



State of New Jersey
2015-2016

Grade Span 3H-05

23-1170-060
MIDDLESEX
EAST BRUNSWICK TWP
Bowne-Munro Elementary School
120 MAIN STREET
E BRUNSWICK, NJ 08816

2015-2016 School Performance Reports

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

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

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

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



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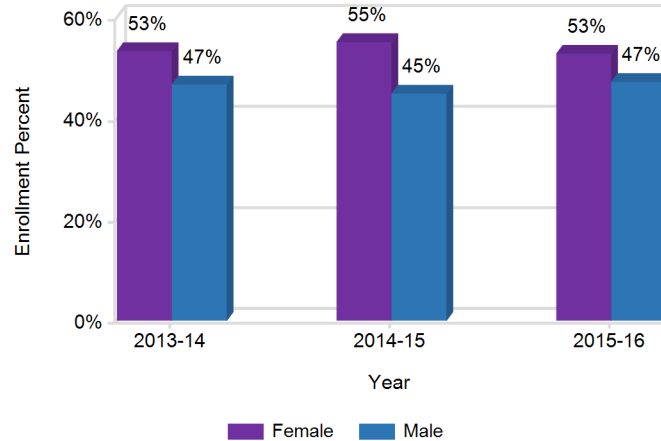
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade PK	0	0	0
Grade KG	28	33	24
Grade 01	33	31	36
Grade 02	33	36	32
Grade 03	43	33	41
Grade 04	39	42	36
Grade 05	36	39	41
UG	0	0	2
Total	212	214	212

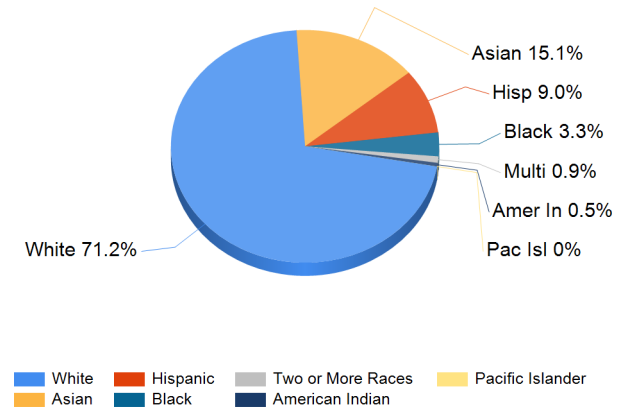
Enrollment by Gender

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



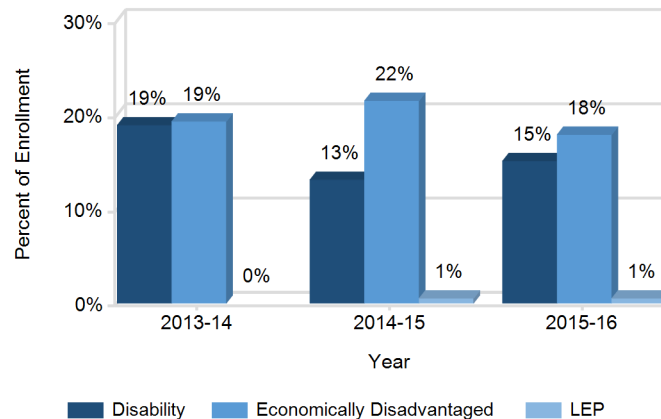
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	75.5%
Spanish	6.6%
Arabic	5.2%
Chinese	2.4%
Korean	1.9%
Other	8.7%

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



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

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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	74%	44	83
Mathematics Met or Exceeded Expectations	71%	56	86

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	97	74%	83	92%	✓	97	71%	86	92%	✓
White	66	73%	71	92%	✓	66	70%	77	92%	✗
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	38	763	769	746	5%	5%	24%	55%	11%	66%	48%
White	22	754	760	756	9%	9%	23%	55%	5%	59%	58%
African American	N	N	N	727	N	N	N	N	N	N	30%
Hispanic	S	S	746	730	S	S	S	S	S	S	31%
Asian	S	S	785	772	S	S	S	S	S	S	74%
American Indian	S	S	819	746	S	S	S	S	S	S	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	S	S	738	718	S	S	S	S	S	S	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	S	S	737	727	S	S	S	S	S	S	28%
PARCC MATH											
Schoolwide	38	762	773	749	3%	5%	13%	61%	18%	79%	52%
White	22	759	765	757	5%	5%	14%	64%	14%	77%	63%
African American	N	N	N	730	N	N	N	N	N	N	31%
Hispanic	S	S	747	736	S	S	S	S	S	S	35%
Asian	S	S	789	777	S	S	S	S	S	S	82%
American Indian	S	S	799	746	S	S	S	S	S	S	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	S	S	749	727	S	S	S	S	S	S	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	S	S	747	732	S	S	S	S	S	S	32%

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



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PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	33	781	768	750	N	3%	15%	33%	49%	82%	54%
White	21	786	763	759	N	N	19%	29%	52%	81%	64%
African American	S	S	751	733	S	S	S	S	S	S	33%
Hispanic	S	S	743	737	S	S	S	S	S	S	37%
Asian	S	S	783	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	741	723	S	S	S	S	S	S	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	S	S	746	734	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	33	765	765	745	N	9%	15%	67%	9%	76%	47%
White	21	762	758	752	N	5%	24%	71%	N	71%	57%
African American	S	S	742	727	S	S	S	S	S	S	24%
Hispanic	S	S	742	733	S	S	S	S	S	S	30%
Asian	S	S	783	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	741	724	S	S	S	S	S	S	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	S	730	S	S	S	S	S	S	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	39	769	774	751	N	8%	18%	56%	18%	74%	53%
White	29	769	770	758	N	10%	17%	52%	21%	72%	64%
African American	S	S	770	733	S	S	S	S	S	S	32%
Hispanic	S	S	755	738	S	S	S	S	S	S	37%
Asian	S	S	786	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	755	759	S	S	S	S	S	S	63%
Students with Disability	S	S	749	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	S	S	753	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	39	754	762	747	N	21%	21%	46%	13%	59%	47%
White	29	753	756	753	N	21%	21%	48%	10%	59%	57%
African American	S	S	749	728	S	S	S	S	S	S	24%
Hispanic	S	S	741	735	S	S	S	S	S	S	31%
Asian	S	S	778	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	754	754	S	S	S	S	S	S	56%
Students with Disability	S	S	740	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	740	732	S	S	S	S	S	S	28%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



