room, a state of the art music room and gymnasium.

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Other Information:

We are proud of the district's ongoing effort to enrich instruction through the infusion of technology. Every student in grades 2 -5 has been issued a Chrome book. Every student in kindergarten and first grade has been issued an ipad. Technology is infused in our instruction throughout the day. Students can access websites, videos, as well as individualized reading and math material and activities personalized for their instruction. Students utilize Google docs to create, manage and share work. Every classroom is equipped with a Promethean Board. The interactive board along with our one to one devices, allows students to take an active role in every lesson. Social development is essential to positive self-esteem and the ability to sustain positive relationships within collaborative learning experiences. To aide in that effort we have implemented the PBSIS program. Our counselor actively promotes positive social skills which assist students in dealing with conflicts. The Intervention and Referral Services Committee (I&RS) is a general education committee that encourages teachers to identify students who may need additional support in their learning journey. The committee consists of school personnel, and other specialists who work with our students. Menlo Park School provides a positive and safe learning community for our students. It is our belief that a culture of kindness and a positive learner-centered environment is imperative to academic success. Students continue to be inspired learners, who strive to meet and exceed the goals set for them by their teachers, administrators and parents. It is our goal to enable our students to meet the complex challenges of the twenty-first century.

NJ SCHOOL PERFORMANCE REPORT

Thomas Jefferson Middle School
2016-2017

Grade Span 06-08

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:
- Download this report to a PDF by clicking the 🖫 icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:
- Review the Parent Summary Report or the district-level report for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: Reference Guide or Interpretive Video.
- Download the data used in these reports.

- Want to give us feedback? Take our feedback survey: surveylink
- Questions about the reports? Contact us at reportcard@doe.nj.gov

NJ SCHOOL PERFORMANCE REPORT

Thomas Jefferson Middle School
2016-2017

Grade Span 06-08

Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.

2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.

NJ SCHOOL PERFORMANCE REPORT

Thomas Jefferson Middle School
2016-2017

Grade Span 06-08

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MIDDLESEX
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450 DIVISION STREET
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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
6	262	238	265
7	235	252	229
8	239	243	244
Ungraded	7	9	9
Total	743	742	747

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	50%	48%	46%
Male	50%	52%	54%
Economically Disadvantaged Students	40%	36%	33%
Students with Disabilities	16%	14%	14%
English Learners	3%	4%	6%
Homeless Students			7%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Asian	39.1%
White	26.2%
Hispanic	18.5%
Black or African American	14.6%
American Indian or Alaska Native	0.1%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.5%

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	49.0%
Spanish	11.6%
Telugu	5.9%
Hindi	4.1%
Urdu	4.0%
Other	24.9%

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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers (*PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under *ESSA* accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	667	98.2	63.10	76.00	54.90	63.1	63.5	Met Target†
White	188	96.9	54.30	61.10	63.90	54.3	53.3	Met Target
Hispanic	125	98.5	43.20	48.60	39.80	43.2	44.9	Met Target†
Black or African American	91	98.2	48.40	44.70	35.20	48.4	47.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	255	99.6	84.70	88.30	80.70	84.7	80	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	303	97.6	73.90	82.00	62.20	73.9		
Male	364	98.7	54.10	70.20	48.10	54.1		
Economically Disadvantaged Students	197	98.2	44.10	47.30	36.20	44.1	45.5	Met Target†
Non-Economically Disadvantaged Students	470	98.2	71.10	82.90	65.80	71.1		
Students with Disabilities	95	93.6	19.00	20.00	20.50	18.7	15.8	Met Target
Students without Disabilities	572	99.0	70.50	82.30	61.90	70.5		
English Learners	40	100.0	35.00	46.30	25.20	35	24.6	Met Target
Non-English Learners	627	98.1	64.90	77.40	57.40	64.9		
Homeless Students	28	100.0	32.20	38.60	26.40	32.2		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	40.00	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.

An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display

NJ SCHOOL PERFORMANCE REPORT

Thomas Jefferson Middle School
2016-2017

Grade Span 06-08

23-1290-060
MIDDLESEX
EDISON TWP
450 DIVISION STREET
EDISON, NJ 08817

English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	251	753	772	752	7%	16%	26%	34%	17%	51%	54%
White	62	749	755	758	*	*	36%	34%	*	44%	63%
Hispanic	40	730	740	740	*	40%	*	*	*	25%	38%
Black or African American	43	733	*	736	*	23%	37%	28%	*	28%	32%
Asian, Native Hawaiian, or Pacific Islander	104	774	787	776	*	*	18%	41%	34%	75%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	120	763	780	758	*	*	18%	41%	24%	65%	61%
Male	131	744	766	746	*	*	34%	27%	11%	37%	46%
Economically Disadvantaged Students	78	733	742	737	*	*	30%	23%	*	27%	34%
Non-Economically Disadvantaged Students	173	762	780	761	*	*	25%	38%	*	61%	65%
Students with Disabilities	34	716	720	722	*	*	*	*	*	12%	17%
Students without Disabilities	217	759	778	758	*	*	*	*	*	57%	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	14	730	742	729	*	*	*	*	0%	21%	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

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NJ SCHOOL PERFORMANCE REPORT

Thomas Jefferson Middle School
2016-2017

Grade Span 06-08

23-1290-060
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EDISON, NJ 08817

English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam.   This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	219	769	786	756	7%	11%	13%	30%	39%	69%	59%
White	59	760	766	764	*	*	*	36%	29%	64%	69%
Hispanic	44	744	751	742	*	*	23%	27%	*	43%	44%
Black or African American	33	748	*	737	*	*	*	39%	*	55%	38%
Asian, Native Hawaiian, or Pacific Islander	80	799	801	784	0%	*	*	23%	70%	93%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	102	774	794	764	*	*	13%	35%	40%	76%	68%
Male	117	765	778	749	*	*	13%	25%	39%	63%	51%
Economically Disadvantaged Students	66	753	755	739	*	21%	*	30%	23%	53%	40%
Non-Economically Disadvantaged Students	153	776	792	766	*	7%	*	29%	46%	76%	70%
Students with Disabilities	31	726	722	719	*	*	*	*	*	23%	19%
Students without Disabilities	188	776	792	763	*	*	*	*	*	77%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	10	728	751	731	*	*	*	*	0%	30%	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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NJ SCHOOL PERFORMANCE REPORT

Thomas Jefferson Middle School
2016-2017

Grade Span 06-08

23-1290-060
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EDISON, NJ 08817

English Language Arts/Literacy Assessment - Performance by Grade: Grade 8
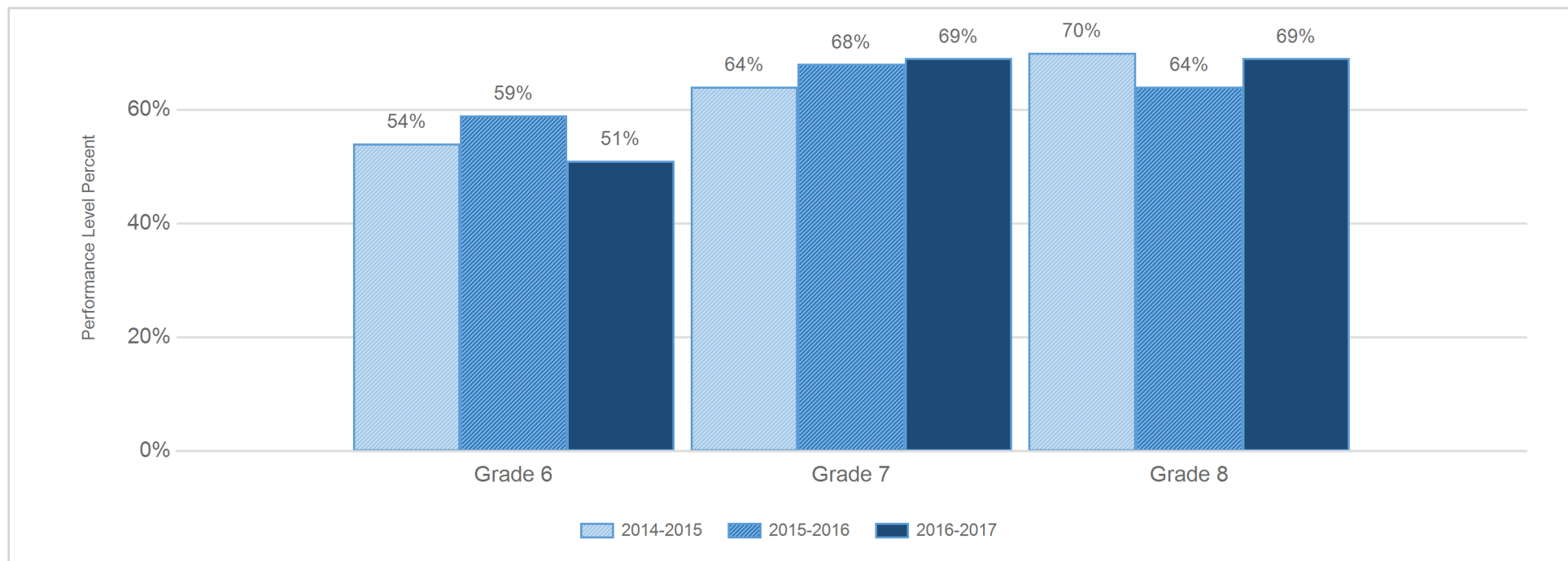
This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	238	769	784	757	5%	13%	13%	40%	29%	69%	59%
White	67	758	765	764	*	18%	19%	43%	*	58%	68%
Hispanic	44	752	759	742	*	*	*	46%	*	59%	44%
Black or African American	30	754	749	738	*	*	*	43%	*	57%	39%
Asian, Native Hawaiian, or Pacific Islander	93	788	800	786	*	*	*	36%	51%	86%	86%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	103	777	791	766	*	*	*	51%	31%	82%	68%
Male	135	762	777	749	*	*	*	33%	27%	60%	50%
Economically Disadvantaged Students	68	751	755	739	*	*	*	31%	21%	52%	40%
Non-Economically Disadvantaged Students	170	776	791	766	*	*	*	44%	32%	77%	69%
Students with Disabilities	30	731	722	718	*	*	*	*	*	23%	18%
Students without Disabilities	208	774	790	764	*	*	*	*	*	76%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

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Thomas Jefferson Middle School
2016-2017

Grade Span 06-08

NJ SCHOOL PERFORMANCE REPORT

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.

Legend: 2014-2015, 2015-2016, 2016-2017

Grade 6: 54%, 59%, 51%
Grade 7: 64%, 68%, 69%
Grade 8: 70%, 64%, 69%

NJ SCHOOL PERFORMANCE REPORT

Thomas Jefferson Middle School
2016-2017

Grade Span 06-08

23-1290-060
MIDDLESEX
EDISON TWP
450 DIVISION STREET
EDISON, NJ 08817

Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers (*PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under *ESSA* accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	676	98.1	48.20	63.70	43.50	48.2	46.6	Met Target
White	188	96.5	38.80	40.90	52.40	38.8	34.1	Met Target
Hispanic	127	98.5	21.30	*	27.60	21.3	26.1	Met Target†
Black or African American	94	98.2	21.30	18.50	21.70	21.3	17.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	259	99.7	78.40	81.70	75.60	78.4	74.4	Met Target
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	307	97.3	50.50	65.20	44.10	50.5		
Male	369	98.8	46.40	62.30	42.90	46.4		
Economically Disadvantaged Students	202	98.3	27.70	29.70	25.10	27.7	26	Met Target
Non-Economically Disadvantaged Students	474	98.1	57.00	71.90	54.30	57		
Students with Disabilities	95	93.6	13.70	16.90	16.50	13.5	13.2	Met Target
Students without Disabilities	581	98.9	53.90	68.90	48.80	53.9		
English Learners	49	98.3	26.50	40.50	23.30	26.5	20.5	Met Target
Non-English Learners	627	98.1	49.90	64.90	45.20	49.9		
Homeless Students	34	97.9	*	23.60	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	50.00	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.

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NJ SCHOOL PERFORMANCE REPORT

Thomas Jefferson Middle School
2016-2017

Grade Span 06-08

23-1290-060
MIDDLESEX
EDISON TWP
450 DIVISION STREET
EDISON, NJ 08817

Mathematics Assessment - Performance by Grade: Grade 6**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	258	744	762	743	12%	19%	24%	36%	9%	45%	44%
White	62	741	743	751	*	19%	32%	36%	*	39%	54%
Hispanic	40	721	726	731	25%	33%	30%	*	*	13%	27%
Black or African American	46	718	721	724	24%	41%	22%	*	*	13%	20%
Asian, Native Hawaiian, or Pacific Islander	108	767	777	771	*	*	19%	55%	20%	75%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	124	748	764	745	11%	16%	23%	42%	8%	50%	45%
Male	134	741	759	742	13%	22%	25%	30%	10%	40%	43%
Economically Disadvantaged Students	82	720	727	728	*	*	23%	16%	0%	16%	24%
Non-Economically Disadvantaged Students	176	756	770	752	*	*	24%	45%	14%	59%	56%
Students with Disabilities	34	706	714	717	47%	35%	*	*	0%	12%	13%
Students without Disabilities	224	750	766	748	6%	17%	*	*	11%	50%	50%
English Learners	15	723	*	710	*	*	*	*	0%	27%	*
Non-English Learners	243	746	*	745	*	*	*	*	10%	46%	*
Homeless Students	19	713	722	719	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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NJ SCHOOL PERFORMANCE REPORT

Thomas Jefferson Middle School
2016-2017

Grade Span 06-08

23-1290-060
MIDDLESEX
EDISON TWP
450 DIVISION STREET
EDISON, NJ 08817

Mathematics Assessment - Performance by Grade: Grade 7**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	202	740	754	741	*	25%	27%	39%	*	41%	40%
White	58	737	741	748	*	28%	31%	35%	*	35%	49%
Hispanic	45	730	*	730	*	40%	31%	22%	*	22%	23%
Black or African American	33	729	*	726	*	33%	30%	*	*	21%	19%
Asian, Native Hawaiian, or Pacific Islander	63	756	767	764	*	*	19%	65%	*	70%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	98	742	757	743	*	24%	29%	40%	*	42%	41%
Male	104	738	751	740	*	26%	26%	38%	*	39%	38%
Economically Disadvantaged Students	68	733	736	729	*	31%	27%	29%	*	31%	22%
Non-Economically Disadvantaged Students	134	744	759	749	*	22%	28%	43%	*	46%	50%
Students with Disabilities	31	716	*	716	*	*	*	*	*	*	11%
Students without Disabilities	171	744	*	746	*	*	*	*	*	*	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	15	708	731	722	*	*	*	*	*	*	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

**Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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NJ SCHOOL PERFORMANCE REPORT

Thomas Jefferson Middle School
2016-2017

Grade Span 06-08

23-1290-060
MIDDLESEX
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EDISON, NJ 08817

Mathematics Assessment - Performance by Grade: Grade 8**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	152	727	731	728	*	24%	30%	25%	*	26%	28%
White	50	725	728	736	24%	22%	30%	24%	0%	24%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	23	720	718	715	*	*	*	*	0%	13%	15%
Asian, Native Hawaiian, or Pacific Islander	38	739	745	747	*	*	26%	42%	*	45%	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	63	733	734	730	16%	*	38%	*	*	32%	30%
Male	89	723	728	725	24%	*	24%	*	*	21%	26%
Economically Disadvantaged Students	54	725	725	719	24%	20%	35%	*	*	20%	19%
Non-Economically Disadvantaged Students	98	728	734	734	18%	27%	27%	*	*	29%	34%
Students with Disabilities	28	710	*	705	*	*	*	*	*	14%	*
Students without Disabilities	124	731	*	734	*	*	*	*	*	28%	*
English Learners	12	698	718	703	*	*	*	*	*	*	*
Non-English Learners	140	730	732	729	*	*	*	*	*	*	*
Homeless Students	11	700	713	710	*	*	*	*	*	*	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

**Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

NJ SCHOOL PERFORMANCE REPORT

Thomas Jefferson Middle School
2016-2017

Grade Span 06-08

23-1290-060
MIDDLESEX
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EDISON, NJ 08817

Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	93	784	763	743	0%	*	*	77%	18%	96%	42%
White	*	*	*	751	*	*	*	*	*	*	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	60	792	779	774	0%	0%	0%	75%	25%	100%	76%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	34	780	761	744	0%	*	*	82%	*	94%	43%
Male	59	786	765	741	0%	*	*	75%	*	97%	40%
Economically Disadvantaged Students	15	772	*	727	0%	*	*	87%	0%	87%	23%
Non-Economically Disadvantaged Students	78	786	*	751	0%	*	*	76%	22%	97%	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

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NJ SCHOOL PERFORMANCE REPORT

