



State of New Jersey  
2014-15

23-4130-050

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

In particular, the School Performance Reports seek to:

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

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

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

**DEMOGRAPHIC INFORMATION**

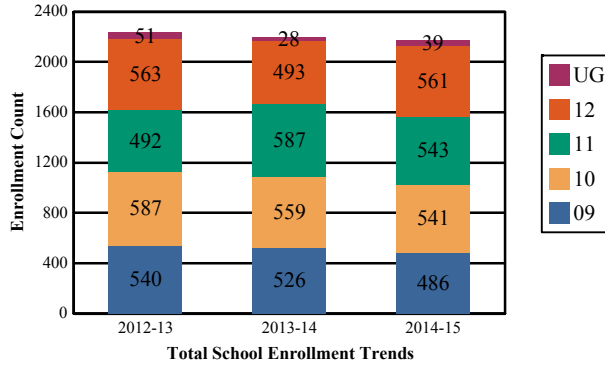
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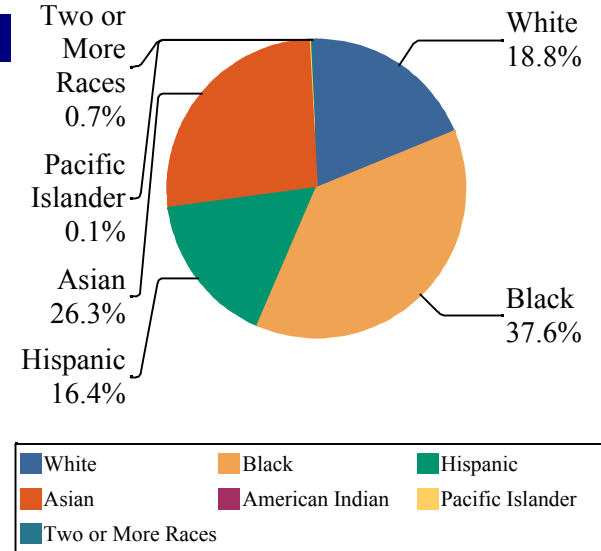
**Enrollment by Grade**

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



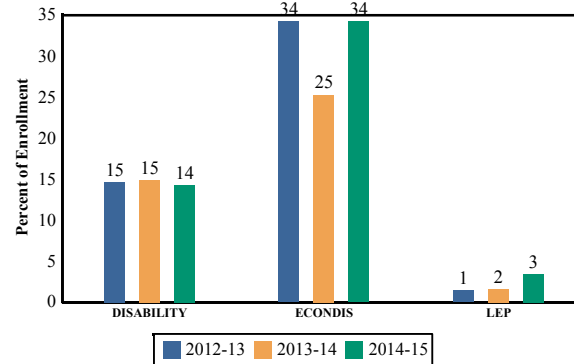
**Enrollment by Ethnic/Racial Subgroup**

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



**Enrollment Trends by Program Participation**

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



**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	309	14%
Economically Disadvantaged Students	742	34.2%
English Language Learners	74	3.4%

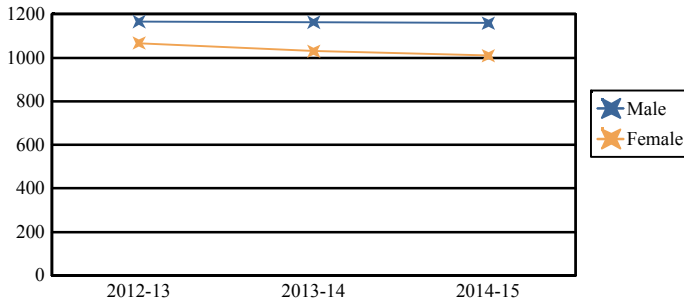
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

**Total School Enrollment**

2012-13	2,233
2013-14	2,193
2014-15	2,168

**Enrollment by Gender**

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



	Male	Female
2012-13	1,166	1,067
2013-14	1,163	1,030
2014-15	1,159	1,009

**Language Diversity**

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

2014-15	Percent
English	71.1%
Spanish	9.2%
Gujarati	7.6%
Tagalog	1.5%
Hindi	1.3%
Chinese	1.0%
Other	8.3%

**ACADEMIC ACHIEVEMENT**

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

<b>Academic Achievement</b>	<b>Schoolwide Performance</b>	<b>Peer Percentile</b>	<b>State Percentile</b>
HS English Language Arts/Literacy Met or Exceeded Expectation	<b>47%</b>	<b>77</b>	<b>68</b>
Math Met or Exceeded Expectation	<b>26%</b>		

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

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

<b>Subgroups</b>	<b>Valid Scores</b>	<b>% Meeting Standards</b>	<b>Participation Goal</b>	<b>Participation Rate</b>	<b>Met Participation?</b>
Schoolwide	875	47%	95%	91.2%	YES*
White	170	48.8%	95%	93%	YES*
African American	307	34.9%	95%	84.2%	NO
Hispanic	132	41.6%	95%	92%	YES*
American Indian	-	-	--	--	--
Asian	260	63.4%	95%	98.9%	YES
Two or More Races	-	-	--	--	--
Students with Disability	92	13%	95%	82.8%	NO
English Learner Students	33	57.5%	95%	100%	-
Economically Disadvantaged Students	283	36.4%	95%	88.8%	NO

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

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

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**ESEA Waiver - Math**

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	859	25.8%	95%	87.3%	NO
White	167	25.8%	95%	90.1%	YES*
African American	295	13.6%	95%	78.9%	NO
Hispanic	134	19.4%	95%	85.6%	NO
American Indian	-	-	--	--	--
Asian	257	43.5%	95%	98.2%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	36	44.5%	95%	97.6%	YES
Economically Disadvantaged Students	282	20.6%	95%	83.4%	NO

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

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**Proficiency Outcomes - Biology**

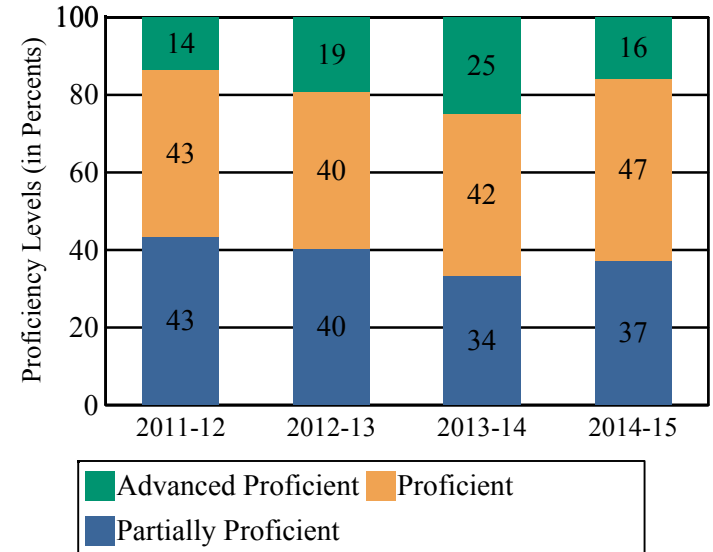
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

Subgroups	Advanced	Proficient	Partially Proficient
Schoolwide	16%	47%	37%
White	24%	52%	25%
African American	5%	45%	51%
Hispanic	8%	43%	49%
American Indian	-	-	-
Asian	30%	49%	20%
Two or More Races	-	-	-
Students with Disability	4%	11%	85%
English Language Learners	-	-	-
Economically Disadvantaged Students	6%	51%	43%

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

**Proficiency Trends - Biology**

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



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**PARCC Performance Level**

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

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

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

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	404	745	739	10%	23%	23%	32%	12%	45%	41%
White	75	750	746	7%	20%	20%	41%	12%	53%	47%
African American	140	731	723	16%	29%	26%	26%	4%	29%	23%
Hispanic	64	741	725	14%	19%	25%	33%	9%	42%	26%
American Indian	-	-	732	-	-	-	-	-	-	33%
Asian	122	758	765	5%	19%	19%	34%	24%	57%	68%
Two or More Races	-	-	731	-	-	-	-	-	-	36%
Students with Disability	-	-	706	-	-	-	-	-	-	9%
English Language Learners	32	753	693	16%	16%	13%	22%	34%	56%	5%
Economically Disadvantaged Students	137	734	724	15%	28%	27%	26%	4%	30%	24%

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	457	747	735	17%	15%	19%	32%	17%	49%	38%
White	94	749	741	12%	14%	29%	29%	17%	46%	43%
African American	162	734	717	23%	20%	18%	28%	10%	38%	22%
Hispanic	63	733	720	27%	16%	17%	33%	6%	40%	24%
American Indian	-	-	725	-	-	-	-	-	-	27%
Asian	135	768	763	7%	7%	16%	40%	30%	70%	62%
Two or More Races	-	-	729	-	-	-	-	-	-	34%
Students with Disability	-	-	698	-	-	-	-	-	-	8%
English Language Learners	-	-	685	-	-	-	-	-	-	4%
Economically Disadvantaged Students	138	733	718	28%	18%	13%	34%	7%	41%	23%

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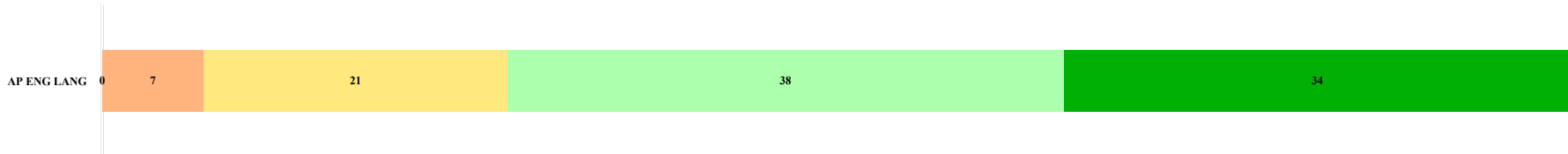
**PARCC ELA Performance Distribution - Grade - 11**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	448	748	741	9%	15%	26%	38%	11%	50%	42%
White	79	759	745	5%	11%	20%	48%	15%	63%	46%
African American	163	736	727	17%	19%	28%	31%	6%	37%	27%
Hispanic	71	743	731	10%	13%	41%	28%	8%	37%	31%
American Indian	-	-	745	-	-	-	-	-	-	38%
Asian	131	759	765	2%	15%	19%	46%	18%	63%	64%
Two or More Races	-	-	738	-	-	-	-	-	-	38%
Students with Disability	61	712	712	31%	30%	13%	20%	7%	26%	16%
English Language Learners	-	-	703	-	-	-	-	-	-	6%
Economically Disadvantaged Students	149	737	730	13%	22%	27%	30%	8%	38%	30%

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

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



Subject	Valid Scores	% Eligible for College Credit	Average Score Earned in the School	Average Score Earned in the State
AP ENGL LANG	29	93.1%	4.00	3.36

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

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**PARCC ALGEBRA I - Performance Distribution**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	-	-	740	-	-	-	-	-	-	40%
White	-	-	746	-	-	-	-	-	-	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	-	-	769	-	-	-	-	-	-	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	-	-	725	-	-	-	-	-	-	21%

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**PARCC GEOMETRY - Performance Distribution**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	450	728	728	10%	36%	34%	19%	0%	20%	21%
White	90	735	731	9%	21%	44%	26%	0%	26%	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	83	723	718	14%	47%	23%	16%	0%	16%	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	111	740	751	4%	22%	38%	35%	2%	37%	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	21	749	710	0%	14%	38%	43%	5%	48%	6%
Economically Disadvantaged Students	163	720	718	15%	45%	27%	13%	0%	13%	8%

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**PARCC ALGEBRA II - Performance Distribution**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	427	729	721	19%	30%	23%	27%	2%	29%	24%
White	87	728	725	20%	30%	28%	21%	2%	23%	27%
African American	140	717	701	26%	37%	19%	18%	0%	18%	8%
Hispanic	57	716	706	32%	37%	16%	14%	2%	16%	10%
American Indian	-	-	720	-	-	-	-	-	-	23%
Asian	137	748	751	5%	19%	27%	46%	3%	49%	53%
Two or More Races	-	-	716	-	-	-	-	-	-	21%
Students with Disability	-	-	691	-	-	-	-	-	-	4%
English Language Learners	-	-	694	-	-	-	-	-	-	6%
Economically Disadvantaged Students	126	721	705	25%	31%	21%	22%	1%	23%	9%

**COLLEGE AND CAREER READINESS**

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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work. The table below presents five such indicators: the percentage of students enrolled in the 12th grade who took the SAT or ACT, the percentage of 10th and 11th graders who took the PSAT, the percentage of students who scored above the SAT benchmark of 1550, the percentage of 11th and 12th graders who took at least one AP or IB test in English, math, social studies or science, and the percentage of those AP or IB tests that were scored a 3 or higher.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in the school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Percent of Students Participating in SAT or ACT	82%	71	50	80%	YES
Percent of Students Participating in PSAT or PLAN	100%	100	100	60%	YES
Percent of Students Scoring Above 1550 on SAT	38%	71	50	40%	NO
Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science	20%	58	46	35%	NO
Percent of AP Tests $\geq 3$ or IB Test $\geq 4$ in English, Math, Social Studies or Science	78%	83	70	75%	YES
<b>Summary</b>		77	63		60%

**College Readiness Test Participation**

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

2014-15 Percent of Students	School	Peer Avg.	State Avg.
Participating in SAT	80.6%	73.6%	79.1%
Participating in ACT	10.3%		25.2%
Participating in PSAT or PLAN	100.0%	68.9%	79.6%
Participating in Dual Enrollment	0.0%		14.9%

**AP/IB Participation - 'Unique' Students**

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

2014-15 Percent of Students Taking	School	Peer Avg.	State Avg.
One or More Course	28.4%	29.5%	36.3%
One or More Test	26.2%	24.8%	30.7%
At least one AP or IB Test in English, Math, Social Studies or Science	19.6%	19.4%	25.3%

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

**COLLEGE AND CAREER READINESS**

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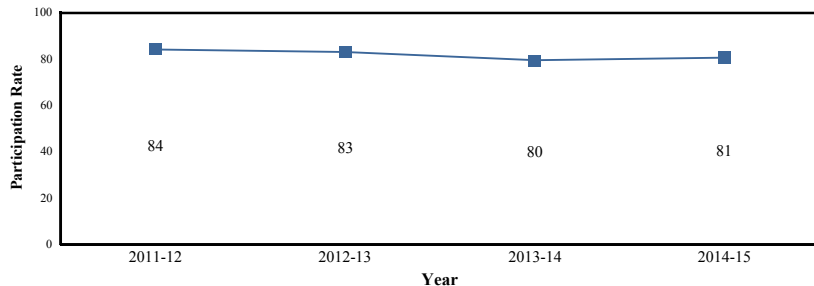
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**Participation Trends - SAT Testing**

**Participation Trends - SAT Testing**

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



**AP /IB Test Results**

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

2014-15	School	Peer Avg.	State Avg.
Percent of AP Tests $\geq$ 3 or IB Test $\geq$ 4	79.2%	60.3%	72.4%
Percent of Scores in AP $\geq$ 3 or IB $\geq$ 4 in English, Math, Social Studies or Science	77.8%	58.0%	69.7%

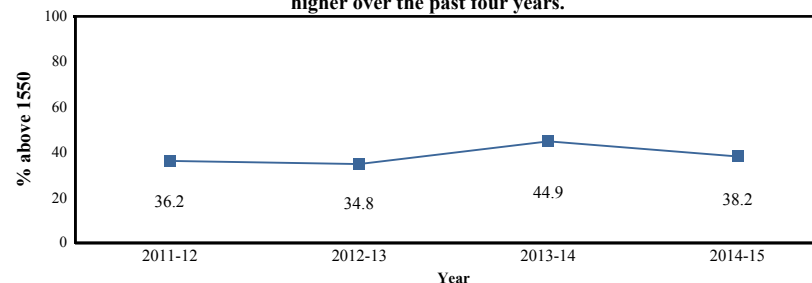
**Scholastic Assessment Test (SAT) Results**

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

2014-15	School	Peer Avg.	State Avg.
Percent of Students Scoring Above 1550 on SAT	38.2%	31.1%	43.8%

**SAT Benchmark Trends**

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



**Composite SAT Score**

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

2014-15	School	Peer Avg.	State Avg.
Composite SAT Score	1,480	1,432	1,508
Critical Reading	480	469	496
Mathematics	516	494	518
Writing	484	469	494

**Composite SAT Score**

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

2014-15	Critical Reading	Mathematics	Writing
75th Percentile	543	600	560
50th Percentile	470	505	470
25th Percentile	410	440	410

**COLLEGE AND CAREER READINESS**

MIDDLESEX  
PISCATAWAY TWP

GRADE SPAN 09-12

PISCATAWAY TOWNSHIP HIGH SCHOOL  
100 BEHMER ROAD  
PISCATAWAY, NJ 08854

**AP/IB Courses Offered**

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

AP/IB Course Name	Students Enrolled	Students Tested
AP U.S. History	66	61
AP Biology	59	46
AP Computer Science A	45	40
AP Psychology	42	37
AP English Language and Composition	34	29
AP Calculus BC	32	31
AP Calculus AB	31	26
AP World History	25	24
AP English Literature and Composition	25	20
AP Environmental Science	19	12
AP Spanish Language	16	16
AP Studio Art/Drawing Portfolio	13	12
AP European History	13	9
AP Music Theory	11	3
AP Chemistry		42
AP Statistics		36
AP Physics C: Electricity and Magnetism		17
AP Physics C: Mechanics		17

AP/IB Course Name	Students Enrolled	Students Tested
AP Studio Art/Two-Dimensional		9

**COLLEGE AND CAREER READINESS**

MIDDLESEX  
PISCATAWAY TWP

GRADE SPAN 09-12

PISCATAWAY TOWNSHIP HIGH SCHOOL  
100 BEHMER ROAD  
PISCATAWAY, NJ 08854

**Visual and Performing Arts**

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

Percent of Students Enrolled	School	State
Dance	3.2%	2.1%
Drama/Theater	1.8%	3.8%
Music	17.1%	17.8%
Visual Arts	22.9%	31.7%
<b>Total: All Visual and Performing Arts</b>	<b>43.8%</b>	<b>49.9%</b>

N/R - Data Not Reported

**Participation in Career Readiness**

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

Percent of Students Enrolled	School	State
Participating in CTE	14.6%	18.3%
Structured Learning Experience	12.0%	7.0%

N/R - Data Not Reported

**GRADUATION AND POSTSECONDARY**

**MIDDLESEX**

**PISCATAWAY TWP**

**GRADE SPAN 09-12**

**PISCATAWAY TOWNSHIP HIGH SCHOOL**

**100 BEHMER ROAD**

**PISCATAWAY, NJ 08854**

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

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state.. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The Statewide Target for Graduation Rate was established pursuant to NJDOE's ESEA Accountability Workbook. The last column - Met Target - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentile, the average of statewide percentile and the percentage of statewide targets met.

Graduation & Post Secondary Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Targets	Met Target
<b>Overall Graduation Rate</b>	<b>92%</b>	<b>55</b>	<b>42</b>	<b>78%</b>	<b>YES</b>
<b>Dropout Rate</b>	<b>1.4%</b>	<b>26</b>	<b>21</b>	<b>2%</b>	<b>YES</b>
<b>SUMMARY - Graduation &amp; Post-Secondary</b>		<b>41</b>	<b>32</b>		<b>100%</b>

**Graduation Rate by Subgroup**

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

	School	State Target
<b>Schoolwide</b>	92%	78%
White	90%	
African American	94%	
Hispanic	88%	
American Indian	-	
Asian	95%	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	80%	
English Language Learners	-	
Economically Disadvantaged Students	86%	

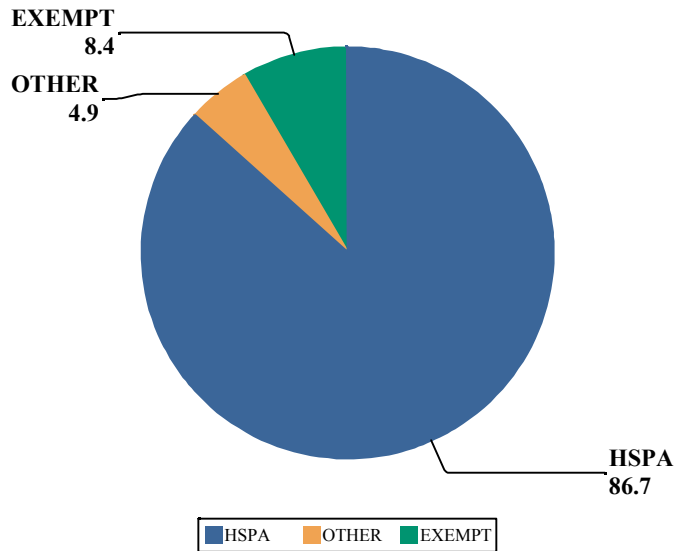
**Dropout Rate by Subgroup**

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

	School	State Target
<b>Schoolwide</b>	1.4%	2%
White	1.2%	
African American	1.6%	
Hispanic	3.1%	
American Indian	-	
Asian	.4%	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	1%	
English Language Learners	0%	
Economically Disadvantaged Students	.8%	

**Graduation Pathway Rates**

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



**Extended Year Graduation Rate**

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

Class of	4-year Rate	5-year Rate
2012	90%	92%
2013	92%	93%
2014	89%	93%
2015	92%	

**Postsecondary Enrollment Rates**

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

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

	<b>Percent Enrolled</b>	<b>Percent in 2 Year</b>	<b>Percent in 4 Year</b>
<b>Statewide</b>	<b>78.5%</b>	<b>34.3%</b>	<b>64.7%</b>
<b>Schoolwide</b>	81%	28%	72%
White	75.3%	18.6%	81.4%
African American	80.7%	34.4%	65.6%
Hispanic	74.6%	44%	56%
Asian	87.1%	18.5%	81.5%
American Indian	-	-	-
Native Hawaiian	-	-	-
Two or More Races	-	-	-
Students with Disability	40%	85%	15%
English Language Learners	-	-	-
Economically Disadvantaged Students	76%	38.9%	61.1%

**WITHIN SCHOOL ACHIEVEMENT GAP**

MIDDLESEX  
PISCATAWAY TWP

GRADE SPAN 09-12

PISCATAWAY TOWNSHIP HIGH SCHOOL  
100 BEHMER ROAD  
PISCATAWAY, NJ 08854

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

**Grade Level - 09**

**PARCC English Language Arts/Literacy 25th %ile vs 75th%ile**

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

Percentile	School Scale Score	State Scale Score
99th	820	850
75th	771	766
50th	741	739
25th	714	710
0th	654	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	57	56

**PARCC ALG-1 25th %ile vs 75th%ile**

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

Percentile	School Scale Score	State Scale Score
99th	N/A	821
75th	N/A	762
50th	N/A	735
25th	N/A	711
0th	N/A	650

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

**WITHIN SCHOOL ACHIEVEMENT GAP**

MIDDLESEX  
PISCATAWAY TWP

PISCATAWAY TOWNSHIP HIGH SCHOOL  
100 BEHMER ROAD  
PISCATAWAY, NJ 08854

GRADE SPAN 09-12

**Grade Level - 10**

**PARCC English Language Arts/Literacy 25th %ile vs 75th%ile**

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

Percentile	School Scale Score	State Scale Score
99th	847	850
75th	778	766
50th	746	733
25th	713	699
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	65	67

**Grade Level - 11**

**PARCC English Language Arts/Literacy 25th %ile vs 75th%ile**

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

Percentile	School Scale Score	State Scale Score
99th	832	850
75th	771	768
50th	749	740
25th	724	711
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	47	57

**PARCC GEO 25th %ile vs 75th%ile**

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

Percentile	School Scale Score	State Scale Score
99th	779	793
75th	745	747
50th	727	726
25th	710	710
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	37

**PARCC ALG-2 25th %ile vs 75th%ile**

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

Percentile	School Scale Score	State Scale Score
99th	809	813
75th	753	748
50th	726	718
25th	705	692
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	48	56

**SCHOOL CLIMATE**

MIDDLESEX  
PISCATAWAY TWP

PISCATAWAY TOWNSHIP HIGH SCHOOL  
100 BEHMER ROAD  
PISCATAWAY, NJ 08854

GRADE SPAN 09-12

**Length of School Day**

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

	School
2014-15	6 Hrs. 30 Mins.

**Student Suspension Rate**

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

	School
2014-15	10.1%

**Instructional Time**

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

2014-15	School
Full Time	5 Hrs. 0 Mins.
Shared Time	3 Hrs. 45 Mins.