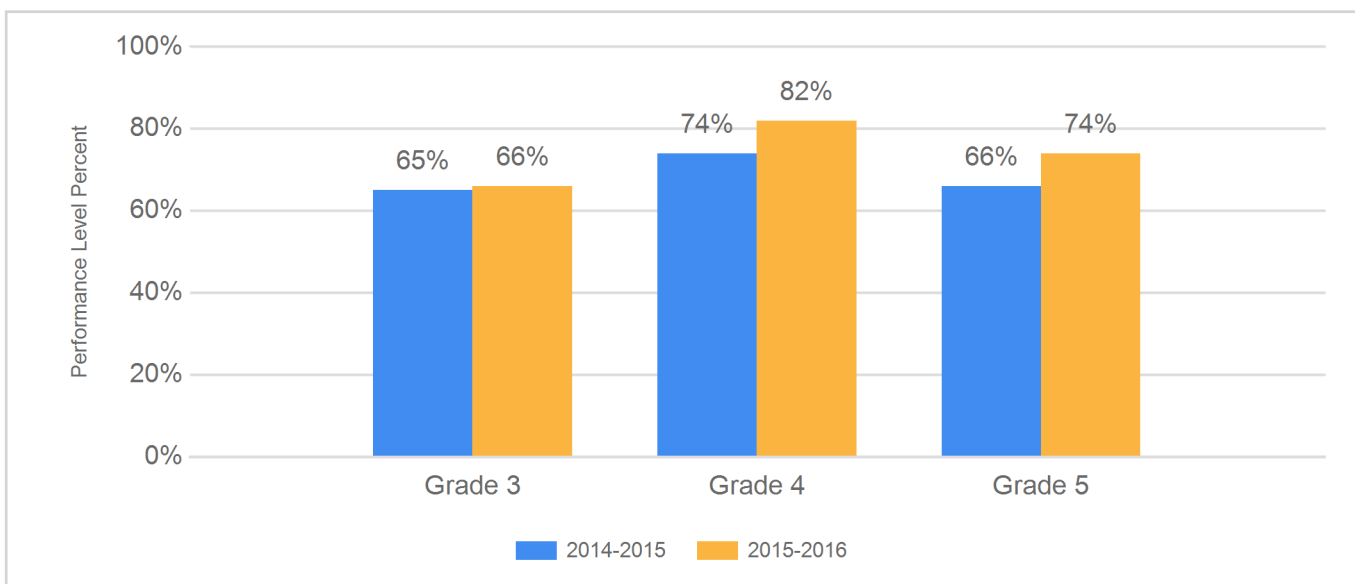
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PARCC ELA Performance Trends

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



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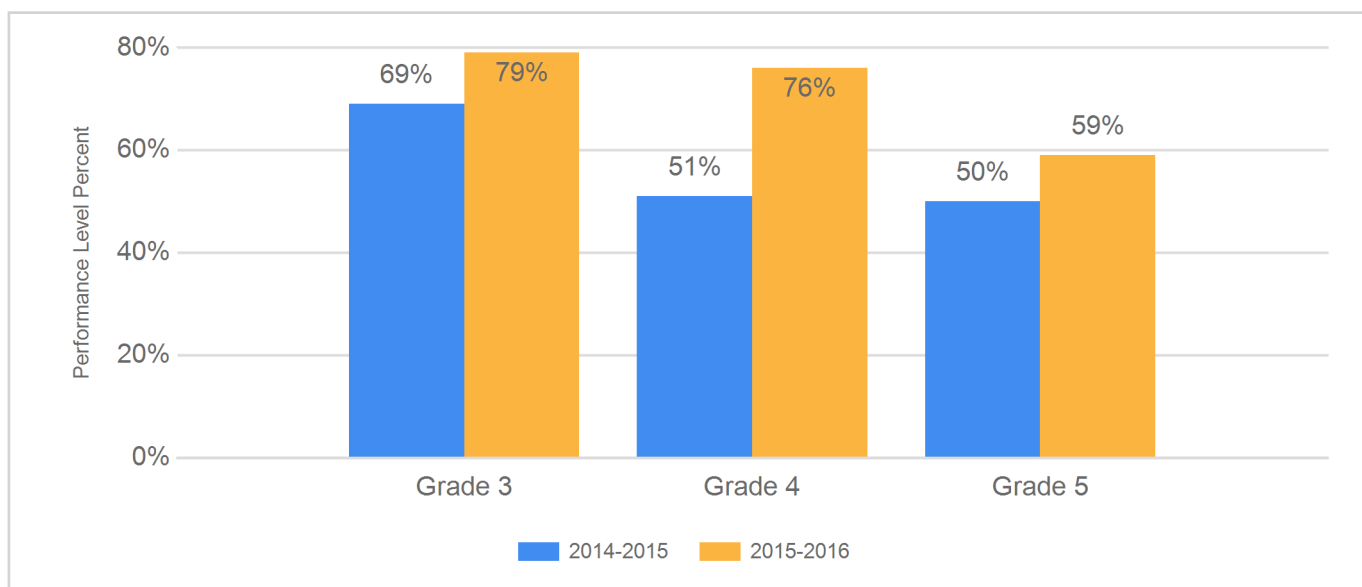
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PARCC Math Performance Trends

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



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

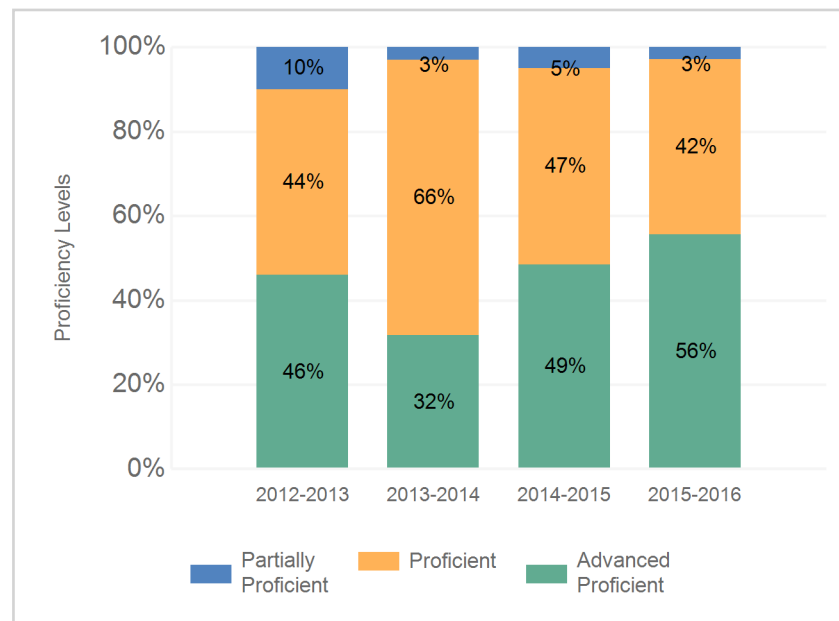
NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	56%	42%	3%
White	63%	33%	4%
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	N	N	N
Economically Disadvantaged Students	S	S	S

NJASK Proficiency Trends Science - Grade Level 04

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



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



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

Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	74	58	50
Student Growth on Math	64	62	50

Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	2%	0%
Partially Met (L2)	2%	0%	8%
Approached (L3)	5%	2%	8%
Met (L4)	5%	13%	34%
Exceeded (L5)	2%	11%	10%

Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	3%	2%
Partially Met (L2)	5%	2%	2%
Approached (L3)	2%	11%	13%
Met (L4)	15%	18%	23%
Exceeded (L5)	0%	2%	2%



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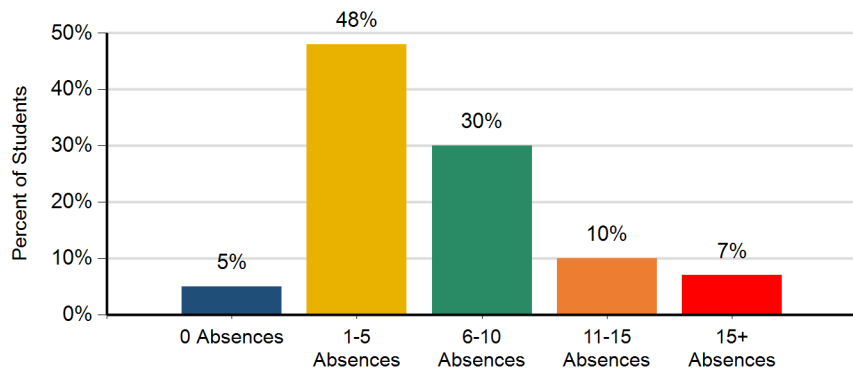
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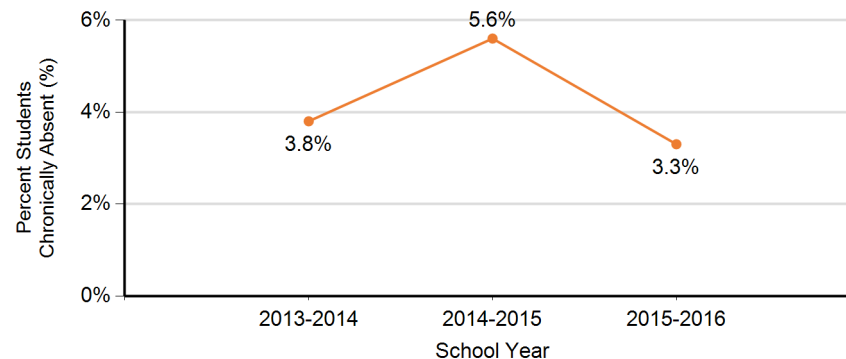
Absenteeism

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



Chronic Absenteeism Trend

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



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Length of School Day

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

	School
2015-16	6 Hrs. 15 Mins.

Instructional Time

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

2015-16	School
Full Time	5 Hrs. 35 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	9:1
Administrator	212:1

Student Suspension Rate

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

	School
2015-16	0.0%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	94%



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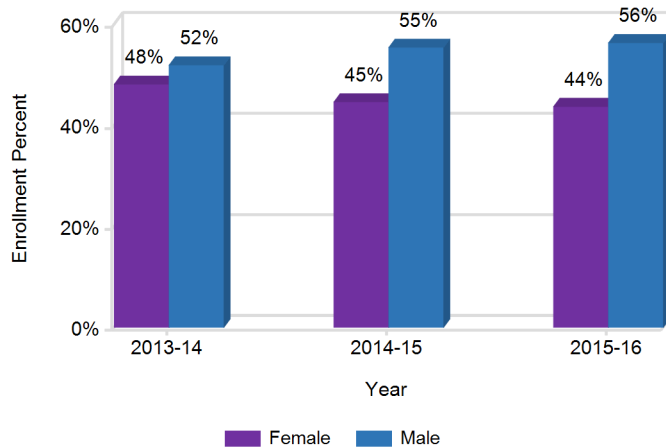
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Grade KG	60	53	61
Grade 01	56	66	50
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Grade 04	71	60	81
Grade 05	80	80	57
UG	28	35	35
Total	426	439	421

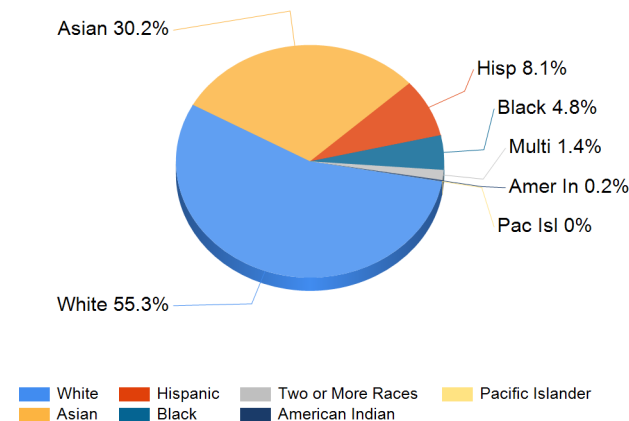
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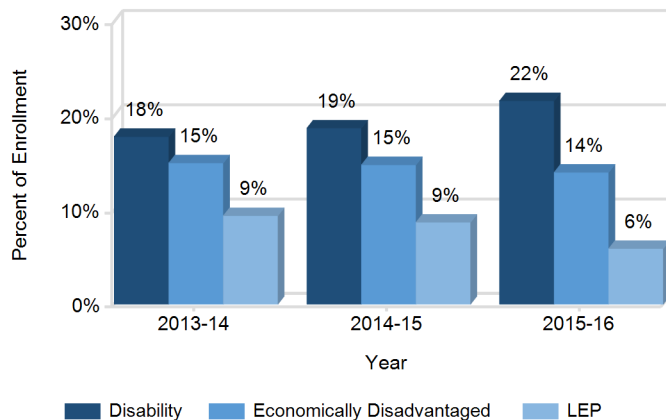
Enrollment by Ethnic/ Racial Subgroup

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Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	59.4%
Chinese	8.1%
Arabic	7.8%
Spanish	4.3%
Gujarati	3.6%
Other	16.8%

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



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23-1170-070

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

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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	67%	11	73
Mathematics Met or Exceeded Expectations	65%	22	76

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	200	67%	73	97%	✓	200	65%	76	97%	✓
White	105	63%	56	95%	✓	105	61%	63	95%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	68	82%	57	100%	✓	68	79%	49	100%	✓
Two or More Races	N	N	N	N		N	N	N	N	
Students with Disability	39	33%	78	93%	✓	39	33%	75	93%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	71	768	769	746	4%	13%	13%	56%	14%	70%	48%
White	32	765	760	756	3%	9%	16%	66%	6%	72%	58%
African American	S	S	755	727	S	S	S	S	S	S	30%
Hispanic	S	S	746	730	S	S	S	S	S	S	31%
Asian	30	782	785	772	N	13%	7%	53%	27%	80%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	11	738	738	718	27%	9%	27%	27%	9%	36%	22%
English Language Learners	S	S	720	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	S	S	737	727	S	S	S	S	S	S	28%
PARCC MATH											
Schoolwide	71	768	773	749	4%	7%	13%	51%	25%	76%	52%
White	32	759	765	757	6%	6%	13%	63%	13%	75%	63%
African American	S	S	753	730	S	S	S	S	S	S	31%
Hispanic	S	S	747	736	S	S	S	S	S	S	35%
Asian	30	781	789	777	3%	3%	10%	40%	43%	83%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	11	739	749	727	9%	27%	27%	27%	9%	36%	28%
English Language Learners	S	S	746	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	S	S	747	732	S	S	S	S	S	S	32%