Thomas Jefferson Middle School
2016-2017

Grade Span 06-08

23-1290-060
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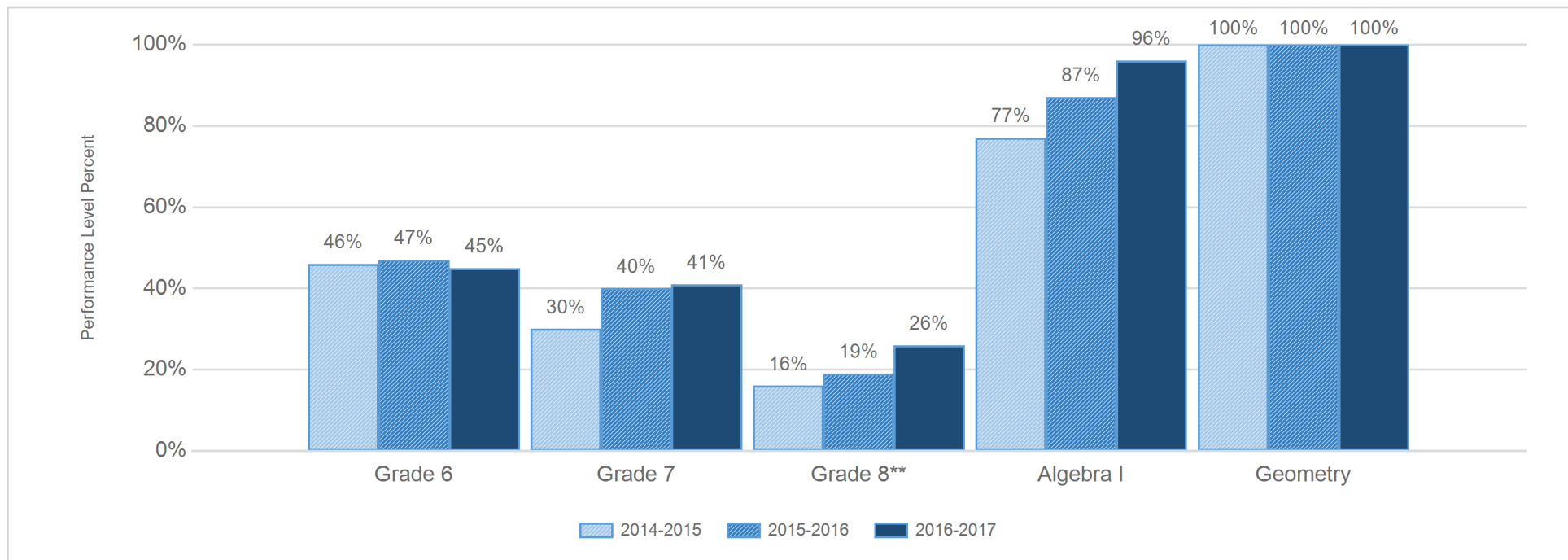**450 DIVISION STREET**
EDISON, NJ 08817

Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	20	785	752	734	*	*	*	*	60%	100%	30%
White	*	*	*	740	*	*	*	*	*	*	38%
Hispanic	N	N	N	722	N	N	N	N	N	N	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	18	785	765	758	*	*	*	*	61%	100%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	*	*	*	735	*	*	*	*	*	*	31%
Male	*	*	*	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	*	*	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	N	N	N	711	N	N	N	N	N	N	*
Students without Disabilities	20	785	*	738	*	*	*	*	60%	100%	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	20	785	753	735	*	*	*	*	60%	100%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.

Grade 6: 46%, 47%, 45%
Grade 7: 30%, 40%, 41%
Grade 8:** 16%, 19%, 26%
Algebra I: 77%, 87%, 96%
Geometry: 100%, 100%, 100%

Legend: 2014-2015 | 2015-2016 | 2016-2017

(y-axis: Performance Level Percent)

**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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Alternate Assessments - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	*	*
8	*	*

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency. The table also shows the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	18	88.9%	11.1%
2	10	*	*
3	*	*	*
4	N	N	N
5+	N	N	N

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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	39%	40%	21%
White	39%	45%	16%
Hispanic	9%	53%	38%
Black or African American	17%	*	35%
Asian, Native Hawaiian, or Pacific Islander	60%	28%	13%
American Indian or Alaska Native	*	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	21%	43%	36%
Students with Disabilities	7%	39%	54%
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 8

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

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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile** (**SGP**) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

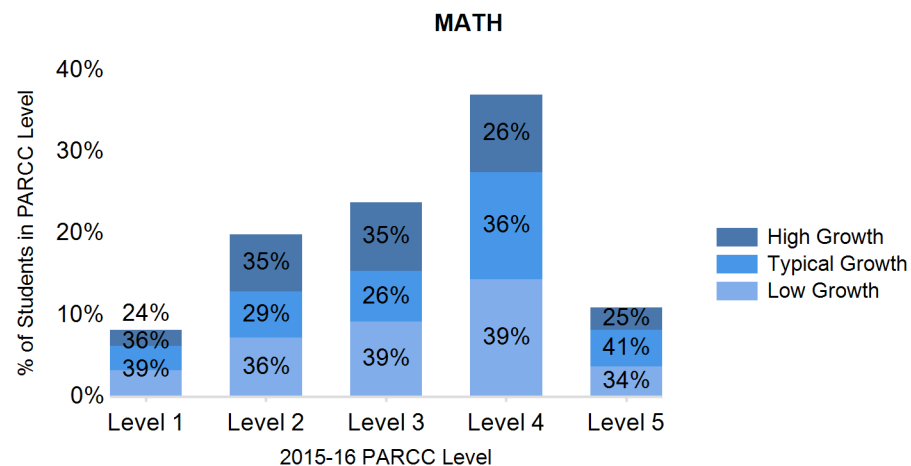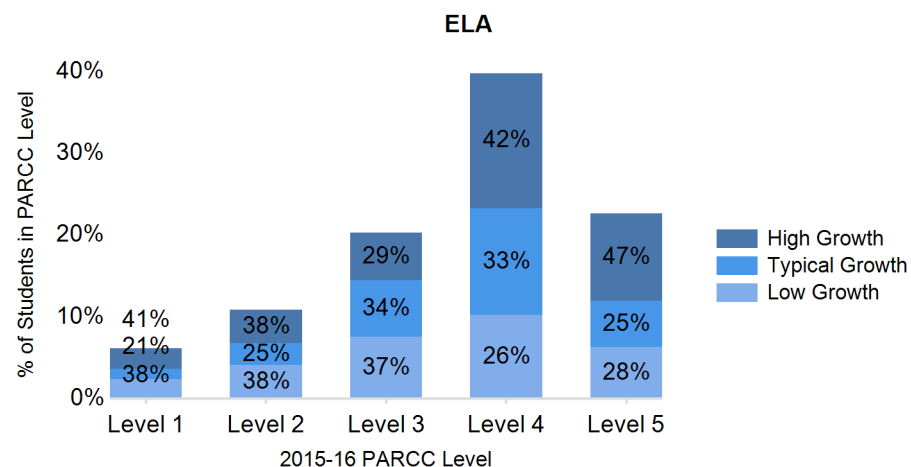A student's **SGP** falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35**   **Typical Growth: Between 35 and 65**   **High Growth: Greater than 65**
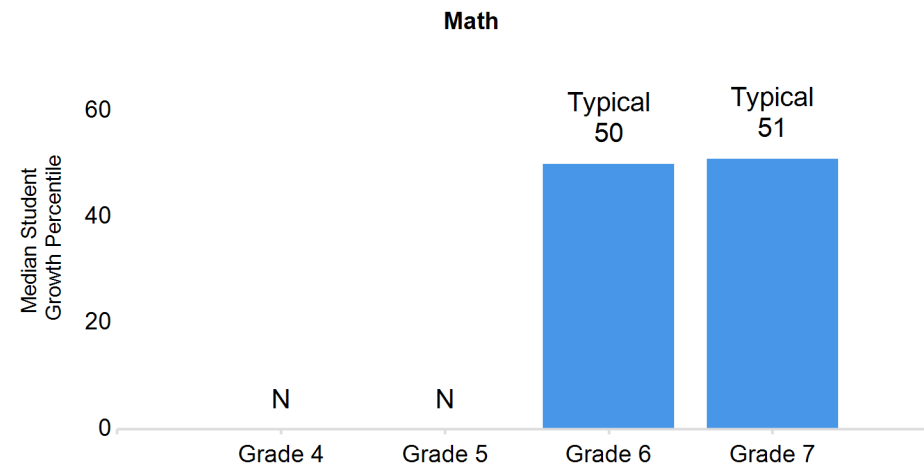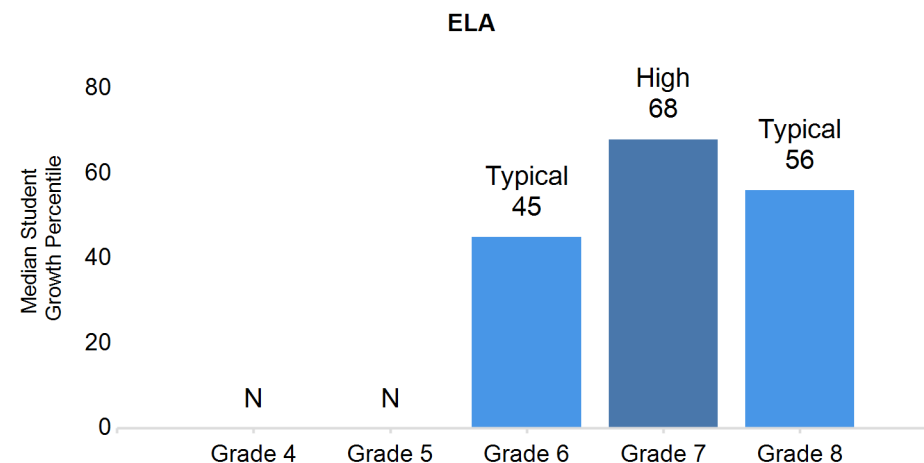
If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile** (**mSGP**) is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile** (**mSGP**) is calculated here:
http://www.state.nj.us/education/njsmart/performance/

Student Growth

This table shows the **median Student Growth Percentile** (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	55	61	50	Met Target	50	56	50	Met Target
White	43.5	48	50	Met Target	40	48	52	Met Target
Hispanic	55	*	49	Met Target	52	*	47	Met Target
Black or African American	43.5	48	45	Met Target	*	41	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	70	68	60	Exceeds Target	54	61	59	Met Target
American Indian or Alaska Native	*	60.5	51	**	N	N	N	N
Two or More Races	*	45.5	51	**	*	55	52	**
Economically Disadvantaged	54	49	47	Met Target	44	47	46	Met Target
Students with Disabilities	39	38.5	41	Not Met	29	40	43	Not Met
English Learners	71	65	53	Exceeds Target	59.5	62	51	Met Target

** ESSA accountability targets are only included if data is available for at least 20 students.

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Each student receives a **Student Growth Percentile** (**SGP**) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

| Low Growth: Less than 35 | Typical Growth: Between 35 and 65 | High Growth: Greater than 65 |

Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.

ELA

MATH

Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.

ELA

Math

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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about New Jersey Student Learning Standards on our website and more details about the data in this section in our Reference Guide.

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	266
7	22	0	209
8	70	20	156
Schoolwide	92	20	631

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	140	92	0	0	0	0	0
7	146	55	0	0	0	0	0
8	134	69	0	0	0	0	0
Schoolwide	420	216	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N

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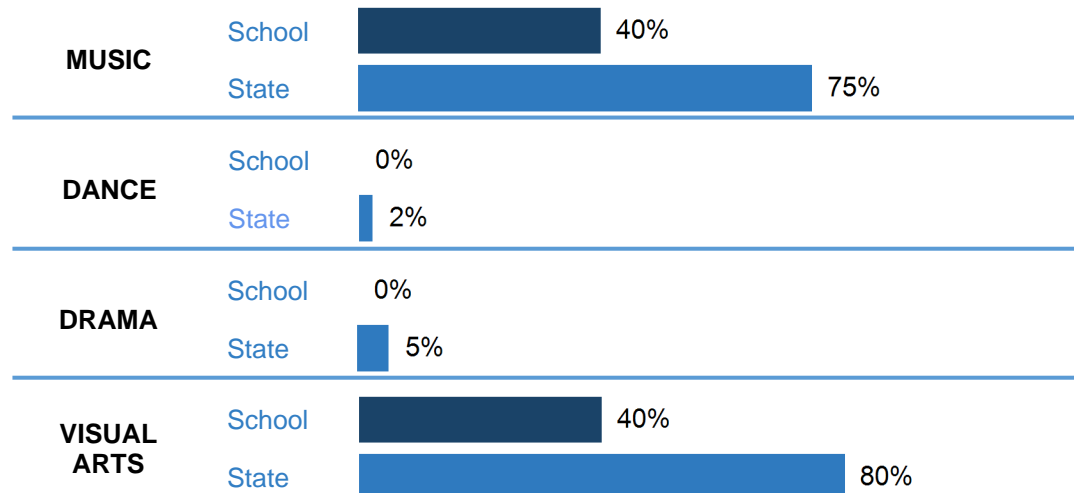## Visual and Performing Arts – Course Participation

The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

78% — School

100% — State

Students enrolled in one or more classes by discipline:

Discipline	School	State
MUSIC	40%	75%
DANCE	0%	2%
DRAMA	0%	5%
VISUAL ARTS	40%	80%

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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.60	8.70	Met Target
White	11.40	8.70	Not Met
Hispanic	9.40	8.70	Not Met
Black or African American	12.10	8.70	Not Met
Asian, Native Hawaiian, or Pacific Islander	4.20	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	11.00	8.70	Not Met
Students with Disabilities	20.40	8.70	Not Met
English Learners	7.90	8.70	Met Target

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.
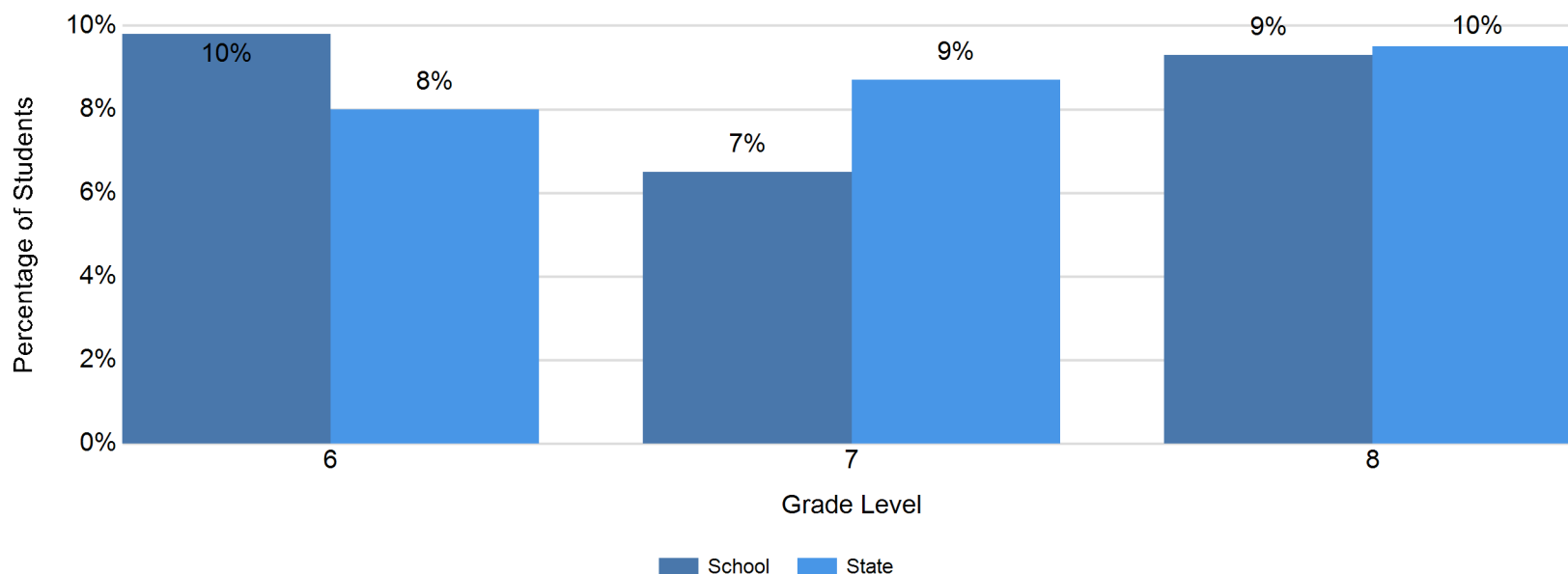

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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:30AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 33 Mins.
Shared Time - Instructional Time	2 Hrs. 45 Mins.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	13
Vandalism	2
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	17
Incidents Per 100 Students Enrolled	2.28

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.9%
Out-of-School Suspensions	4.8%
Any Suspension	5.1%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0

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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	191.6 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	$355	$12,252	$12,607

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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators
Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	75	120,724
Average years experience in public schools	13.2	11.8
Average years experience in district	12.1	10.5
Teachers in district for 4 or more years	79%	74%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	62	9,506
Average years experience in public schools	18.5	15.9
Average years experience in district	11.4	11.6
Administrators in district for 4 or more years	77%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	14:1
Administrators	107:1	253:1
Librarian/Media Specialists		2610:1
Nurses		824:1
Counselors		364:1
Child Study Team		412:1

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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:
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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree

Teacher — 45%
Admin — N/A

Master's Degree

Teacher — 55%
Admin — 100%

Doctoral Degree

Teacher — N
Admin — N

Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	90%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	90%

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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	54.0	17.5%
Mathematics Proficiency	41.8	17.5%
English Language Arts Growth	65.2	25.0%
Mathematics Growth	46.0	25.0%
Chronic Absenteeism	31.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		49.2
Summative Rating: Percentile rank of Summative Score		48.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.