**Student Expulsions**

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

	School
2014-15	0

**Student to Staff Ratio**

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

2014-15	School
Faculty	13
Administrators	542

**SCHOOL PEER GROUP**

MIDDLESEX  
PISCATAWAY TWP

GRADE SPAN 09-12

PISCATAWAY TOWNSHIP HIGH SCHOOL  
100 BEHMER ROAD  
PISCATAWAY, NJ 08854

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNER</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	HAMMONTON TOWN	HAMMONTON HIGH SCHOOL	01-1960-050	09-12	32.3%	1.7%	17.2%
BERGEN	BERGENFIELD BORO	BERGENFIELD HIGH SCHOOL	03-0300-020	09-12	33.8%	1.5%	11.8%
BERGEN	BOGOTA BORO	BOGOTA JR./SR. HIGH SCHOOL	03-0440-020	07-12	48.5%	4.2%	15.9%
BERGEN	CARLSTADT-EAST RUTHERFORD	HENRY P. BECTON REGIONAL HIGH SCHOOL	03-0745-050	09-12	33.5%	2.2%	10.7%
BERGEN	ENGLEWOOD CITY	DWIGHT MORROW HIGH SCHOOL/ACADEMIES@ENGLEWOOD	03-1370-040	09-12	36.4%	5.4%	9.1%
BERGEN	HACKENSACK CITY	HACKENSACK HIGH SCHOOL	03-1860-050	09-12	52%	6%	13.2%
BERGEN	PALISADES PARK	PALISADES PARK JR-SR HIGH SCHOOL	03-3910-050	08-12	35%	8.9%	9.4%
BERGEN	RIDGEFIELD PARK TWP	RIDGEFIELD PARK JR SR HIGH SCHOOL	03-4380-050	07-12	39.6%	3.3%	11.7%
BERGEN	WALLINGTON BORO	WALLINGTON JUNIOR SENIOR HIGH SCHOOL	03-5430-050	07-12	31.9%	3.9%	10.4%
CAMDEN	LINDENWOLD BORO	LINDENWOLD HIGH SCHOOL	07-2670-005	09-12	66.2%	7.9%	12.7%
ESSEX	BELLEVILLE TOWN	BELLEVILLE HIGH SCHOOL	13-0250-020	09-12	53.5%	5.7%	11.8%
ESSEX	WEST ORANGE TOWN	WEST ORANGE HIGH SCHOOL	13-5680-050	09-12	48%	4.6%	18.4%
HUDSON	KEARNY TOWN	KEARNY HIGH SCHOOL	17-2410-050	09-12	50.1%	5%	14%
HUDSON	SECAUCUS TOWN	SECAUCUS HIGH SCHOOL	17-4730-050	09-12	31.1%	2%	14.4%
HUDSON	WEEHAWKEN TWP	WEEHAWKEN HIGH SCHOOL	17-5580-050	07-12	59.4%	6.2%	12.9%
MERCER	EAST WINDSOR REGIONAL	HIGHTSTOWN HIGH SCHOOL	21-1245-050	09-12	35.2%	5.1%	12%
MERCER	HAMILTON TWP	HAMILTON WEST-WATSON	21-1950-060	09-12	41.8%	2.7%	14.4%
MERCER	TRENTON CITY	DAYLIGHT/TWILIGHT HIGH SCHOOL	21-5210-030	09-12	67.8%	17.7%	17.1%
MIDDLESEX	EDISON TWP	EDISON HIGH SCHOOL	23-1290-050	09-12	34.6%	1.8%	13%
MIDDLESEX	NORTH BRUNSWICK TWP	NORTH BRUNSWICK TOWNSHIP HIGH SCHOOL	23-3620-040	09-12	39.5%	2.6%	12%
MIDDLESEX	PISCATAWAY TWP	PISCATAWAY TOWNSHIP HIGH SCHOOL	23-4130-050	09-12	34.2%	3.4%	14.1%
MIDDLESEX	SOUTH RIVER BORO	SOUTH RIVER HIGH SCHOOL	23-4920-050	09-12	39.4%	3%	12.9%

**SCHOOL PEER GROUP**

MIDDLESEX

PISCATAWAY TWP

GRADE SPAN 09-12

PISCATAWAY TOWNSHIP HIGH SCHOOL  
100 BEHMER ROAD  
PISCATAWAY, NJ 08854

MIDDLESEX	WOODBIDGE TWP	COLONIA HIGH SCHOOL	23-5850-020	09-12	32.2%	2.4%	10.2%
MIDDLESEX	WOODBIDGE TWP	JOHN F. KENNEDY HIGH SCHOOL	23-5850-040	09-12	40.3%	3%	9.4%
OCEAN	BRICK TWP	BRICK TOWNSHIP HIGH SCHOOL	29-0530-020	09-12	30.5%	1.8%	17.3%
SOMERSET	BOUND BROOK BORO	BOUND BROOK HIGH SCHOOL	35-0490-020	09-12	63.3%	7.1%	13.1%
SOMERSET	FRANKLIN TWP	FRANKLIN HIGH SCHOOL	35-1610-050	08-12	40.1%	5.3%	13.8%
SOMERSET	MANVILLE BORO	MANVILLE HIGH SCHOOL	35-3000-050	09-12	46%	3.7%	17.7%
SOMERSET	NORTH PLAINFIELD BORO	NORTH PLAINFIELD HIGH SCHOOL	35-3670-050	07-12	67%	9%	15.7%
UNION	ROSELLE PARK BORO	ROSELLE PARK HIGH SCHOOL	39-4550-050	09-12	42%	4%	11.5%
UNION	UNION TWP	UNION SENIOR HIGH	39-5290-050	09-12	39.7%	2.6%	13.4%

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

In particular, the School Performance Reports seek to:

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

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

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

**DEMOGRAPHIC INFORMATION**

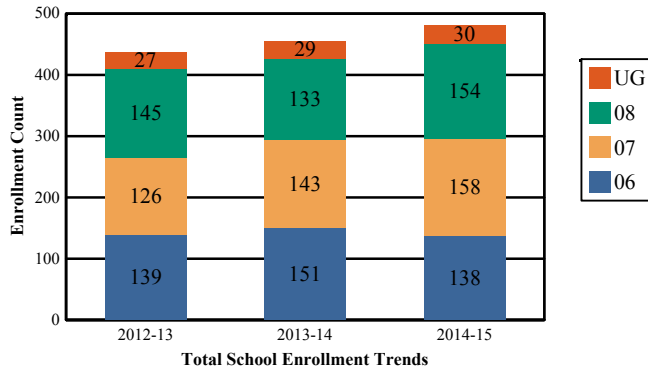
MIDDLESEX  
PISCATAWAY TWP

CONACKAMACK MIDDLE SCHOOL  
5205 WITHERSPOON STREET  
PISCATAWAY, NJ 08854

GRADE SPAN 06-08

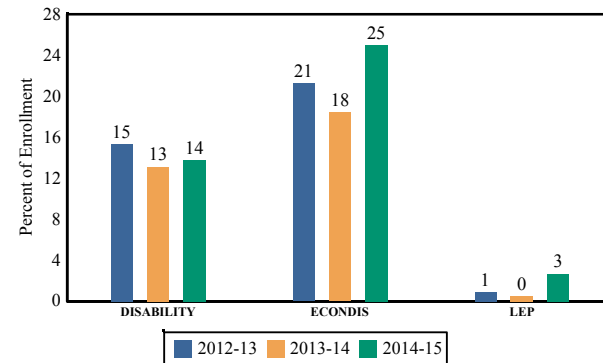
**Enrollment by Grade**

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



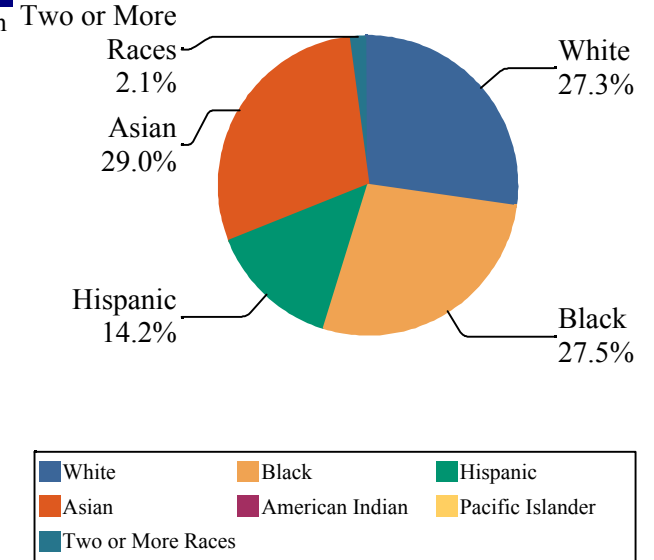
**Enrollment Trends by Program Participation**

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



**Enrollment by Ethnic/Racial Subgroup**

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

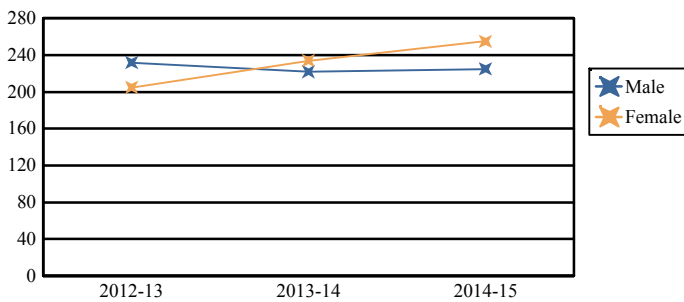


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	437
2013-14	456
2014-15	480

**Enrollment by Gender**

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



**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	66	14%
Economically Disadvantaged Students	120	25.0%
English Language Learners	13	2.7%

**Language Diversity**

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

2014-15	Percent
English	79.5%
Spanish	4.5%
Gujarati	4.3%
Arabic	1.8%
Turkish	1.4%
Tagalog	1.2%
Other	7.3%

	Male	Female
2012-13	232	205
2013-14	222	234
2014-15	225	255

**ACADEMIC ACHIEVEMENT**

**MIDDLESEX  
PISCATAWAY TWP**

**GRADE SPAN 06-08**

**CONACKAMACK MIDDLE SCHOOL  
5205 WITHERSPOON STREET  
PISCATAWAY, NJ 08854**

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

<b>Academic Achievement Indicators</b>	<b>Schoolwide Performance</b>	<b>Peer Percentile</b>	<b>State Percentile</b>
English Language Arts/Literacy Met or Exceeded Expectation	<b>59%</b>	<b>39</b>	<b>67</b>
Math Met or Exceeded Expectation	<b>54%</b>		

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

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

<b>Subgroups</b>	<b>Valid Scores</b>	<b>% Meeting Standards</b>	<b>Participation Goal</b>	<b>Participation Rate</b>	<b>Met Participation?</b>
Schoolwide	409	58.6%	95%	94.6%	<b>YES</b>
White	124	62.9%	95%	97.7%	<b>YES</b>
African American	98	43.9%	95%	90.8%	<b>YES*</b>
Hispanic	55	41.8%	95%	93.5%	<b>YES*</b>
American Indian	-	-	--	--	--
Asian	124	76.6%	95%	95.7%	<b>YES</b>
Two or More Races	-	-	--	--	--
Students with Disability	50	16%	95%	91.2%	<b>YES*</b>
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	88	35.2%	95%	92.2%	<b>YES*</b>

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

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

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
PISCATAWAY TWP

GRADE SPAN 06-08

CONACKAMACK MIDDLE SCHOOL  
5205 WITHERSPOON STREET  
PISCATAWAY, NJ 08854

**ESEA Waiver - Math**

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	409	53.5%	95%	95%	YES
White	123	56.9%	95%	96.9%	YES
African American	95	29.5%	95%	89%	YES*
Hispanic	56	32.2%	95%	95.2%	YES
American Indian	-	-	--	--	--
Asian	126	78.5%	95%	97.8%	YES
Two or More Races	-	-	--	--	--
Students with Disability	49	10.2%	95%	91.1%	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	89	31.5%	95%	92.4%	YES*

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

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

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
PISCATAWAY TWP

GRADE SPAN 06-08

CONACKAMACK MIDDLE SCHOOL  
5205 WITHERSPOON STREET  
PISCATAWAY, NJ 08854

**PARCC Performance Level**

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

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

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

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
PISCATAWAY TWP

GRADE SPAN 06-08

CONACKAMACK MIDDLE SCHOOL  
5205 WITHERSPOON STREET  
PISCATAWAY, NJ 08854

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	114	759	749	5%	5%	25%	49%	16%	65%	50%
White	29	754	755	14%	3%	17%	55%	10%	66%	59%
African American	24	752	732	0%	13%	29%	54%	4%	58%	29%
Hispanic	19	743	736	11%	11%	32%	47%	0%	47%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	40	776	770	0%	0%	20%	45%	35%	80%	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	-	-	718	-	-	-	-	-	-	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	16	740	733	13%	13%	38%	38%	0%	38%	30%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
PISCATAWAY TWP

GRADE SPAN 06-08

CONACKAMACK MIDDLE SCHOOL  
5205 WITHERSPOON STREET  
PISCATAWAY, NJ 08854

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	152	754	750	7%	12%	26%	38%	16%	55%	53%
White	50	759	757	6%	8%	24%	42%	20%	62%	61%
African American	37	741	730	5%	19%	35%	41%	0%	41%	31%
Hispanic	20	744	736	5%	25%	30%	25%	15%	40%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	41	764	777	12%	5%	15%	39%	29%	68%	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	16	705	713	25%	38%	13%	19%	6%	25%	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	40	739	733	13%	23%	30%	28%	8%	35%	33%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
PISCATAWAY TWP

GRADE SPAN 06-08

CONACKAMACK MIDDLE SCHOOL  
5205 WITHERSPOON STREET  
PISCATAWAY, NJ 08854

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	143	759	750	6%	15%	21%	42%	16%	58%	53%
White	45	761	757	2%	16%	20%	47%	16%	62%	61%
African American	37	744	730	5%	19%	38%	38%	0%	38%	31%
Hispanic	16	737	735	19%	19%	25%	31%	6%	38%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	43	780	778	2%	9%	7%	47%	35%	81%	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	21	710	713	24%	38%	24%	10%	5%	14%	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	32	735	732	19%	16%	31%	31%	3%	34%	34%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
PISCATAWAY TWP

GRADE SPAN 06-08

CONACKAMACK MIDDLE SCHOOL  
5205 WITHERSPOON STREET  
PISCATAWAY, NJ 08854

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	115	756	743	4%	7%	27%	51%	10%	62%	42%
White	28	755	749	0%	14%	29%	50%	7%	57%	50%
African American	23	744	726	9%	4%	43%	43%	0%	43%	19%
Hispanic	20	738	731	10%	15%	40%	35%	0%	35%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	41	772	768	2%	0%	12%	63%	22%	85%	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	13	721	718	15%	46%	15%	15%	8%	23%	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	17	741	729	18%	12%	18%	53%	0%	53%	23%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
PISCATAWAY TWP

GRADE SPAN 06-08

CONACKAMACK MIDDLE SCHOOL  
5205 WITHERSPOON STREET  
PISCATAWAY, NJ 08854

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	148	747	740	2%	16%	37%	41%	4%	45%	38%
White	49	751	745	2%	14%	31%	49%	4%	53%	46%
African American	37	736	725	3%	22%	54%	22%	0%	22%	17%
Hispanic	20	742	730	0%	15%	55%	25%	5%	30%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	38	755	760	3%	11%	18%	61%	8%	68%	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	-	-	715	-	-	-	-	-	-	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	41	737	728	5%	20%	49%	27%	0%	27%	21%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
PISCATAWAY TWP

GRADE SPAN 06-08

CONACKAMACK MIDDLE SCHOOL  
5205 WITHERSPOON STREET  
PISCATAWAY, NJ 08854

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	-	-	726	-	-	-	-	-	-	24%
White	-	-	732	-	-	-	-	-	-	29%
African American	-	-	715	-	-	-	-	-	-	14%
Hispanic	-	-	721	-	-	-	-	-	-	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	-	-	744	-	-	-	-	-	-	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	-	-	705	-	-	-	-	-	-	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	-	-	719	-	-	-	-	-	-	17%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
PISCATAWAY TWP

GRADE SPAN 06-08

CONACKAMACK MIDDLE SCHOOL  
5205 WITHERSPOON STREET  
PISCATAWAY, NJ 08854

**PARCC ALGEBRA I - Performance Distribution**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	88	773	740	1%	3%	15%	68%	13%	81%	40%
White	29	775	746	0%	3%	10%	76%	10%	86%	47%
African American	15	750	722	7%	13%	20%	60%	0%	60%	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	36	784	769	0%	0%	11%	67%	22%	89%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	12	755	725	0%	8%	33%	58%	0%	58%	21%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
PISCATAWAY TWP

GRADE SPAN 06-08

CONACKAMACK MIDDLE SCHOOL  
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PISCATAWAY, NJ 08854

**PARCC GEOMETRY - Performance Distribution**

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

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

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
PISCATAWAY TWP

GRADE SPAN 06-08

CONACKAMACK MIDDLE SCHOOL  
5205 WITHERSPOON STREET  
PISCATAWAY, NJ 08854

**2015 National Assessment Educational Progress (NAEP)**

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation’s students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation’s Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

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

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

**Proficiency Percentages**

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

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
PISCATAWAY TWP

GRADE SPAN 06-08

23-4130-053  
CONACKAMACK MIDDLE SCHOOL  
5205 WITHERSPOON STREET  
PISCATAWAY, NJ 08854

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

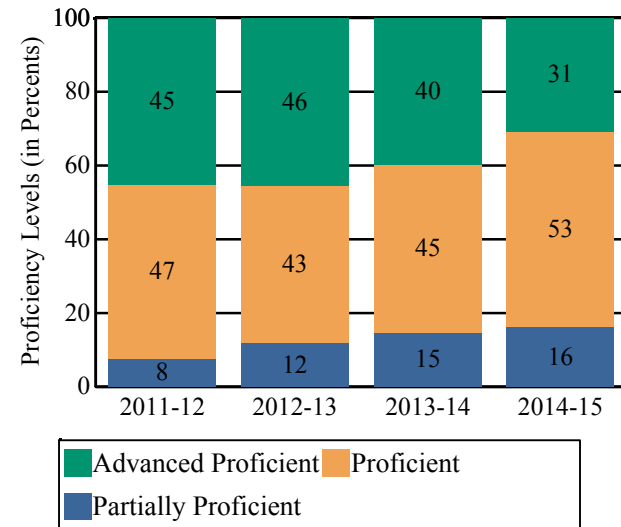
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	31%	53%	16%
White	39%	52%	9%
African American	10%	63%	27%
Hispanic	12%	71%	18%
American Indian	-	-	-
Asian	50%	38%	13%
Two or More Races	-	-	-
Students with Disability	0%	47%	53%
English Language Learners	-	-	-
Economically Disadvantaged Students	4%	60%	36%

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

**NJASK Proficiency Trends - Science - Grade Level - 08**

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



**COLLEGE AND CAREER READINESS**

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PISCATAWAY TWP

GRADE SPAN 06-08

CONACKAMACK MIDDLE SCHOOL  
5205 WITHERSPOON STREET  
PISCATAWAY, NJ 08854

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

**Algebra I Course Enrollment**

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

Algebra I Enrollment Count	Algebra I PARCC Test Count
100	91

**Algebra I Test Taking**

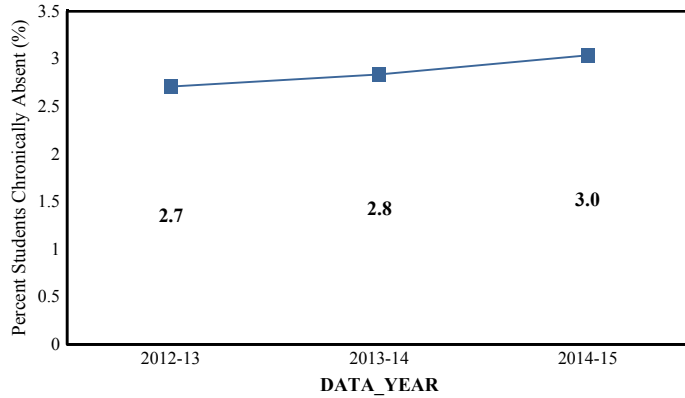
This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
96.0%	80.2%

- Data Suppressed to protect the confidentiality of students

### Chronic Absenteeism Trend

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

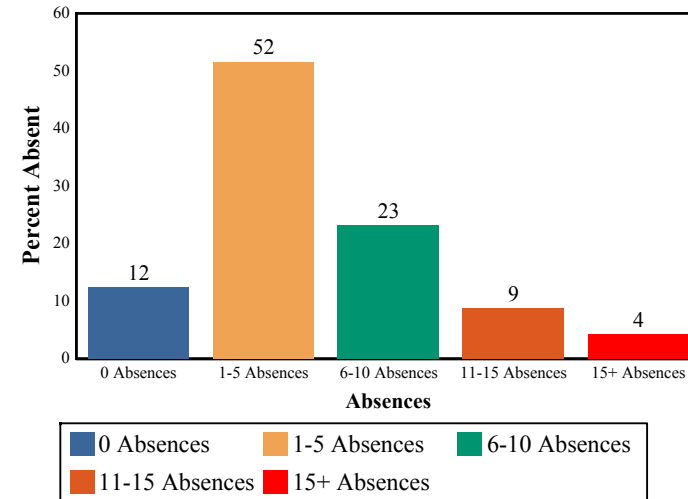


**Chronic Absenteeism for 2014-15**

**3.04%**

### Absenteeism

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



**Visual and Performing Arts**

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

Percent of Students Enrolled	School	State
Dance	N/R	1.6%
Drama/Theater	N/R	3.9%
Music	100.0%	66.0%
Visual Arts	75.6%	71.1%
<b>Total: All Visual and Performing Arts</b>	100.0%	89.8%

N/R - Data Not Reported

**STUDENT GROWTH**

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GRADE SPAN 06-08

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5205 WITHERSPOON STREET  
PISCATAWAY, NJ 08854

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

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	43	23	31	35	YES
Student Growth on Math	50	33	56	35	YES
		28	44		100%

**Student Growth**

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

**Language Arts**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	5%	1%	0%
Partially Met	6%	3%	1%
Approached	12%	7%	5%
Met	16%	13%	14%
Exceeded	2%	4%	10%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	4%	2%	0%
Partially Met	7%	6%	1%
Approached	11%	13%	9%
Met	10%	13%	18%
Exceeded	0%	2%	4%

**Low Growth** is defined as an Student Growth Percentile score less than 35.  
**Typical Growth** is defined as an Student Growth Percentile score between 35 and 65.  
**High Growth** is defined as a Student Growth Percentile score higher than 65.

**WITHIN SCHOOL ACHIEVEMENT GAP**

MIDDLESEX  
PISCATAWAY TWP

GRADE SPAN 06-08

CONACKAMACK MIDDLE SCHOOL  
5205 WITHERSPOON STREET  
PISCATAWAY, NJ 08854

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

**Grade Level - 06**

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

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

Percentile	School Scale Score	State Scale Score
99th	813	850
75th	781	770
50th	760	749
25th	741	726
0th	671	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	44

**Grade Level - 06**

**PARCC MATH 25th %ile vs 75th%ile**

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

Percentile	School Scale Score	State Scale Score
99th	822	850
75th	776	763
50th	756	742
25th	738	721
0th	686	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	42

**WITHIN SCHOOL ACHIEVEMENT GAP**

MIDDLESEX  
PISCATAWAY TWP

GRADE SPAN 06-08

CONACKAMACK MIDDLE SCHOOL  
5205 WITHERSPOON STREET  
PISCATAWAY, NJ 08854

**Grade Level - 07**

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

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

Percentile	School Scale Score	State Scale Score
99th	831	850
75th	774	776
50th	754	751
25th	733	724
0th	663	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	52

**Grade Level - 08**

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

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

Percentile	School Scale Score	State Scale Score
99th	835	850
75th	786	777
50th	762	751
25th	735	723
0th	663	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	51	54

**Grade Level - 07**

**PARCC MATH 25th %ile vs 75th%ile**

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

Percentile	School Scale Score	State Scale Score
99th	799	850
75th	765	759
50th	745	740
25th	731	720
0th	655	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	39

**Grade Level - 08**

**PARCC MATH 25th %ile vs 75th%ile**

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

Percentile	School Scale Score	State Scale Score
99th	N/A	850
75th	N/A	748
50th	N/A	726
25th	N/A	704
0th	N/A	650

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

### Length of School Day

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

	School
2014-15	6 Hrs. 15 Mins.