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



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PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	82	764	768	750	2%	10%	20%	42%	27%	68%	54%
White	40	758	763	759	5%	10%	23%	40%	23%	63%	64%
African American	S	S	S	733	S	S	S	S	S	S	33%
Hispanic	S	S	743	737	S	S	S	S	S	S	37%
Asian	27	782	783	773	N	7%	4%	44%	44%	89%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	16	739	741	723	6%	38%	25%	19%	13%	31%	22%
English Language Learners	S	S	732	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	12	734	746	734	8%	17%	42%	33%	N	33%	33%
PARCC MATH											
Schoolwide	83	759	765	745	N	17%	29%	40%	15%	54%	47%
White	40	754	758	752	N	23%	25%	45%	8%	53%	57%
African American	S	S	742	727	S	S	S	S	S	S	24%
Hispanic	S	S	742	733	S	S	S	S	S	S	30%
Asian	28	779	783	771	N	N	29%	39%	32%	71%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	16	735	741	724	N	44%	38%	19%	N	19%	22%
English Language Learners	S	S	750	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	13	740	745	730	N	23%	46%	31%	N	31%	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	52	764	774	751	2%	2%	35%	50%	12%	62%	53%
White	34	761	770	758	3%	3%	35%	47%	12%	59%	64%
African American	S	S	770	733	S	S	S	S	S	S	32%
Hispanic	S	S	755	738	S	S	S	S	S	S	37%
Asian	14	778	786	773	N	N	21%	64%	14%	79%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	749	723	S	S	S	S	S	S	20%
English Language Learners	S	S	744	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	753	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	52	761	762	747	2%	6%	29%	44%	19%	64%	47%
White	34	757	756	753	3%	6%	32%	44%	15%	59%	57%
African American	S	S	749	728	S	S	S	S	S	S	24%
Hispanic	S	S	741	735	S	S	S	S	S	S	31%
Asian	14	775	778	774	N	N	21%	43%	36%	79%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	740	725	S	S	S	S	S	S	19%
English Language Learners	S	S	744	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	740	732	S	S	S	S	S	S	28%

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



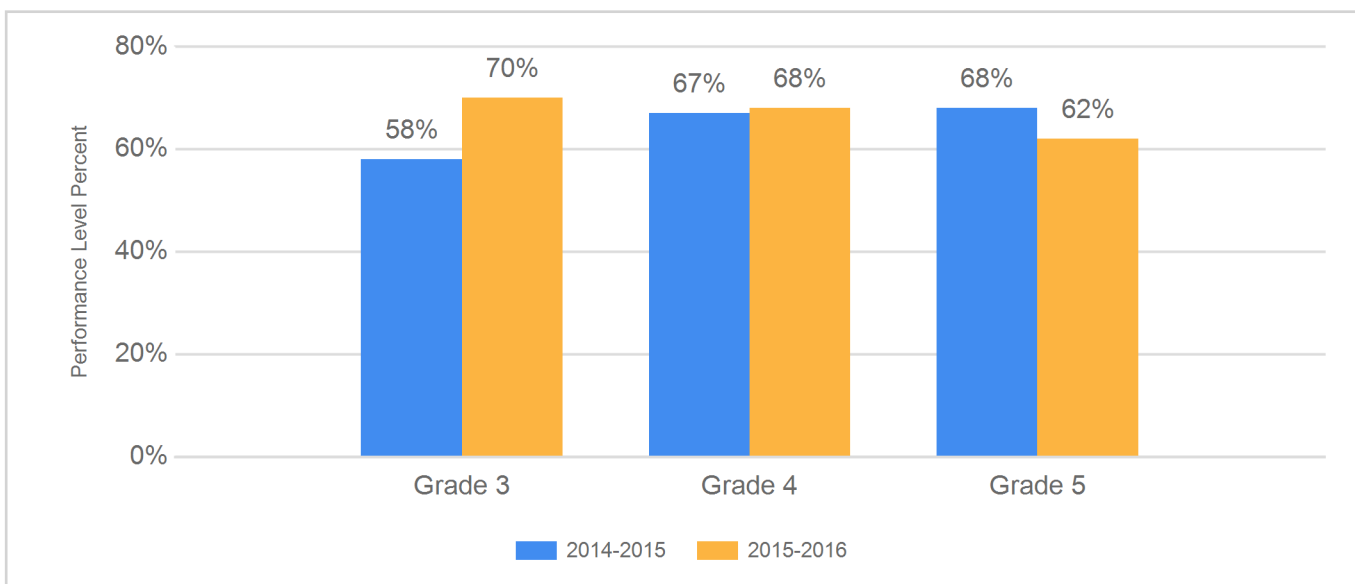
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PARCC ELA Performance Trends

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



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



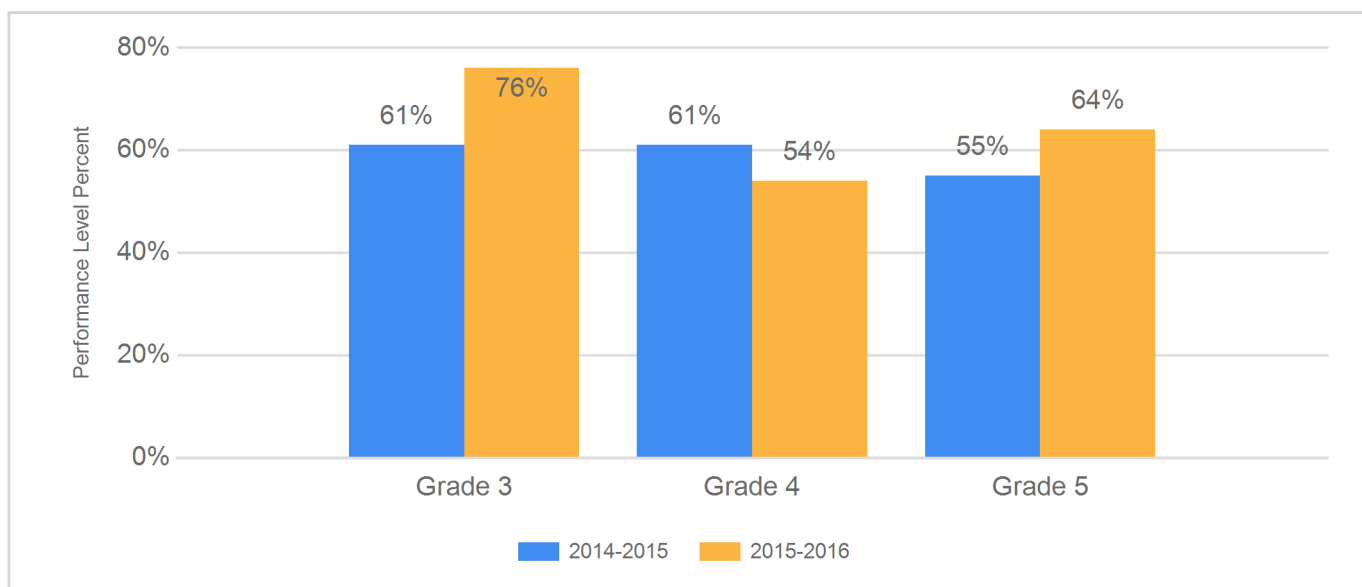
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PARCC Math Performance Trends