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Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	49.2	11.9	No	Met Target†	Met Target	Met Target	Met Target	Met Target	No
White	17.3	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Hispanic	53.5	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
Black or African American	60.2	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	50.4	11.9	No	Met Goal	Met Target	Met Target	Exceeds Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	56.9	11.9	No	Met Target†	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	31.8	11.9	No	Met Target	Met Target	Not Met	Not Met	Not Met	No
English Learners	70.9	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Met Target	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.

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School General Info

Principal:	Mrs. Emden	Email Address:	antoinette.emden@edison.k12.nj.us
Address:	450 DIVISION STREET EDISON, NJ 08817	Website:	https://www.edison.k12.nj.us/domain/12
Phone:	(732)650-5290		

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

	Highlights:	• Technology is a part of each shool day, with all students utilizing 1:1 personal Chromebooks • Award-winning concert band, orchestra and performing chorus • Students are engaged in problem-based learning to foster 21st century skills.
	Mission, Vision, Theme:	Thomas Jefferson Middle School is dedicated to the promotion of academic excellence in a supportive environment which cultivates self-esteem, addresses the unique needs of the adolescent, and fosters respect for cultural diversity and the rights of others.
	Awards, Recognition, Accomplishments:	Student recognition includes monthly Jaguar Citizenship awards, student of the month award assemblies for grades 6-8, marking period recognition assemblies to highlight academics and extra curricular activities, and Jaguar Ambassadors for student leadership. Students have been awarded at the state level for band, chorus, and orchestra. TJMS students have also been recognized for Geography Bee and Odyssey of the Mind.

NJ SCHOOL PERFORMANCE REPORT

Thomas Jefferson Middle School
2016-2017

Grade Span 06-08

23-1290-060
MIDDLESEX
EDISON TWP
450 DIVISION STREET
EDISON, NJ 08817

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Courses, Curriculum, Instruction:	We are in the third year of a one-to-one technology initiative. We assess student progress through a diagnostic test three times during the year and there are benchmark assessments administered quarterly in academic content areas. Students have access to an interactive textbook in their math, science and social studies classes. Students benefit from the inclusion of AVID strategies throughout the curriculum.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys & Girls)
Clubs and Activities:	Art club, Lego Education club, Scrapbooking Club, Math Club, Literary Magazine, Newspaper Club, Fuel Up to Play 60/Wellness Club, Advanced Technology Club, Odyssey of the Mind Club, Orchestra, Band, Chorus, Jazz Club, Library/Computer Science Club, School Store, Student Council, Improv Club, Movie Club

NJ SCHOOL PERFORMANCE REPORT

Thomas Jefferson Middle School
2016-2017

Grade Span 06-08

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

	Staff and Professional Learning:	The TJMS Staff is provided professional development opportunities from the district's Staff Developmet Team. The professional developement includes support with ICR co-teaching, developing Problem-based learning lessons, integration of technology, student-led EdCamps, coaching visits for non-tenured staff, EdCamp PLCs, peer observations, Professional Learning Institute , In-service days
	Student Health and Wellness:	TJMS provides a well balanced breakfast and lunch program. Students can participate in the Food Service Committee to review the food service plan and provide suggestions for improvement. We also have a "Little Pantry" to provide food to the Edison community.
	Parent and Community Involvement:	TJMS PTO supports the staff and students with organizing fundraising events to offset the costs of field trips for students. We also survey the parents to identify topics for our "Parent University."

NJ SCHOOL PERFORMANCE REPORT

Thomas Jefferson Middle School
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Grade Span 06-08

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Facilities:	Recent renovations were made to the Library, Computer Lab, and gymnasium.

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NJ SCHOOL PERFORMANCE REPORT

Washington Elementary School
2016-2017

Grade Span KG-05

23-1290-150
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153 WINTHROP ROAD
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:
- Download this report to a PDF by clicking the 📥 icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:
- Review the Parent Summary Report or the district-level report for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: Reference Guide or Interpretive Video.
- Download the data used in these reports.

- Want to give us feedback? Take our feedback survey: surveylink
- Questions about the reports? Contact us at reportcard@doe.nj.gov

NJ SCHOOL PERFORMANCE REPORT

Washington Elementary School
2016-2017

Grade Span KG-05

23-1290-150
MIDDLESEX
EDISON TWP
153 WINTHROP ROAD
EDISON, NJ 08817

Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.

2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.

NJ SCHOOL PERFORMANCE REPORT

Washington Elementary School
2016-2017

Grade Span KG-05

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	97	94	101
1	91	113	121
2	114	86	96
3	105	106	80
4	86	87	102
5	100	79	84
Ungraded	19	16	18
Total	612	581	602

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	45%	50%	48%
Male	55%	50%	52%
Economically Disadvantaged Students	26%	27%	33%
Students with Disabilities	11%	12%	11%
English Learners	13%	16%	13%
Homeless Students			8%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Asian	42.5%
Hispanic	25.2%
White	24.9%
Black or African American	5.6%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	1.3%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
KG - Half Day	95	94	101
KG - Full Day	0	0	0

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	48.7%
Spanish	16.6%
Tamil	4.2%
Urdu	3.8%
Telugu	3.5%
Other	23.8%

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Grade Span KG-05

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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers (*PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under *ESSA* accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	233	98.1	60.60	76.00	54.90	60.6	57.9	Met Target
White	71	97.4	53.50	61.10	63.90	53.5	53.1	Met Target
Hispanic	50	98.4	52.00	48.60	39.80	52	47.4	Met Target
Black or African American	14	93.7	50.00	44.70	35.20	49	**	**
Asian, Native Hawaiian, or Pacific Islander	96	100.0	72.90	88.30	80.70	72.9	71.4	Met Target
American Indian or Alaska Native	*	*	*	85.70	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	115	100.0	73.00	82.00	62.20	73		
Male	118	96.4	48.40	70.20	48.10	48.4		
Economically Disadvantaged Students	72	97.8	47.20	47.30	36.20	47.2	34.2	Met Target
Non-Economically Disadvantaged Students	161	98.3	66.50	82.90	65.80	66.5		
Students with Disabilities	40	95.3	25.00	20.00	20.50	25	16.5	Met Target
Students without Disabilities	193	98.7	67.90	82.30	61.90	67.9		
English Learners	23	100.0	34.70	46.30	25.20	34.7	31.2	Met Target
Non-English Learners	210	98.0	63.30	77.40	57.40	63.3		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	40.00	23.00	N		

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Grade Span KG-05

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MIDDLESEX
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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam.   This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	749	769	749	15%	*	25%	41%	*	48%	50%
White	18	743	748	759	*	*	*	*	*	39%	61%
Hispanic	24	729	734	734	*	*	*	*	*	33%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	33	770	781	775	*	*	*	61%	*	70%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	46	755	773	754	*	*	22%	46%	*	57%	55%
Male	33	739	764	745	*	*	30%	33%	*	36%	46%
Economically Disadvantaged Students	26	722	*	731	*	*	*	*	*	23%	31%
Non-Economically Disadvantaged Students	53	762	*	762	*	*	*	*	*	60%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%

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NJ SCHOOL PERFORMANCE REPORT

Washington Elementary School
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Grade Span KG-05

23-1290-150
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EDISON TWP
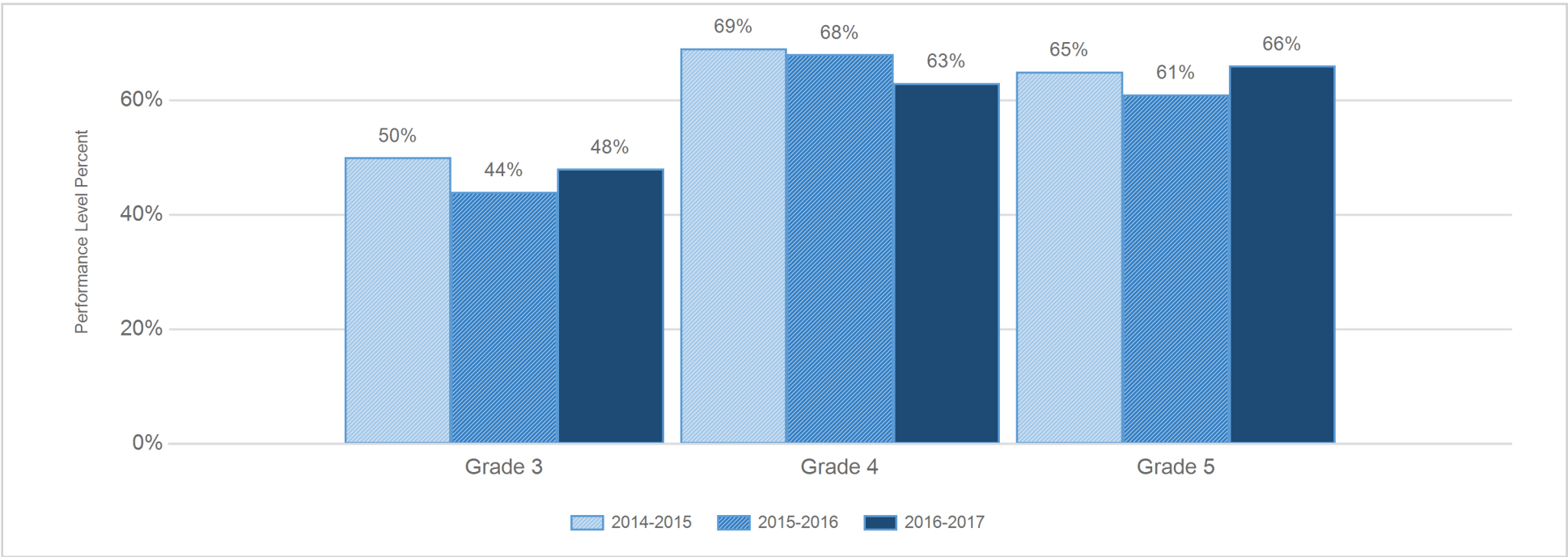**153 WINTHROP ROAD**
EDISON, NJ 08817

English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	96	761	769	753	*	*	21%	38%	25%	63%	56%
White	36	758	754	762	*	*	31%	39%	*	56%	67%
Hispanic	17	748	743	740	*	*	*	*	*	59%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	39	773	779	777	*	*	*	33%	39%	72%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	45	766	775	758	*	*	*	42%	29%	71%	61%
Male	51	757	764	749	*	*	*	33%	22%	55%	51%
Economically Disadvantaged Students	24	749	745	737	*	*	*	*	*	54%	36%
Non-Economically Disadvantaged Students	72	766	776	764	*	*	*	*	*	65%	69%
Students with Disabilities	11	731	722	725	*	*	*	*	*	18%	25%
Students without Disabilities	85	765	775	759	*	*	*	*	*	68%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%

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Grade Span KG-05

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MIDDLESEX
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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam.   This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	760	777	756	*	*	18%	50%	16%	66%	59%
White	18	755	759	763	*	*	*	56%	*	61%	69%
Hispanic	19	749	752	743	*	*	*	*	*	58%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	35	771	788	779	*	*	*	46%	29%	74%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	40	772	783	761	*	*	*	63%	*	88%	66%
Male	40	748	771	750	*	*	*	38%	*	45%	53%
Economically Disadvantaged Students	27	750	*	740	*	*	*	44%	*	56%	40%
Non-Economically Disadvantaged Students	53	765	*	765	*	*	*	53%	*	72%	71%
Students with Disabilities	11	715	723	725	*	*	*	*	*	*	22%
Students without Disabilities	69	767	782	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	80	760	778	757	*	*	18%	50%	16%	66%	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

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NJ SCHOOL PERFORMANCE REPORT

Washington Elementary School
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Grade Span KG-05

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.

Legend: 2014-2015 | 2015-2016 | 2016-2017

Grade 3: 50%, 44%, 48%
Grade 4: 69%, 68%, 63%
Grade 5: 65%, 61%, 66%

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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers (*PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under *ESSA* accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	233	97.8	52.00	63.70	43.50	52	54.8	Met Target†
White	71	97.4	49.30	40.90	52.40	49.3	46.6	Met Target
Hispanic	50	98.5	28.00	*	27.60	28	39.2	Not Met
Black or African American	14	93.7	28.60	18.50	21.70	28	**	**
Asian, Native Hawaiian, or Pacific Islander	96	99.1	70.90	81.70	75.60	70.9	73.2	Met Target†
American Indian or Alaska Native	*	*	*	81.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	115	99.3	53.00	65.20	44.10	53		
Male	118	96.5	50.80	62.30	42.90	50.8		
Economically Disadvantaged Students	72	96.8	38.90	29.70	25.10	38.9	38.2	Met Target
Non-Economically Disadvantaged Students	161	98.4	57.70	71.90	54.30	57.7		
Students with Disabilities	40	95.3	30.00	16.90	16.50	30	21.5	Met Target
Students without Disabilities	193	98.3	56.50	68.90	48.80	56.5		
English Learners	23	100.0	34.80	40.50	23.30	34.8	53.8	Not Met
Non-English Learners	210	97.6	53.80	64.90	45.20	53.8		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	20.00	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	50.00	18.20	N		

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† Target was met within a confidence interval.

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Washington Elementary School
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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	751	771	751	*	21%	*	40%	16%	56%	53%
White	18	749	747	759	0%	*	*	*	*	56%	63%
Hispanic	25	722	729	738	*	40%	*	*	0%	28%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	34	778	784	779	*	0%	*	50%	32%	82%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	46	753	770	751	*	*	*	44%	*	59%	52%
Male	35	748	771	751	*	*	*	34%	*	51%	53%
Economically Disadvantaged Students	27	724	*	736	*	*	*	*	*	30%	34%
Non-Economically Disadvantaged Students	54	765	*	761	*	*	*	*	*	69%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%

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EDISON, NJ 08817

Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	99	747	765	747	*	17%	26%	39%	*	48%	47%
White	36	741	745	755	*	*	28%	39%	*	42%	59%
Hispanic	19	732	735	734	*	*	*	*	0%	26%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	40	762	777	774	*	*	*	48%	*	65%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	46	743	766	747	*	*	26%	44%	*	46%	47%
Male	53	750	764	747	*	*	26%	36%	*	49%	48%
Economically Disadvantaged Students	26	738	738	732	*	*	*	39%	*	39%	27%
Non-Economically Disadvantaged Students	73	750	772	757	*	*	*	40%	*	51%	61%
Students with Disabilities	11	729	727	724	*	*	*	*	*	18%	22%
Students without Disabilities	88	749	769	751	*	*	*	*	*	51%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%

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NJ SCHOOL PERFORMANCE REPORT

Washington Elementary School
2016-2017

Grade Span KG-05

23-1290-150
MIDDLESEX
EDISON TWP
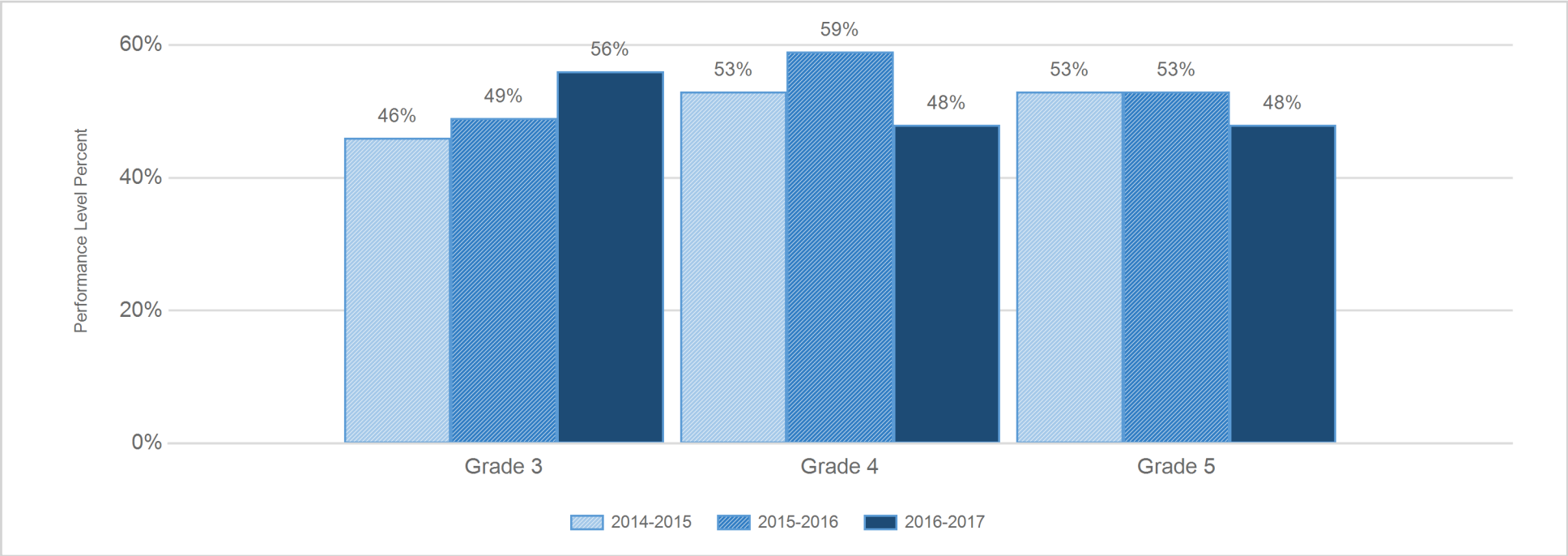**153 WINTHROP ROAD**
EDISON, NJ 08817

Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	749	771	747	*	21%	27%	36%	*	48%	46%
White	18	748	751	754	*	*	*	*	*	56%	57%
Hispanic	20	732	740	735	0%	*	*	*	0%	20%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	35	759	785	774	*	*	*	37%	*	63%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	41	752	770	747	*	*	*	42%	*	54%	47%
Male	40	745	773	746	*	*	*	30%	*	43%	46%
Economically Disadvantaged Students	28	736	*	732	*	*	*	*	*	36%	27%
Non-Economically Disadvantaged Students	53	755	*	756	*	*	*	*	*	55%	59%
Students with Disabilities	11	733	731	725	*	*	*	*	*	18%	19%
Students without Disabilities	70	751	775	751	*	*	*	*	*	53%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	*	*	*	716	*	*	*	*	*	*	18%

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NJ SCHOOL PERFORMANCE REPORT

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Grade Span KG-05

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.