### Student Suspension Rate

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

	School
2014-15	6.3%

### Instructional Time

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

2014-15	School
Full Time	5 Hrs. 23 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student Expulsions

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

	School
2014-15	0

### Student to Staff Ratio

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

2014-15	School
Faculty	12
Administrators	240

**SCHOOL PEER GROUP**

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GRADE SPAN 06-08

CONACKAMACK MIDDLE SCHOOL  
5205 WITHERSPOON STREET  
PISCATAWAY, NJ 08854

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

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

**SCHOOL PEER GROUP**

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

## OVERVIEW

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GRADE SPAN 06-08

QUIBBLETOWN MIDDLE SCHOOL  
99 ACADEMY STREET  
PISCATAWAY, NJ 08854

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

In particular, the School Performance Reports seek to:

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

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

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

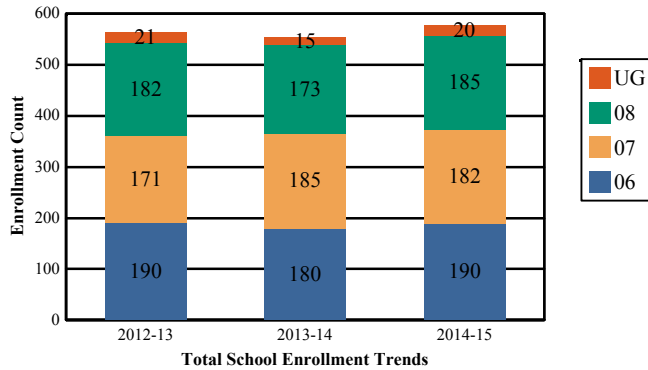
## DEMOGRAPHIC INFORMATION

**MIDDLESEX  
PISCATAWAY TWP**

**GRADE SPAN 06-08**

### Enrollment by Grade

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

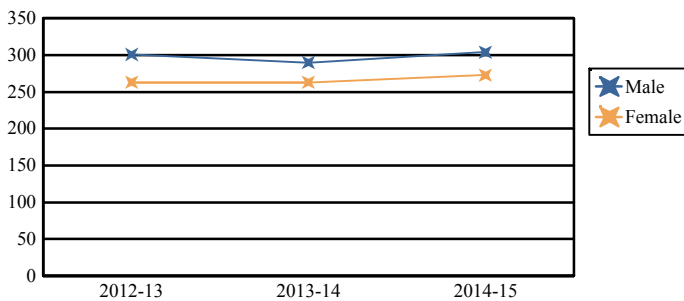


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	564
2013-14	553
2014-15	577

### Enrollment by Gender

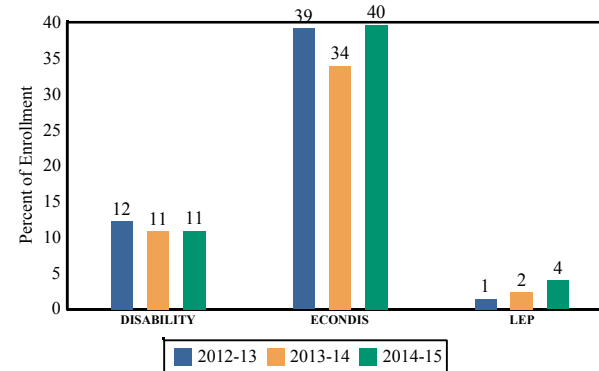
This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	301	263
2013-14	290	263
2014-15	304	273

### Enrollment Trends by Program Participation

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

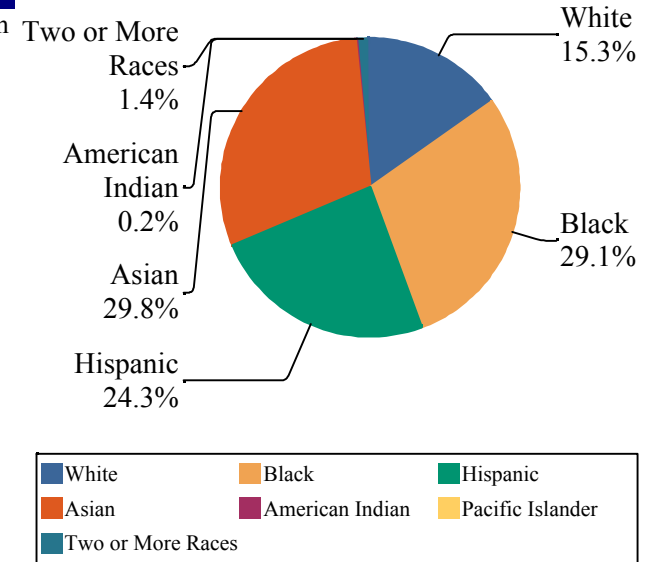


### Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	63	11%
Economically Disadvantaged Students	229	39.7%
English Language Learners	23	4.0%

### Enrollment by Ethnic/Racial Subgroup

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



### Language Diversity

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

2014-15	Percent
English	68.8%
Spanish	10.0%
Gujarati	7.5%
Vietnamese	2.4%
Hindi	2.1%
Tagalog	1.6%
Other	7.7%

**ACADEMIC ACHIEVEMENT**

**MIDDLESEX  
PISCATAWAY TWP**

**GRADE SPAN 06-08**

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

<b>Academic Achievement Indicators</b>	<b>Schoolwide Performance</b>	<b>Peer Percentile</b>	<b>State Percentile</b>
English Language Arts/Literacy Met or Exceeded Expectation	<b>57%</b>	<b>81</b>	<b>65</b>
Math Met or Exceeded Expectation	<b>45%</b>		

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

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

<b>Subgroups</b>	<b>Valid Scores</b>	<b>% Meeting Standards</b>	<b>Participation Goal</b>	<b>Participation Rate</b>	<b>Met Participation?</b>
Schoolwide	534	57.3%	95%	98.4%	<b>YES</b>
White	83	53%	95%	98.9%	<b>YES</b>
African American	151	55.6%	95%	98.8%	<b>YES</b>
Hispanic	133	39.8%	95%	99.3%	<b>YES</b>
American Indian	-	-	--	--	--
Asian	159	76.8%	95%	97.1%	<b>YES</b>
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	209	44.4%	95%	98.3%	<b>YES</b>

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

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

**ACADEMIC ACHIEVEMENT**

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**ESEA Waiver - Math**

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	532	44.5%	95%	98.1%	YES
White	81	51.9%	95%	96.6%	YES
African American	150	38%	95%	98.2%	YES
Hispanic	133	26.3%	95%	99.3%	YES
American Indian	-	-	--	--	--
Asian	160	64.4%	95%	97.7%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	207	32.3%	95%	97.4%	YES

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

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

**ACADEMIC ACHIEVEMENT**

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QUIBBLETOWN MIDDLE SCHOOL  
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**PARCC Performance Level**

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

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

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

**ACADEMIC ACHIEVEMENT**

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GRADE SPAN 06-08

QUIBBLETOWN MIDDLE SCHOOL  
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**PARCC ELA Performance Distribution - Grade - 06**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	184	751	749	3%	15%	27%	48%	7%	55%	50%
White	26	758	755	4%	8%	27%	42%	19%	62%	59%
African American	57	749	732	5%	16%	23%	51%	5%	56%	29%
Hispanic	46	741	736	2%	26%	39%	30%	2%	33%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	49	759	770	2%	8%	18%	63%	8%	71%	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	-	-	718	-	-	-	-	-	-	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	74	742	733	5%	24%	31%	35%	4%	39%	30%

**ACADEMIC ACHIEVEMENT**

**MIDDLESEX  
PISCATAWAY TWP**

**GRADE SPAN 06-08**

**QUIBBLETOWN MIDDLE SCHOOL  
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PISCATAWAY, NJ 08854**

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	178	754	750	10%	7%	24%	43%	17%	60%	53%
White	25	756	757	12%	4%	24%	28%	32%	60%	61%
African American	49	752	730	8%	16%	14%	45%	16%	61%	31%
Hispanic	57	744	736	12%	5%	35%	46%	2%	47%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	46	767	777	7%	0%	17%	46%	30%	76%	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	-	-	713	-	-	-	-	-	-	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	77	744	733	14%	9%	25%	48%	4%	52%	33%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
PISCATAWAY TWP

GRADE SPAN 06-08

QUIBBLETOWN MIDDLE SCHOOL  
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PISCATAWAY, NJ 08854

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	172	755	750	5%	12%	26%	42%	15%	57%	53%
White	32	746	757	6%	19%	34%	31%	9%	41%	61%
African American	45	743	730	7%	18%	27%	47%	2%	49%	31%
Hispanic	30	740	735	10%	20%	33%	37%	0%	37%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	64	776	778	0%	0%	19%	47%	34%	81%	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	21	714	713	38%	29%	24%	5%	5%	10%	16%
English Language Learners	12	775	701	0%	8%	8%	50%	33%	83%	9%
Economically Disadvantaged Students	58	742	732	9%	16%	34%	40%	2%	41%	34%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
PISCATAWAY TWP

GRADE SPAN 06-08

QUIBBLETOWN MIDDLE SCHOOL  
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**PARCC MATH - Performance Distribution - Grade - 06**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	184	743	743	5%	20%	32%	38%	5%	43%	42%
White	25	755	749	4%	4%	28%	56%	8%	64%	50%
African American	57	739	726	7%	21%	33%	35%	4%	39%	19%
Hispanic	46	731	731	2%	39%	30%	28%	0%	28%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	50	754	768	6%	10%	28%	46%	10%	56%	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	-	-	718	-	-	-	-	-	-	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	73	736	729	7%	32%	26%	33%	3%	36%	23%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
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GRADE SPAN 06-08

QUIBBLETOWN MIDDLE SCHOOL  
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PISCATAWAY, NJ 08854

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	175	741	740	4%	22%	34%	36%	4%	40%	38%
White	25	747	745	0%	20%	32%	44%	4%	48%	46%
African American	49	736	725	6%	22%	37%	35%	0%	35%	17%
Hispanic	57	734	730	5%	30%	39%	26%	0%	26%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	43	754	760	2%	12%	26%	47%	14%	60%	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	-	-	715	-	-	-	-	-	-	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	77	734	728	6%	26%	40%	27%	0%	27%	21%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
PISCATAWAY TWP

GRADE SPAN 06-08

QUIBBLETOWN MIDDLE SCHOOL  
99 ACADEMY STREET  
PISCATAWAY, NJ 08854

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	88	724	726	19%	30%	32%	19%	0%	19%	24%
White	18	720	732	22%	33%	33%	11%	0%	11%	29%
African American	28	718	715	21%	39%	25%	14%	0%	14%	14%
Hispanic	24	720	721	25%	25%	33%	17%	0%	17%	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	17	746	744	0%	18%	41%	41%	0%	41%	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	-	-	705	-	-	-	-	-	-	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	42	723	719	21%	26%	33%	19%	0%	19%	17%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
PISCATAWAY TWP

GRADE SPAN 06-08

QUIBBLETOWN MIDDLE SCHOOL  
99 ACADEMY STREET  
PISCATAWAY, NJ 08854

**PARCC ALGEBRA I - Performance Distribution**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	78	772	740	0%	0%	18%	71%	12%	82%	40%
White	12	771	746	0%	0%	8%	83%	8%	92%	47%
African American	16	765	722	0%	0%	13%	81%	6%	88%	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	44	778	769	0%	0%	18%	66%	16%	82%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	15	766	725	0%	0%	20%	73%	7%	80%	21%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
PISCATAWAY TWP

GRADE SPAN 06-08

QUIBBLETOWN MIDDLE SCHOOL  
99 ACADEMY STREET  
PISCATAWAY, NJ 08854

**PARCC GEOMETRY - Performance Distribution**

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

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

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
PISCATAWAY TWP

GRADE SPAN 06-08

QUIBBLETOWN MIDDLE SCHOOL  
99 ACADEMY STREET  
PISCATAWAY, NJ 08854

**2015 National Assessment Educational Progress (NAEP)**

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation’s students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation’s Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

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

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

**Proficiency Percentages**

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

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
PISCATAWAY TWP

GRADE SPAN 06-08

QUIBBLETOWN MIDDLE SCHOOL  
99 ACADEMY STREET  
PISCATAWAY, NJ 08854

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

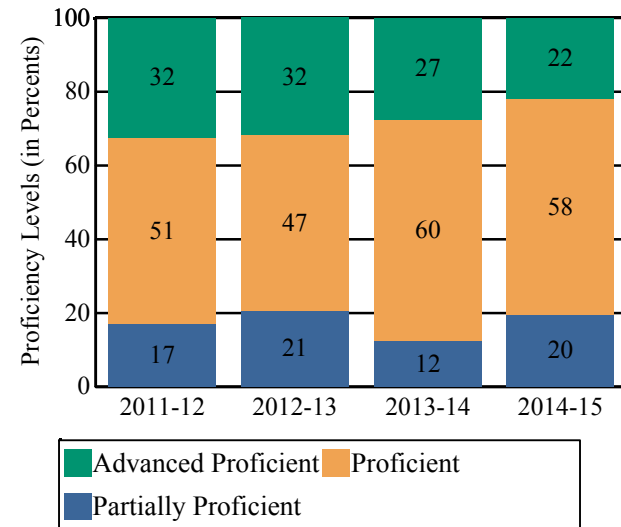
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	22%	58%	20%
White	15%	62%	24%
African American	14%	55%	32%
Hispanic	7%	60%	33%
American Indian	-	-	-
Asian	38%	58%	3%
Two or More Races	-	-	-
Students with Disability	10%	30%	60%
English Language Learners	-	-	-
Economically Disadvantaged Students	6%	59%	35%

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

**NJASK Proficiency Trends - Science - Grade Level - 08**

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



**COLLEGE AND CAREER READINESS**

**MIDDLESEX  
PISCATAWAY TWP**

**GRADE SPAN 06-08**

**QUIBBLETOWN MIDDLE SCHOOL  
99 ACADEMY STREET  
PISCATAWAY, NJ 08854**

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

**Algebra I Course Enrollment**

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

<b>Algebra I Enrollment Count</b>	<b>Algebra I PARCC Test Count</b>
<b>88</b>	<b>79</b>

**Algebra I Test Taking**

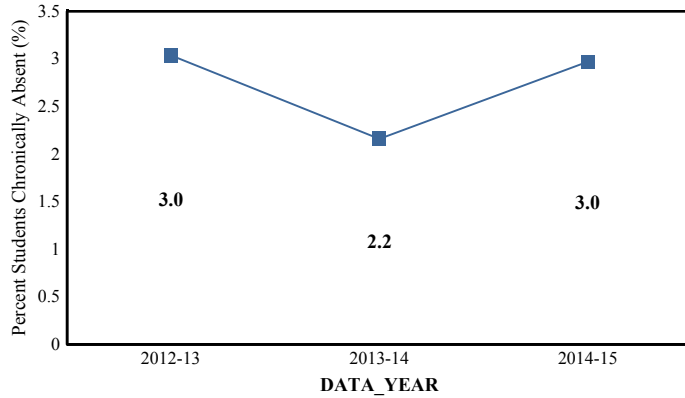
This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

<b>Algebra I Percent C or Better</b>	<b>Algebra I PARCC Percent Met or Exceeded Expectation</b>
<b>92.1%</b>	<b>82.3%</b>

- Data Suppressed to protect the confidentiality of students

### Chronic Absenteeism Trend

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

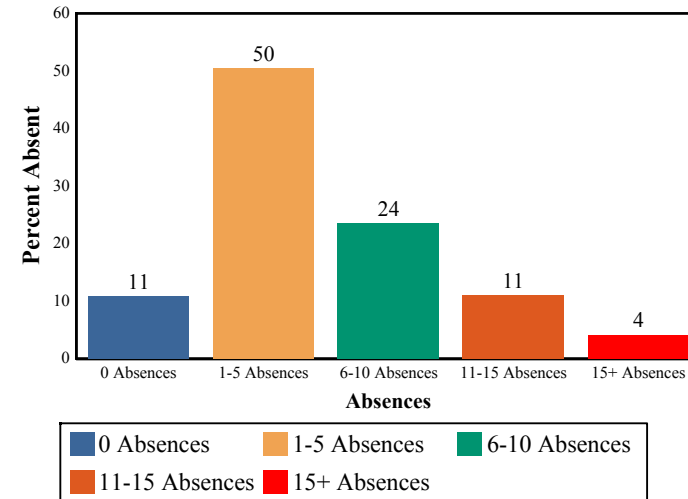


**Chronic Absenteeism for 2014-15**

**2.97%**

### Absenteeism

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



**Visual and Performing Arts**

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

Percent of Students Enrolled	School	State
Dance	N/R	1.6%
Drama/Theater	N/R	3.9%
Music	100.0%	66.0%
Visual Arts	71.5%	71.1%
<b>Total: All Visual and Performing Arts</b>	100.0%	89.8%

N/R - Data Not Reported

**STUDENT GROWTH**

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GRADE SPAN 06-08

QUIBBLETOWN MIDDLE SCHOOL

99 ACADEMY STREET

PISCATAWAY, NJ 08854

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

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	53	55	61	35	YES
Student Growth on Math	46	20	43	35	YES
		38	52		100%

**Student Growth**

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

**Language Arts**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	4%	2%	0%
Partially Met	7%	4%	1%
Approached	7%	11%	7%
Met	9%	17%	19%
Exceeded	1%	3%	9%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	7%	1%	0%
Partially Met	11%	8%	3%
Approached	12%	11%	10%
Met	7%	12%	15%
Exceeded	0%	1%	3%

**Low Growth** is defined as an Student Growth Percentile score less than 35.  
**Typical Growth** is defined as an Student Growth Percentile score between 35 and 65.  
**High Growth** is defined as a Student Growth Percentile score higher than 65.

**WITHIN SCHOOL ACHIEVEMENT GAP**

**MIDDLESEX  
PISCATAWAY TWP**

**QUIBBLETOWN MIDDLE SCHOOL  
99 ACADEMY STREET  
PISCATAWAY, NJ 08854**

**GRADE SPAN 06-08**

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

**Grade Level - 06**

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

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

Percentile	School Scale Score	State Scale Score
<b>99th</b>	813	850
<b>75th</b>	769	770
<b>50th</b>	754	749
<b>25th</b>	737	726
<b>0th</b>	657	650

	Scale Score Gap - School	Scale Score Gap - State
<b>25th vs 75th Gap</b>	32	44

**Grade Level - 06**

**PARCC MATH 25th %ile vs 75th%ile**

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

Percentile	School Scale Score	State Scale Score
<b>99th</b>	799	850
<b>75th</b>	761	763
<b>50th</b>	746	742
<b>25th</b>	726	721
<b>0th</b>	669	650

	Scale Score Gap - School	Scale Score Gap - State
<b>25th vs 75th Gap</b>	35	42

**WITHIN SCHOOL ACHIEVEMENT GAP**

MIDDLESEX  
PISCATAWAY TWP

QUIBBLETOWN MIDDLE SCHOOL  
99 ACADEMY STREET  
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GRADE SPAN 06-08

**Grade Level - 07**

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

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

Percentile	School Scale Score	State Scale Score
99th	825	850
75th	776	776
50th	758	751
25th	736	724
0th	650	650

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

**Grade Level - 08**

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

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

Percentile	School Scale Score	State Scale Score
99th	825	850
75th	776	777
50th	755	751
25th	735	723
0th	663	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	54

**Grade Level - 07**

**PARCC MATH 25th %ile vs 75th%ile**

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

Percentile	School Scale Score	State Scale Score
99th	794	850
75th	761	759
50th	743	740
25th	724	720
0th	658	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	39

**Grade Level - 08**

**PARCC MATH 25th %ile vs 75th%ile**

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

Percentile	School Scale Score	State Scale Score
99th	783	850
75th	747	748
50th	728	726
25th	707	704
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	44

### Length of School Day

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

	School
2014-15	6 Hrs. 15 Mins.

### Student Suspension Rate

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

	School
2014-15	4.2%

### Instructional Time

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

2014-15	School
Full Time	5 Hrs. 23 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student Expulsions

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

	School
2014-15	0

### Student to Staff Ratio

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

2014-15	School
Faculty	12
Administrators	289

**SCHOOL PEER GROUP**  
MIDDLESEX  
PISCATAWAY TWP

QUIBBLETOWN MIDDLE SCHOOL  
99 ACADEMY STREET  
PISCATAWAY, NJ 08854

GRADE SPAN 06-08

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	CARLSTADT BORO	CARLSTADT PUBLIC SCHOOL	03-0740-050	PK-08	32.6%	5.1%	10.9%
BERGEN	ENGLEWOOD CITY	JANIS E. DISMUS MIDDLE SCHOOL	03-1370-076	07-08	60.9%	7.4%	13.4%
BERGEN	LYNDHURST TWP	LINCOLN SCHOOL	03-2860-090	04-08	30.3%	3.3%	18%
BERGEN	MOONACHIE BORO	ROBERT L. CRAIG SCHOOL	03-3350-060	PK-08	49.8%	5.3%	13%
BURLINGTON	NEW HANOVER TWP	NEW HANOVER TOWNSHIP SCHOOL	05-3540-050	PK-08	43.2%	13.1%	18%
CAMDEN	SOMERDALE BORO	SOMERDALE SCHOOL DISTRICT	07-4790-020	PK-08	40%	7.4%	13.6%
CHARTERS	BENJAMIN BANNEKER PREP CS	BENJAMIN BANNEKER PREPARATORY CHARTER SCHOOL	80-6076-961	06-08	41.5%	0%	4.8%
CHARTERS	DR LENA EDWARDS ACADEMIC CS	DR LENA EDWARDS ACADEMIC CHARTER SCHOOL	80-6064-946	KG-08	40.6%	0%	3.8%
CHARTERS	THE RED BANK CS	RED BANK CHARTER SCHOOL	80-7720-915	PK-08	37.8%	3.6%	7.3%
CUMBERLAND	HOPEWELL TWP	HOPEWELL CREST	11-2270-060	KG-08	34.9%	1.8%	11.7%
ESSEX	NEWARK CITY	IVY HILL ELEMENTARY SCHOOL	13-3570-565	PK-08	68.8%	10.3%	18.7%
HUDSON	BAYONNE CITY	NICHOLAS ORESKO #14	17-0220-140	PK-08	44.6%	0%	3.3%
HUDSON	JERSEY CITY	DR. MICHAEL CONTI SCHOOL	17-2390-110	PK-08	68.3%	11.4%	18.1%
HUDSON	JERSEY CITY	RAFAEL DE J. CORDERO SCHOOL	17-2390-300	PK-08	51.3%	12.7%	14.5%
HUDSON	NORTH BERGEN TWP	LINCOLN ELEMENTARY SCHOOL	17-3610-090	PK-08	66.9%	7.8%	12.1%
MERCER	EAST WINDSOR REGIONAL	MELVIN H. KREPS MIDDLE SCHOOL	21-1245-070	06-08	34.5%	4.1%	11.4%
MIDDLESEX	NORTH BRUNSWICK TWP	LINWOOD MIDDLE SCHOOL	23-3620-065	06-08	39.3%	2.8%	11.2%
MIDDLESEX	OLD BRIDGE TWP	CARL SANDBURG MIDDLE SCHOOL	23-3845-103	06-08	31.7%	2.4%	14.1%
MIDDLESEX	PISCATAWAY TWP	QUIBBLETOWN MIDDLE SCHOOL	23-4130-055	06-08	39.7%	4%	10.9%
MIDDLESEX	WOODBRIIDGE TWP	ISELIN MIDDLE SCHOOL	23-5850-080	06-08	35%	7.5%	8.7%
MONMOUTH	BELMAR BORO	BELMAR ELEMENTARY	25-0270-020	PK-08	61.9%	14.1%	15.6%
MONMOUTH	BRADLEY BEACH BORO	BRADLEY BEACH ELEMENTARY SCHOOL	25-0500-020	PK-08	50.9%	27.9%	12.4%
MONMOUTH	KEYPORT BORO	KEYPORT CENTRAL SCHOOL	25-2430-060	PK-08	54.8%	8.2%	15.2%
MORRIS	BOONTON TOWN	JOHN HILL SCHOOL	27-0450-030	01-08	40.4%	7.1%	19.9%

**SCHOOL PEER GROUP**

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PISCATAWAY TWP

QUIBBLETOWN MIDDLE SCHOOL  
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GRADE SPAN 06-08

MORRIS	MORRIS SCHOOL DISTRICT	<b>FRELINGHUYSEN MIDDLE SCHOOL</b>	27-3385-075	06-08	34.6%	4%	14.8%	
MORRIS	NETCONG BORO	<b>NETCONG ELEMENTARY SCHOOL</b>	27-3520-060	PK-08	37.5%	4.4%	18.2%	
PASSAIC	WANAQUE BORO	<b>HASKELL ELEMENTARY SCHOOL</b>	31-5440-050	KG-08	30.2%	4.9%	19.5%	
SALEM	OLDMANS TWP	<b>OLDMANS TOWNSHIP SCHOOL</b>	33-3860-010	KG-08	30.9%	0%	6%	
SOMERSET	SOUTH BOUND BROOK	<b>ROBERT MORRIS SCHOOL</b>	35-4850-060	PK-08	46.9%	3.7%	10.9%	
UNION	ELIZABETH CITY	<b>VICTOR MRAVLAG SCHOOL NO. 21</b>	39-1320-240	PK-08	47.3%	15.6%	14.9%	
UNION	ROSELLE PARK BORO	<b>ROSELLE PARK MIDDLE SCHOOL</b>	39-4550-085	06-08	41.5%	4.9%	16%	

OVERVIEW

MIDDLESEX

PISCATAWAY TWP

GRADE SPAN 06-08

THEODORE SCHOR MIDDLE SCHOOL  
243 NORTH RANDOLPHVILLE RD  
PISCATAWAY, NJ 08854

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

In particular, the School Performance Reports seek to:

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

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

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

**DEMOGRAPHIC INFORMATION**

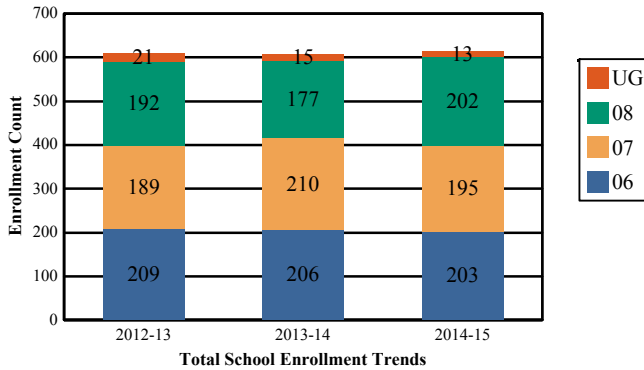
MIDDLESEX  
PISCATAWAY TWP

THEODORE SCHOR MIDDLE SCHOOL  
243 NORTH RANDOLPHVILLE RD  
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GRADE SPAN 06-08