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



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

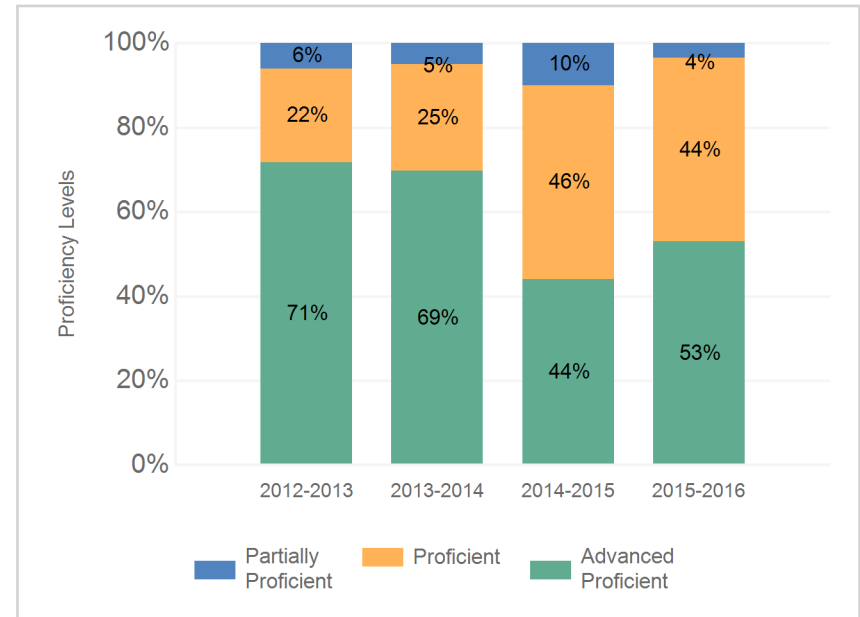
NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	53%	44%	4%
White	50%	45%	5%
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	68%	29%	4%
Two or More Races	N	N	N
Students with Disability	27%	73%	N
English Language Learners	S	S	S
Economically Disadvantaged Students	18%	73%	9%

NJASK Proficiency Trends Science - Grade Level 04

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



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



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

Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	55	58	50
Student Growth on Math	50	62	50

Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	2%	3%
Partially Met (L2)	3%	2%	4%
Approached (L3)	5%	9%	7%
Met (L4)	17%	17%	9%
Exceeded (L5)	7%	7%	8%

Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	1%	0%
Partially Met (L2)	2%	5%	2%
Approached (L3)	6%	14%	7%
Met (L4)	14%	11%	19%
Exceeded (L5)	6%	6%	7%



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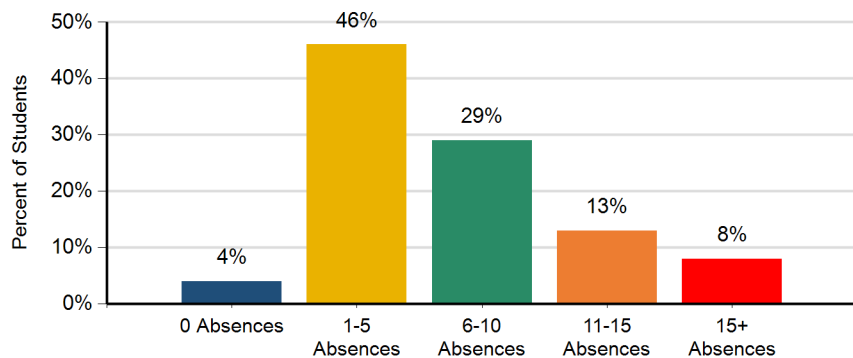
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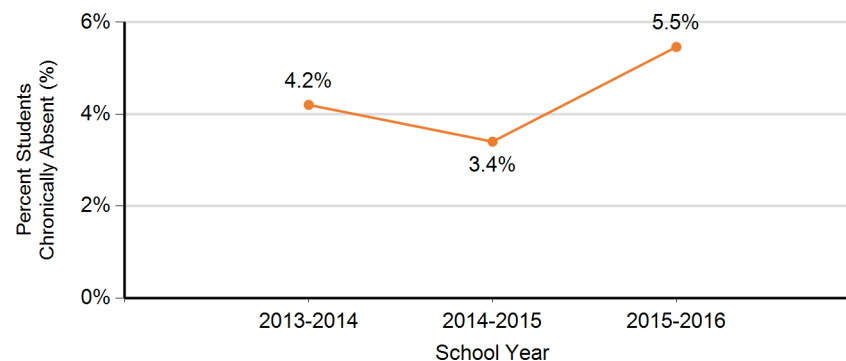
Absenteeism

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



Chronic Absenteeism Trend

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



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Length of School Day

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

	School
2015-16	6 Hrs. 15 Mins.

Instructional Time

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

2015-16	School
Full Time	5 Hrs. 35 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	9:1
Administrator	421:1

Student Suspension Rate

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

	School
2015-16	0.2%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	98%



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2015-2016 School Performance Reports

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

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

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

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

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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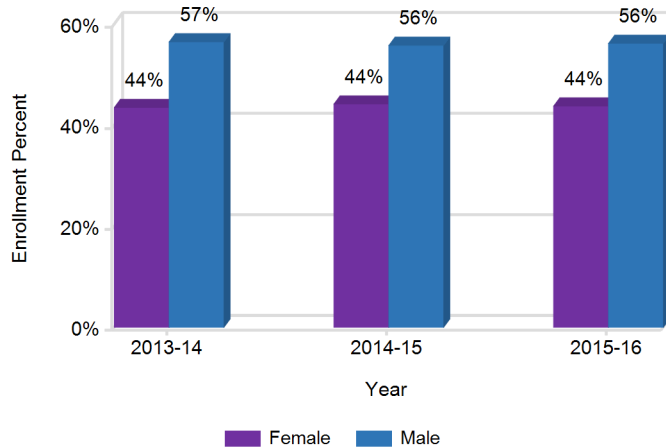
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade PK	0	0	0
Grade KG	72	57	40
Grade 01	55	71	59
Grade 02	69	63	72
Grade 03	66	71	58
Grade 04	80	63	75
Grade 05	91	74	67
UG	20	17	24
Total	453	416	395