	Grade 3	Grade 4	Grade 5
2014-2015	46%	53%	53%
2015-2016	49%	59%	53%
2016-2017	56%	48%	48%

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Alternate Assessments - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency. The table also shows the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	41	*	*
2	21	81%	19%
3	*	*	*
4	*	*	*
5+	*	*	*

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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	47%	39%	14%
White	42%	47%	11%
Hispanic	*	*	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	57%	30%	14%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	38%	33%	29%
Students with Disabilities	20%	50%	30%
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 4

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

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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile** (**SGP**) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

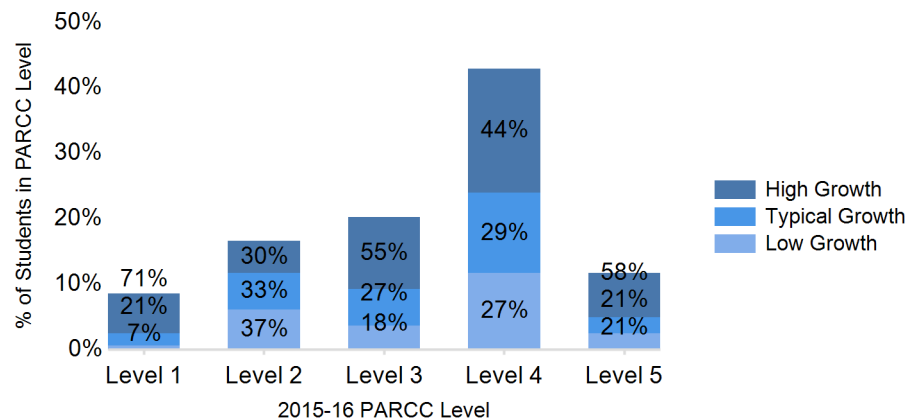A student's **SGP** falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**
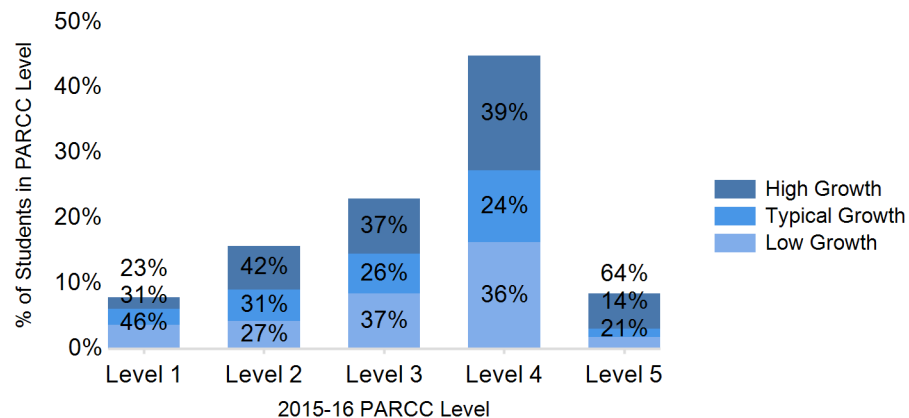
If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile** (**mSGP**) is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile** (**mSGP**) is calculated here:
http://www.state.nj.us/education/njsmart/performance/

Student Growth

This table shows the **median Student Growth Percentile** (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	61	61	50	Exceeds Target	55	56	50	Met Target
White	58	48	50	Met Target	59	48	52	Met Target
Hispanic	65.5	*	49	Exceeds Target	51.5	*	47	Met Target
Black or African American	38.5	48	45	**	48.5	41	43	**
Asian, Native Hawaiian, or Pacific Islander	68	68	60	Exceeds Target	57.5	61	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	66	49	47	Exceeds Target	48.5	47	46	Met Target
Students with Disabilities	36	38.5	41	Not Met	60	40	43	Exceeds Target
English Learners	66	65	53	**	54	62	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.

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Each student receives a **Student Growth Percentile** (**SGP**) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

| Low Growth: Less than 35 | Typical Growth: Between 35 and 65 | High Growth: Greater than 65 |

Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.

ELA

MATH

Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.

ELA

Math

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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.20	8.40	Met Target
White	10.60	8.40	Not Met
Hispanic	10.70	8.40	Not Met
Black or African American	11.80	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	4.80	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	15.90	8.40	Not Met
Students with Disabilities	14.70	8.40	Not Met
English Learners	10.40	8.40	Not Met

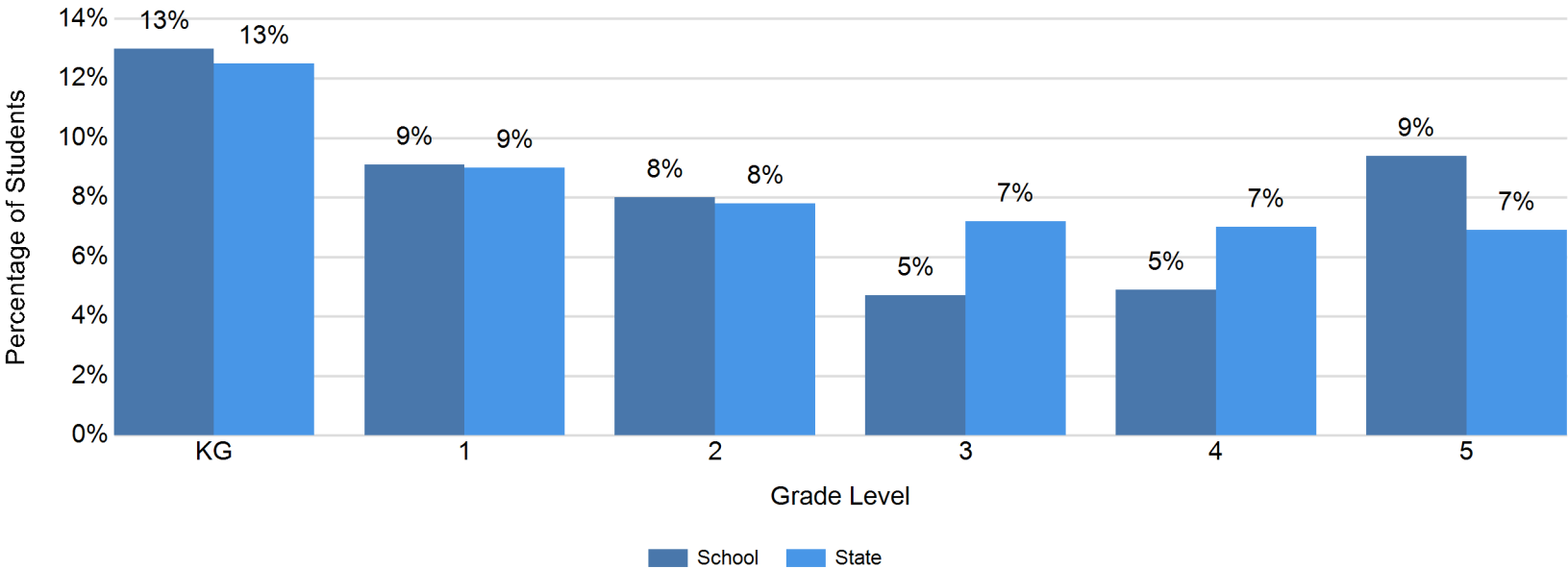** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.

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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Grade Level	School	State
KG	13%	13%
1	9%	9%
2	8%	8%
3	5%	7%
4	5%	7%
5	9%	7%

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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:55AM
Typical End Time	3:30PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 35 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.5%
Any Suspension	0.5%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0

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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.4:1	191.6 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	$355	$12,252	$12,607

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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators
Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	53	120,724
Average years experience in public schools	14.2	11.8
Average years experience in district	12.5	10.5
Teachers in district for 4 or more years	85%	74%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	62	9,506
Average years experience in public schools	18.5	15.9
Average years experience in district	11.4	11.6
Administrators in district for 4 or more years	77%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	14:1
Administrators	602:1	253:1
Librarian/Media Specialists		2610:1
Nurses		824:1
Counselors		364:1
Child Study Team		412:1

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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree

Teacher — 51%
Admin — N/A

Master's Degree

Teacher — 47%
Admin — 100%

Doctoral Degree

Teacher — 2%
Admin — N

Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	90%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	92%

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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	50.3	17.5%
Mathematics Proficiency	53.2	17.5%
English Language Arts Growth	83.3	25.0%
Mathematics Growth	67.1	25.0%
Chronic Absenteeism	30.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		60.3
Summative Rating: Percentile rank of Summative Score		66.1
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.

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Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	60.3	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Met Target	No
White	48.1	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Hispanic	63.3	11.9	No	Met Target	Not Met	Not Met	Exceeds Target	Met Target	No
Black or African American	**	**	No	**	**	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	41.1	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	69.3	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Met Target	No
Students with Disabilities	59.7	11.9	No	Met Target	Met Target	Not Met	Not Met	Exceeds Target	No
English Learners	**	**	No	Met Target	Not Met	Not Met	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.

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School General Info

Principal:	Sandra Schlatter	**Email Address:**	sandra.schlatter@edison.k12.nj.us
Address:	153 WINTHROP ROAD EDISON, NJ 08817	**Website:**	https://www.edison.k12.nj.us/domain/23
Phone:	(732)650-5280		

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

	Highlights:	• Our cocurricular clubs include Newspaper, Yearbook, Student Council, Girls on the Run, • Technology is an integral part of our blended learning with all students utilizing 1:1 Chromebooks or iPads. • Our diverse community provides opportunities for children to learn about other cultures.
	Mission, Vision, Theme:	At Washington Elementary School, we foster a student-centered community where all students are inspired to discover their own passions, accept and appreciate the differences in one another, and make reflective and responsible choices that will make the world a better place.
	Awards, Recognition, Accomplishments:	Washington School staff and students work diligently to support the local community and our families. For the past 8 years, Washington has led the Edison School District in raising funds for our organization, Community Action Reaches Everyone (CARE) which gives back to the families in our own community.

NJ SCHOOL PERFORMANCE REPORT

Washington Elementary School
2016-2017

Grade Span KG-05

23-1290-150
MIDDLESEX
EDISON TWP
153 WINTHROP ROAD
EDISON, NJ 08817

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Courses, Curriculum, Instruction:	We are proud to offer a variety of opportunities for all our learners including Gifted & Talented, English as a Second Language, and Intervention services for struggling learners.
Clubs and Activities:	Yearbook, Girls on the Run, Student Council, Newspaper, Young Scholars, Coding, Yoga for Kids, Spanish Drama, Art, Chorus, Safety Patrol, Band, and Orchestra
Before and After School Programs:	Mad Science, Coding, and Yoga for Kids are offered afterschool for students in Grades 1-5. Girls on the Run and Spanish Drama Club are afterschool for grades 3-5. We also offer academies for all eligible students from January through April.

NJ SCHOOL PERFORMANCE REPORT

Washington Elementary School
2016-2017

Grade Span KG-05

23-1290-150
MIDDLESEX
EDISON TWP
153 WINTHROP ROAD
EDISON, NJ 08817

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Staff and Professional Learning:	Teachers at Washington School are fortunate to have a number of opportunities weekly to collaborate and participate in professional development experiences. All classroom teachers have a common grade level 45 minute prep daily. All staff attends weekly faculty meetings targeted on the needs of the students.
Student Supports and Services:	We offer both bilingual and ELL services for our students. Struggling learners are also afforded the opportunity to work with our math and reading specialists. Our Intervention & Referral services are designed to assist students who are experiencing difficulties. The I&RS team provides strategies for the teachers to help the struggling learner.
Student Health and Wellness:	All students are afforded the opportunity to buy breakfast and lunch daily. Students are involved in 25 minutes of recess at lunchtime and twice a week have physical education class for a total of 90 minutes. After school, students are afforded the opportuntiy to join either Girls on the Run or Yoga for Kids.
Parent and Community Involvement:	Our school has benefitted greatly from the influences of our generous and supportive PTO. This organization provides vital experiences for our students including fun day, pumpkin patch, assemblies, school celebrations, bingo nights, ice cream social, and movie nights. Our PTO supports our teachers and all their efforts.

Washington Elementary School

2016-2017

Grade Span KG-05

23-1290-150
MIDDLESEX
EDISON TWP
153 WINTHROP ROAD
EDISON, NJ 08817

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Facilities:	Washington School has 34 classrooms, a designated art room, a music room, a makerspace, a gymnasium, main office, two copy rooms for staff, and a library. The gymnasium floor and library were both renovated last year. All our K-2 classrooms are air conditioned.

NJ SCHOOL PERFORMANCE REPORT

Woodbrook Elementary School
2016-2017

Grade Span KG-05

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:
- Download this report to a PDF by clicking the 📥 icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:
- Review the Parent Summary Report or the district-level report for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: Reference Guide or Interpretive Video.
- Download the data used in these reports.

- Want to give us feedback? Take our feedback survey: surveylink
- Questions about the reports? Contact us at reportcard@doe.nj.gov

NJ SCHOOL PERFORMANCE REPORT

Woodbrook Elementary School
2016-2017

Grade Span KG-05

23-1290-160
MIDDLESEX
EDISON TWP
15 ROBIN ROAD
EDISON, NJ 08820

Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.

2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.

NJ SCHOOL PERFORMANCE REPORT

Woodbrook Elementary School
2016-2017

Grade Span KG-05

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	114	93	109
1	152	159	164
2	156	165	169
3	179	178	170
4	192	188	189
5	181	191	198
Ungraded	0	0	0
Total	974	974	999

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	51%	54%	55%
Male	49%	47%	45%
Economically Disadvantaged Students	8%	7%	7%
Students with Disabilities	4%	4%	4%
English Learners	0%	0%	0%
Homeless Students			2%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Asian	85.7%
White	4.9%
Black or African American	3.5%
Hispanic	3.3%
American Indian or Alaska Native	0.6%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	1.6%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
KG - Half Day	119	93	109
KG - Full Day	0	0	0

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	34.2%
Telugu	16.9%
Hindi	12.4%
Tamil	9.7%
Gujarati	4.7%
Other	22.0%

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NJ SCHOOL PERFORMANCE REPORT

Woodbrook Elementary School
2016-2017

Grade Span KG-05

23-1290-160
MIDDLESEX
EDISON TWP
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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers (*PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under *ESSA* accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	495	99.1	86.00	76.00	54.90	86	80	Met Goal
White	27	96.8	81.50	61.10	63.90	81.5	73.5	Met Goal
Hispanic	16	88.9	31.30	48.60	39.80	31.3	**	**
Black or African American	23	96.2	43.40	44.70	35.20	43.4	N	N
Asian, Native Hawaiian, or Pacific Islander	411	100.0	91.00	88.30	80.70	91	80	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	68.40	54.90	75.2	**	**
Female	261	99.0	87.00	82.00	62.20	87		
Male	234	99.2	85.10	70.20	48.10	85.1		
Economically Disadvantaged Students	30	94.6	50.00	47.30	36.20	50	46.2	Met Target
Non-Economically Disadvantaged Students	465	99.4	88.40	82.90	65.80	88.4		
Students with Disabilities	30	96.9	20.00	20.00	20.50	20	26.8	Met Target†
Students without Disabilities	465	99.2	90.30	82.30	61.90	90.3		
English Learners	13	100.0	61.50	46.30	25.20	61.5	**	**
Non-English Learners	482	99.1	86.80	77.40	57.40	86.8		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	40.00	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.