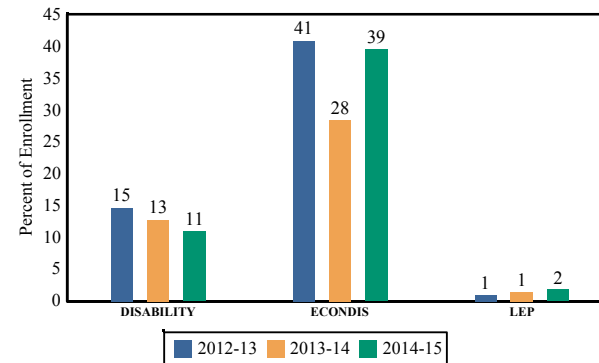
**Enrollment by Grade**

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



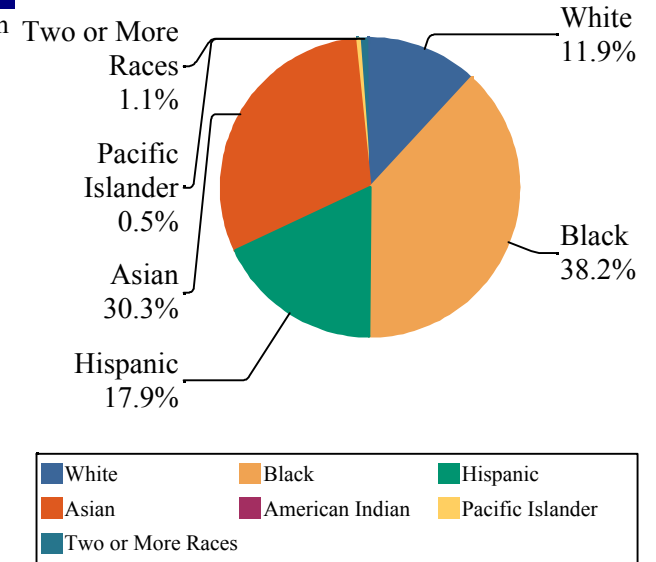
**Enrollment Trends by Program Participation**

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



**Enrollment by Ethnic/Racial Subgroup**

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

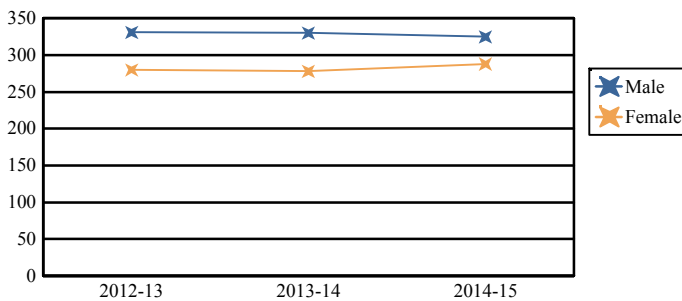


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	611
2013-14	608
2014-15	613

**Enrollment by Gender**

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



	Male	Female
2012-13	331	280
2013-14	330	278
2014-15	325	288

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	67	11%
Economically Disadvantaged Students	242	39.5%
English Language Learners	11	1.8%

**Language Diversity**

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

2014-15	Percent
English	71.1%
Spanish	9.4%
Gujarati	7.2%
Vietnamese	2.3%
Hindi	1.7%
Tagalog	1.7%
Other	6.7%

**ACADEMIC ACHIEVEMENT**

**MIDDLESEX  
PISCATAWAY TWP**

**GRADE SPAN 06-08**

**THEODORE SCHOR MIDDLE SCHOOL  
243 NORTH RANDOLPHVILLE RD  
PISCATAWAY, NJ 08854**

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

<b>Academic Achievement Indicators</b>	<b>Schoolwide Performance</b>	<b>Peer Percentile</b>	<b>State Percentile</b>
English Language Arts/Literacy Met or Exceeded Expectation	<b>54%</b>	<b>71</b>	<b>60</b>
Math Met or Exceeded Expectation	<b>42%</b>		

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

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

<b>Subgroups</b>	<b>Valid Scores</b>	<b>% Meeting Standards</b>	<b>Participation Goal</b>	<b>Participation Rate</b>	<b>Met Participation?</b>
Schoolwide	544	54.4%	95%	95%	<b>YES</b>
White	67	55.3%	95%	94.8%	<b>YES</b>
African American	205	37%	95%	91.7%	<b>YES*</b>
Hispanic	95	56.8%	95%	95.7%	<b>YES</b>
American Indian	-	-	--	--	--
Asian	170	74.7%	95%	98.9%	<b>YES</b>
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	211	40.7%	95%	94.4%	<b>YES*</b>

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

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

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
PISCATAWAY TWP

GRADE SPAN 06-08

THEODORE SCHOR MIDDLE SCHOOL  
243 NORTH RANDOLPHVILLE RD  
PISCATAWAY, NJ 08854

**ESEA Waiver - Math**

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	543	41.8%	95%	94.5%	YES
White	66	42.5%	95%	93.5%	YES*
African American	205	23.5%	95%	90.9%	YES*
Hispanic	95	36.8%	95%	95.7%	YES
American Indian	-	-	--	--	--
Asian	170	67.1%	95%	98.9%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	209	24.4%	95%	93.6%	YES*

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

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

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
PISCATAWAY TWP

GRADE SPAN 06-08

THEODORE SCHOR MIDDLE SCHOOL  
243 NORTH RANDOLPHVILLE RD  
PISCATAWAY, NJ 08854

**PARCC Performance Level**

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

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

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

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
PISCATAWAY TWP

GRADE SPAN 06-08

THEODORE SCHOR MIDDLE SCHOOL  
243 NORTH RANDOLPHVILLE RD  
PISCATAWAY, NJ 08854

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	178	757	749	2%	12%	25%	51%	11%	62%	50%
White	13	765	755	0%	8%	15%	69%	8%	77%	59%
African American	69	745	732	3%	19%	38%	33%	7%	41%	29%
Hispanic	42	756	736	2%	14%	17%	57%	10%	67%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	52	770	770	0%	2%	17%	62%	19%	81%	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	-	-	718	-	-	-	-	-	-	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	77	747	733	4%	16%	35%	42%	4%	45%	30%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
PISCATAWAY TWP

GRADE SPAN 06-08

THEODORE SCHOR MIDDLE SCHOOL  
243 NORTH RANDOLPHVILLE RD  
PISCATAWAY, NJ 08854

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	188	750	750	12%	14%	22%	36%	15%	52%	53%
White	25	751	757	8%	8%	28%	52%	4%	56%	61%
African American	61	734	730	21%	16%	28%	26%	8%	34%	31%
Hispanic	36	750	736	11%	14%	19%	44%	11%	56%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	64	765	777	5%	14%	16%	36%	30%	66%	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	-	-	713	-	-	-	-	-	-	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	82	740	733	13%	21%	24%	38%	4%	41%	33%

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	178	747	750	12%	17%	21%	39%	11%	50%	53%
White	29	742	757	17%	17%	21%	34%	10%	45%	61%
African American	75	737	730	15%	20%	29%	31%	5%	36%	31%
Hispanic	17	724	735	24%	29%	12%	35%	0%	35%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	54	771	778	2%	6%	13%	57%	22%	80%	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	-	-	713	-	-	-	-	-	-	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	52	729	732	19%	29%	19%	31%	2%	33%	34%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
PISCATAWAY TWP

GRADE SPAN 06-08

THEODORE SCHOR MIDDLE SCHOOL  
243 NORTH RANDOLPHVILLE RD  
PISCATAWAY, NJ 08854

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	178	745	743	7%	20%	25%	40%	8%	48%	42%
White	13	754	749	0%	8%	31%	54%	8%	62%	50%
African American	69	728	726	14%	33%	26%	23%	3%	26%	19%
Hispanic	42	741	731	5%	24%	24%	48%	0%	48%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	52	767	768	0%	2%	25%	50%	23%	73%	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	-	-	718	-	-	-	-	-	-	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	77	729	729	13%	32%	27%	23%	4%	27%	23%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
PISCATAWAY TWP

GRADE SPAN 06-08

THEODORE SCHOR MIDDLE SCHOOL  
243 NORTH RANDOLPHVILLE RD  
PISCATAWAY, NJ 08854

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	183	739	740	7%	27%	31%	29%	5%	34%	38%
White	24	743	745	8%	21%	33%	29%	8%	38%	46%
African American	61	725	725	13%	43%	28%	16%	0%	16%	17%
Hispanic	36	741	730	0%	33%	31%	31%	6%	36%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	60	752	760	5%	12%	32%	42%	10%	52%	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	-	-	715	-	-	-	-	-	-	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	81	734	728	7%	33%	35%	20%	5%	25%	21%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
PISCATAWAY TWP

GRADE SPAN 06-08

THEODORE SCHOR MIDDLE SCHOOL  
243 NORTH RANDOLPHVILLE RD  
PISCATAWAY, NJ 08854

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	-	-	726	-	-	-	-	-	-	24%
White	-	-	732	-	-	-	-	-	-	29%
African American	-	-	715	-	-	-	-	-	-	14%
Hispanic	-	-	721	-	-	-	-	-	-	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	-	-	744	-	-	-	-	-	-	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	-	-	705	-	-	-	-	-	-	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	-	-	719	-	-	-	-	-	-	17%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
PISCATAWAY TWP

GRADE SPAN 06-08

THEODORE SCHOR MIDDLE SCHOOL  
243 NORTH RANDOLPHVILLE RD  
PISCATAWAY, NJ 08854

**PARCC ALGEBRA I - Performance Distribution**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	119	759	740	1%	15%	24%	54%	6%	60%	40%
White	16	755	746	6%	13%	19%	63%	0%	63%	47%
African American	41	748	722	0%	22%	34%	44%	0%	44%	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	51	773	769	0%	6%	14%	67%	14%	80%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	26	751	725	0%	19%	42%	31%	8%	38%	21%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
PISCATAWAY TWP

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**PARCC GEOMETRY - Performance Distribution**

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

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

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
PISCATAWAY TWP

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243 NORTH RANDOLPHVILLE RD  
PISCATAWAY, NJ 08854

**2015 National Assessment Educational Progress (NAEP)**

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

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

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

**Proficiency Percentages**

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

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
PISCATAWAY TWP

GRADE SPAN 06-08

THEODORE SCHOR MIDDLE SCHOOL  
243 NORTH RANDOLPHVILLE RD  
PISCATAWAY, NJ 08854

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

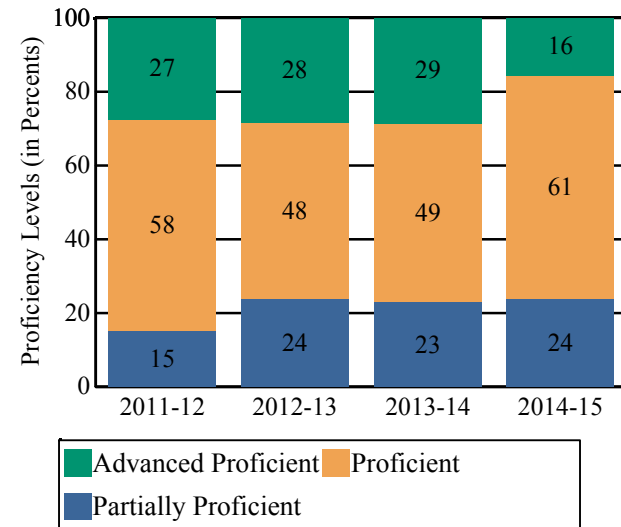
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	16%	61%	24%
White	10%	62%	28%
African American	5%	62%	33%
Hispanic	9%	73%	18%
American Indian	-	-	-
Asian	38%	53%	9%
Two or More Races	-	-	-
Students with Disability	0%	30%	70%
English Language Learners	-	-	-
Economically Disadvantaged Students	6%	56%	38%

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

**NJASK Proficiency Trends - Science - Grade Level - 08**

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



**COLLEGE AND CAREER READINESS**

MIDDLESEX

PISCATAWAY TWP

GRADE SPAN 06-08

THEODORE SCHOR MIDDLE SCHOOL  
243 NORTH RANDOLPHVILLE RD  
PISCATAWAY, NJ 08854

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

**Algebra I Course Enrollment**

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

Algebra I Enrollment Count	Algebra I PARCC Test Count
131	121

**Algebra I Test Taking**

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

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
86.3%	59.5%

- Data Suppressed to protect the confidentiality of students

**COLLEGE AND CAREER READINESS**

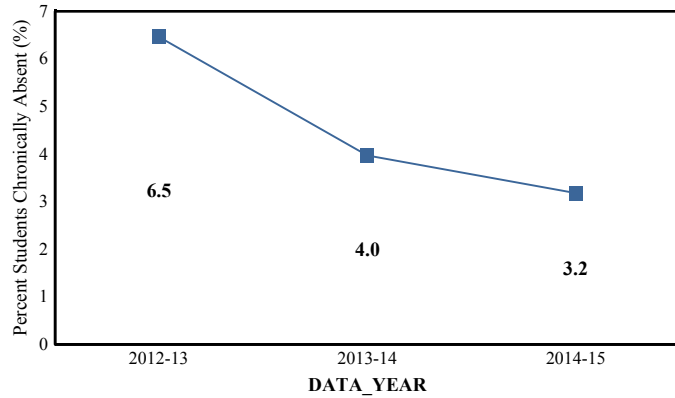
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243 NORTH RANDOLPHVILLE RD  
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GRADE SPAN 06-08

**Chronic Absenteeism Trend**

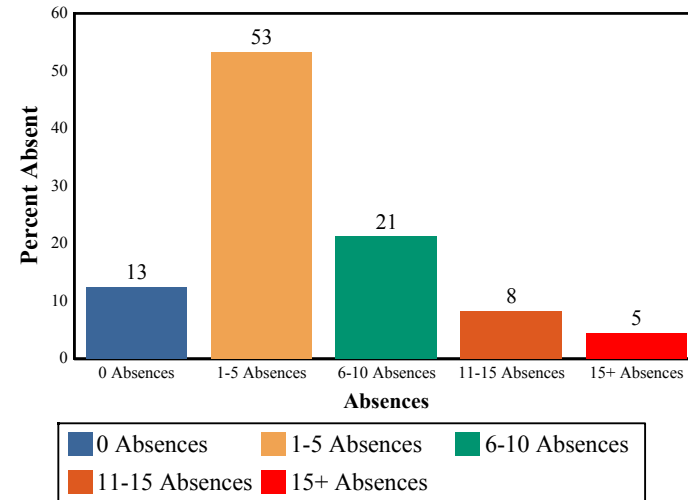
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



<b>Chronic Absenteeism for 2014-15</b>	<b>3.18%</b>
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**Absenteeism**

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



**Visual and Performing Arts**

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

Percent of Students Enrolled	School	State
Dance	N/R	1.6%
Drama/Theater	N/R	3.9%
Music	97.8%	66.0%
Visual Arts	77.5%	71.1%
<b>Total: All Visual and Performing Arts</b>	100.0%	89.8%

N/R - Data Not Reported

**STUDENT GROWTH**

MIDDLESEX

PISCATAWAY TWP

GRADE SPAN 06-08

THEODORE SCHOR MIDDLE SCHOOL  
243 NORTH RANDOLPHVILLE RD  
PISCATAWAY, NJ 08854

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

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	54	59	65	35	YES
Student Growth on Math	48	30	45	35	YES
		45	55		100%

**Student Growth**

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

**Language Arts**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	6%	2%	0%
Partially Met	9%	4%	1%
Approached	8%	10%	7%
Met	7%	15%	20%
Exceeded	1%	2%	9%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	9%	3%	0%
Partially Met	13%	7%	5%
Approached	11%	10%	7%
Met	7%	11%	11%
Exceeded	0%	2%	4%

**Low Growth** is defined as an Student Growth Percentile score less than 35.  
**Typical Growth** is defined as an Student Growth Percentile score between 35 and 65.  
**High Growth** is defined as a Student Growth Percentile score higher than 65.

**WITHIN SCHOOL ACHIEVEMENT GAP**

MIDDLESEX

PISCATAWAY TWP

GRADE SPAN 06-08

THEODORE SCHOR MIDDLE SCHOOL  
243 NORTH RANDOLPHVILLE RD  
PISCATAWAY, NJ 08854

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

**Grade Level - 06**

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

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

Percentile	School Scale Score	State Scale Score
99th	814	850
75th	771	770
50th	755	749
25th	736	726
0th	653	650

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

**Grade Level - 06**

**PARCC MATH 25th %ile vs 75th%ile**

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

Percentile	School Scale Score	State Scale Score
99th	800	850
75th	762	763
50th	744	742
25th	722	721
0th	650	650

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

**WITHIN SCHOOL ACHIEVEMENT GAP**

MIDDLESEX  
PISCATAWAY TWP

GRADE SPAN 06-08

THEODORE SCHOR MIDDLE SCHOOL  
243 NORTH RANDOLPHVILLE RD  
PISCATAWAY, NJ 08854

**Grade Level - 07**

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

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

Percentile	School Scale Score	State Scale Score
99th	833	850
75th	775	776
50th	752	751
25th	725	724
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	50	52

**Grade Level - 08**

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

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

Percentile	School Scale Score	State Scale Score
99th	815	850
75th	775	777
50th	747	751
25th	720	723
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	55	54

**Grade Level - 07**

**PARCC MATH 25th %ile vs 75th%ile**

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

Percentile	School Scale Score	State Scale Score
99th	793	850
75th	758	759
50th	739	740
25th	722	720
0th	675	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	39

**Grade Level - 08**

**PARCC MATH 25th %ile vs 75th%ile**

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

Percentile	School Scale Score	State Scale Score
99th	N/A	850
75th	N/A	748
50th	N/A	726
25th	N/A	704
0th	N/A	650

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

### Length of School Day

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

	School
2014-15	6 Hrs. 15 Mins.

### Student Suspension Rate

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

	School
2014-15	10.3%

### Instructional Time

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

2014-15	School
Full Time	5 Hrs. 23 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student Expulsions

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

	School
2014-15	0

### Student to Staff Ratio

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

2014-15	School
Faculty	12
Administrators	307

**SCHOOL PEER GROUP**

MIDDLESEX

PISCATAWAY TWP

GRADE SPAN 06-08

THEODORE SCHOR MIDDLE SCHOOL  
243 NORTH RANDOLPHVILLE RD  
PISCATAWAY, NJ 08854

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	ABSECON CITY	EMMA C ATTALES	01-0010-050	05-08	46.3%	1.4%	10%
BERGEN	BERGENFIELD BORO	ROY W. BROWN MIDDLE SCHOOL	03-0300-075	06-08	41.5%	2.4%	14.9%
BERGEN	CLIFFSIDE PARK BORO	SCHOOL #6	03-0890-080	KG-08	57.8%	6.8%	17.2%
BERGEN	EAST RUTHERFORD BORO	ALFRED S. FAUST	03-1230-040	05-08	43.1%	2.3%	13.4%
BERGEN	LYNDHURST TWP	LINCOLN SCHOOL	03-2860-090	04-08	30.3%	3.3%	18%
BERGEN	MOONACHIE BORO	ROBERT L. CRAIG SCHOOL	03-3350-060	PK-08	49.8%	5.3%	13%
BURLINGTON	EDGEWATER PARK TWP	SAMUEL M RIDGWAY MIDDLE SCHOOL	05-1280-070	05-08	39.3%	2.6%	15.2%
BURLINGTON	FLORENCE TWP	FLORENCE RIVERFRONT SCHOOL	05-1520-055	04-08	31.8%	0.7%	12.1%
CAMDEN	OAKLYN BORO	OAKLYN PUBLIC SCHOOL	07-3770-050	KG-09	38%	2.1%	16.2%
CHARTERS	BENJAMIN BANNEKER PREP CS	BENJAMIN BANNEKER PREPARATORY CHARTER SCHOOL	80-6076-961	06-08	41.5%	0%	4.8%
CHARTERS	DR LENA EDWARDS ACADEMIC CS	DR LENA EDWARDS ACADEMIC CHARTER SCHOOL	80-6064-946	KG-08	40.6%	0%	3.8%
CHARTERS	LEARNING COMMUNITY CS	LEARNING COMMUNITY CHARTER SCHOOL	80-7115-960	PK-08	32%	0%	9.7%
CUMBERLANI	DEERFIELD TWP	DEERFIELD TOWNSHIP SCHOOL DISTRICT	11-1020-040	PK-08	49.4%	4.7%	14.6%
CUMBERLANI	HOPEWELL TWP	HOPEWELL CREST	11-2270-060	KG-08	34.9%	1.8%	11.7%
CUMBERLANI	STOW CREEK TWP	STOW CREEK TOWNSHIP	11-5070-050	KG-08	40.5%	0%	9%
ESSEX	NEWARK CITY	IVY HILL ELEMENTARY SCHOOL	13-3570-565	PK-08	68.8%	10.3%	18.7%
HUDSON	BAYONNE CITY	NICHOLAS ORESKO #14	17-0220-140	PK-08	44.6%	0%	3.3%
HUDSON	NORTH BERGEN TWP	LINCOLN ELEMENTARY SCHOOL	17-3610-090	PK-08	66.9%	7.8%	12.1%
MIDDLESEX	DUNELLEN BORO	LINCOLN MIDDLE SCHOOL	23-1140-060	06-08	40.9%	2%	10.9%
MIDDLESEX	EDISON TWP	THOMAS JEFFERSON MIDDLE SCHOOL	23-1290-060	06-08	39.7%	3.4%	15.3%
MIDDLESEX	HIGHLAND PARK BORO	HIGHLAND PARK MIDDLE SCHOOL	23-2150-060	06-08	39.8%	3.2%	16.2%
MIDDLESEX	NORTH BRUNSWICK TWP	LINWOOD MIDDLE SCHOOL	23-3620-065	06-08	39.3%	2.8%	11.2%

**SCHOOL PEER GROUP**

MIDDLESEX  
PISCATAWAY TWP

GRADE SPAN 06-08

**THEODORE SCHOR MIDDLE SCHOOL**  
**243 NORTH RANDOLPHVILLE RD**  
**PISCATAWAY, NJ 08854**

MIDDLESEX	OLD BRIDGE TWP	CARL SANDBURG MIDDLE SCHOOL	23-3845-103	06-08	31.7%	2.4%	14.1%
MIDDLESEX	PISCATAWAY TWP	<b>THEODORE SCHOR MIDDLE SCHOOL</b>	<b>23-4130-057</b>	<b>06-08</b>	<b>39.5%</b>	<b>1.8%</b>	<b>10.9%</b>
MIDDLESEX	SOUTH PLAINFIELD BORO	SOUTH PLAINFIELD MIDDLE SCHOOL	23-4910-053	07-08	30.6%	1%	15.3%
MONMOUTH	MATAWAN-ABERDEEN REGIONAL	MATAWAN-ABERDEEN MIDDLE SCHOOL	25-3040-053	06-08	30.3%	1%	13%
MORRIS	NETCONG BORO	NETCONG ELEMENTARY SCHOOL	27-3520-060	PK-08	37.5%	4.4%	18.2%
SOMERSET	FRANKLIN TWP	FRANKLIN MIDDLE SCHOOL	35-1610-160	07-08	49.1%	4.6%	15.7%
SOMERSET	SOMERVILLE BORO	SOMERVILLE MIDDLE SCHOOL	35-4820-055	06-08	44.4%	3.2%	15.8%
SOMERSET	SOUTH BOUND BROOK	ROBERT MORRIS SCHOOL	35-4850-060	PK-08	46.9%	3.7%	10.9%
UNION	ROSELLE PARK BORO	ROSELLE PARK MIDDLE SCHOOL	39-4550-085	06-08	41.5%	4.9%	16%



# State of New Jersey

2014-15

23-4130-060

ARBOR ELEMENTARY SCHOOL

1717 LESTER PLACE

PISCATAWAY, NJ 08854

## OVERVIEW

MIDDLESEX

PISCATAWAY TWP

GRADE SPAN 04-05

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

In particular, the School Performance Reports seek to:

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

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

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

**DEMOGRAPHIC INFORMATION**

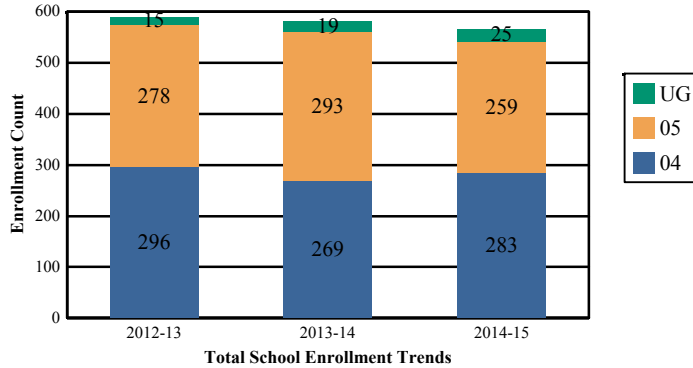
MIDDLESEX  
PISCATAWAY TWP

23-4130-060  
ARBOR ELEMENTARY SCHOOL  
1717 LESTER PLACE  
PISCATAWAY, NJ 08854

GRADE SPAN 04-05

**Enrollment by Grade**

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

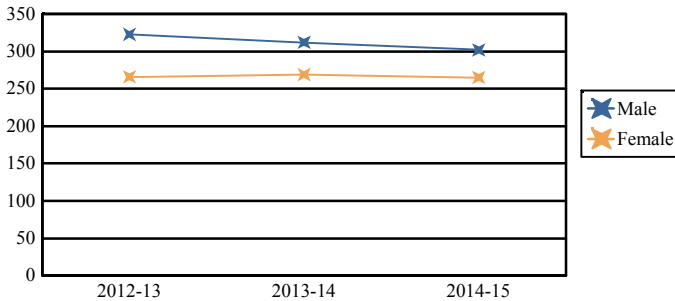


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	589
2013-14	581
2014-15	567

**Enrollment by Gender**

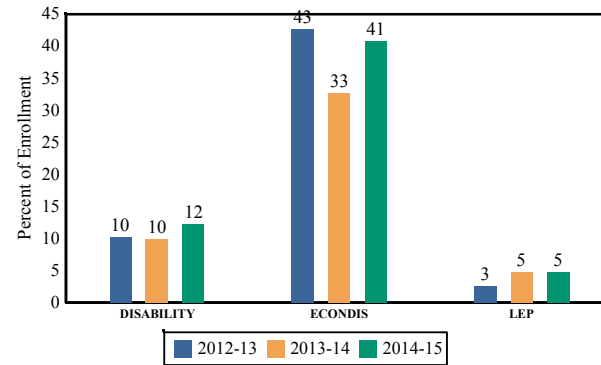
This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	323	266
2013-14	312	269
2014-15	302	265