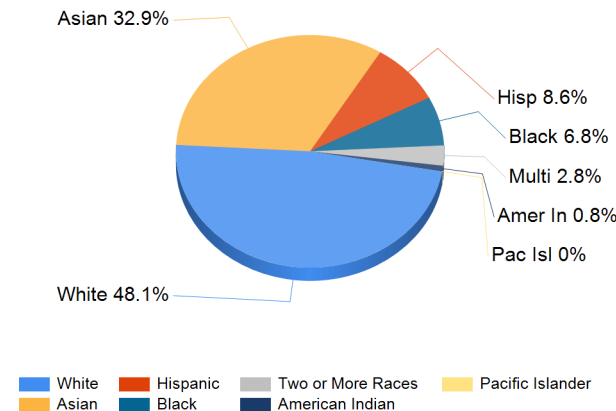
Enrollment by Gender

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



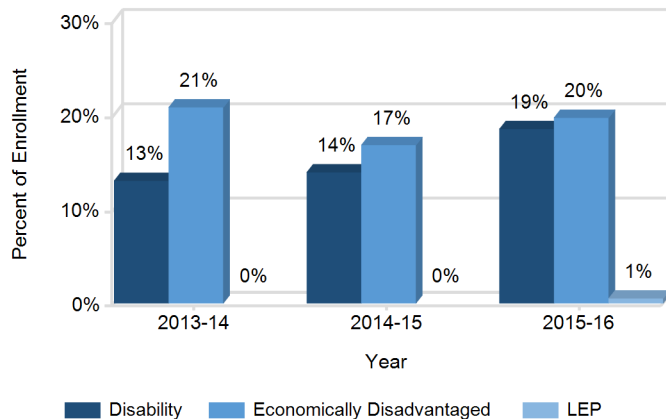
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	62.8%
Arabic	7.1%
Chinese	4.6%
Spanish	4.6%
Hindi	4.1%
Other	17.5%

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

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

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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	75%	67	85
Mathematics Met or Exceeded Expectations	62%	11	71

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	188	75%	85	94%	✓	187	62%	71	93%	✓
White	92	69%	66	92%	✗	92	49%	39	92%	✗
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	S	S	S	S		S	S	S	S	
Asian	64	94%	76	99%	✓	63	90%	68	97%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	36	45%	93	86%	✗	35	29%	66	84%	✗
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	38	40%	55	89%	✓	38	29%	42	89%	✓



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Chittick Elementary School

5 FLAGLER STREET

E BRUNSWICK, NJ 08816

PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	60	768	769	746	7%	7%	15%	58%	13%	72%	48%
White	27	758	760	756	7%	7%	19%	59%	7%	67%	58%
African American	S	S	755	727	S	S	S	S	S	S	30%
Hispanic	S	S	746	730	S	S	S	S	S	S	31%
Asian	25	786	785	772	4%	N	4%	72%	20%	92%	74%
American Indian	S	S	819	746	S	S	S	S	S	S	47%
Two or More Races	S	S	765	753	S	S	S	S	S	S	55%
Students with Disability	S	S	738	718	S	S	S	S	S	S	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	S	S	737	727	S	S	S	S	S	S	28%
PARCC MATH											
Schoolwide	60	769	773	749	5%	10%	13%	35%	37%	72%	52%
White	27	755	765	757	7%	11%	19%	48%	15%	63%	63%
African American	S	S	753	730	S	S	S	S	S	S	31%
Hispanic	S	S	747	736	S	S	S	S	S	S	35%
Asian	25	791	789	777	N	N	8%	28%	64%	92%	82%
American Indian	S	S	799	746	S	S	S	S	S	S	48%
Two or More Races	S	S	777	754	S	S	S	S	S	S	57%
Students with Disability	S	S	749	727	S	S	S	S	S	S	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	S	S	747	732	S	S	S	S	S	S	32%

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



State of New Jersey
2015-2016

Grade Span 3H-05

23-1170-125

MIDDLESEX

EAST BRUNSWICK TWP

Chittick Elementary School

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PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	69	771	768	750	1%	4%	22%	44%	29%	73%	54%
White	36	765	763	759	3%	6%	25%	44%	22%	67%	64%
African American	S	S	751	733	S	S	S	S	S	S	33%
Hispanic	S	S	743	737	S	S	S	S	S	S	37%
Asian	20	796	783	773	N	N	N	50%	50%	100%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	762	756	S	S	S	S	S	S	62%
Students with Disability	12	755	741	723	N	17%	33%	33%	17%	50%	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	16	744	746	734	N	13%	56%	25%	6%	31%	33%
PARCC MATH											
Schoolwide	69	758	765	745	6%	10%	23%	49%	12%	61%	47%
White	36	750	758	752	6%	11%	33%	47%	3%	50%	57%
African American	S	S	742	727	S	S	S	S	S	S	24%
Hispanic	S	S	742	733	S	S	S	S	S	S	30%
Asian	20	786	783	771	N	5%	5%	55%	35%	90%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	749	750	S	S	S	S	S	S	54%
Students with Disability	12	737	741	724	17%	25%	33%	8%	17%	25%	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	16	737	745	730	13%	19%	38%	25%	6%	31%	27%

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



State of New Jersey
2015-2016

Grade Span 3H-05

23-1170-125

MIDDLESEX

EAST BRUNSWICK TWP

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PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	66	775	774	751	2%	6%	12%	56%	24%	80%	53%
White	32	766	770	758	3%	9%	16%	50%	22%	72%	64%
African American	S	S	770	733	S	S	S	S	S	S	32%
Hispanic	S	S	755	738	S	S	S	S	S	S	37%
Asian	22	790	786	773	N	N	9%	55%	36%	91%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	749	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	17	756	753	735	6%	12%	29%	41%	12%	53%	33%
PARCC MATH											
Schoolwide	66	748	762	747	6%	20%	23%	39%	12%	52%	47%
White	32	740	756	753	6%	25%	31%	34%	3%	38%	57%
African American	S	S	749	728	S	S	S	S	S	S	24%
Hispanic	S	S	741	735	S	S	S	S	S	S	31%
Asian	22	769	778	774	5%	5%	9%	50%	32%	82%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	740	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	17	723	740	732	18%	35%	24%	24%	N	24%	28%