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NJ SCHOOL PERFORMANCE REPORT

Woodbrook Elementary School
2016-2017

Grade Span KG-05

23-1290-160
MIDDLESEX
EDISON TWP
15 ROBIN ROAD
EDISON, NJ 08820

English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam.   This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	171	779	769	749	*	*	11%	56%	24%	80%	50%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	150	786	781	775	*	*	9%	58%	27%	85%	76%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	85	778	773	754	*	*	*	58%	21%	79%	55%
Male	86	780	764	745	*	*	*	55%	27%	81%	46%
Economically Disadvantaged Students	12	745	*	731	*	*	*	*	*	50%	31%
Non-Economically Disadvantaged Students	159	782	*	762	*	*	*	*	*	82%	63%
Students with Disabilities	11	703	716	720	*	*	*	*	*	*	24%
Students without Disabilities	160	784	773	755	*	*	*	*	*	*	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	171	779	769	752	*	*	11%	56%	24%	80%	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%

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NJ SCHOOL PERFORMANCE REPORT

Woodbrook Elementary School
2016-2017

Grade Span KG-05

23-1290-160
MIDDLESEX
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15 ROBIN ROAD
EDISON, NJ 08820

English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam.   This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	189	779	769	753	*	*	10%	44%	39%	84%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	10	747	741	737	*	*	*	*	*	40%	36%
Asian, Native Hawaiian, or Pacific Islander	161	784	779	777	*	*	9%	44%	44%	88%	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	109	784	775	758	*	*	*	33%	51%	84%	61%
Male	80	773	764	749	*	*	*	60%	23%	83%	51%
Economically Disadvantaged Students	14	750	745	737	*	*	*	*	*	50%	36%
Non-Economically Disadvantaged Students	175	782	776	764	*	*	*	*	*	86%	69%
Students with Disabilities	11	740	722	725	*	*	*	*	*	36%	25%
Students without Disabilities	178	782	775	759	*	*	*	*	*	87%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%

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NJ SCHOOL PERFORMANCE REPORT

Woodbrook Elementary School
2016-2017

Grade Span KG-05

23-1290-160
MIDDLESEX
EDISON TWP
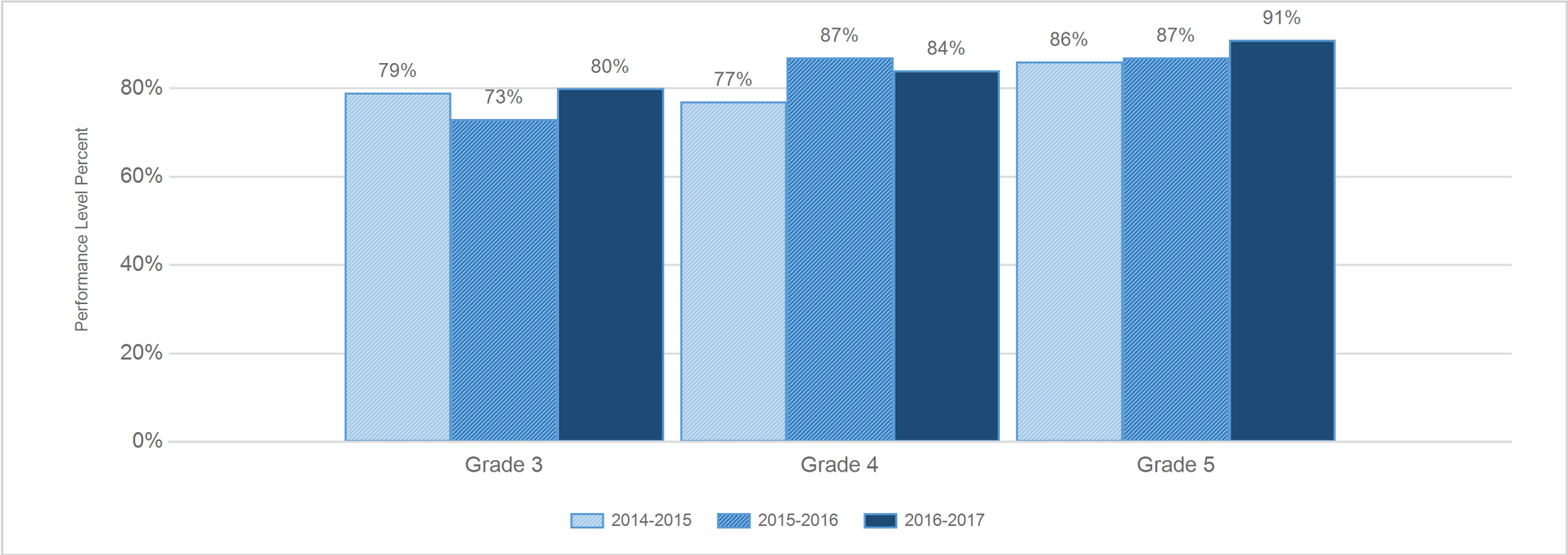**15 ROBIN ROAD**
EDISON, NJ 08820

English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam.   This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	198	789	777	756	*	*	6%	55%	37%	91%	59%
White	17	772	759	763	0%	*	*	71%	*	82%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	157	795	788	779	*	0%	*	54%	42%	96%	84%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	108	789	783	761	*	*	*	55%	36%	91%	66%
Male	90	790	771	750	*	*	*	54%	38%	92%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	198	789	778	757	*	*	6%	55%	37%	91%	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

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NJ SCHOOL PERFORMANCE REPORT

Woodbrook Elementary School
2016-2017

Grade Span KG-05

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.

Grade 3: 2014-2015: 79%, 2015-2016: 73%, 2016-2017: 80%
Grade 4: 2014-2015: 77%, 2015-2016: 87%, 2016-2017: 84%
Grade 5: 2014-2015: 86%, 2015-2016: 87%, 2016-2017: 91%

Y-axis: Performance Level Percent (0%, 20%, 40%, 60%, 80%)

Legend: 2014-2015 | 2015-2016 | 2016-2017

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NJ SCHOOL PERFORMANCE REPORT

Woodbrook Elementary School
2016-2017

Grade Span KG-05

23-1290-160
MIDDLESEX
EDISON TWP
15 ROBIN ROAD
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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers (*PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under *ESSA* accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	495	99.1	81.20	63.70	43.50	81.2	80	Met Goal
White	27	96.8	59.20	40.90	52.40	59.2	71.2	Met Target†
Hispanic	16	88.9	25.10	*	27.60	25.1	**	**
Black or African American	23	96.2	17.40	18.50	21.70	17.4	N	N
Asian, Native Hawaiian, or Pacific Islander	411	100.0	89.10	81.70	75.60	89.1	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	54.10	44.90	60.1	**	**
Female	261	99.0	80.80	65.20	44.10	80.8		
Male	234	99.2	81.60	62.30	42.90	81.6		
Economically Disadvantaged Students	30	94.6	30.00	29.70	25.10	30	39.1	Met Target†
Non-Economically Disadvantaged Students	465	99.4	84.50	71.90	54.30	84.5		
Students with Disabilities	30	96.9	23.30	16.90	16.50	23.3	34.4	Met Target†
Students without Disabilities	465	99.2	85.00	68.90	48.80	85		
English Learners	13	100.0	53.90	40.50	23.30	53.9	**	**
Non-English Learners	482	99.1	81.90	64.90	45.20	81.9		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	20.00	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	50.00	18.20	N		

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NJ SCHOOL PERFORMANCE REPORT

Woodbrook Elementary School
2016-2017

Grade Span KG-05

23-1290-160
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15 ROBIN ROAD
EDISON, NJ 08820

Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	171	784	771	751	*	*	12%	39%	43%	81%	53%
White	*	*	*	759	*	*	*	*	*	*	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	150	790	784	779	*	*	10%	41%	47%	88%	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	85	781	770	751	*	*	*	39%	42%	81%	52%
Male	86	786	771	751	*	*	*	38%	43%	81%	53%
Economically Disadvantaged Students	12	740	*	736	*	*	*	*	*	25%	34%
Non-Economically Disadvantaged Students	159	787	*	761	*	*	*	*	*	86%	65%
Students with Disabilities	11	721	725	729	*	*	*	*	*	*	29%
Students without Disabilities	160	788	774	755	*	*	*	*	*	*	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	171	784	772	753	*	*	12%	39%	43%	81%	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%

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NJ SCHOOL PERFORMANCE REPORT

Woodbrook Elementary School
2016-2017

Grade Span KG-05

23-1290-160
MIDDLESEX
EDISON TWP
15 ROBIN ROAD
EDISON, NJ 08820

Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam.   This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	189	774	765	747	*	*	12%	53%	26%	79%	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	10	725	730	729	*	*	*	*	0%	10%	25%
Asian, Native Hawaiian, or Pacific Islander	161	780	777	774	*	*	11%	57%	29%	86%	79%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	109	779	766	747	*	*	*	51%	32%	84%	47%
Male	80	768	764	747	*	*	*	56%	18%	74%	48%
Economically Disadvantaged Students	14	736	738	732	*	*	*	*	*	36%	27%
Non-Economically Disadvantaged Students	175	777	772	757	*	*	*	*	*	83%	61%
Students with Disabilities	11	741	727	724	*	*	*	*	*	46%	22%
Students without Disabilities	178	776	769	751	*	*	*	*	*	82%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%

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NJ SCHOOL PERFORMANCE REPORT

Woodbrook Elementary School
2016-2017

Grade Span KG-05

23-1290-160
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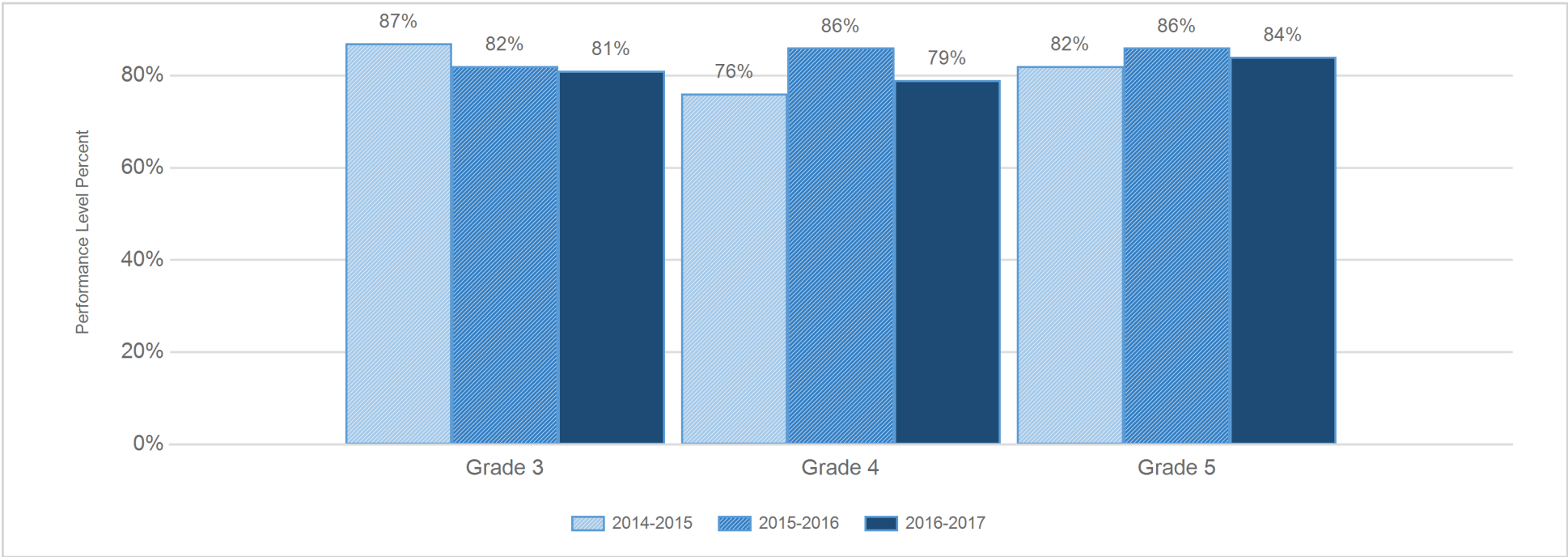15 ROBIN ROAD
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Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	198	782	771	747	*	*	10%	44%	40%	84%	46%
White	17	757	751	754	0%	*	*	*	*	53%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	157	790	785	774	0%	*	*	47%	47%	94%	79%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	108	777	770	747	*	*	*	41%	36%	77%	47%
Male	90	789	773	746	*	*	*	49%	44%	93%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	198	782	772	748	*	*	10%	44%	40%	84%	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.

	Grade 3	Grade 4	Grade 5
2014-2015	87%	76%	82%
2015-2016	82%	86%	86%
2016-2017	81%	79%	84%

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Alternate Assessments - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	N	N
5	N	N

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency. The table also shows the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N

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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.
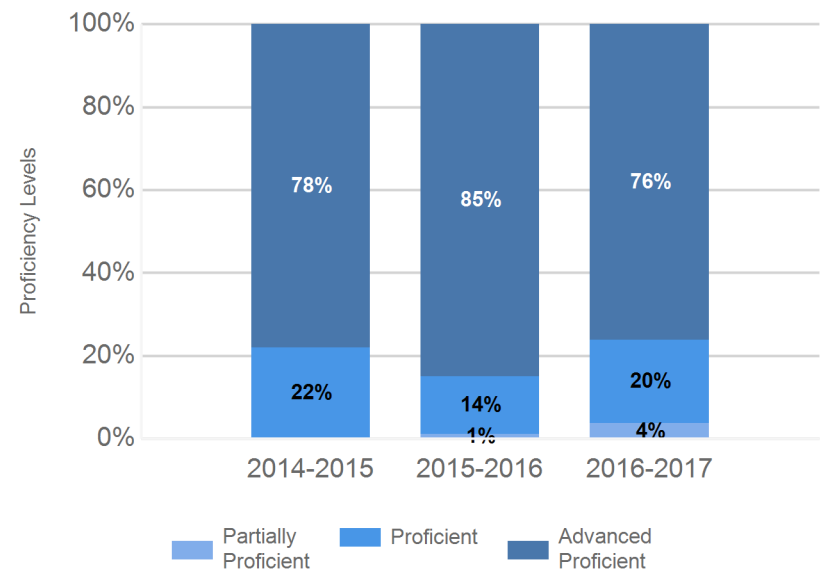
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	76%	20%	4%
White	83%	*	N
Hispanic	*	*	*
Black or African American	46%	46%	*
Asian, Native Hawaiian, or Pacific Islander	80%	18%	3%
American Indian or Alaska Native	*	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	56%	28%	17%
Students with Disabilities	*	*	*
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

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

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NJ SCHOOL PERFORMANCE REPORT