**Enrollment Trends by Program Participation**

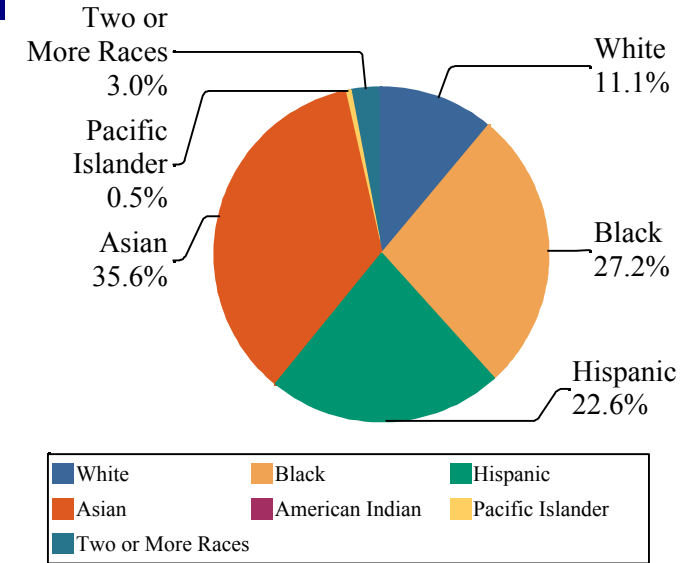
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	69	12%
Economically Disadvantaged Students	231	40.7%
English Language Learners	27	4.8%

**Enrollment by Ethnic/Racial Subgroup**

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



**Language Diversity**

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

2014-15	Percent
English	68.8%
Spanish	10.4%
Gujarati	7.2%
Hindi	2.9%
Tagalog	2.0%
Telugu	1.4%
Other	7.4%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
PISCATAWAY TWP

GRADE SPAN 04-05

ARBOR ELEMENTARY SCHOOL  
1717 LESTER PLACE  
PISCATAWAY, NJ 08854

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	58%	91	58
Math Met or Exceeded Expectation	53%		

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

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	492	57.9%	95%	97.7%	YES
White	51	62.7%	95%	93%	YES*
African American	125	39.2%	95%	95.3%	YES
Hispanic	112	41.1%	95%	99.3%	YES
American Indian	-	-	--	--	--
Asian	190	77.3%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	44	22.8%	95%	98.5%	YES
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	184	44%	95%	97.7%	YES

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

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

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
PISCATAWAY TWP

GRADE SPAN 04-05

ARBOR ELEMENTARY SCHOOL  
1717 LESTER PLACE  
PISCATAWAY, NJ 08854

**ESEA Waiver - Math**

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	491	53.1%	95%	97.5%	YES
White	50	44%	95%	91.7%	YES*
African American	125	34.4%	95%	95.3%	YES
Hispanic	112	33.9%	95%	99.3%	YES
American Indian	-	-	--	--	--
Asian	190	78.4%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	44	22.7%	95%	98.5%	YES
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	184	38%	95%	97.7%	YES

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

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

**ACADEMIC ACHIEVEMENT**

MIDDLESEX

PISCATAWAY TWP

GRADE SPAN 04-05

**PARCC Performance Level**

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

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

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

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
PISCATAWAY TWP

ARBOR ELEMENTARY SCHOOL  
1717 LESTER PLACE  
PISCATAWAY, NJ 08854

GRADE SPAN 04-05

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	245	751	751	5%	12%	29%	46%	7%	53%	52%
White	23	757	758	0%	9%	30%	48%	13%	61%	63%
African American	62	743	733	5%	16%	44%	34%	2%	35%	30%
Hispanic	61	735	737	13%	18%	38%	31%	0%	31%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	90	764	773	2%	7%	14%	63%	13%	77%	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	15	723	717	27%	20%	33%	20%	0%	20%	15%
Economically Disadvantaged Students	89	742	734	9%	16%	34%	38%	3%	42%	31%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
PISCATAWAY TWP

ARBOR ELEMENTARY SCHOOL  
1717 LESTER PLACE  
PISCATAWAY, NJ 08854

GRADE SPAN 04-05

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	247	754	751	3%	14%	20%	57%	6%	62%	53%
White	28	754	757	4%	11%	21%	61%	4%	64%	62%
African American	63	742	734	5%	21%	32%	43%	0%	43%	31%
Hispanic	51	745	737	6%	24%	18%	51%	2%	53%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	100	767	771	1%	7%	14%	66%	12%	78%	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	36	723	723	11%	56%	17%	17%	0%	17%	21%
English Language Learners	11	745	717	0%	9%	64%	27%	0%	27%	15%
Economically Disadvantaged Students	95	742	734	6%	22%	25%	45%	1%	46%	31%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
PISCATAWAY TWP

ARBOR ELEMENTARY SCHOOL  
1717 LESTER PLACE  
PISCATAWAY, NJ 08854

GRADE SPAN 04-05

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	244	749	744	5%	12%	32%	48%	3%	51%	42%
White	22	751	749	0%	9%	41%	50%	0%	50%	50%
African American	62	737	727	10%	16%	39%	35%	0%	35%	20%
Hispanic	61	732	732	11%	20%	46%	23%	0%	23%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	90	767	769	0%	4%	16%	71%	9%	80%	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	15	734	722	13%	20%	40%	27%	0%	27%	15%
Economically Disadvantaged Students	89	739	730	8%	18%	40%	34%	0%	34%	23%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
PISCATAWAY TWP

ARBOR ELEMENTARY SCHOOL  
1717 LESTER PLACE  
PISCATAWAY, NJ 08854

GRADE SPAN 04-05

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	247	753	744	4%	12%	29%	45%	10%	55%	42%
White	28	746	749	11%	11%	39%	29%	11%	39%	49%
African American	63	739	728	3%	19%	44%	33%	0%	33%	21%
Hispanic	51	744	733	8%	18%	27%	43%	4%	47%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	100	768	768	0%	6%	17%	58%	19%	77%	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	36	726	724	14%	36%	33%	17%	0%	17%	19%
English Language Learners	11	752	724	0%	9%	27%	55%	9%	64%	17%
Economically Disadvantaged Students	95	744	731	6%	14%	38%	37%	5%	42%	23%

**2015 National Assessment Educational Progress (NAEP)**

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation’s students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation’s Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

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

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

**Proficiency Percentages**

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

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
PISCATAWAY TWP

GRADE SPAN 04-05

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

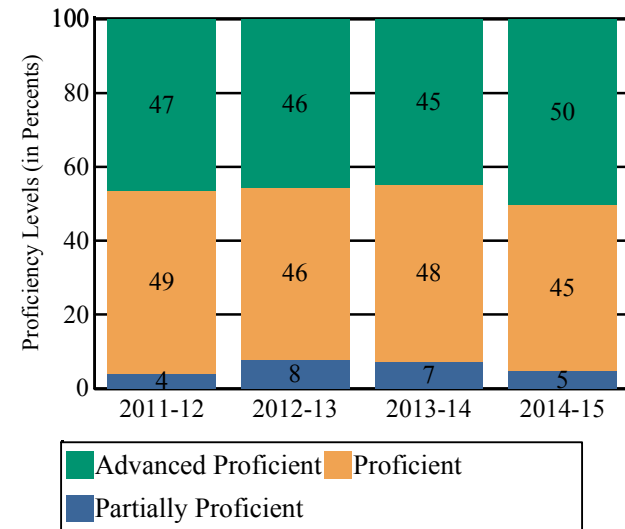
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	50%	45%	5%
White	79%	21%	0%
African American	40%	54%	6%
Hispanic	23%	68%	8%
American Indian	-	-	-
Asian	70%	29%	1%
Two or More Races	42%	50%	8%
Students with Disability	-	-	-
English Language Learners	8%	75%	17%
Economically Disadvantaged Students	36%	57%	7%

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

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

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



**COLLEGE AND CAREER READINESS**

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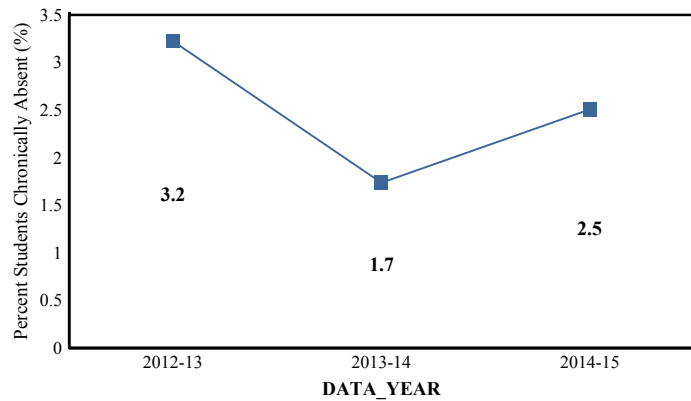
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PISCATAWAY, NJ 08854

GRADE SPAN 04-05

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

**Chronic Absenteeism Trend**

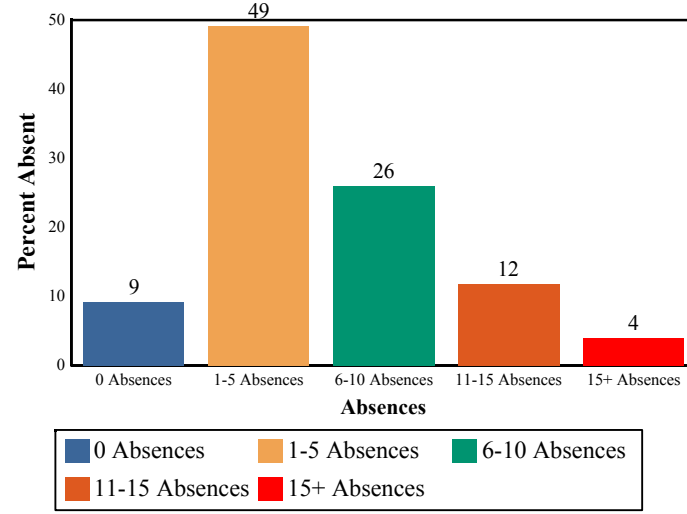
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



<b>Chronic Absenteeism for 2014-15</b>	<b>2.51%</b>
--	--------------

**Absenteeism**

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



**STUDENT GROWTH**

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GRADE SPAN 04-05

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

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	43	32	23	35	YES
Student Growth on Math	54	66	56	35	YES
		49	40		100%

**Student Growth**

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

**Language Arts**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	5%	1%	0%
Partially Met	8%	4%	2%
Approached	14%	6%	5%
Met	14%	18%	17%
Exceeded	0%	1%	5%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	5%	1%	0%
Partially Met	7%	4%	2%
Approached	10%	12%	8%
Met	9%	16%	20%
Exceeded	0%	1%	6%

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

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

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

**WITHIN SCHOOL ACHIEVEMENT GAP**

MIDDLESEX  
PISCATAWAY TWP

GRADE SPAN 04-05

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

**Grade Level - 04**

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

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

Percentile	School Scale Score	State Scale Score
99th	817	850
75th	768	773
50th	749	750
25th	727	728
0th	657	650

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

**Grade Level - 04**

**PARCC MATH 25th %ile vs 75th%ile**

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

Percentile	School Scale Score	State Scale Score
99th	808	850
75th	765	764
50th	746	742
25th	726	721
0th	674	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	43

**WITHIN SCHOOL ACHIEVEMENT GAP**

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GRADE SPAN 04-05

**Grade Level - 05**

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

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

Percentile	School Scale Score	State Scale Score
99th	817	850
75th	773	773
50th	755	751
25th	733	728
0th	680	650

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

**Grade Level - 05**

**PARCC MATH 25th %ile vs 75th%ile**

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

Percentile	School Scale Score	State Scale Score
99th	812	850
75th	772	763
50th	754	743
25th	733	723
0th	671	650

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

**SCHOOL CLIMATE**

MIDDLESEX

PISCATAWAY TWP

GRADE SPAN 04-05

**Length of School Day**

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

	School
2014-15	6 Hrs. 15 Mins.

**Student Suspension Rate**

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

	School
2014-15	4.1%

**Instructional Time**

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

2014-15	School
Full Time	5 Hrs. 25 Mins.
Shared Time	0 Hrs. 0 Mins.

**Student Expulsions**

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

	School
2014-15	0

**Student to Staff Ratio**

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

2014-15	School
Faculty	14
Administrators	378

**SCHOOL PEER GROUP**

MIDDLESEX

PISCATAWAY TWP

GRADE SPAN 04-05

ARBOR ELEMENTARY SCHOOL

1717 LESTER PLACE

PISCATAWAY, NJ 08854

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	BUENA REGIONAL	JOHN C. MILANESI ELEMENTARY SCHOOL	01-0590-055	PK-03	56.7%	7.9%	24.6%
ATLANTIC	HAMILTON TWP	GEORGE L. HESS EDUCATIONAL COMPLEX	01-1940-055	PK-05	38.2%	2.5%	13.8%
ATLANTIC	HAMMONTON TOWN	WARREN E. SOOY JR. ELEMENTARY SCHOOL	01-1960-055	PK-05	49.2%	9.5%	14.5%
BERGEN	BERGENFIELD BORO	WASHINGTON ELEMENTARY SCHOOL	03-0300-080	KG-05	38.9%	6.2%	8.8%
BERGEN	ELMWOOD PARK	GANTNER AVENUE SCHOOL	03-1345-070	KG-05	41.5%	0%	20.2%
BERGEN	RIDGEFIELD PARK TWP	LINCOLN ELEMENTARY SCHOOL	03-4380-070	PK-06	44.7%	7.9%	11%
BERGEN	RIDGEFIELD PARK TWP	ROOSEVELT ELEMENTARY SCHOOL	03-4380-080	KG-06	35.4%	4.8%	8.3%
BURLINGTON	DELANCO TWP	M. JOAN PEARSON ELEMENTARY SCHOOL	05-1030-030	KG-05	39.9%	1.9%	13.8%
BURLINGTON	EDGEWATER PARK TWP	MAGOWAN ELEMENTARY SCHOOL	05-1280-050	PK-04	46.9%	8%	13.3%
BURLINGTON	MAPLE SHADE TWP	MAUDE M. WILKINS ELEMENTARY SCHOOL	05-3010-080	PK-04	46.8%	1.2%	21.9%
CHARTERS	KINGDOM CS OF LEADERSHIP	THE KINGDOM CHARTER SCHOOL OF LEADERSHIP	80-6067-949	KG-06	31.3%	3%	4%
ESSEX	BLOOMFIELD TWP	FRANKLIN ELEMENTARY	13-0410-130	PK-06	37.7%	5.6%	8.9%
ESSEX	WEST ORANGE TOWN	EDISON MIDDLE SCHOOL	13-5680-070	06	42.6%	1.8%	18.5%
GLOUCESTER	FRANKLIN TWP	CAROLINE L. REUTTER SCHOOL	15-1590-070	05-06	38.2%	0.5%	16.5%
GLOUCESTER	FRANKLIN TWP	MAIN ROAD SCHOOL	15-1590-095	03-04	37.3%	1.2%	14.4%
GLOUCESTER	MONROE TWP	HOLLY GLEN ELEMENTARY SCHOOL	15-3280-075	KG-04	50.9%	8.7%	17.7%
MIDDLESEX	HIGHLAND PARK BORO	BARTLE ELEMENTARY SCHOOL	23-2150-085	02-05	41.9%	5.7%	12%
MIDDLESEX	OLD BRIDGE TWP	LEROY GORDON COOPER ELEMENTARY SCHOOL	23-3845-113	KG-05	40.6%	3.4%	13.4%
MIDDLESEX	PISCATAWAY TWP	ARBOR ELEMENTARY SCHOOL	23-4130-060	04-05	40.7%	4.8%	12.2%
MIDDLESEX	SAYREVILLE BORO	HARRY S. TRUMAN ELEMENTARY SCHOOL	23-4660-075	KG-03	33.7%	0.9%	11.6%
MIDDLESEX	SOUTH AMBOY CITY	SOUTH AMBOY ELEMENTARY	23-4830-060	PK-05	46.5%	1.6%	21.5%

**SCHOOL PEER GROUP**

**ARBOR ELEMENTARY SCHOOL  
1717 LESTER PLACE  
PISCATAWAY, NJ 08854**

MIDDLESEX

GRADE SPAN 04-05

PISCATAWAY TWP

MIDDLESEX	WOODBIDGE TWP	LAFAYETTE ESTATES ELEMENTARY SCHOOL	23-5850-200	KG-05	38.9%	8.3%	3.8%
MIDDLESEX	WOODBIDGE TWP	PORT READING SCHOOL	23-5850-275	PK-05	35.9%	0%	12.7%
OCEAN	BRICK TWP	VETERANS MEMORIAL ELEMENTARY SCHOOL	29-0530-080	KG-05	41.5%	0%	19.1%
OCEAN	LACEY TWP	FORKED RIVER ELEMENTARY SCHOOL	29-2480-050	KG-04	37.4%	3.2%	12.2%
OCEAN	MANCHESTER TWP	MANCHESTER TOWNSHIP ELEMENTARY SCHOOL	29-2940-043	KG-05	33%	0.2%	12.3%
OCEAN	TOMS RIVER REGIONAL	EAST DOVER ELEMENTARY SCHOOL	29-5190-070	KG-05	36.6%	0.2%	14.4%
OCEAN	TOMS RIVER REGIONAL	WASHINGTON STREET ELEMENTARY SCHOOL	29-5190-110	KG-05	36.2%	0%	12.9%
PASSAIC	HAWTHORNE BORO	WASHINGTON ELEMENTARY SCHOOL	31-2100-100	KG-05	44.8%	5%	14.6%
SOMERSET	FRANKLIN TWP	SAMPSON G. SMITH SCHOOL	35-1610-150	05-06	48.8%	5.5%	18%
SOMERSET	MANVILLE BORO	ROOSEVELT SCHOOL	35-3000-080	PK-05	48.2%	1.3%	23.2%



State of New Jersey  
2014-15

23-4130-065

OVERVIEW

MIDDLESEX

PISCATAWAY TWP

DWIGHT D. EISENHOWER ELEMENTARY SCHOOL

360 STELTON ROAD

PISCATAWAY, NJ 08854

GRADE SPAN KG-03

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

In particular, the School Performance Reports seek to:

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

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

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

**DEMOGRAPHIC INFORMATION**

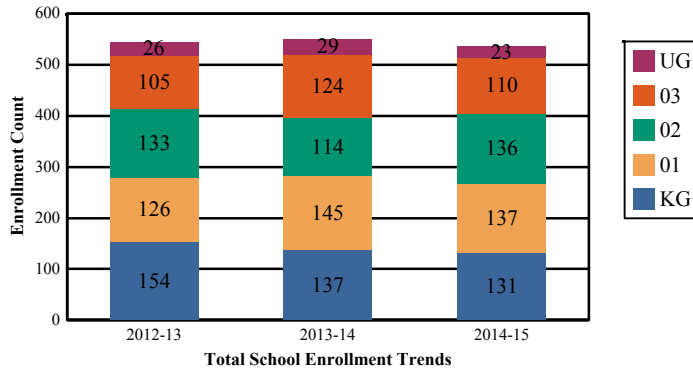
MIDDLESEX  
PISCATAWAY TWP

23-4130-065  
DWIGHT D. EISENHOWER ELEMENTARY SCHOOL  
360 STELTON ROAD  
PISCATAWAY, NJ 08854

GRADE SPAN KG-03

**Enrollment by Grade**

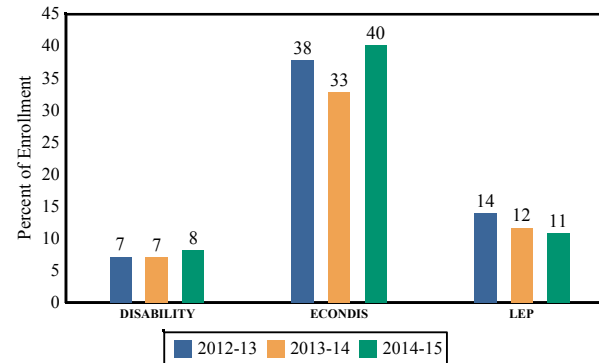
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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

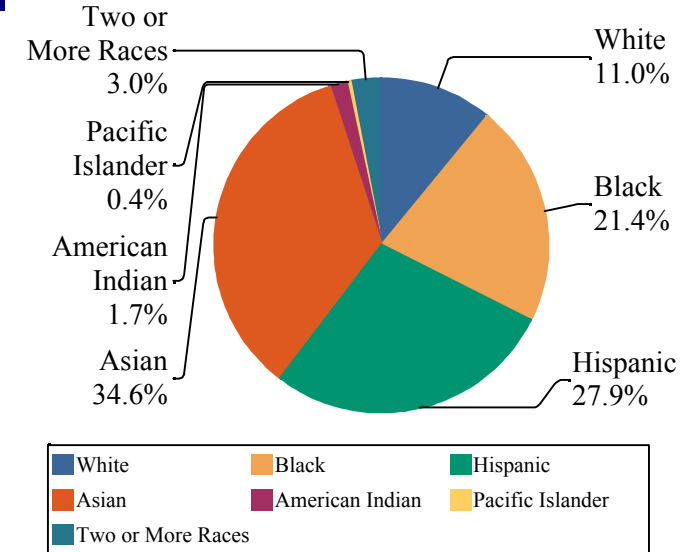
**Enrollment Trends by Program Participation**

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



**Enrollment by Ethnic/Racial Subgroup**

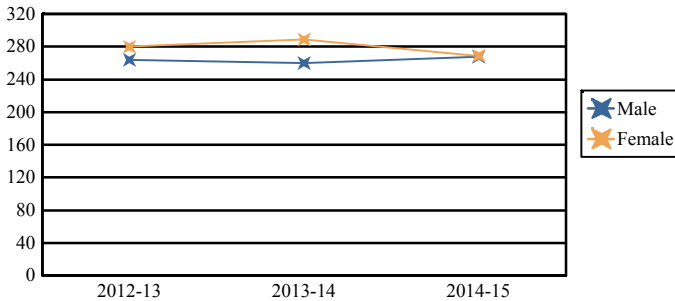
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	544
2013-14	549
2014-15	537

**Enrollment by Gender**

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



	Male	Female
2012-13	264	280
2013-14	260	289
2014-15	268	269

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	44	8%
Economically Disadvantaged Students	216	40.2%
English Language Learners	58	10.8%

**Language Diversity**

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

2014-15	Percent
English	62.9%
Spanish	12.0%
Gujarati	8.9%
Telugu	3.4%
Hindi	3.0%
Vietnamese	1.9%
Other	7.8%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
PISCATAWAY TWP

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GRADE SPAN KG-03

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	36%	33	22
Math Met or Exceeded Expectation	51%		

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

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	110	36.4%	95%	98.3%	YES
White	-	-	--	--	--
African American	-	-	--	--	--
Hispanic	34	17.6%	95%	100%	-
American Indian	-	-	--	--	--
Asian	35	51.5%	95%	97.2%	-
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	45	22.2%	95%	100%	YES

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

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

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
PISCATAWAY TWP

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GRADE SPAN KG-03

**ESEA Waiver - Math**

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	109	50.5%	95%	97.4%	YES
White	-	-	--	--	--
African American	-	-	--	--	--
Hispanic	34	26.4%	95%	100%	-
American Indian	-	-	--	--	--
Asian	35	77.1%	95%	94.7%	-
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	45	40%	95%	98%	YES

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

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

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
PISCATAWAY TWP

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360 STELTON ROAD  
PISCATAWAY, NJ 08854

GRADE SPAN KG-03

**PARCC Performance Level**

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

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

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

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
PISCATAWAY TWP

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GRADE SPAN KG-03

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	110	739	744	11%	23%	30%	35%	1%	36%	44%
White	14	750	753	7%	21%	21%	50%	0%	50%	55%
African American	21	729	725	14%	24%	38%	24%	0%	24%	26%
Hispanic	34	721	727	18%	38%	26%	18%	0%	18%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	35	757	769	3%	11%	34%	49%	3%	51%	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	19	711	718	26%	21%	21%	32%	0%	32%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	45	725	724	20%	24%	33%	22%	0%	22%	24%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
PISCATAWAY TWP

DWIGHT D. EISENHOWER ELEMENTARY SCHOOL  
360 STELTON ROAD  
PISCATAWAY, NJ 08854

GRADE SPAN KG-03

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	109	749	746	6%	17%	27%	41%	9%	50%	46%
White	14	755	752	7%	14%	29%	50%	0%	50%	56%
African American	21	741	728	5%	24%	29%	33%	10%	43%	25%
Hispanic	34	731	733	12%	26%	35%	24%	3%	26%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	35	768	772	0%	6%	17%	60%	17%	77%	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	18	721	727	28%	17%	17%	17%	22%	39%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	45	737	730	13%	18%	29%	33%	7%	40%	26%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
PISCATAWAY TWP

DWIGHT D. EISENHOWER ELEMENTARY SCHOOL  
360 STELTON ROAD  
PISCATAWAY, NJ 08854

GRADE SPAN KG-03

**2015 National Assessment Educational Progress (NAEP)**

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation’s students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation’s Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

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

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

**Proficiency Percentages**

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

**COLLEGE AND CAREER READINESS**

MIDDLESEX  
PISCATAWAY TWP

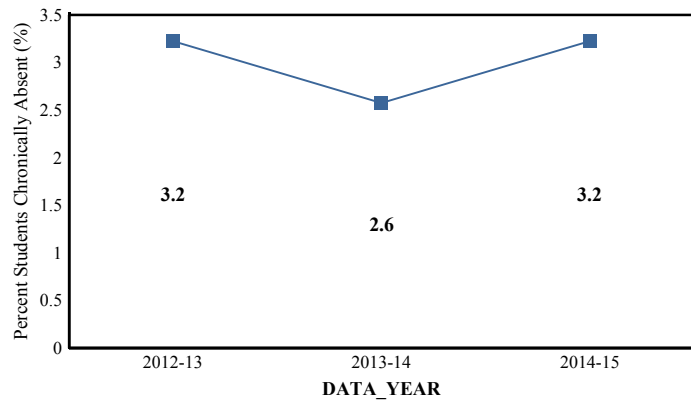
DWIGHT D. EISENHOWER ELEMENTARY SCHOOL  
360 STELTON ROAD  
PISCATAWAY, NJ 08854

GRADE SPAN KG-03

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

**Chronic Absenteeism Trend**

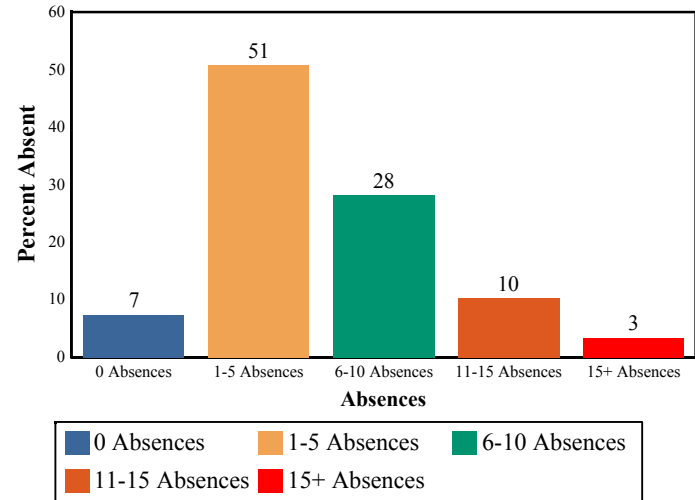
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



<b>Chronic Absenteeism for 2014-15</b>	<b>3.23%</b>
--	--------------

**Absenteeism**

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



**WITHIN SCHOOL ACHIEVEMENT GAP**

MIDDLESEX  
PISCATAWAY TWP

DWIGHT D. EISENHOWER ELEMENTARY SCHOOL  
360 STELTON ROAD  
PISCATAWAY, NJ 08854

GRADE SPAN KG-03

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

**Grade Level - 03**

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

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

Percentile	School Scale Score	State Scale Score
99th	802	850
75th	763	770
50th	737	743
25th	716	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	47	55

**Grade Level - 03**

**PARCC MATH 25th %ile vs 75th%ile**

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

Percentile	School Scale Score	State Scale Score
99th	820	850
75th	775	767
50th	748	745
25th	731	722
0th	650	650

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

**SCHOOL CLIMATE**

MIDDLESEX

PISCATAWAY TWP

DWIGHT D. EISENHOWER ELEMENTARY SCHOOL

360 STELTON ROAD

PISCATAWAY, NJ 08854

GRADE SPAN KG-03

**Length of School Day**

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

	School
2014-15	6 Hrs. 15 Mins.