Woodbrook Elementary School
2016-2017

Grade Span KG-05

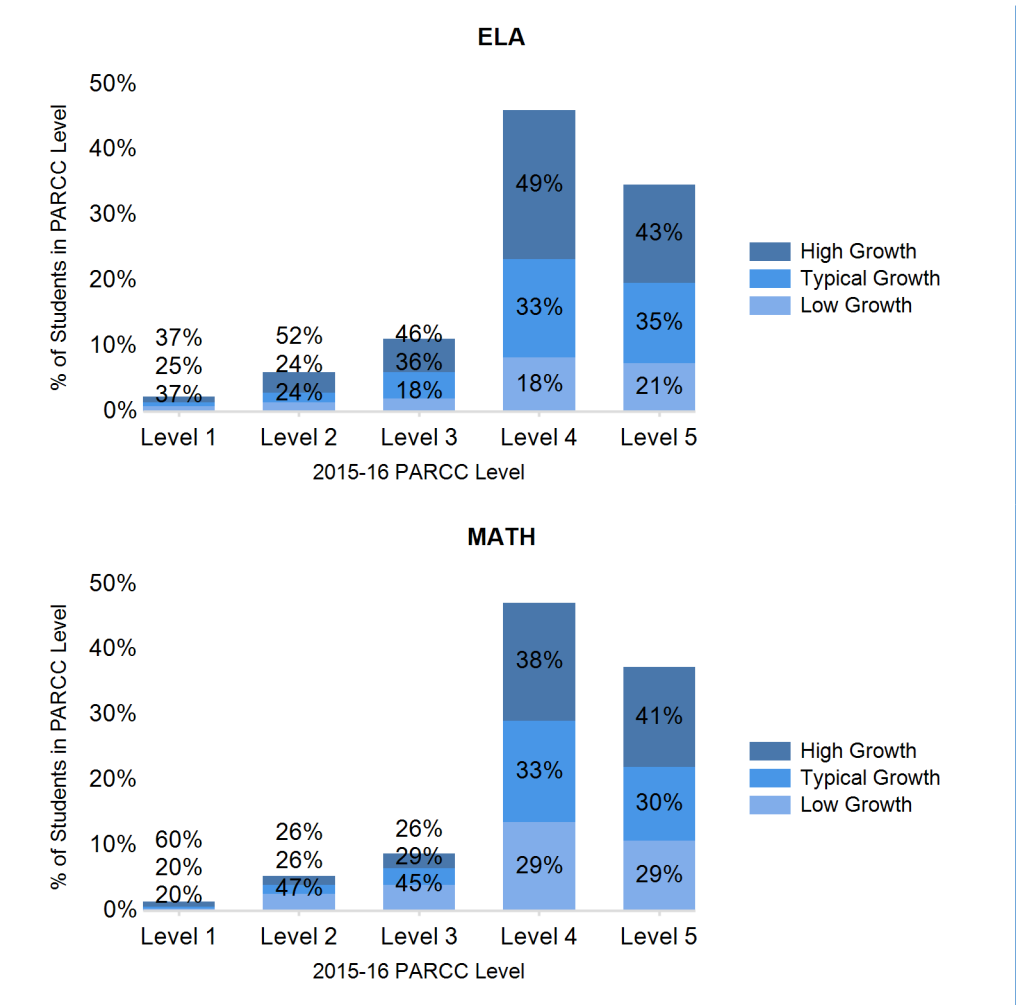This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile** (**SGP**) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35**   **Typical Growth: Between 35 and 65**   **High Growth: Greater than 65**
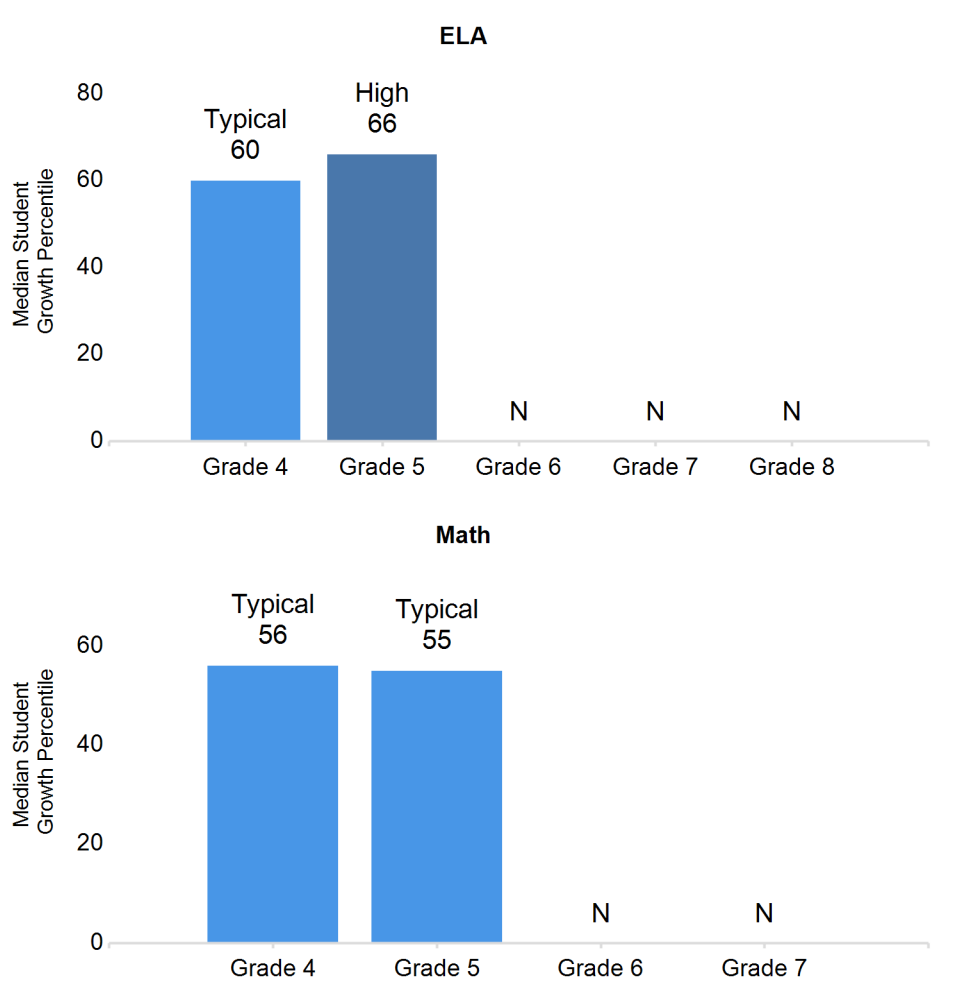
If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile** (**mSGP**) is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile** (**mSGP**) is calculated here:
http://www.state.nj.us/education/njsmart/performance/

Student Growth

This table shows the **median Student Growth Percentile** (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	62.5	61	50	Exceeds Target	55	56	50	Met Target
White	61.5	48	50	Exceeds Target	55	48	52	Met Target
Hispanic	*	*	49	**	*	*	47	**
Black or African American	57.5	48	45	**	23.5	41	43	**
Asian, Native Hawaiian, or Pacific Islander	64	68	60	Exceeds Target	59	61	59	Met Target
American Indian or Alaska Native	*	60.5	51	**	*	70	51	**
Two or More Races	45	45.5	51	**	38	55	52	**
Economically Disadvantaged	40	49	47	**	31	47	46	**
Students with Disabilities	30	38.5	41	**	49	40	43	**
English Learners	*	65	53	**	*	62	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.

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Each student receives a **Student Growth Percentile** (**SGP**) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

| Low Growth: Less than 35 | Typical Growth: Between 35 and 65 | High Growth: Greater than 65 |

Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.

ELA

MATH

Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.

ELA

Math

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Grade Span KG-05

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.60	8.40	Met Target
White	6.10	8.40	Met Target
Hispanic	11.80	8.40	Not Met
Black or African American	8.60	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	2.90	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	11.40	8.40	Not Met
Students with Disabilities	7.00	8.40	Met Target
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.
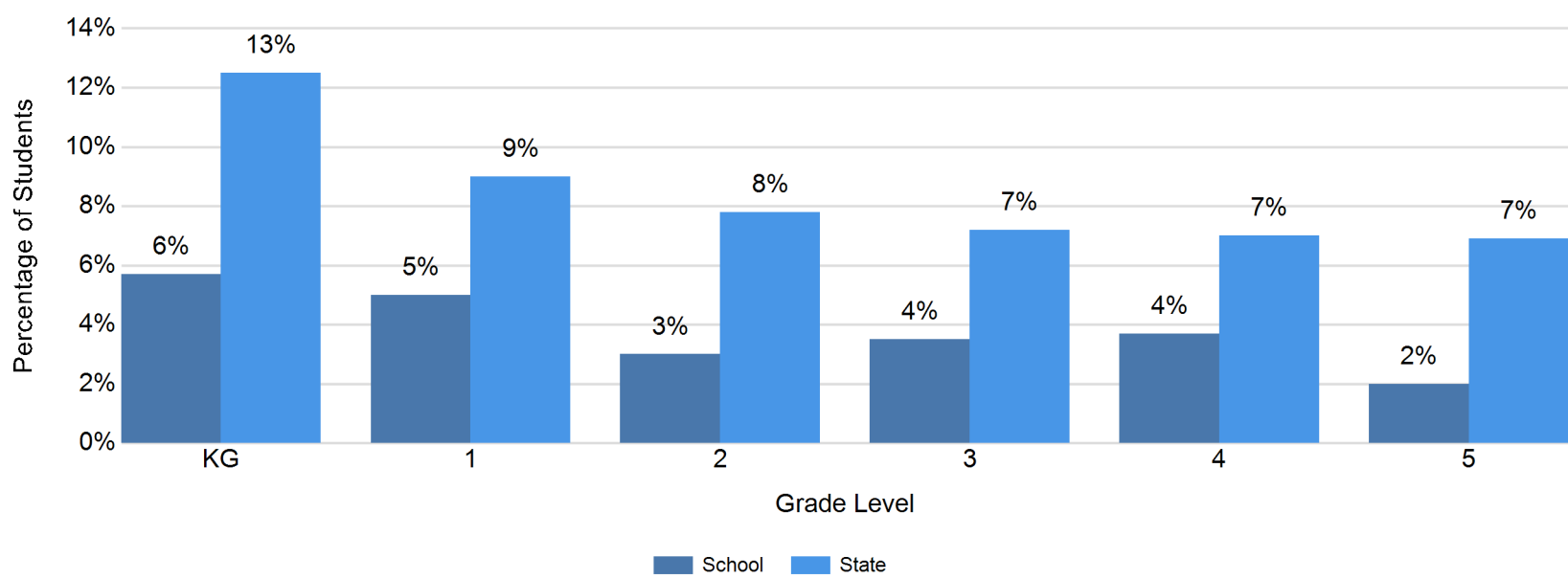
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.

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Grade Span KG-05

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:55AM
Typical End Time	3:30PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 35 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.10

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.2%
Out-of-School Suspensions	0.6%
Any Suspension	0.8%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0

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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.6:1	191.6 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	$355	$12,252	$12,607

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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators
Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.
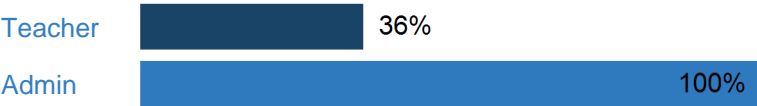
Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	56	120,724
Average years experience in public schools	12.6	11.8
Average years experience in district	11.5	10.5
Teachers in district for 4 or more years	80%	74%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	62	9,506
Average years experience in public schools	18.5	15.9
Average years experience in district	11.4	11.6
Administrators in district for 4 or more years	77%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	18:1	14:1
Administrators	500:1	253:1
Librarian/Media Specialists		2610:1
Nurses		824:1
Counselors		364:1
Child Study Team		412:1

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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:
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Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators
Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree

Teacher — 63%
Admin — N/A

Master's Degree

Teacher — 36%
Admin — 100%

Doctoral Degree

Teacher — 2%
Admin — N

Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	90%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	91%

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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	85.4	17.5%
Mathematics Proficiency	80.8	17.5%
English Language Arts Growth	83.2	25.0%
Mathematics Growth	59.9	25.0%
Chronic Absenteeism	68.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		75.0
Summative Rating: Percentile rank of Summative Score		85.3
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.

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Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	75.0	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Met Target	No
White	68.2	11.9	No	Met Goal	Met Target†	Met Target	Exceeds Target	Met Target	No
Hispanic	**	**	No	**	**	Not Met	**	**	No
Black or African American	**	**	No	N	N	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	62.1	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	Met Target	Met Target†	Not Met	**	**	No
Students with Disabilities	**	**	No	Met Target†	Met Target†	Met Target	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.

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Woodbrook Elementary School
2016-2017

Grade Span KG-05

School General Info

Principal:	Nicole Cirillo
Address:	15 ROBIN ROAD EDISON, NJ 08820
Phone:	(732)452-2901

Email Address:	nicole.cirillo@edison.k12.nj.us
Website:	https://www.edison.k12.nj.us/domain/24

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

	Highlights:	• Children determine their own learning goals and create their own pathways to meet those goals. • Students build collaboration and communication skills through varied groupings and activities. • We offer a variety of clubs through our PTA and through our district's Co-Curricular program.
	Mission, Vision, Theme:	Our main goal at Woodbrook School is to ensure that all children are challenged to do their very best in a nurturing environment where every child feels valued and respected. Social learning is a top priority at Woodbrook. Students build collaboration and communication skills through varied groupings and activities in all disciplines.

NJ SCHOOL PERFORMANCE REPORT

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Grade Span KG-05

23-1290-160
MIDDLESEX
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Courses, Curriculum, Instruction:	Students test their hypothesis using their Little Bits kits, disagree about mathematical solutions, and reach consensus regarding the best artistic representation of their group topic. Whether using digital technology, traditional manipulatives, or pencil and paper, students brainstorm, create, persuade, and take learning risks with their peers as their teachers coach into both the content knowledge and the 4C's of 21st Century Skills.
Clubs and Activities:	Math club for Grades 3-5 is run exclusively by parents as coaches and coordinators. Students work together to solve challenging math problems on Wednesday nights with their peers. The math club has earned recognition for high achievement in a series of global math club competitions over the past three years. We also participate in the National Geographic Geography Bee and the National Scripps Spelling Bee in order to expose our students to the rigorous competitions.
Before and After School Programs:	We offer many clubs through both the district and the PTA. After/before school clubs currently include Student Council, Public Speaking, Computer Coding, Mad Science, Drama, Soccer, Honors Chorus, Band, Fiddle Club, Golf, Newspaper, Odyssey of the Mind, Band and Yoga. In addition, there are STEM clubs and Mad Science clubs offered via the PTA.

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Staff and Professional Learning:	Teachers collaborate with administrators, staff developers, specialists during coaching days and one another in order to meet the needs of their students. Professional development is offered via a district Professional Development Institute which can be both virtual and face to face, during district professional development days, through embedded opportunities within the school, professional conferences and professional workshops and seminars.
Student Supports and Services:	Students in grades K-5 are assessed on an ongoing basis through the district's assessments in order to monitor progress and modify instruction to meet students' needs. Response to Intervention allows us to follow individual students' achievement trajectories closely in order to make instructional decisions. We host a morning literacy program for selected students twice per week in order to support their academic growth as well.
Parent and Community Involvement:	Many programs have been initiated to support our curriculum and to address the needs of our diverse population. The annual Science/Invention Fair, International Expo Night, the Woodbrook's Got Talent Show, Annual Family Picnic Lunch, and the Music Festival are examples of family programs. We support our parents with curriculum and our digital programs through hands on informational sessions during the year.

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Facilities:	We are currently under construction to add on a 30,000 sq ft addition which will include air conditioned classrooms, a chorus room, a large cafeteria with a stage, and a large gym. In addition, a new library and art room will replace our present multi-purpose room.

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Other Information:

Our school is a collaborative member of New Jersey's School Wide Positive Behavior Support model. Students, parents and staff members conducted school wide self-assessments of targeted areas for improvement. They designed and implemented effective school and class wide interventions and environments that encourage pro-social behaviors. Students are recognized for positive behaviors daily and are afforded incentives on a monthly and quarterly basis. Woodbrook has been recognized by the NJ DOE for its longstanding, successful implementation of PBSIS. We continue to reach out to our community. Our Student Council, CARE Committee and individual teachers and students hold collections throughout the year in an effort to instill a sense of community and philanthropy. Student Council collects and donates to UNICEF during October and student decorated turkeys adorn our hallways during our food collection in the fall for a Middlesex Food Pantry. The CARE Committee declares a Penny War to raise money for local Edison families in need during the fall as well. In December our students and families send in presents for children who will be spending the holidays at JFK hospital through the Kids Caring for Kids toy drive. We participate in St. Judes Mathathon, JumpRope for Heart, Walk for the Cure and St. Baldrick's Fundraisers. Our very active PTA sponsors assemblies, subsidizes field trips and provides many wonderful extras for our students ranging from additional technology to books. Through an active Student Council, PTA and dedicated staff, special events enhance the curriculum. These events not only highlight current or historical events, but also instill in our students a sense of family, pride and school spirit. Staff members volunteer to facilitate after-school activities which support our program and encourage socialization.

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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:
- Download this report to a PDF by clicking the 🖥 icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:
- Review the Parent Summary Report or the district-level report for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: Reference Guide or Interpretive Video.
- Download the data used in these reports.

- Want to give us feedback? Take our feedback survey: surveylink
- Questions about the reports? Contact us at reportcard@doe.nj.gov

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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.

2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.

NJ SCHOOL PERFORMANCE REPORT

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Grade Span 06-08

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
6	351	349	382
7	323	372	361
8	307	335	385
Ungraded	9	5	9
Total	990	1061	1137

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	47%	46%	46%
Male	53%	54%	54%
Economically Disadvantaged Students	13%	10%	13%
Students with Disabilities	8%	5%	5%
English Learners	2%	2%	4%
Homeless Students			4%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Asian	80.8%
White	11.1%
Hispanic	4.0%
Black or African American	3.1%
American Indian or Alaska Native	0.3%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	0.5%

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	25.0%
Gujarati	13.0%
Hindi	12.3%
Telugu	10.6%
Tamil	8.7%
Other	30.8%

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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers (*PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under *ESSA* accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	1033	99.5	88.60	76.00	54.90	88.6	80	Met Goal
White	117	98.4	81.20	61.10	63.90	81.2	80	Met Goal
Hispanic	45	97.9	60.00	48.60	39.80	60	59	Met Target
Black or African American	30	100.0	56.70	44.70	35.20	56.7	71.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	831	99.7	92.30	88.30	80.70	92.3	80	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	482	99.2	93.00	82.00	62.20	93		
Male	551	99.7	84.70	70.20	48.10	84.7		
Economically Disadvantaged Students	121	99.3	63.60	47.30	36.20	63.6	71.1	Not Met
Non-Economically Disadvantaged Students	912	99.5	91.90	82.90	65.80	91.9		
Students with Disabilities	57	96.7	36.90	20.00	20.50	36.9	46.4	Met Target†
Students without Disabilities	976	99.6	91.60	82.30	61.90	91.6		
English Learners	45	100.0	62.20	46.30	25.20	62.2	53	Met Target
Non-English Learners	988	99.4	89.80	77.40	57.40	89.8		
Homeless Students	22	100.0	45.50	38.60	26.40	45.5		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	40.00	23.00	N		

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	381	784	772	752	*	*	9%	38%	47%	85%	54%
White	42	772	755	758	*	*	*	45%	31%	76%	63%
Hispanic	15	747	740	740	*	*	*	*	*	53%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	316	788	787	776	*	*	7%	36%	52%	88%	81%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	184	791	780	758	*	*	6%	32%	58%	90%	61%
Male	197	777	766	746	*	*	13%	44%	37%	80%	46%
Economically Disadvantaged Students	38	754	742	737	*	*	*	42%	*	55%	34%
Non-Economically Disadvantaged Students	343	787	780	761	*	*	*	37%	*	88%	65%
Students with Disabilities	22	736	720	722	*	*	*	*	*	32%	17%
Students without Disabilities	359	787	778	758	*	*	*	*	*	88%	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam.   This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	356	795	786	756	*	*	5%	24%	67%	91%	59%
White	36	777	766	764	*	0%	*	39%	42%	81%	69%
Hispanic	13	772	751	742	0%	0%	*	*	*	69%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	290	799	801	784	*	*	*	20%	74%	94%	85%
American Indian or Alaska Native	*	*	*	755	*	*	*	*	*	*	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	166	801	794	764	*	*	*	27%	69%	96%	68%
Male	190	789	778	749	*	*	*	22%	66%	87%	51%
Economically Disadvantaged Students	36	764	755	739	*	*	*	36%	33%	69%	40%
Non-Economically Disadvantaged Students	320	798	792	766	*	*	*	23%	71%	94%	70%
Students with Disabilities	11	743	722	719	*	*	*	*	*	46%	19%
Students without Disabilities	345	797	792	763	*	*	*	*	*	93%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	10	769	751	731	*	*	0%	*	*	80%	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam.   This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