**Student Suspension Rate**

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

	School
2014-15	1.3%

**Instructional Time**

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

2014-15	School
Full Time	5 Hrs. 25 Mins.
Shared Time	0 Hrs. 0 Mins.

**Student Expulsions**

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

	School
2014-15	0

**Student to Staff Ratio**

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

2014-15	School
Faculty	15
Administrators	537

**SCHOOL PEER GROUP**

**MIDDLESEX  
PISCATAWAY TWP**

**DWIGHT D. EISENHOWER ELEMENTARY SCHOOL  
360 STELTON ROAD  
PISCATAWAY, NJ 08854**

**GRADE SPAN KG-03**

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	BERGENFIELD BORO	FRANKLIN ELEMENTARY SCHOOL	03-0300-040	KG-05	35%	4.6%	12.7%
BERGEN	TEANECK TWP	JAMES RUSSELL LOWELL ELEMENTARY SCHOOL	03-5150-130	KG-04	38.1%	3%	14.9%
BERGEN	WALLINGTON BORO	FRANK W. GAVLAK ELEMENTARY SCHOOL	03-5430-055	KG-06	34.9%	3.1%	14.3%
BURLINGTON	MAPLE SHADE TWP	RALPH J. STEINHAUER ELEMENTARY SCHOOL	05-3010-100	05-06	44.3%	2%	22.3%
CAMDEN	CHERRY HILL TWP	CLARA BARTON ELEMENTARY SCHOOL	07-0800-069	KG-05	34.6%	5.8%	9.2%
CAMDEN	COLLINGSWOOD BORO	MARK NEWBIE ELEMENTARY SCHOOL	07-0940-060	KG-05	37.3%	0%	18.2%
CAMDEN	LAUREL SPRINGS BORO	LAUREL SPRINGS SCHOOL	07-2540-050	PK-06	36.5%	1.4%	18.7%
CAMDEN	WATERFORD TWP	THOMAS RICHARDS ELEMENTARY SCHOOL	07-5560-060	PK-04	31.4%	0%	13.8%
CAMDEN	WATERFORD TWP	WATERFORD ELEMENTARY SCHOOL	07-5560-100	04-06	33.2%	0.3%	16.2%
CAPE MAY	MIDDLE TWP	MIDDLE TOWNSHIP ELEMENTARY #2	09-3130-085	03-05	44%	2.3%	21.7%
CUMBERLANI	UPPER DEERFIELD TWP	ELIZABETH F. MOORE SCHOOL	11-5300-060	04-05	54.9%	8.2%	27.2%
ESSEX	WEST ORANGE TOWN	PLEASANTDALE ELEMENTARY SCHOOL	13-5680-150	PK-05	43.4%	4.5%	18.9%
GLOUCESTER	GREENWICH TWP	BROAD STREET ELEMENTARY SCHOOL	15-1830-050	KG-04	35.6%	0%	17.8%
GLOUCESTER	MONROE TWP	OAK KNOLL ELEMENTARY SCHOOL	15-3280-090	KG-04	30.4%	0%	15.4%
GLOUCESTER	MONROE TWP	WHITEHALL ELEMENTARY SCHOOL	15-3280-100	KG-04	33.7%	0%	15.5%
MERCER	EAST WINDSOR REGIONAL	GRACE N. ROGERS ELEMENTARY SCHOOL	21-1245-060	PK-05	47.4%	14.9%	7%
MIDDLESEX	CARTERET BORO	PRIVATE NICHOLAS MINUE ELEMENTARY SCHOOL	23-0750-057	PK-05	54.2%	20.6%	7.2%
MIDDLESEX	NORTH BRUNSWICK TWP	ARTHUR M. JUDD	23-3620-055	PK-05	32.3%	3.1%	10.5%
MIDDLESEX	OLD BRIDGE TWP	CHEESEQUAKE ELEMENTARY SCHOOL	23-3845-105	KG-05	34%	6.9%	8%
MIDDLESEX	PISCATAWAY TWP	DWIGHT D. EISENHOWER ELEMENTARY SCHOOL	23-4130-065	KG-03	40.2%	10.8%	7.3%
MIDDLESEX	PISCATAWAY TWP	GRANDVIEW ELEMENTARY SCHOOL	23-4130-080	PK-03	32.6%	7.7%	5.9%

**SCHOOL PEER GROUP**

MIDDLESEX  
PISCATAWAY TWP

DWIGHT D. EISENHOWER ELEMENTARY SCHOOL  
360 STELTON ROAD  
PISCATAWAY, NJ 08854

GRADE SPAN KG-03

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



State of New Jersey  
2014-15

23-4130-080

OVERVIEW

MIDDLESEX  
PISCATAWAY TWP

GRADE SPAN PK-03

GRANDVIEW ELEMENTARY SCHOOL  
130 NORTH RANDOLPHVILLE RD  
PISCATAWAY, NJ 08854

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

In particular, the School Performance Reports seek to:

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

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

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

**DEMOGRAPHIC INFORMATION**

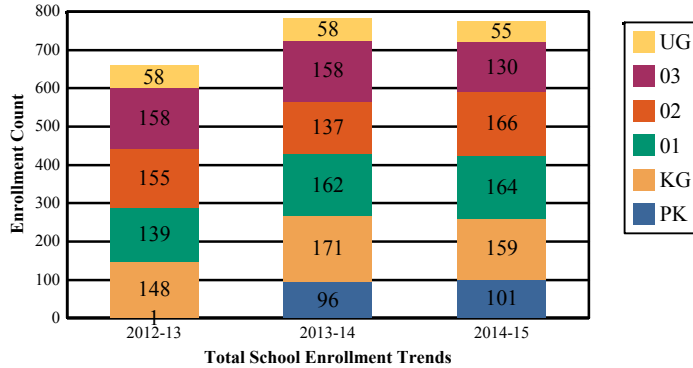
MIDDLESEX  
PISCATAWAY TWP

GRANDVIEW ELEMENTARY SCHOOL  
130 NORTH RANDOLPHVILLE RD  
PISCATAWAY, NJ 08854

GRADE SPAN PK-03

**Enrollment by Grade**

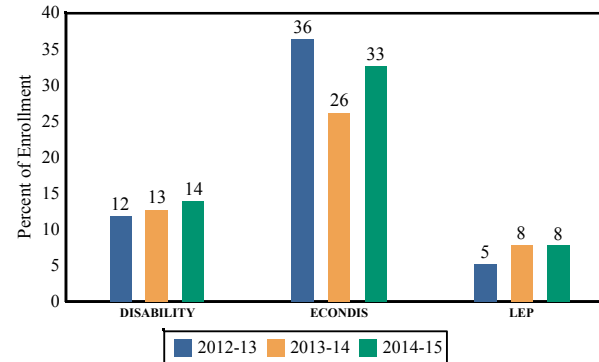
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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

**Enrollment Trends by Program Participation**

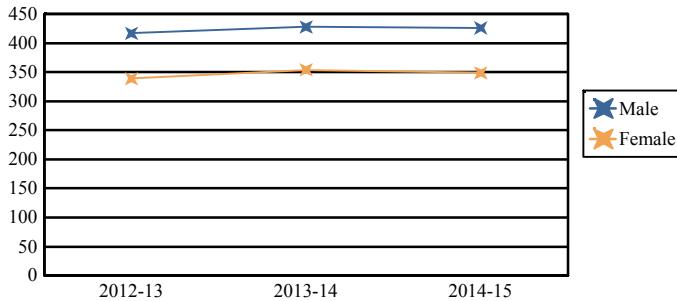
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Total School Enrollment	
2012-13	756
2013-14	782
2014-15	775

**Enrollment by Gender**

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

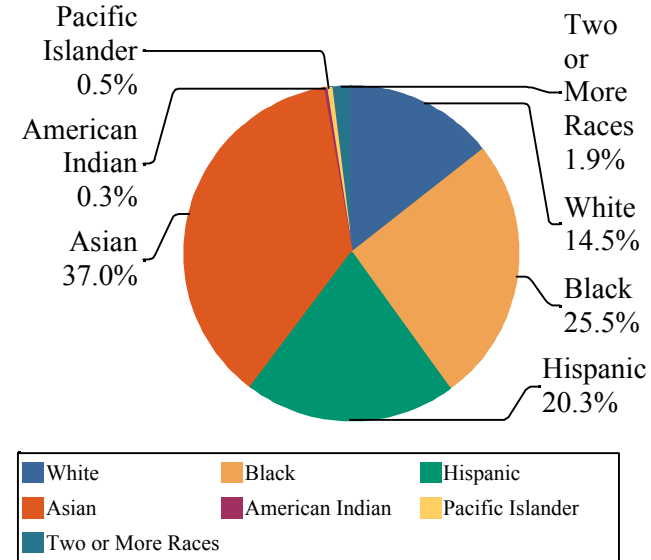


	Male	Female
2012-13	417	339
2013-14	428	354
2014-15	426	349

Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	108	14%
Economically Disadvantaged Students	253	32.7%
English Language Learners	60	7.7%

**Enrollment by Ethnic/Racial Subgroup**

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



**Language Diversity**

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

2014-15	Percent
English	67.6%
Spanish	6.8%
Gujarati	3.7%
Telugu	3.5%
Arabic	3.2%
Hindi	2.7%
Other	12.6%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
PISCATAWAY TWP

GRADE SPAN PK-03

GRANDVIEW ELEMENTARY SCHOOL  
130 NORTH RANDOLPHVILLE RD  
PISCATAWAY, NJ 08854

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	48%	62	39
Math Met or Exceeded Expectation	57%		

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

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	126	47.6%	95%	97.8%	YES
White	-	-	--	--	--
African American	38	23.7%	95%	100%	YES
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	43	72.1%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	32	25%	95%	100%	-

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

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

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
PISCATAWAY TWP

GRADE SPAN PK-03

GRANDVIEW ELEMENTARY SCHOOL  
130 NORTH RANDOLPHVILLE RD  
PISCATAWAY, NJ 08854

**ESEA Waiver - Math**

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	126	57.2%	95%	98.6%	YES
White	-	-	--	--	--
African American	38	31.6%	95%	100%	YES
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	43	76.7%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	32	43.7%	95%	100%	-

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

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

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
PISCATAWAY TWP

GRADE SPAN PK-03

GRANDVIEW ELEMENTARY SCHOOL  
130 NORTH RANDOLPHVILLE RD  
PISCATAWAY, NJ 08854

**PARCC Performance Level**

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

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

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

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
PISCATAWAY TWP

GRADE SPAN PK-03

GRANDVIEW ELEMENTARY SCHOOL  
130 NORTH RANDOLPHVILLE RD  
PISCATAWAY, NJ 08854

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	126	747	744	6%	17%	29%	45%	2%	48%	44%
White	19	749	753	0%	16%	42%	42%	0%	42%	55%
African American	38	728	725	21%	21%	34%	24%	0%	24%	26%
Hispanic	22	745	727	0%	18%	45%	32%	5%	36%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	43	763	769	0%	14%	14%	67%	5%	72%	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	19	721	718	11%	37%	16%	37%	0%	37%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	32	730	724	9%	25%	41%	25%	0%	25%	24%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
PISCATAWAY TWP

GRADE SPAN PK-03

GRANDVIEW ELEMENTARY SCHOOL  
130 NORTH RANDOLPHVILLE RD  
PISCATAWAY, NJ 08854

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	126	756	746	2%	13%	28%	40%	17%	57%	46%
White	18	759	752	0%	11%	28%	56%	6%	61%	56%
African American	38	733	728	8%	32%	29%	32%	0%	32%	25%
Hispanic	22	752	733	0%	9%	36%	45%	9%	55%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	43	776	772	0%	0%	23%	37%	40%	77%	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	19	736	727	5%	26%	32%	21%	16%	37%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	32	741	730	6%	16%	34%	41%	3%	44%	26%

### 2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

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

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

#### Proficiency Percentages

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

**COLLEGE AND CAREER READINESS**

MIDDLESEX  
PISCATAWAY TWP

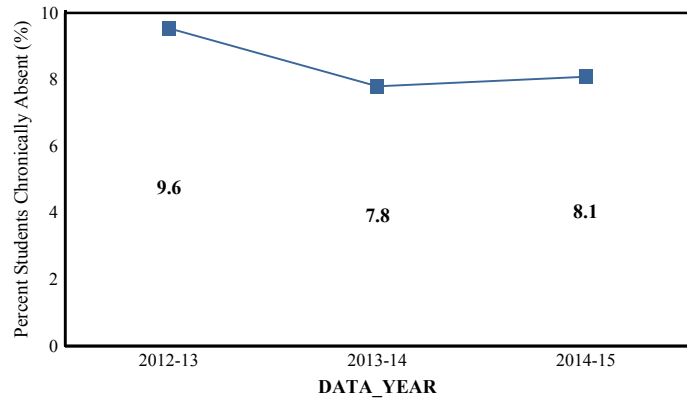
GRANDVIEW ELEMENTARY SCHOOL  
130 NORTH RANDOLPHVILLE RD  
PISCATAWAY, NJ 08854

GRADE SPAN PK-03

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

**Chronic Absenteeism Trend**

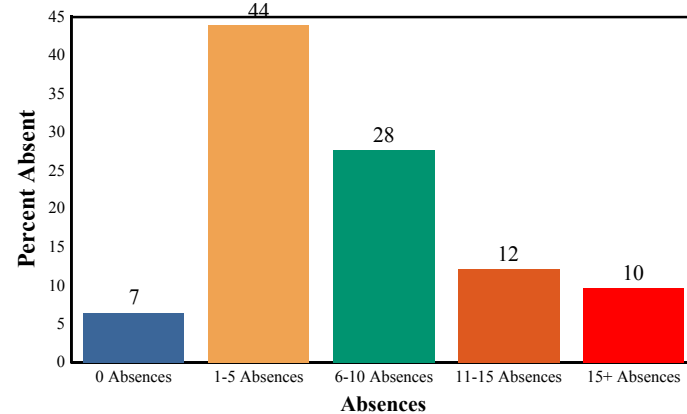
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



<b>Chronic Absenteeism for 2014-15</b>	<b>8.09%</b>
--	--------------

**Absenteeism**

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



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

**WITHIN SCHOOL ACHIEVEMENT GAP**

MIDDLESEX  
PISCATAWAY TWP

GRADE SPAN PK-03

GRANDVIEW ELEMENTARY SCHOOL  
130 NORTH RANDOLPHVILLE RD  
PISCATAWAY, NJ 08854

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

**Grade Level - 03**

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

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

Percentile	School Scale Score	State Scale Score
99th	826	850
75th	767	770
50th	747	743
25th	727	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	55

**Grade Level - 03**

**PARCC MATH 25th %ile vs 75th%ile**

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

Percentile	School Scale Score	State Scale Score
99th	818	850
75th	776	767
50th	755	745
25th	734	722
0th	660	650

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

### Length of School Day

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

	School
2014-15	6 Hrs. 15 Mins.

### Student Suspension Rate

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

	School
2014-15	0.7%

### Instructional Time

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

2014-15	School
Full Time	5 Hrs. 25 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student Expulsions

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

	School
2014-15	0

### Student to Staff Ratio

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

2014-15	School
Faculty	17
Administrators	517

**SCHOOL PEER GROUP**

MIDDLESEX  
PISCATAWAY TWP

GRADE SPAN PK-03

GRANDVIEW ELEMENTARY SCHOOL  
130 NORTH RANDOLPHVILLE RD  
PISCATAWAY, NJ 08854

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADESPAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	BERGENFIELD BORO	FRANKLIN ELEMENTARY SCHOOL	03-0300-040	KG-05	35%	4.6%	12.7%
BERGEN	WALLINGTON BORO	FRANK W. GAVLAK ELEMENTARY SCHOOL	03-5430-055	KG-06	34.9%	3.1%	14.3%
BURLINGTON	NORTH HANOVER TWP	NORTH HANOVER TOWNSHIP UPPER ELEMENTARY SCHOOL	05-3650-036	05-06	34.6%	0.4%	19.5%
CAMDEN	CHERRY HILL TWP	CLARA BARTON ELEMENTARY SCHOOL	07-0800-069	KG-05	34.6%	5.8%	9.2%
CAMDEN	GLOUCESTER TWP	LORING-FLEMMING ELEMENTARY SCHOOL	07-1780-090	KG-05	40.5%	7.7%	14.5%
CAMDEN	LAUREL SPRINGS BORO	LAUREL SPRINGS SCHOOL	07-2540-050	PK-06	36.5%	1.4%	18.7%
CAMDEN	MOUNT EPHRAIM BORO	MARY BRAY ELEMENTARY SCHOOL	07-3420-030	PK-04	32.4%	0.8%	17.2%
CAMDEN	WATERFORD TWP	WATERFORD ELEMENTARY SCHOOL	07-5560-100	04-06	33.2%	0.3%	16.2%
CAPE MAY	OCEAN CITY	OCEAN CITY PRIMARY SCHOOL	09-3780-070	KG-03	36.2%	8.1%	9.1%
CUMBERLANI	MILLVILLE CITY	RIECK AVENUE ELEMENTARY SCHOOL	11-3230-085	KG-05	58.2%	10.9%	27.6%
CUMBERLANI	UPPER DEERFIELD TWP	ELIZABETH F. MOORE SCHOOL	11-5300-060	04-05	54.9%	8.2%	27.2%
GLOUCESTER	MONROE TWP	OAK KNOLL ELEMENTARY SCHOOL	15-3280-090	KG-04	30.4%	0%	15.4%
MERCER	EWING TWP	FRANCIS LORE ELEMENTARY SCHOOL	21-1430-105	PK-05	32.8%	2.4%	14.5%
MIDDLESEX	CARTERET BORO	PRIVATE NICHOLAS MINUE ELEMENTARY SCHOOL	23-0750-057	PK-05	54.2%	20.6%	7.2%
MIDDLESEX	NORTH BRUNSWICK TWP	ARTHUR M. JUDD	23-3620-055	PK-05	32.3%	3.1%	10.5%
MIDDLESEX	OLD BRIDGE TWP	CHEESEQUAKE ELEMENTARY SCHOOL	23-3845-105	KG-05	34%	6.9%	8%
MIDDLESEX	PISCATAWAY TWP	DWIGHT D. EISENHOWER ELEMENTARY SCHOOL	23-4130-065	KG-03	40.2%	10.8%	7.3%
MIDDLESEX	PISCATAWAY TWP	GRANDVIEW ELEMENTARY SCHOOL	23-4130-080	PK-03	32.6%	7.7%	5.9%
MIDDLESEX	SAYREVILLE BORO	EMMA ARLETH ELEMENTARY SCHOOL	23-4660-060	KG-03	36.1%	2.2%	17.5%
MIDDLESEX	SAYREVILLE BORO	SAMSEL UPPER ELEMENTARY SCHOOL	23-4660-085	PK-05	35.6%	1.4%	18.9%

**SCHOOL PEER GROUP**

MIDDLESEX  
PISCATAWAY TWP

GRANDVIEW ELEMENTARY SCHOOL  
130 NORTH RANDOLPHVILLE RD  
PISCATAWAY, NJ 08854

GRADE SPAN PK-03

MIDDLESEX	WOODBIDGE TWP	<b>WOODBINE AVENUE ELEMENTARY SCHOOL</b>	23-5850-320	KG-05	37%	12.6%	4.7%
MONMOUTH	EATONTOWN BORO	<b>MEADOWBROOK</b>	25-1260-080	PK-06	34.9%	0.7%	19.2%
MORRIS	MORRIS SCHOOL DISTRICT	<b>SUSSEX AVENUE SCHOOL</b>	27-3385-105	03-05	35.6%	2.5%	18.9%
OCEAN	BERKELEY TWP	<b>BERKELEY TOWNSHIP ELEMENTARY SCHOOL</b>	29-0320-025	05-06	34.6%	0%	21.6%
OCEAN	BRICK TWP	<b>DRUM POINT ROAD ELEMENTARY SCHOOL</b>	29-0530-030	KG-05	31.7%	0%	18.5%
OCEAN	LACEY TWP	<b>LANOKA HARBOR ELEMENTARY SCHOOL</b>	29-2480-060	KG-04	34.9%	1.1%	17.3%
OCEAN	OCEAN TWP	<b>WARETOWN ELEMENTARY SCHOOL</b>	29-3820-050	PK-03	31.9%	0%	16.7%
OCEAN	TOMS RIVER REGIONAL	<b>JOSEPH A. CITTA ELEMENTARY SCHOOL</b>	29-5190-067	KG-05	31.8%	4.7%	9.1%
SOMERSET	SOMERVILLE BORO	<b>VAN DERVEER ELEMENTARY SCHOOL</b>	35-4820-090	PK-05	37.8%	3.9%	17.8%
UNION	UNION TWP	<b>CONNECTICUT FARMS</b>	39-5290-090	PK-04	36.2%	7.2%	9.8%
WARREN	MANSFIELD TWP	<b>MANSFIELD TOWNSHIP ELEMENTARY</b>	41-2970-050	PK-06	30.3%	2.6%	13%



# State of New Jersey 2014-15

23-4130-100

## OVERVIEW

MIDDLESEX  
PISCATAWAY TWP

KNOLLWOOD ELEMENTARY SCHOOL  
333 WILLOW AVENUE  
PISCATAWAY, NJ 08854-1332

GRADE SPAN KG-03

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

In particular, the School Performance Reports seek to:

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

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

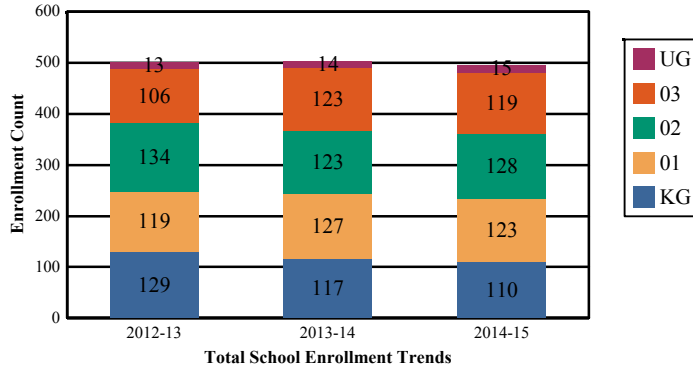
To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

**DEMOGRAPHIC INFORMATION**

MIDDLESEX  
PISCATAWAY TWP

**Enrollment by Grade**

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

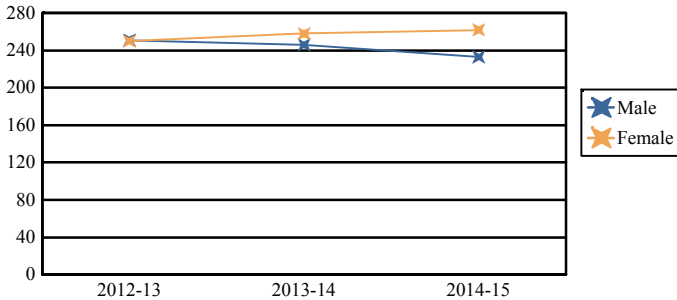


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	501
2013-14	504
2014-15	495

**Enrollment by Gender**

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

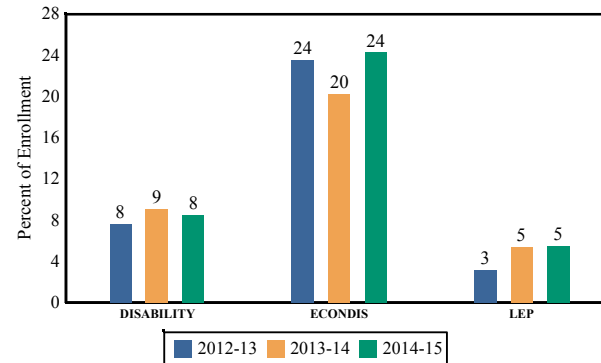


	Male	Female
2012-13	251	250
2013-14	246	258
2014-15	233	262

GRADE SPAN KG-03

**Enrollment Trends by Program Participation**

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

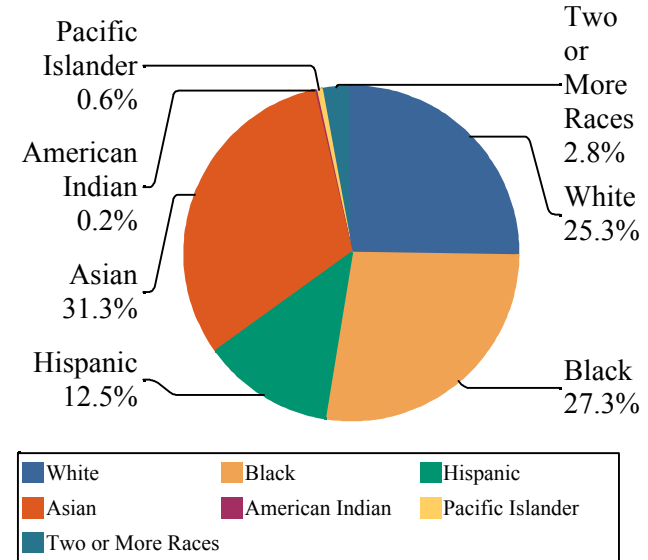


Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	42	8%
Economically Disadvantaged Students	120	24.2%
English Language Learners	27	5.5%

23-4130-100  
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**Enrollment by Ethnic/Racial Subgroup**

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



**Language Diversity**

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

2014-15	Percent
English	73.6%
Gujarati	4.8%
Arabic	4.6%
Hindi	2.8%
Spanish	2.6%
Urdu	2.0%
Other	9.5%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
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GRADE SPAN KG-03

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	58%	71	58
Math Met or Exceeded Expectation	66%		

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

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	113	57.5%	95%	97.5%	YES
White	33	45.5%	95%	100%	-
African American	31	54.9%	95%	97.1%	-
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	36	72.2%	95%	97.4%	-
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

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

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

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
PISCATAWAY TWP

GRADE SPAN KG-03

KNOLLWOOD ELEMENTARY SCHOOL  
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**ESEA Waiver - Math**

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	114	65.8%	95%	97.6%	YES
White	34	67.7%	95%	100%	-
African American	31	51.6%	95%	97.1%	-
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	36	83.4%	95%	97.4%	-
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

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

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

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
PISCATAWAY TWP

GRADE SPAN KG-03

KNOLLWOOD ELEMENTARY SCHOOL  
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**PARCC Performance Level**

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

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

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

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
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GRADE SPAN KG-03

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	113	756	744	5%	18%	19%	53%	4%	58%	44%
White	33	748	753	9%	24%	21%	39%	6%	45%	55%
African American	31	748	725	10%	26%	10%	48%	6%	55%	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	36	769	769	0%	8%	19%	69%	3%	72%	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	18	754	718	6%	22%	22%	44%	6%	50%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	22	745	724	5%	32%	14%	50%	0%	50%	24%

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	114	760	746	4%	7%	23%	53%	13%	66%	46%
White	34	757	752	3%	15%	15%	62%	6%	68%	56%
African American	31	748	728	13%	6%	29%	48%	3%	52%	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	36	776	772	0%	3%	14%	53%	31%	83%	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
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Economically Disadvantaged Students	22	745	730	14%	5%	36%	41%	5%	45%	26%

**2015 National Assessment Educational Progress (NAEP)**

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**Proficiency Percentages**

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
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**COLLEGE AND CAREER READINESS**

MIDDLESEX  
PISCATAWAY TWP

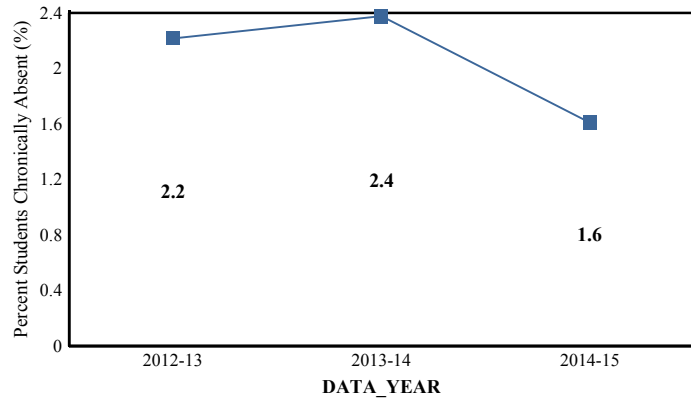
KNOLLWOOD ELEMENTARY SCHOOL  
333 WILLOW AVENUE  
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GRADE SPAN KG-03

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**Chronic Absenteeism Trend**

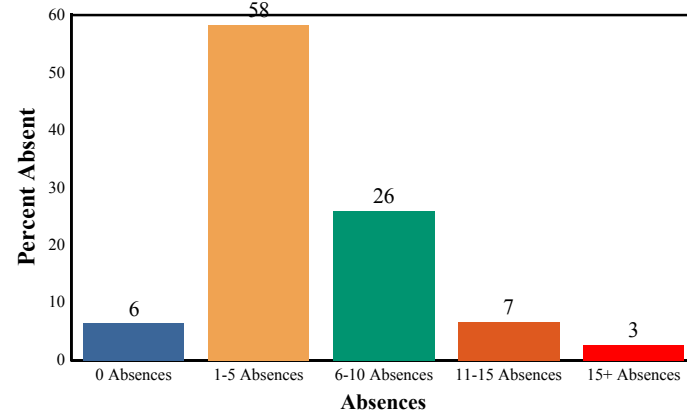
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



<b>Chronic Absenteeism for 2014-15</b>	<b>1.61%</b>
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**Absenteeism**

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



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

**WITHIN SCHOOL ACHIEVEMENT GAP**

MIDDLESEX  
PISCATAWAY TWP

KNOLLWOOD ELEMENTARY SCHOOL  
333 WILLOW AVENUE  
PISCATAWAY, NJ 08854-1332

GRADE SPAN KG-03

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

**Grade Level - 03**

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

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

Percentile	School Scale Score	State Scale Score
99th	824	850
75th	778	770
50th	759	743
25th	727	715
0th	689	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	51	55

**Grade Level - 03**

**PARCC MATH 25th %ile vs 75th%ile**

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

Percentile	School Scale Score	State Scale Score
99th	833	850
75th	782	767
50th	763	745
25th	746	722
0th	675	650

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

**SCHOOL CLIMATE**

MIDDLESEX

PISCATAWAY TWP

GRADE SPAN KG-03

**Length of School Day**

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

	School
2014-15	6 Hrs. 15 Mins.

**Student Suspension Rate**

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

	School
2014-15	0.6%

**Instructional Time**

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

2014-15	School
Full Time	5 Hrs. 25 Mins.
Shared Time	0 Hrs. 0 Mins.

**Student Expulsions**

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

	School
2014-15	0

**Student to Staff Ratio**

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

2014-15	School
Faculty	16
Administrators	330

**SCHOOL PEER GROUP**

MIDDLESEX  
PISCATAWAY TWP

GRADE SPAN KG-03

KNOLLWOOD ELEMENTARY SCHOOL  
333 WILLOW AVENUE  
PISCATAWAY, NJ 08854-1332

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	BERGENFIELD BORO	JEFFERSON ELEMENTARY SCHOOL	03-0300-060	KG-05	27.6%	5.1%	9.4%
BERGEN	LYNDHURST TWP	MEMORIAL CAMPUS	03-2860-300	03	25.8%	0.5%	16.3%
BERGEN	NORTH ARLINGTON BORO	JEFFERSON ELEMENTARY SCHOOL	03-3600-060	KG-05	26.6%	10.2%	3.9%
BURLINGTON	FLORENCE TWP	ROEBLING ELEMENTARY SCHOOL	05-1520-070	KG-03	25%	2.9%	12.3%
CAMDEN	CHERRY HILL TWP	THOMAS PAINE ELEMENTARY SCHOOL	07-0800-115	KG-05	27.9%	5.9%	11.7%
CAMDEN	GLOUCESTER TWP	UNION VALLEY ELEMENTARY SCHOOL	07-1780-180	PK-05	29.9%	4.9%	15.4%
CAMDEN	HADDON TWP	CLYDE S. JENNINGS ELEMENTARY SCHOOL	07-1890-070	KG-05	23.1%	1%	11.5%
CAPE MAY	DENNIS TWP	DENNIS TOWNSHIP PRIMARY SCHOOL	09-1080-040	PK-03	27.1%	0%	15.1%
ESSEX	MONTCLAIR TOWN	EDGEMONT ELEMENTARY SCHOOL	13-3310-110	KG-05	23.2%	2.9%	10%
ESSEX	WEST ORANGE TOWN	MOUNT PLEASANT ELEMENTARY SCHOOL	13-5680-140	KG-05	25.6%	4.1%	8.9%
MERCER	HAMILTON TWP	MERCERVILLE ELEMENTARY SCHOOL	21-1950-210	PK-05	26.2%	1.4%	15.4%
MERCER	HAMILTON TWP	SUNNYBRAE ELEMENTARY SCHOOL	21-1950-245	PK-05	27.5%	0.6%	16.5%
MERCER	LAWRENCE TWP	LAWRENCE INTERMEDIATE SCHOOL	21-2580-085	04-06	25.3%	1.7%	14.2%
MIDDLESEX	EDISON TWP	JAMES MONROE ELEMENTARY SCHOOL	23-1290-093	KG-05	21.4%	0.2%	6.3%
MIDDLESEX	EDISON TWP	LINCOLN ELEMENTARY SCHOOL	23-1290-100	KG-05	17.4%	0.3%	5.7%
MIDDLESEX	EDISON TWP	MENLO PARK ELEMENTARY SCHOOL	23-1290-105	KG-05	17.9%	0%	5.4%
MIDDLESEX	NORTH BRUNSWICK TWP	LIVINGSTON PARK	23-3620-070	KG-05	29.3%	9.7%	6.4%
MIDDLESEX	PISCATAWAY TWP	KNOLLWOOD ELEMENTARY SCHOOL	23-4130-100	KG-03	24.2%	5.4%	6.7%
MIDDLESEX	PISCATAWAY TWP	MARTIN LUTHER KING ELEMENTARY SCHOOL	23-4130-105	04-05	28.1%	3.4%	11.5%
MIDDLESEX	SOUTH PLAINFIELD BORO	GRANT ELEMENTARY SCHOOL	23-4910-070	05-06	28.4%	1.3%	14.5%

**SCHOOL PEER GROUP**

MIDDLESEX  
PISCATAWAY TWP

KNOLLWOOD ELEMENTARY SCHOOL  
333 WILLOW AVENUE  
PISCATAWAY, NJ 08854-1332

GRADE SPAN KG-03

MIDDLESEX	SOUTH PLAINFIELD BORO	<b>JOHN E RILEY ELEMENTARY SCHOOL</b>	23-4910-058	KG-04	23.7%	0%	10.1%
MONMOUTH	MATAWAN-ABERDEEN REGIONAL	<b>LLOYD ROAD ELEMENTARY SCHOOL</b>	25-3040-065	04-05	29.7%	0.4%	16.9%
MORRIS	MINE HILL TWP	<b>CANFIELD AVENUE SCHOOL</b>	27-3240-030	PK-06	24.7%	0.5%	12.5%
MORRIS	MOUNT OLIVE TWP	<b>TINC RD. ELEMENTARY SCHOOL</b>	27-3450-070	KG-05	25.2%	2.8%	12.8%
OCEAN	BERKELEY TWP	<b>CLARA B. WORTH ELEMENTARY SCHOOL</b>	29-0320-030	KG-04	25.1%	0%	16.1%
OCEAN	MANCHESTER TWP	<b>WHITING ELEMENTARY SCHOOL</b>	29-2940-060	KG-05	25.9%	0%	15.8%
OCEAN	TOMS RIVER REGIONAL	<b>BEACHWOOD ELEMENTARY SCHOOL</b>	29-5190-064	KG-05	25%	0%	15.8%
OCEAN	TOMS RIVER REGIONAL	<b>SILVER BAY ELEMENTARY SCHOOL</b>	29-5190-095	KG-05	27%	0%	14.3%
SOMERSET	BRIDGEWATER-RARITAN REG	<b>ADAMSVILLE ELEMENTARY SCHOOL</b>	35-0555-030	PK-04	17.7%	0%	6.3%
SOMERSET	BRIDGEWATER-RARITAN REG	<b>JOHN F KENNEDY ELEMENTARY SCHOOL</b>	35-0555-067	KG-04	23.8%	0%	10.8%
SUSSEX	VERNON TWP	<b>ROLLING HILLS PRIMARY SCHOOL</b>	37-5360-040	02-04	25.1%	0.3%	15.6%

OVERVIEW

MIDDLESEX  
PISCATAWAY TWP

MARTIN LUTHER KING ELEMENTARY SCHOOL  
5205 LUDLOW STREET  
PISCATAWAY, NJ 08854

GRADE SPAN 04-05

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

In particular, the School Performance Reports seek to:

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

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

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

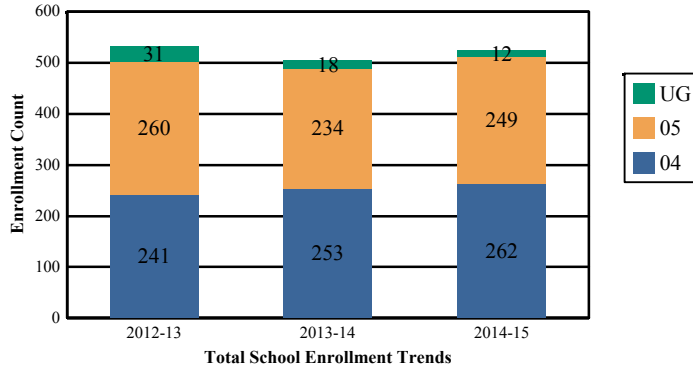
**DEMOGRAPHIC INFORMATION**

MIDDLESEX  
PISCATAWAY TWP

23-4130-105  
MARTIN LUTHER KING ELEMENTARY SCHOOL  
5205 LUDLOW STREET  
PISCATAWAY, NJ 08854

**Enrollment by Grade**

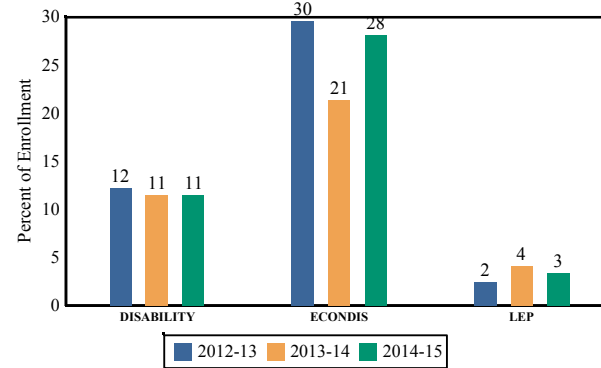
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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

**Enrollment Trends by Program Participation**

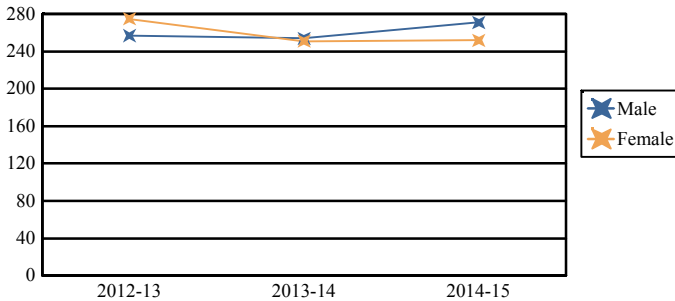
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Total School Enrollment	
2012-13	532
2013-14	505
2014-15	523

**Enrollment by Gender**

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



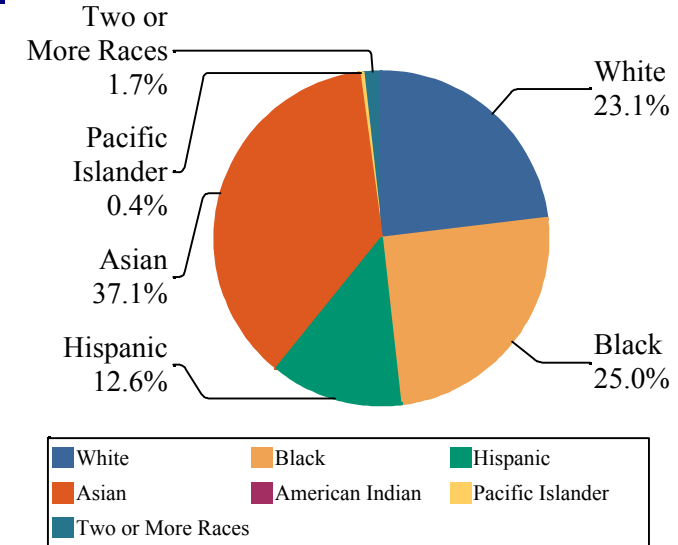
	Male	Female
2012-13	257	275
2013-14	254	251
2014-15	271	252

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	60	11%
Economically Disadvantaged Students	147	28.1%
English Language Learners	18	3.4%

**Enrollment by Ethnic/Racial Subgroup**

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



**Language Diversity**

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

2014-15	Percent
English	73.1%
Gujarati	6.3%
Spanish	3.8%
Arabic	2.9%
Tamil	2.1%
Hindi	1.7%
Other	10.0%

**ACADEMIC ACHIEVEMENT**

**MIDDLESEX  
PISCATAWAY TWP**

**MARTIN LUTHER KING ELEMENTARY SCHOOL  
5205 LUDLOW STREET  
PISCATAWAY, NJ 08854**

**GRADE SPAN 04-05**

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

<b>Academic Achievement Indicators</b>	<b>Schoolwide Performance</b>	<b>Peer Percentile</b>	<b>State Percentile</b>
English Language Arts/Literacy Met or Exceeded Expectation	<b>63%</b>	<b>88</b>	<b>68</b>
Math Met or Exceeded Expectation	<b>59%</b>		

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

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

<b>Subgroups</b>	<b>Valid Scores</b>	<b>% Meeting Standards</b>	<b>Participation Goal</b>	<b>Participation Rate</b>	<b>Met Participation?</b>
Schoolwide	464	62.5%	95%	99%	YES
White	111	61.2%	95%	98.4%	YES
African American	117	53%	95%	98.5%	YES
Hispanic	58	37.9%	95%	100%	YES
American Indian	-	-	--	--	--
Asian	169	77.5%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	43	21%	95%	98.5%	YES
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	127	44.8%	95%	98.6%	YES

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

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

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
PISCATAWAY TWP

MARTIN LUTHER KING ELEMENTARY SCHOOL  
5205 LUDLOW STREET  
PISCATAWAY, NJ 08854

GRADE SPAN 04-05

**ESEA Waiver - Math**

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	464	59.3%	95%	99.1%	YES
White	111	58.5%	95%	98.4%	YES
African American	117	40.2%	95%	98.5%	YES
Hispanic	58	29.3%	95%	100%	YES
American Indian	-	-	--	--	--
Asian	169	82.9%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	127	40.9%	95%	98.7%	YES

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

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

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
PISCATAWAY TWP

MARTIN LUTHER KING ELEMENTARY SCHOOL  
5205 LUDLOW STREET  
PISCATAWAY, NJ 08854

GRADE SPAN 04-05

**PARCC Performance Level**

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

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

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

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
PISCATAWAY TWP

MARTIN LUTHER KING ELEMENTARY SCHOOL  
5205 LUDLOW STREET  
PISCATAWAY, NJ 08854

GRADE SPAN 04-05

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	227	765	751	2%	9%	22%	49%	19%	67%	52%
White	46	768	758	0%	13%	17%	48%	22%	70%	63%
African American	60	751	733	3%	15%	27%	48%	7%	55%	30%
Hispanic	30	749	737	7%	10%	43%	33%	7%	40%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	83	777	773	0%	2%	13%	55%	29%	84%	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	13	756	725	0%	31%	31%	23%	15%	38%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	58	751	734	3%	16%	31%	45%	5%	50%	31%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
PISCATAWAY TWP

MARTIN LUTHER KING ELEMENTARY SCHOOL  
5205 LUDLOW STREET  
PISCATAWAY, NJ 08854

GRADE SPAN 04-05

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	237	758	751	3%	11%	29%	50%	8%	58%	53%
White	65	755	757	3%	12%	29%	48%	8%	55%	62%
African American	57	751	734	4%	12%	33%	51%	0%	51%	31%
Hispanic	28	743	737	4%	18%	43%	36%	0%	36%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	86	768	771	1%	7%	21%	55%	16%	71%	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	30	719	723	17%	37%	33%	13%	0%	13%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	69	747	734	1%	22%	36%	38%	3%	41%	31%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
PISCATAWAY TWP

MARTIN LUTHER KING ELEMENTARY SCHOOL  
5205 LUDLOW STREET  
PISCATAWAY, NJ 08854

GRADE SPAN 04-05

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	227	757	744	2%	13%	27%	49%	10%	59%	42%
White	46	761	749	0%	7%	28%	57%	9%	65%	50%
African American	60	739	727	3%	25%	37%	35%	0%	35%	20%
Hispanic	30	740	732	7%	30%	37%	23%	3%	27%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	83	772	769	0%	1%	16%	63%	20%	83%	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	13	746	724	0%	38%	31%	31%	0%	31%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	58	742	730	5%	22%	36%	31%	5%	36%	23%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
PISCATAWAY TWP

MARTIN LUTHER KING ELEMENTARY SCHOOL  
5205 LUDLOW STREET  
PISCATAWAY, NJ 08854

GRADE SPAN 04-05

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	237	757	744	3%	10%	27%	47%	13%	60%	42%
White	65	753	749	3%	8%	35%	45%	9%	54%	49%
African American	57	743	728	7%	12%	35%	44%	2%	46%	21%
Hispanic	28	740	733	0%	25%	43%	32%	0%	32%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	86	775	768	2%	6%	9%	56%	27%	83%	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	69	746	731	6%	16%	33%	43%	1%	45%	23%

**2015 National Assessment Educational Progress (NAEP)**

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

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

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

**Proficiency Percentages**

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

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
PISCATAWAY TWP

GRADE SPAN 04-05

MARTIN LUTHER KING ELEMENTARY SCHOOL  
5205 LUDLOW STREET  
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**NJASK Results - Science Grade Level - 04**

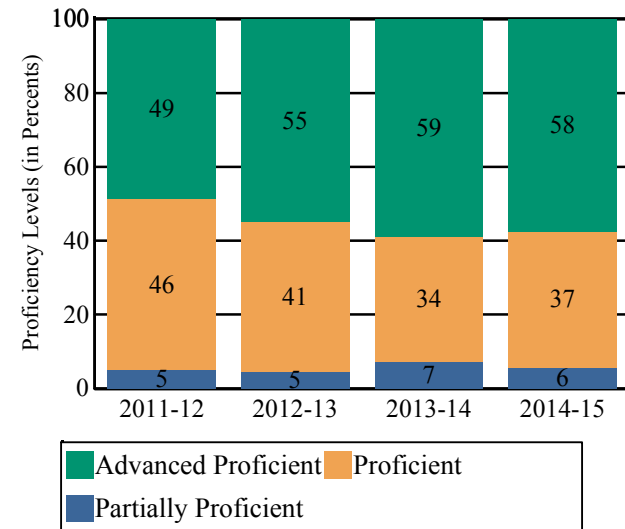
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	58%	37%	6%
White	62%	34%	4%
African American	30%	58%	11%
Hispanic	52%	37%	11%
American Indian	-	-	-
Asian	73%	25%	1%
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	40%	49%	11%