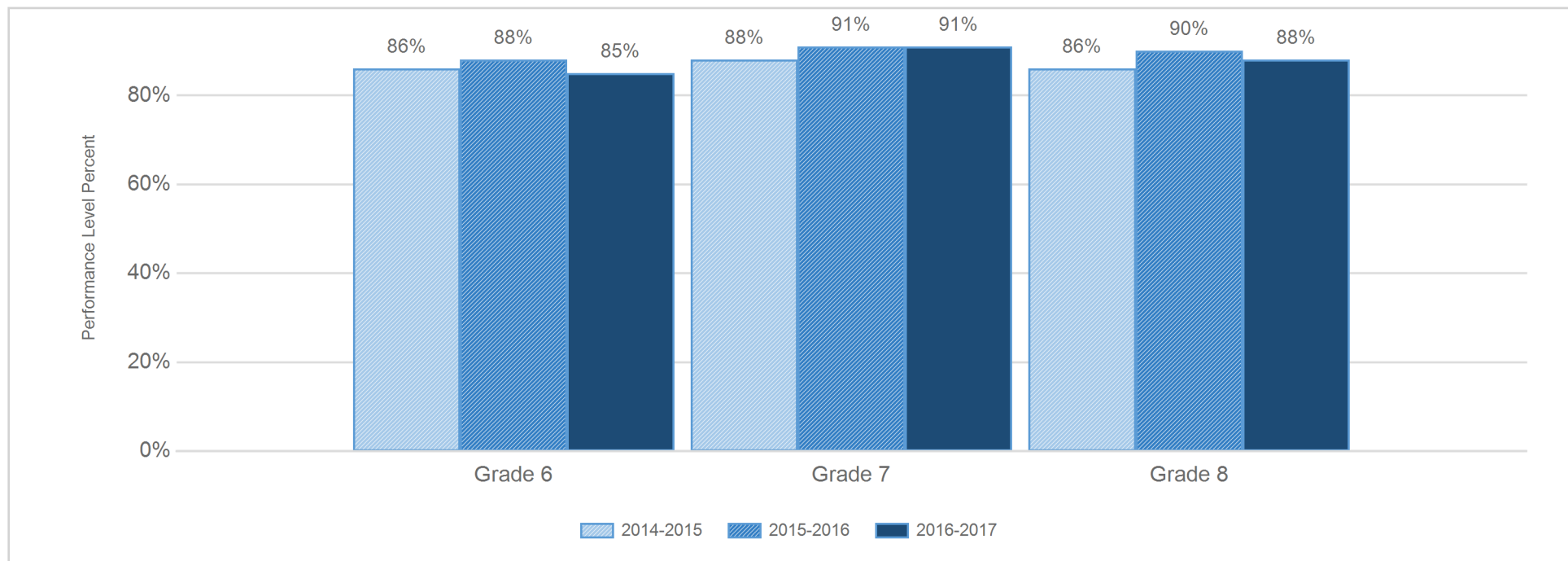| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	377	794	784	757	*	*	7%	32%	56%	88%	59%
White	42	787	765	764	0%	*	*	48%	41%	88%	68%
Hispanic	18	757	759	742	*	*	*	*	*	56%	44%
Black or African American	18	756	749	738	*	*	*	*	*	56%	39%
Asian, Native Hawaiian, or Pacific Islander	298	799	800	786	*	*	5%	28%	63%	91%	86%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	52%
Two or More Races	N	N	N	758	N	N	N	N	N	N	60%
Female	169	800	791	766	*	*	*	28%	64%	92%	68%
Male	208	789	777	749	*	*	*	35%	50%	84%	50%
Economically Disadvantaged Students	59	756	755	739	*	*	24%	41%	*	56%	40%
Non-Economically Disadvantaged Students	318	801	791	766	*	*	4%	30%	*	93%	69%
Students with Disabilities	14	742	722	718	*	*	*	*	*	43%	18%
Students without Disabilities	363	796	790	764	*	*	*	*	*	89%	67%
English Learners	11	729	*	701	*	*	*	*	*	18%	*
Non-English Learners	366	796	*	759	*	*	*	*	*	90%	*
Homeless Students	17	729	738	727	*	*	*	*	0%	18%	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

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NJ SCHOOL PERFORMANCE REPORT

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.

	Grade 6	Grade 7	Grade 8
2014-2015	86%	88%	86%
2015-2016	88%	91%	90%
2016-2017	85%	91%	88%

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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers (*PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under *ESSA* accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	1035	99.4	78.50	63.70	43.50	78.5	78.2	Met Target
White	117	98.4	57.30	40.90	52.40	57.3	57.1	Met Target
Hispanic	44	95.8	31.80	*	27.60	31.8	29	Met Target
Black or African American	30	100.0	33.30	18.50	21.70	33.3	32.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	834	99.7	85.60	81.70	75.60	85.6	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	482	99.1	79.50	65.20	44.10	79.5		
Male	553	99.7	77.60	62.30	42.90	77.6		
Economically Disadvantaged Students	122	99.3	45.90	29.70	25.10	45.9	45.4	Met Target
Non-Economically Disadvantaged Students	913	99.4	82.80	71.90	54.30	82.8		
Students with Disabilities	56	96.6	34.00	16.90	16.50	34	31.7	Met Target
Students without Disabilities	979	99.5	81.00	68.90	48.80	81		
English Learners	49	100.0	55.10	40.50	23.30	55.1	59.2	Met Target†
Non-English Learners	986	99.3	79.60	64.90	45.20	79.6		
Homeless Students	23	100.0	34.70	23.60	16.40	34.7		
Students In Foster Care	N	N	N	20.00	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	50.00	18.20	N		

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Mathematics Assessment - Performance by Grade: Grade 6**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	384	774	762	743	4%	7%	10%	43%	37%	80%	44%
White	42	758	743	751	*	*	*	48%	*	67%	54%
Hispanic	14	732	726	731	*	*	*	*	0%	36%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	320	778	777	771	*	*	8%	43%	41%	84%	77%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	183	778	764	745	*	*	9%	42%	42%	84%	45%
Male	201	769	759	742	*	*	11%	44%	32%	76%	43%
Economically Disadvantaged Students	40	739	727	728	*	*	*	40%	*	45%	24%
Non-Economically Disadvantaged Students	344	778	770	752	*	*	*	43%	*	84%	56%
Students with Disabilities	22	735	714	717	*	46%	*	*	*	23%	13%
Students without Disabilities	362	776	766	748	*	4%	*	*	*	83%	50%
English Learners	12	704	*	710	*	*	*	*	0%	17%	*
Non-English Learners	372	776	*	745	*	*	*	*	38%	82%	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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NJ SCHOOL PERFORMANCE REPORT

Woodrow Wilson Middle School

2016-2017

Grade Span 06-08

23-1290-063
MIDDLESEX
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EDISON, NJ 08820

Mathematics Assessment - Performance by Grade: Grade 7**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	288	765	754	741	*	*	20%	47%	25%	72%	40%
White	35	752	741	748	*	*	*	34%	*	51%	49%
Hispanic	12	742	*	730	0%	*	*	*	*	25%	23%
Black or African American	11	744	*	726	0%	*	*	*	0%	36%	19%
Asian, Native Hawaiian, or Pacific Islander	225	770	767	764	*	*	15%	52%	28%	80%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	139	767	757	743	*	*	23%	46%	26%	72%	41%
Male	149	764	751	740	*	*	17%	48%	24%	73%	38%
Economically Disadvantaged Students	37	748	736	729	*	*	38%	32%	*	43%	22%
Non-Economically Disadvantaged Students	251	768	759	749	*	*	18%	49%	*	77%	50%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	11%
Students without Disabilities	*	*	*	746	*	*	*	*	*	*	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	10	755	731	722	*	0%	*	*	*	60%	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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NJ SCHOOL PERFORMANCE REPORT

Woodrow Wilson Middle School

2016-2017

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Mathematics Assessment - Performance by Grade: Grade 8**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	140	739	731	728	*	21%	33%	35%	*	36%	28%
White	25	730	728	736	*	*	*	*	0%	24%	35%
Hispanic	15	721	722	721	*	*	*	*	0%	13%	21%
Black or African American	14	719	718	715	*	*	*	*	0%	14%	15%
Asian, Native Hawaiian, or Pacific Islander	85	748	745	747	*	17%	34%	45%	*	46%	51%
American Indian or Alaska Native	*	*	*	728	*	*	*	*	*	*	28%
Two or More Races	N	N	N	726	N	N	N	N	N	N	28%
Female	64	736	734	730	*	28%	25%	34%	*	34%	30%
Male	76	741	728	725	*	15%	40%	36%	*	37%	26%
Economically Disadvantaged Students	50	731	725	719	*	22%	38%	24%	*	24%	19%
Non-Economically Disadvantaged Students	90	743	734	734	*	20%	30%	41%	*	42%	34%
Students with Disabilities	*	*	*	705	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	734	*	*	*	*	*	*	*
English Learners	15	734	718	703	*	*	*	*	*	27%	*
Non-English Learners	125	739	732	729	*	*	*	*	*	37%	*
Homeless Students	18	720	713	710	*	*	*	*	0%	11%	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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NJ SCHOOL PERFORMANCE REPORT

Woodrow Wilson Middle School
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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	251	798	763	743	*	*	*	62%	37%	99%	42%
White	*	*	*	751	*	*	*	*	*	*	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	228	800	779	774	*	*	*	60%	40%	100%	76%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	105	794	761	744	*	*	*	71%	29%	99%	43%
Male	146	801	765	741	*	*	*	56%	43%	99%	40%
Economically Disadvantaged Students	10	793	*	727	*	*	*	*	*	100%	23%
Non-Economically Disadvantaged Students	241	798	*	751	*	*	*	*	*	99%	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	251	798	*	745	*	*	*	62%	37%	99%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

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NJ SCHOOL PERFORMANCE REPORT

Woodrow Wilson Middle School

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Grade Span 06-08

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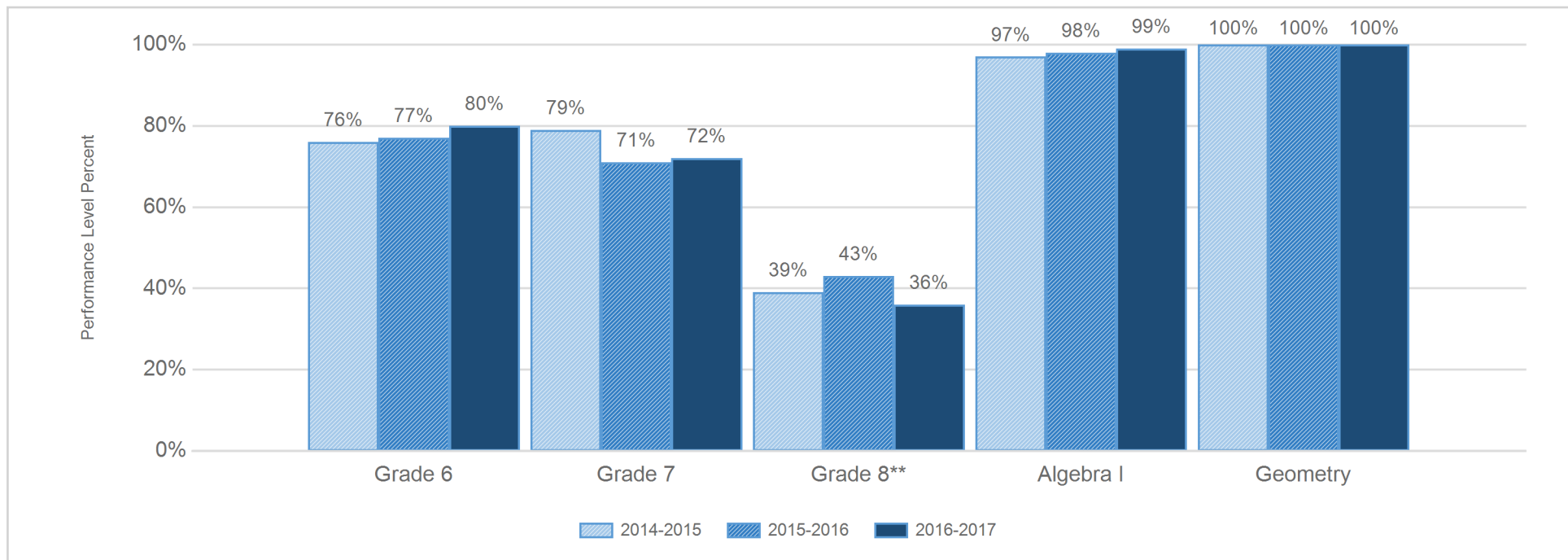**50 WOODROW WILSON DRIVE**
EDISON, NJ 08820

Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	788	752	734	0%	0%	0%	22%	78%	100%	30%
White	*	*	*	740	*	*	*	*	*	*	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	N	N	N	719	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	55	788	765	758	0%	0%	0%	22%	78%	100%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	29	788	751	735	*	*	*	*	86%	100%	31%
Male	30	789	753	733	*	*	*	*	70%	100%	30%
Economically Disadvantaged Students	*	*	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	*	*	*	711	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	59	788	753	735	0%	0%	0%	22%	78%	100%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

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NJ SCHOOL PERFORMANCE REPORT

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Grade Span 06-08

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.

Legend: 2014-2015, 2015-2016, 2016-2017

Grade	2014-2015	2015-2016	2016-2017
Grade 6	76%	77%	80%
Grade 7	79%	71%	72%
Grade 8**	39%	43%	36%
Algebra I	97%	98%	99%
Geometry	100%	100%	100%

**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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Alternate Assessments - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	*	*
8	*	*

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency. The table also shows the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	21	81%	19%
2	*	*	*
3	N	N	N
4	*	*	*
5+	N	N	N

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NJ SCHOOL PERFORMANCE REPORT

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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	61%	30%	9%
White	48%	41%	11%
Hispanic	12%	65%	24%
Black or African American	35%	35%	30%
Asian, Native Hawaiian, or Pacific Islander	67%	26%	7%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	20%	45%	34%
Students with Disabilities	13%	44%	44%
English Learners	N	31%	69%

NJASK Science Assessment Performance Trends: Grade 8

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

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NJ SCHOOL PERFORMANCE REPORT

Woodrow Wilson Middle School
2016-2017

Grade Span 06-08

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile** (**SGP**) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