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

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

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



**COLLEGE AND CAREER READINESS**

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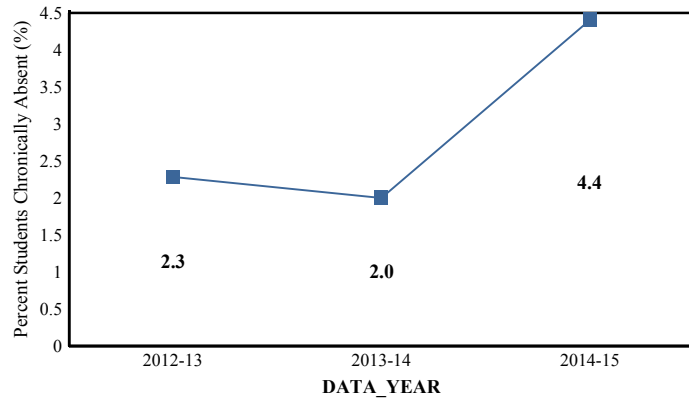
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GRADE SPAN 04-05

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

**Chronic Absenteeism Trend**

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

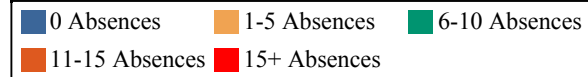
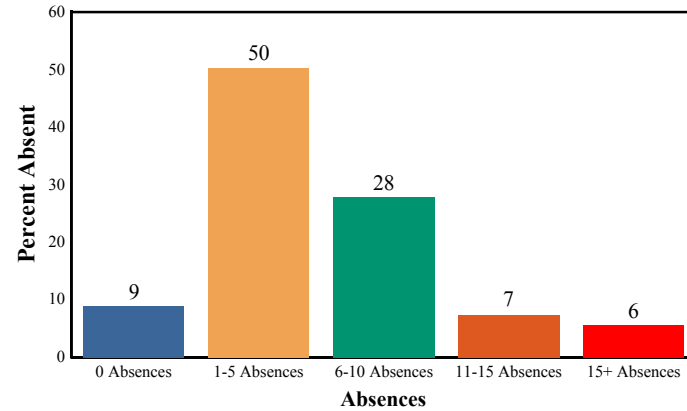


**Chronic Absenteeism for 2014-15**

**4.41%**

**Absenteeism**

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



**STUDENT GROWTH**

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GRADE SPAN 04-05

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

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	50	58	45	35	YES
Student Growth on Math	54	72	56	35	YES
		65	51		100%

**Student Growth**

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

**Language Arts**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	1%	0%
Partially Met	6%	3%	2%
Approached	13%	8%	4%
Met	12%	17%	19%
Exceeded	0%	2%	10%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	4%	0%	0%
Partially Met	7%	3%	1%
Approached	12%	9%	6%
Met	11%	15%	21%
Exceeded	0%	2%	9%

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

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

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

**WITHIN SCHOOL ACHIEVEMENT GAP**

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GRADE SPAN 04-05

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

**Grade Level - 04**

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

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

Percentile	School Scale Score	State Scale Score
99th	840	850
75th	783	773
50th	762	750
25th	738	728
0th	671	650

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

**Grade Level - 04**

**PARCC MATH 25th %ile vs 75th%ile**

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

Percentile	School Scale Score	State Scale Score
99th	817	850
75th	773	764
50th	754	742
25th	732	721
0th	672	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	43

**WITHIN SCHOOL ACHIEVEMENT GAP**

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GRADE SPAN 04-05

**Grade Level - 05**

**Grade Level - 05**

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

**PARCC MATH 25th %ile vs 75th%ile**

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

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

Percentile	School Scale Score	State Scale Score
99th	819	850
75th	779	773
50th	758	751
25th	735	728
0th	669	650

Percentile	School Scale Score	State Scale Score
99th	822	850
75th	777	763
50th	757	743
25th	735	723
0th	672	650

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

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

**SCHOOL CLIMATE**

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MARTIN LUTHER KING ELEMENTARY SCHOOL

5205 LUDLOW STREET

PISCATAWAY, NJ 08854

GRADE SPAN 04-05

**Length of School Day**

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

	School
2014-15	6 Hrs. 15 Mins.

**Student Suspension Rate**

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

	School
2014-15	2.7%

**Instructional Time**

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

2014-15	School
Full Time	5 Hrs. 25 Mins.
Shared Time	0 Hrs. 0 Mins.

**Student Expulsions**

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

	School
2014-15	0

**Student to Staff Ratio**

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

2014-15	School
Faculty	15
Administrators	349

**SCHOOL PEER GROUP**

MIDDLESEX  
PISCATAWAY TWP

GRADE SPAN 04-05

MARTIN LUTHER KING ELEMENTARY SCHOOL  
5205 LUDLOW STREET  
PISCATAWAY, NJ 08854

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	BERGENFIELD BORO	JEFFERSON ELEMENTARY SCHOOL	03-0300-060	KG-05	27.6%	5.1%	9.4%
BERGEN	NORTH ARLINGTON BORO	JEFFERSON ELEMENTARY SCHOOL	03-3600-060	KG-05	26.6%	10.2%	3.9%
CAMDEN	GLOUCESTER TWP	UNION VALLEY ELEMENTARY SCHOOL	07-1780-180	PK-05	29.9%	4.9%	15.4%
CAMDEN	HADDON TWP	CLYDE S. JENNINGS ELEMENTARY SCHOOL	07-1890-070	KG-05	23.1%	1%	11.5%
CAPE MAY	DENNIS TWP	DENNIS TOWNSHIP PRIMARY SCHOOL	09-1080-040	PK-03	27.1%	0%	15.1%
ESSEX	BLOOMFIELD TWP	DEMAREST ELEMENTARY	13-0410-100	PK-06	27.1%	3.3%	8.9%
ESSEX	WEST ORANGE TOWN	MOUNT PLEASANT ELEMENTARY SCHOOL	13-5680-140	KG-05	25.6%	4.1%	8.9%
HUDSON	SECAUCUS TOWN	CLARENDON NO 4	17-4730-065	PK-06	26.3%	1.4%	9.9%
HUNTERDON	SOUTH HUNTERDON REGIONAL SCHOOL DISTRICT	STOCKTON BOROUGH SCHOOL	19-1376-010	PK-06	28.1%	0%	14.3%
MERCER	HAMILTON TWP	LANGTREE ELEMENTARY SCHOOL	21-1950-185	PK-05	28.7%	3.2%	10.5%
MERCER	HAMILTON TWP	MERCERVILLE ELEMENTARY SCHOOL	21-1950-210	PK-05	26.2%	1.4%	15.4%
MERCER	HAMILTON TWP	SUNNYBRAE ELEMENTARY SCHOOL	21-1950-245	PK-05	27.5%	0.6%	16.5%
MIDDLESEX	EDISON TWP	JAMES MONROE ELEMENTARY SCHOOL	23-1290-093	KG-05	21.4%	0.2%	6.3%
MIDDLESEX	EDISON TWP	MENLO PARK ELEMENTARY SCHOOL	23-1290-105	KG-05	17.9%	0%	5.4%
MIDDLESEX	NORTH BRUNSWICK TWP	LIVINGSTON PARK	23-3620-070	KG-05	29.3%	9.7%	6.4%
MIDDLESEX	PISCATAWAY TWP	KNOLLWOOD ELEMENTARY SCHOOL	23-4130-100	KG-03	24.2%	5.4%	6.7%
MIDDLESEX	PISCATAWAY TWP	MARTIN LUTHER KING ELEMENTARY SCHOOL	23-4130-105	04-05	28.1%	3.4%	11.5%
MIDDLESEX	SOUTH PLAINFIELD BORO	GRANT ELEMENTARY SCHOOL	23-4910-070	05-06	28.4%	1.3%	14.5%
MIDDLESEX	SOUTH PLAINFIELD BORO	JOHN E RILEY ELEMENTARY SCHOOL	23-4910-058	KG-04	23.7%	0%	10.1%
MIDDLESEX	SOUTH PLAINFIELD BORO	ROOSEVELT ELEMENTARY SCHOOL	23-4910-080	PK-04	25.3%	1.6%	8.8%

**SCHOOL PEER GROUP**

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PISCATAWAY TWP

MARTIN LUTHER KING ELEMENTARY SCHOOL  
5205 LUDLOW STREET  
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GRADE SPAN 04-05

MONMOUTH	MATAWAN-ABERDEEN REGIONAL	LLOYD ROAD ELEMENTARY SCHOOL	25-3040-065	04-05	29.7%	0.4%	16.9%
MONMOUTH	MATAWAN-ABERDEEN REGIONAL	RAVINE DRIVE ELEMENTARY SCHOOL	25-3040-075	KG-03	27%	3.7%	8.6%
MORRIS	MINE HILL TWP	CANFIELD AVENUE SCHOOL	27-3240-030	PK-06	24.7%	0.5%	12.5%
OCEAN	JACKSON TWP	LUCY N. HOLMAN ELEMENTARY SCHOOL	29-2360-046	KG-05	28.1%	0%	14.3%
OCEAN	JACKSON TWP	SWITLIK ELEMENTARY SCHOOL	29-2360-050	KG-05	24.7%	0%	10.2%
OCEAN	MANCHESTER TWP	WHITING ELEMENTARY SCHOOL	29-2940-060	KG-05	25.9%	0%	15.8%
OCEAN	TOMS RIVER REGIONAL	SILVER BAY ELEMENTARY SCHOOL	29-5190-095	KG-05	27%	0%	14.3%
PASSAIC	CLIFTON CITY	SCHOOL #2	31-0900-090	KG-05	29.6%	0.2%	16.1%
SOMERSET	BRIDGEWATER-RARITAN REG	ADAMSVILLE ELEMENTARY SCHOOL	35-0555-030	PK-04	17.7%	0%	6.3%
SOMERSET	BRIDGEWATER-RARITAN REG	JOHN F KENNEDY ELEMENTARY SCHOOL	35-0555-067	KG-04	23.8%	0%	10.8%
SOMERSET	FRANKLIN TWP	CONERLY ROAD SCHOOL	35-1610-055	PK-04	24.8%	0.7%	9.7%



State of New Jersey  
2014-15

23-4130-120

OVERVIEW

MIDDLESEX  
PISCATAWAY TWP

RANDOLPHVILLE ELEMENTARY SCHOOL  
ONE SUTTIE AVENUE  
PISCATAWAY, NJ 08854

GRADE SPAN KG-03

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

In particular, the School Performance Reports seek to:

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

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

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

**DEMOGRAPHIC INFORMATION**

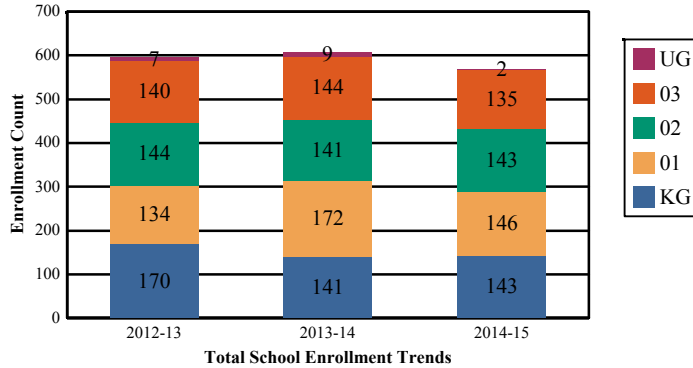
MIDDLESEX  
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GRADE SPAN KG-03

23-4130-120  
RANDOLPHVILLE ELEMENTARY SCHOOL  
ONE SUTTIE AVENUE  
PISCATAWAY, NJ 08854

**Enrollment by Grade**

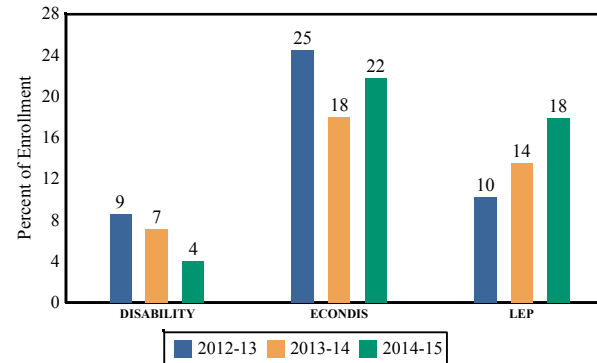
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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

**Enrollment Trends by Program Participation**

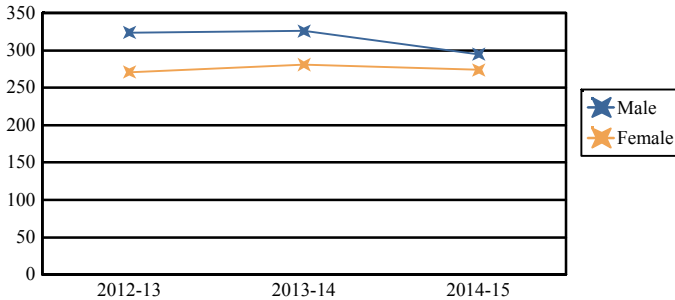
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Total School Enrollment	
2012-13	595
2013-14	607
2014-15	569

**Enrollment by Gender**

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



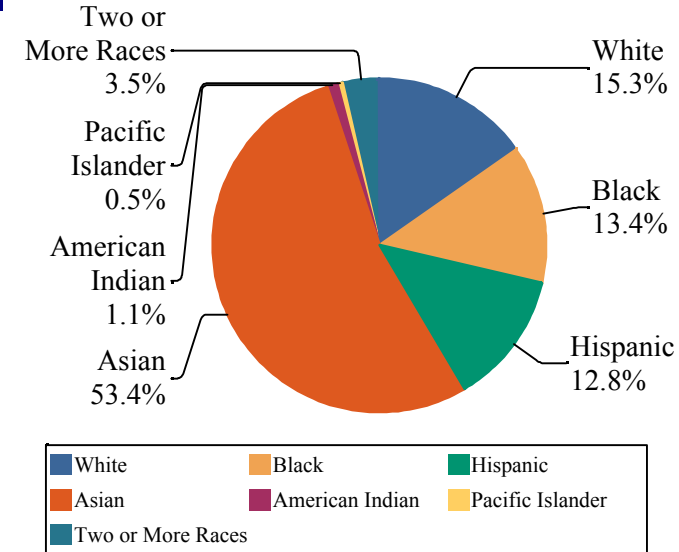
	Male	Female
2012-13	324	271
2013-14	326	281
2014-15	295	274

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	23	4%
Economically Disadvantaged Students	124	21.8%
English Language Learners	102	17.9%

**Enrollment by Ethnic/Racial Subgroup**

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



**Language Diversity**

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

2014-15	Percent
English	57.5%
Gujarati	8.1%
Hindi	6.3%
Telugu	6.3%
Spanish	5.0%
Tamil	3.9%
Other	12.9%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
PISCATAWAY TWP

RANDOLPHVILLE ELEMENTARY SCHOOL  
ONE SUTTIE AVENUE  
PISCATAWAY, NJ 08854

GRADE SPAN KG-03

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	63%	71	70
Math Met or Exceeded Expectation	71%		

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

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	114	63.2%	95%	97.8%	YES
White	-	-	--	--	--
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	67	74.6%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

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

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

**ESEA Waiver - Math**

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	116	70.7%	95%	97.8%	YES
White	-	-	--	--	--
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	68	83.8%	95%	98.7%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

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

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

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
PISCATAWAY TWP

GRADE SPAN KG-03

RANDOLPHVILLE ELEMENTARY SCHOOL  
ONE SUTTIE AVENUE  
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**PARCC Performance Level**

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

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

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

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
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GRADE SPAN KG-03

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	114	763	744	6%	10%	21%	52%	11%	63%	44%
White	16	758	753	6%	13%	19%	56%	6%	63%	55%
African American	12	736	725	25%	17%	25%	25%	8%	33%	26%
Hispanic	15	742	727	7%	40%	13%	33%	7%	40%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	67	775	769	3%	1%	21%	60%	15%	75%	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	25	744	724	16%	12%	28%	44%	0%	44%	24%

**ACADEMIC ACHIEVEMENT**

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GRADE SPAN KG-03

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	116	767	746	3%	11%	15%	44%	27%	71%	46%
White	16	762	752	6%	13%	6%	63%	13%	75%	56%
African American	12	740	728	0%	33%	25%	42%	0%	42%	25%
Hispanic	16	737	733	6%	31%	25%	38%	0%	38%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	68	780	772	3%	3%	10%	41%	43%	84%	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	27	742	730	11%	22%	19%	48%	0%	48%	26%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
PISCATAWAY TWP

GRADE SPAN KG-03

RANDOLPHVILLE ELEMENTARY SCHOOL  
ONE SUTTIE AVENUE  
PISCATAWAY, NJ 08854

**2015 National Assessment Educational Progress (NAEP)**

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation’s students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation’s Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

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

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

**Proficiency Percentages**

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

**COLLEGE AND CAREER READINESS**

MIDDLESEX  
PISCATAWAY TWP

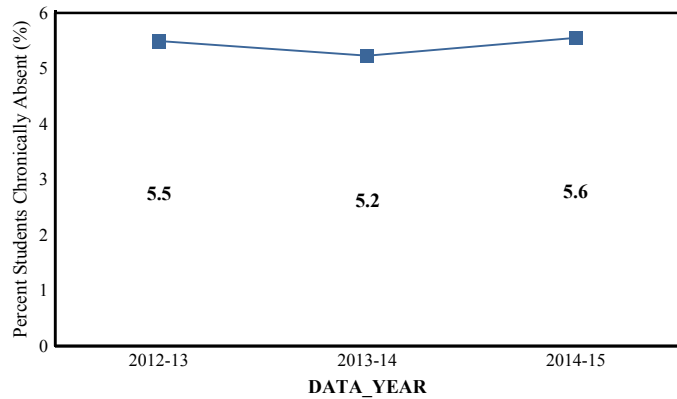
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PISCATAWAY, NJ 08854

GRADE SPAN KG-03

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

**Chronic Absenteeism Trend**

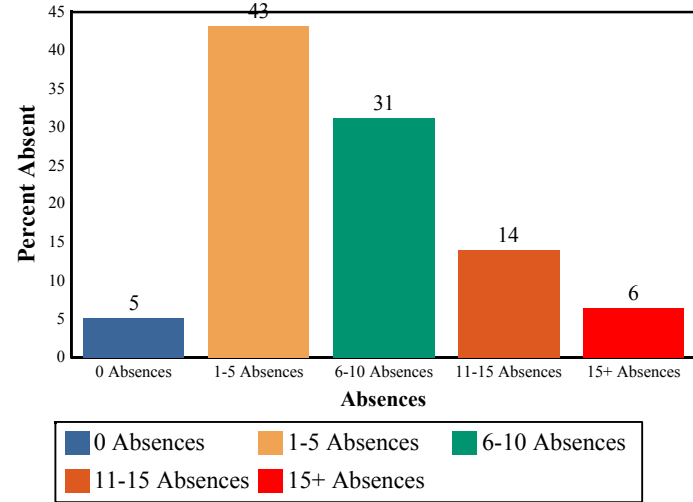
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



<b>Chronic Absenteeism for 2014-15</b>	<b>5.56%</b>
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**Absenteeism**

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



**WITHIN SCHOOL ACHIEVEMENT GAP**

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

**Grade Level - 03**

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

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

Percentile	School Scale Score	State Scale Score
99th	829	850
75th	790	770
50th	764	743
25th	732	715
0th	659	650

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

**Grade Level - 03**

**PARCC MATH 25th %ile vs 75th%ile**

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

Percentile	School Scale Score	State Scale Score
99th	820	850
75th	789	767
50th	770	745
25th	736	722
0th	675	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	53	45

**SCHOOL CLIMATE**

MIDDLESEX

PISCATAWAY TWP

GRADE SPAN KG-03

**Length of School Day**

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

	School
2014-15	6 Hrs. 15 Mins.

**Student Suspension Rate**

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

	School
2014-15	1.6%

**Instructional Time**

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

2014-15	School
Full Time	5 Hrs. 25 Mins.
Shared Time	0 Hrs. 0 Mins.

**Student Expulsions**

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

	School
2014-15	0

**Student to Staff Ratio**

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

2014-15	School
Faculty	19
Administrators	569

**SCHOOL PEER GROUP**

**MIDDLESEX  
PISCATAWAY TWP**

**RANDOLPHVILLE ELEMENTARY SCHOOL  
ONE SUTTIE AVENUE  
PISCATAWAY, NJ 08854**

**GRADE SPAN KG-03**

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	DUMONT BORO	LINCOLN ELEMENTARY SCHOOL	03-1130-070	KG-05	15.5%	6.5%	11%
BERGEN	FAIR LAWN BORO	WESTMORELAND ELEMENTARY SCHOOL	03-1450-160	PK-05	17.5%	7.5%	12.9%
BERGEN	MAHWAH TWP	LENAPE MEADOWS	03-2900-065	PK-03	15.5%	7.3%	10.6%
BERGEN	NORTH ARLINGTON BORO	ROOSEVELT ELEMENTARY SCHOOL	03-3600-070	PK-05	16.8%	9.6%	8.5%
BERGEN	SADDLE BROOK TWP	HELEN I. SMITH SCHOOL	03-4610-085	KG-06	17%	2.5%	17.7%
BERGEN	SADDLE BROOK TWP	SALOME H. LONG MEMORIAL SCHOOL	03-4610-090	KG-06	13.3%	1.4%	15.7%
BERGEN	WOOD-RIDGE BORO	WOOD-RIDGE INTERMEDIATE SCHOOL	03-5830-300	04-06	12.7%	0.4%	15.4%
BURLINGTON	BORDENTOWN REGIONAL	MAC FARLAND INTERMEDIATE	05-0475-090	04-05	19.8%	3.2%	20.2%
BURLINGTON	EVESHAM TWP	RICHARD L RICE SCHOOL	05-1420-065	PK-05	12.4%	0%	15.8%
BURLINGTON	MOUNT LAUREL TWP	SPRINGVILLE ELEMENTARY SCHOOL	05-3440-075	PK-04	10.8%	1.7%	10.8%
BURLINGTON	SPRINGFIELD TWP	SPRINGFIELD TOWNSHIP SCHOOL DISTRICT	05-5010-050	KG-06	16.5%	0.4%	19.6%
BURLINGTON	TABERNACLE TWP	TABERNACLE ELEMENTARY SCHOOL	05-5130-060	PK-04	11.8%	1.2%	14%
GLOUCESTER	HARRISON TWP	HARRISON TOWNSHIP ELEMENTARY SCHOOL	15-2070-050	PK-03	10.7%	1.7%	11%
GLOUCESTER	MANTUA TWP	SEWELL ELEMENTARY SCHOOL	15-2990-050	PK-03	11.3%	0.4%	13.1%
GLOUCESTER	WASHINGTON TWP	WHITMAN ELEMENTARY SCHOOL	15-5500-070	01-05	18.3%	0%	23.3%
MIDDLESEX	PISCATAWAY TWP	RANDOLPHVILLE ELEMENTARY SCHOOL	23-4130-120	KG-03	21.8%	17.9%	3.7%
MIDDLESEX	SOUTH BRUNSWICK TWP	CONSTABLE ELEMENTARY SCHOOL	23-4860-070	PK-05	14.5%	5.4%	11.3%
MIDDLESEX	WOODBRIIDGE TWP	CLAREMONT AVENUE ELEMENTARY SCHOOL	23-5850-120	KG-05	20%	14.9%	5.4%
MIDDLESEX	WOODBRIIDGE TWP	KENNEDY PARK ELEMENTARY SCHOOL	23-5850-180	KG-05	23.1%	20.3%	2.2%
MONMOUTH	FREEHOLD TWP	MARSHALL W. ERRICKSON SCHOOL	25-1660-025	KG-05	14.5%	0.2%	17.3%
MONMOUTH	HAZLET TWP	RARITAN VALLEY SCHOOL	25-2105-095	01-04	10.9%	0%	13.4%

**SCHOOL PEER GROUP**

MIDDLESEX  
PISCATAWAY TWP

RANDOLPHVILLE ELEMENTARY SCHOOL  
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GRADE SPAN KG-03

MONMOUTH	MANALAPAN-ENGLISHTOWN REG	<b>PINE BROOK SCHOOL</b>	25-2920-075	06	11.6%	0.5%	13.2%
MONMOUTH	WALL TWP	<b>OLD MILL ELEMENTARY SCHOOL</b>	25-5420-077	KG-05	12.2%	0%	15.3%
MORRIS	BUTLER BORO	<b>AARON DECKER SCHOOL</b>	27-0630-025	PK-04	23.7%	11%	15.3%
MORRIS	ROXBURY TWP	<b>LINCOLN/ROOSEVELT SCHOOL DISTRICT</b>	27-4560-080	05-06	12.2%	0.7%	14.8%
PASSAIC	RINGWOOD BORO	<b>ROBERT ERSKINE SCHOOL</b>	31-4400-060	KG-03	10.9%	0.4%	13.3%
PASSAIC	WEST MILFORD TWP	<b>WESTBROOK ELEMENTARY SCHOOL</b>	31-5650-100	KG-06	12.8%	0%	16.7%
SUSSEX	HOPATCONG	<b>TULSA TRAIL ELEMENTARY SCHOOL</b>	37-2240-070	01-03	20.6%	1.6%	24.2%
UNION	SPRINGFIELD TWP	<b>JAMES CALDWELL ELEMENTARY SCHOOL</b>	39-5000-070	03-05	13.5%	3.7%	12.6%
UNION	UNION TWP	<b>WASHINGTON</b>	39-5290-140	PK-04	16.9%	9.1%	10%
WARREN	BLAIRSTOWN TWP	<b>BLAIRSTOWN ELEMENTARY SCHOOL DISTRICT</b>	41-0400-030	PK-06	15.8%	0.2%	18.7%