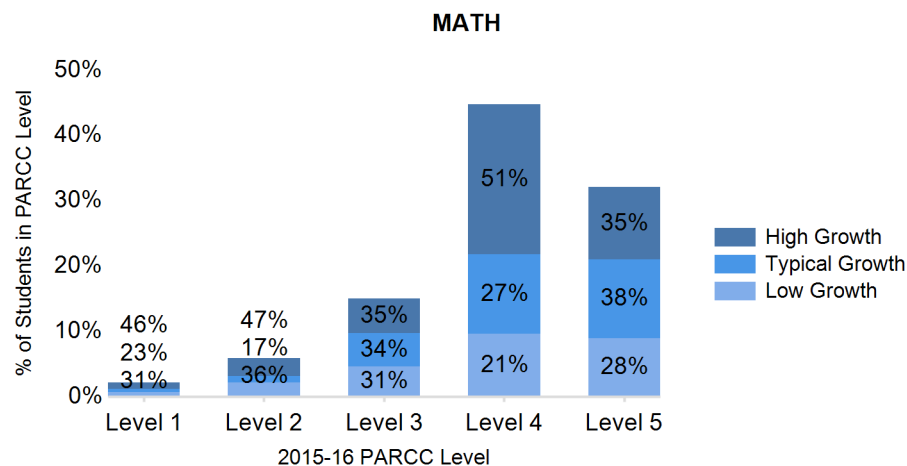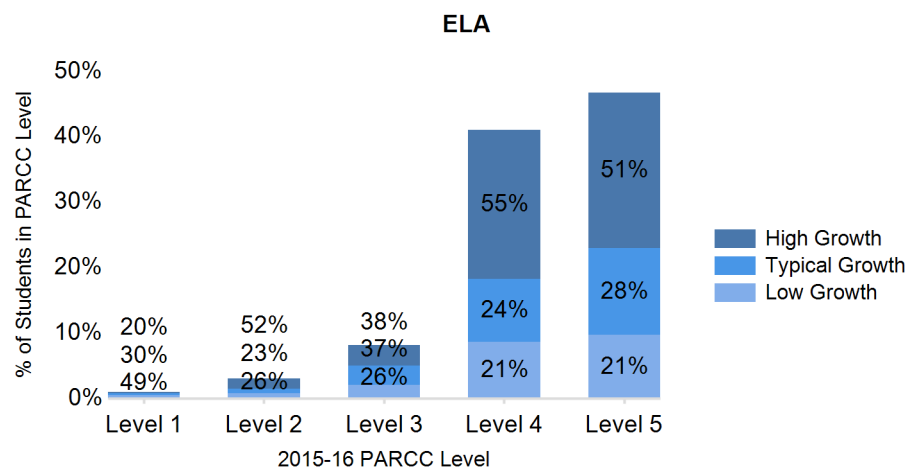A student's **SGP** falls between 1 and 99 and can be grouped into three levels: | **Low Growth: Less than 35** | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**
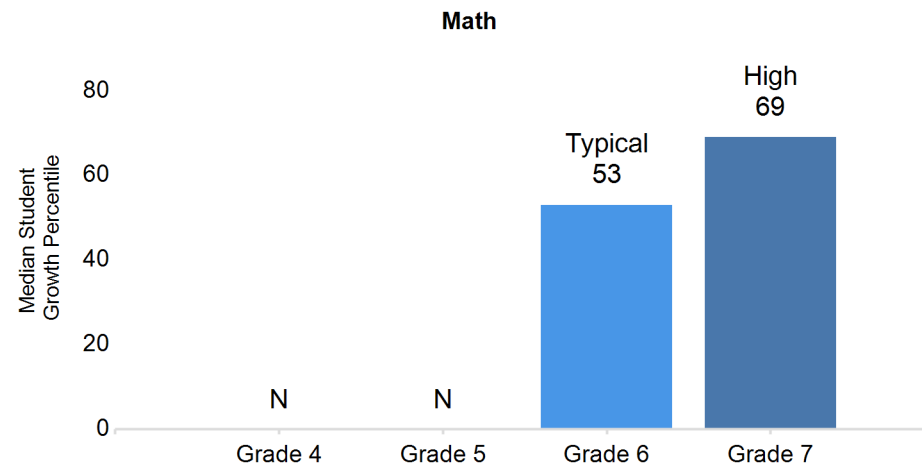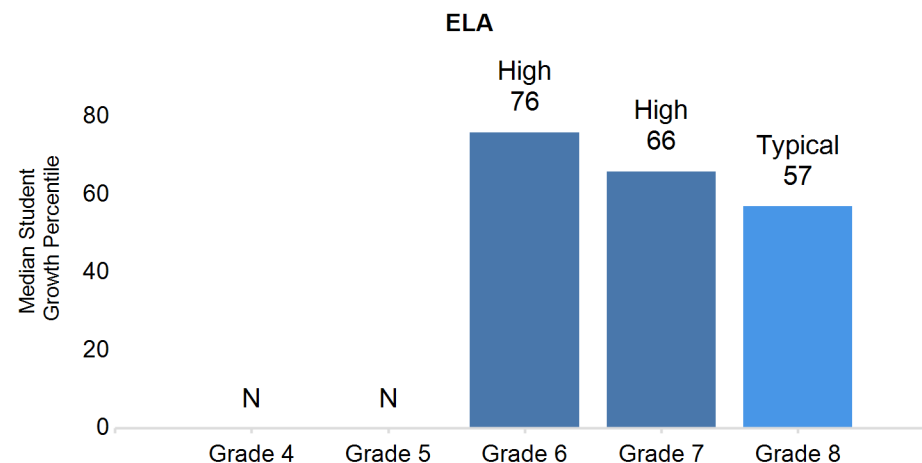
If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile** (**mSGP**) is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile** (**mSGP**) is calculated here: http://www.state.nj.us/education/njsmart/performance/

Student Growth

This table shows the **median Student Growth Percentile** (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	67	61	50	Exceeds Target	60	56	50	Exceeds Target
White	49	48	50	Met Target	49	48	52	Met Target
Hispanic	55	*	49	Met Target	44	*	47	Met Target
Black or African American	43	48	45	Met Target	76.5	41	43	**
Asian, Native Hawaiian, or Pacific Islander	69	68	60	Exceeds Target	61	61	59	Exceeds Target
American Indian or Alaska Native	*	60.5	51	**	*	70	51	**
Two or More Races	*	45.5	51	**	*	55	52	**
Economically Disadvantaged	49	49	47	Met Target	62.5	47	46	Exceeds Target
Students with Disabilities	43	38.5	41	Met Target	37.5	40	43	Not Met
English Learners	87	65	53	Exceeds Target	86	62	51	Exceeds Target

** ESSA accountability targets are only included if data is available for at least 20 students.

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NJ SCHOOL PERFORMANCE REPORT

Woodrow Wilson Middle School
2016-2017

Grade Span 06-08

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Each student receives a **Student Growth Percentile** (**SGP**) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

| Low Growth: Less than 35 | Typical Growth: Between 35 and 65 | High Growth: Greater than 65 |

Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.

Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.

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NJ SCHOOL PERFORMANCE REPORT

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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about New Jersey Student Learning Standards on our website and more details about the data in this section in our Reference Guide.

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	385
7	69	0	297
8	181	59	145
Schoolwide	250	59	827

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	212	153	0	0	0	0	0
7	199	137	0	0	0	0	0
8	217	141	0	0	0	0	0
Schoolwide	628	431	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N

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NJ SCHOOL PERFORMANCE REPORT

Woodrow Wilson Middle School
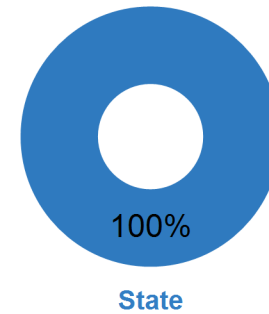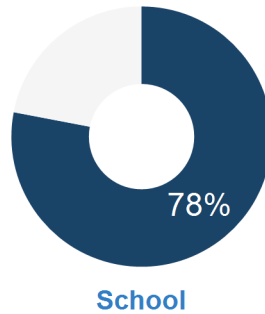**2016-2017**

Grade Span 06-08

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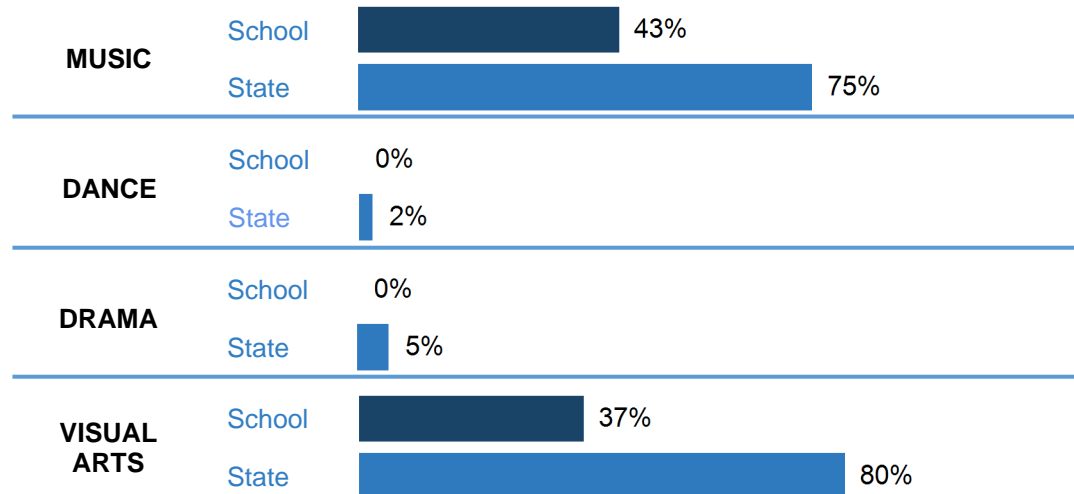## Visual and Performing Arts – Course Participation

The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

78% **School**

100% **State**

Students enrolled in one or more classes by discipline:

MUSIC	School	43%
	State	75%
DANCE	School	0%
	State	2%
DRAMA	School	0%
	State	5%
VISUAL ARTS	School	37%
	State	80%

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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	2.40	8.70	Met Target
White	7.10	8.70	Met Target
Hispanic	4.30	8.70	Met Target
Black or African American	5.60	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	1.50	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	5.50	8.70	Met Target
Students with Disabilities	12.50	8.70	Not Met
English Learners	0	8.70	Met Target

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.
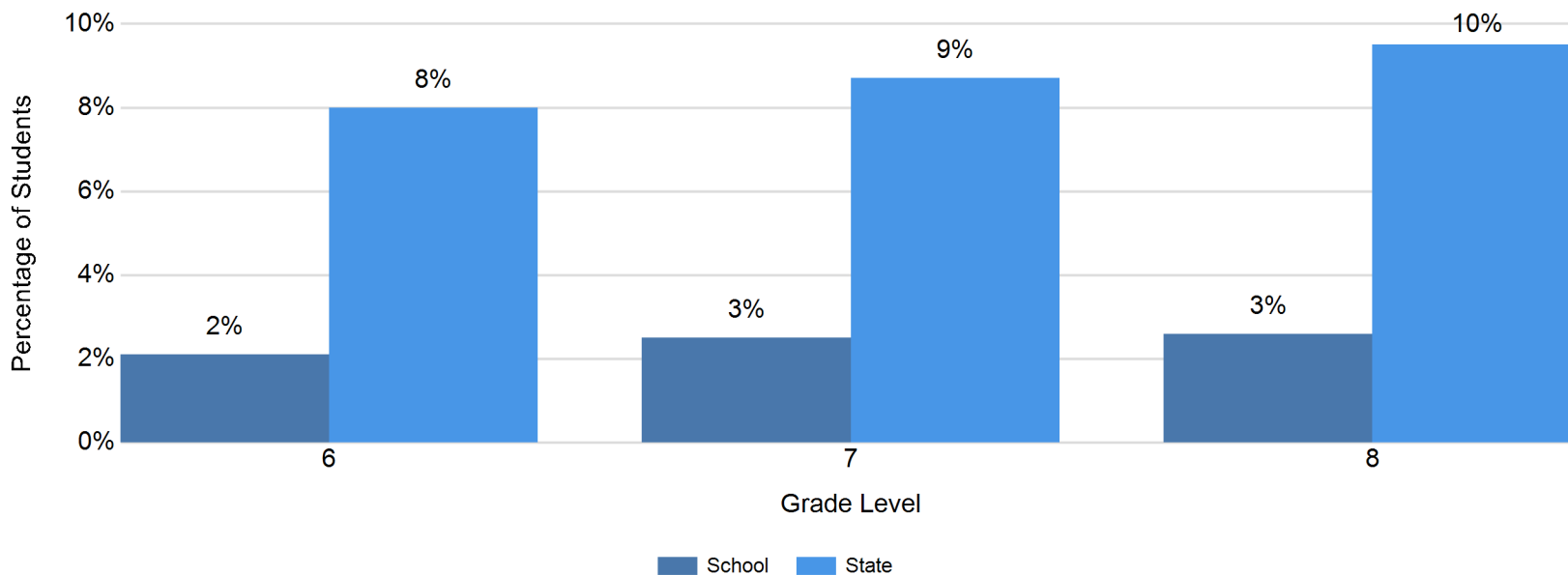

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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:30AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 33 Mins.
Shared Time - Instructional Time	2 Hrs. 45 Mins.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	2
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.18

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	3.3%
Out-of-School Suspensions	0.4%
Any Suspension	3.7%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0

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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	191.6 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	$355	$12,252	$12,607

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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators
Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	77	120,724
Average years experience in public schools	14.9	11.8
Average years experience in district	13.8	10.5
Teachers in district for 4 or more years	87%	74%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	62	9,506
Average years experience in public schools	18.5	15.9
Average years experience in district	11.4	11.6
Administrators in district for 4 or more years	77%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	15:1	14:1
Administrators	162:1	253:1
Librarian/Media Specialists		2610:1
Nurses		824:1
Counselors		364:1
Child Study Team		412:1

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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree

Teacher ▬ 36%

Admin N/A

Master's Degree

Teacher ▬ 62%

Admin ▬ 100%

Doctoral Degree

Teacher ▬ 1%

Admin N

Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	90%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	92%

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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	94.9	17.5%
Mathematics Proficiency	86.4	17.5%
English Language Arts Growth	87.6	25.0%
Mathematics Growth	75.8	25.0%
Chronic Absenteeism	86.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		85.6
Summative Rating: Percentile rank of Summative Score		95.6
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.

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Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	85.6	11.9	No	Met Goal	Met Target	Met Target	Exceeds Target	Exceeds Target	No
White	50.7	11.9	No	Met Goal	Met Target	Met Target	Met Target	Met Target	No
Hispanic	63.4	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Black or African American	69.3	11.9	No	Not Met	Met Target	Met Target	Met Target	**	No
Asian, Native Hawaiian, or Pacific Islander	71.2	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	82.8	11.9	No	Not Met	Met Target	Met Target	Met Target	Exceeds Target	No
Students with Disabilities	57.6	11.9	No	Met Target†	Met Target	Not Met	Met Target	Not Met	No
English Learners	96.8	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Exceeds Target	No

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† Target was met within a confidence interval.

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School General Info

Principal:	Patricia Cotoia	Email Address:	patricia.cotoia@edison.k12.nj.us
Address:	50 WOODROW WILSON DRIVE EDISON, NJ 08820	Website:	https://www.edison.k12.nj.us/domain/13
Phone:	(732)452-2870		

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

	Highlights:	• Curriculum includes on-line textbooks, STEM opportunities and is technology rich with each student having a chromebook. • School recognized as an Eco School and is a certified digital citizenship school. • Co-curricular offerings: Model UN, Math Club and Odyssey of the Mind compete regionally and nationally.
	Mission, Vision, Theme:	WWMS is a place where children are encouraged to explore. Opportunities exist for students to achieve in many areas and have their success recognized. This helps students form productive relationships with adult role models and peers. Our school's reputation of academic excellence is the result of the efforts of our staff. Our faculty is examining and applying strategies that impact student achievement through Project-Based Learning and by providing differentiated instruction.
	Awards, Recognition, Accomplishments:	Our school has been recognized as an Eco School by the National Wildlife Foundation, and we are also certified by Common Sense Media as a Digital Citizenship school. In our music program, we place in the top during competitions and have many students who audition and are accepted to Regions and State programs. For the last 8 years, we have sent one or more teams to the World Finals for Odyssey of the Mind.

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Courses, Curriculum, Instruction:	We are in the third year of a one-to-one technology initiative. This has transformed instruction as students create tasks and products that were previously inconceivable. We assess student progress through a diagnostic test 3 times during the year, and there are benchmark assessments administered quarterly in academic content areas. In science, students are exposed to "Design Thinking" and regularly participate in MakerSpace. By the end of grade 8, 90% of our students complete Algebra I.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys & Girls) Our school offers intramural sports during 3 seasons and includes a wide variety of activities. Beyond, we offer interscholastic sports in the Fall (soccer, cross country), Winter (basketball, wrestling) and Spring (baseball, softball, track). Our interscholastic teams are competitive and often finish first in the district and/or area. New programs are being introduced in our Physical Education classes, such as cricket.
Clubs and Activities:	We offer over 20 clubs that appeal to our students' varied interests. Clubs meet in the morning and after school. Visit our website for a complete directory. Some students participate in community service, volunteering at a local nursing home and assisting students in the program for autism with running a coffee shop, going on community outings or participating on a unified sports team. To enrich visual and performing art students, we participate in a county-wide "Middle School of the Arts."

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Staff and Professional Learning:	The district offers a staff development program that provides workshops to non-tenured teachers, mentor training, and we have our own "Professional Development Institute" for teachers to continue their education. At WWMS, we have a leadership team that researches and applies new techniques, then trains others. Teachers participate in Professional Learning Communities, which fosters growth through collaboration. Our teachers are committed to life-long learning and are highly effective.
Student Supports and Services:	We have 4 guidance counselors who address academic, social, emotional and career needs. Rutgers University provides clinicians to support and coordinate additional counseling services. We use student ambassadors and peer mediators to involve students in Character Ed. activities and conflict resolution. We offer an ESL class, PT/OT, and speech. For students who receive special education servies, we offer "In Class Resource" and a self-contained class for those with autism.
Student Health and Wellness:	To alleviate stress for students, many of our teachers incoproate Mindfulness into their classes. We also practice Mindfulness for staff at meetings and in small groups. To promote a healthy lifestyle, we have an active "NFL Play 60" club. They meet regularly with food services management to make recommendations for school lunches, and they lead the school in activities to promote greater fitness.
Parent and Community Involvement:	Our PTA sponsors cultural arts assemblies, book fairs, and a Career Day. Parents receive up to date information on the website, through twitter, by email, and in a parent newsletter. Parents access a grading portal to track progress. Over the past few years, the school has partnered with IBM to bring in their MentorPlace program, and with TCS (Tata Consultancy Services) to provide "Hour of Code," STEM CAD to 8th graders, and goIT, an app design challenge.

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School Narrative

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Facilities:	Woodrow Wilson has 4 dedicated rooms for the visual and performing arts, a full size gymnasium comparable to a high school gym, an outdoor classroom, a technology room, 3 computer labs, and a courtyard community garden. To foster collaboration and student choice, our classrooms offer opportunities for flexible seating.

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Other Information:

Our school's motto is Reach for the Stars. Woodrow Wilson Middle School administrators, parents, teachers and students all strive to cultivate and accomplish our very best to achieve excellence.