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



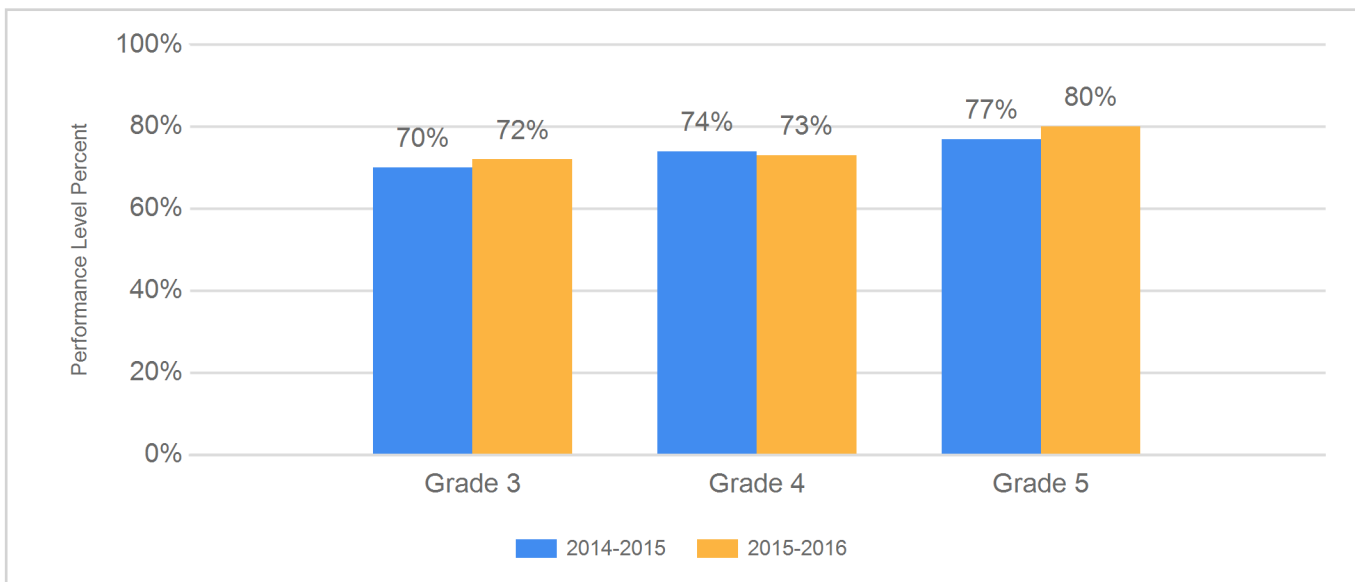
State of New Jersey
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Grade Span 3H-05

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PARCC ELA Performance Trends

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



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



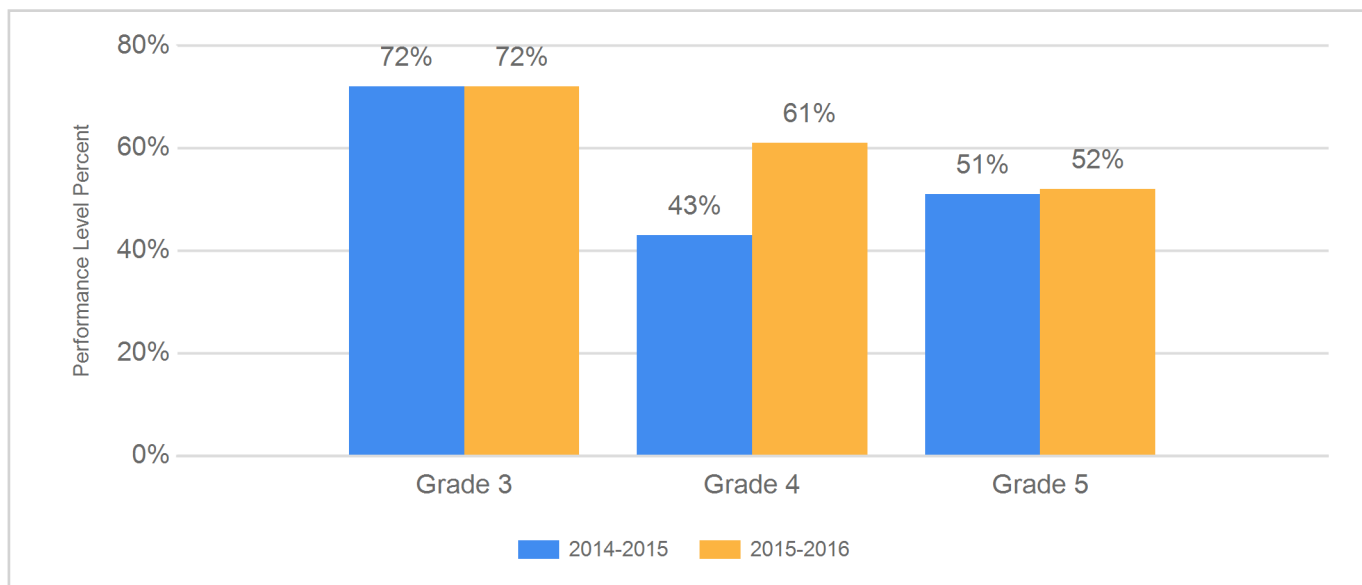
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PARCC Math Performance Trends

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



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

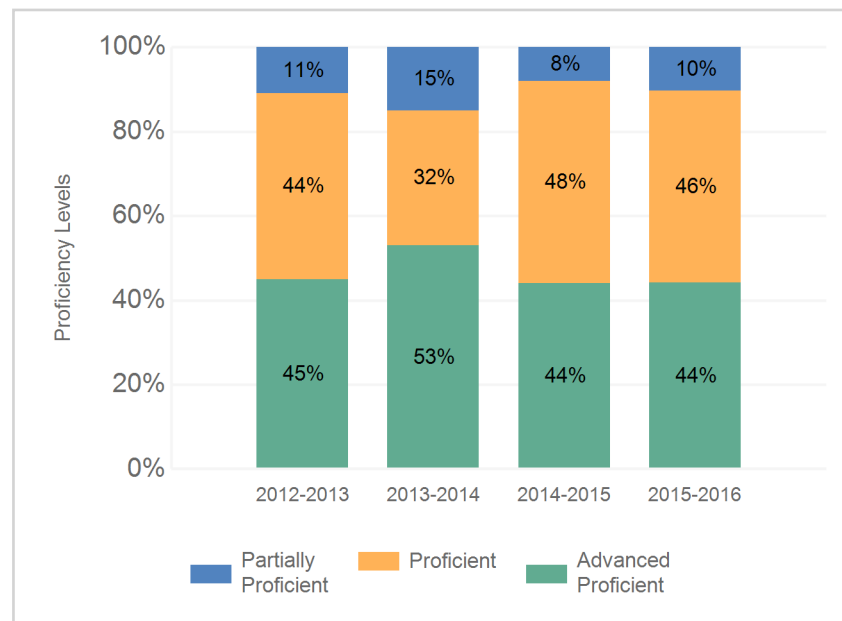
NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	44%	46%	10%
White	35%	58%	7%
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	80%	15%	5%
Two or More Races	S	S	S
Students with Disability	31%	50%	19%
English Language Learners	N	N	N
Economically Disadvantaged Students	5%	68%	26%

NJASK Proficiency Trends Science - Grade Level 04

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



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



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EAST BRUNSWICK TWP

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

Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	67	58	50
Student Growth on Math	53	62	50

Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	5%
Partially Met (L2)	3%	4%	2%
Approached (L3)	4%	3%	7%
Met (L4)	10%	18%	27%
Exceeded (L5)	5%	2%	11%

Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	4%	3%
Partially Met (L2)	6%	4%	4%
Approached (L3)	4%	9%	5%
Met (L4)	11%	20%	19%
Exceeded (L5)	2%	4%	3%



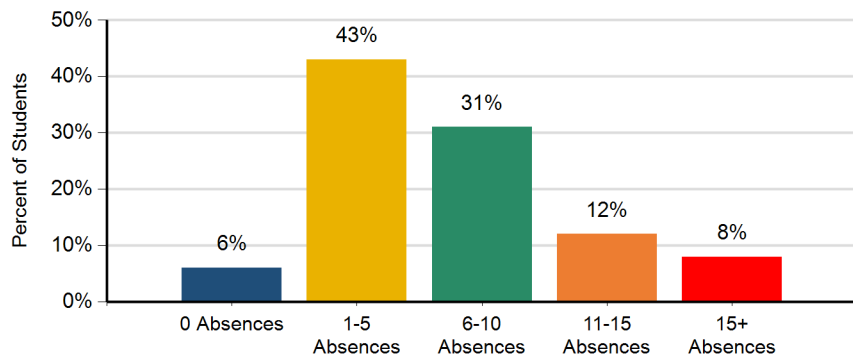
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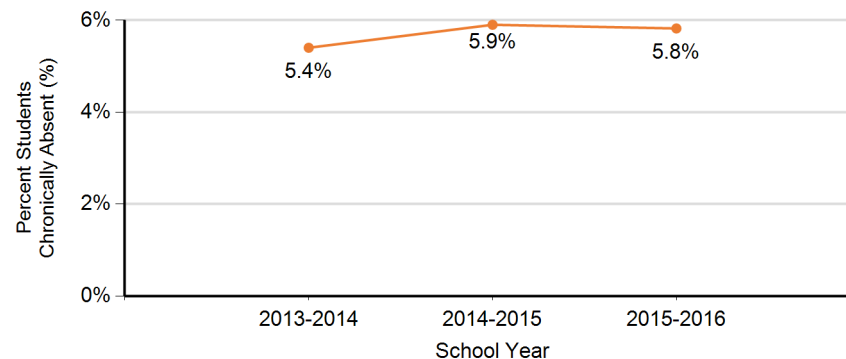
Absenteeism

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



Chronic Absenteeism Trend

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



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Length of School Day

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

	School
2015-16	6 Hrs. 15 Mins.

Instructional Time

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

2015-16	School
Full Time	5 Hrs. 35 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	9:1
Administrator	395:1

Student Suspension Rate

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

	School
2015-16	0.0%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	97%



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2015-2016 School Performance Reports

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

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

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

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



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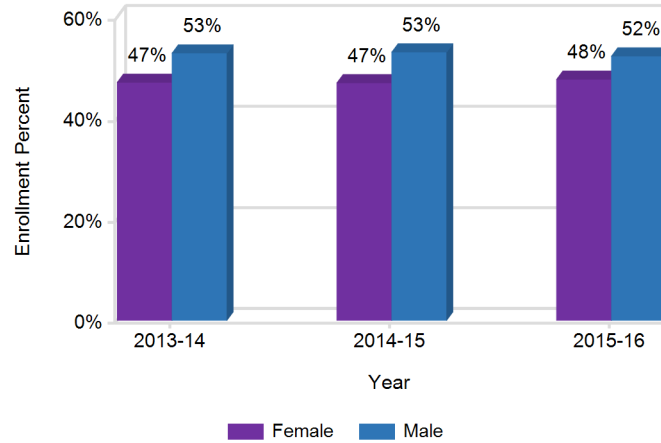
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 08	646	716	659
Grade 09	664	653	705
UG	7	7	17
Total	1317	1376	1381

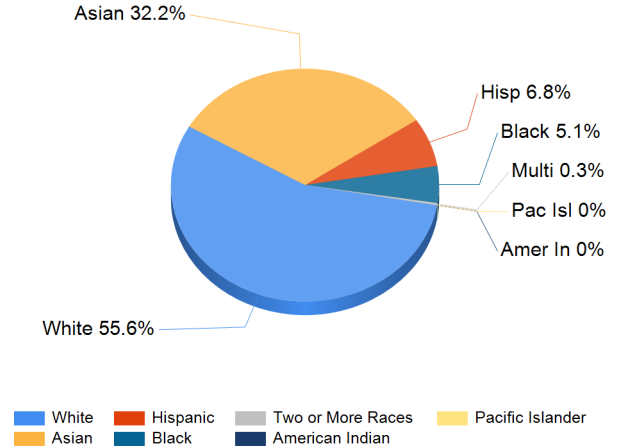
Enrollment by Gender

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



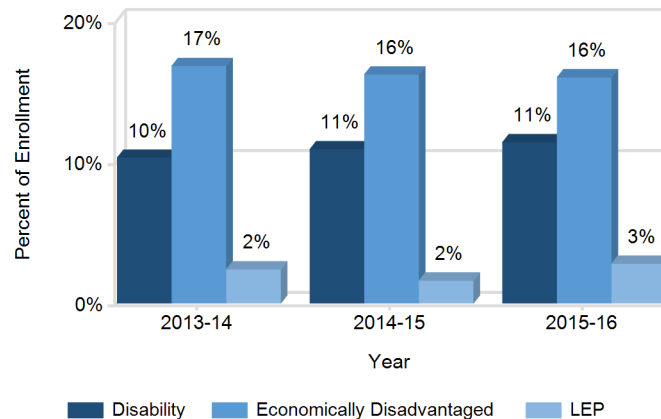
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	54.9%
Arabic	9.2%
Chinese	9.1%
Spanish	5.7%
Urdu	3.5%
Other	17.7%

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



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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	76%	S	97
Mathematics Met or Exceeded Expectations	61%	S	97

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	1177	76%	97	88%	X	1180	61%	97	89%	X
White	640	71%	85	85%	X	641	54%	87	86%	X
African American	56	55%	89	85%	X	58	31%	89	88%	X
Hispanic	69	52%	81	77%	X	69	28%	77	77%	X
American Indian	S	S	S	S		S	S	S	S	
Asian	409	90%	88	97%	✓	409	83%	88	97%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	124	21%	85	77%	X	124	18%	94	80%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	180	52%	92	82%	X	179	40%	95	82%	X



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PARCC ELA Performance Distribution - Grade 09

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	665	774	774	746	4%	7%	12%	42%	35%	77%	49%
White	364	769	769	754	5%	8%	12%	46%	30%	75%	58%
African American	S	S	S	729	S	S	S	S	S	S	30%
Hispanic	49	746	746	730	16%	14%	20%	35%	14%	49%	34%
Asian	219	791	791	774	N	1%	9%	37%	53%	90%	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	S	S	S	748	S	S	S	S	S	S	53%
Students with Disability	66	726	726	713	15%	35%	26%	23%	2%	24%	12%
English Language Learners	S	S	S	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	108	752	752	729	12%	15%	16%	40%	18%	57%	31%

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



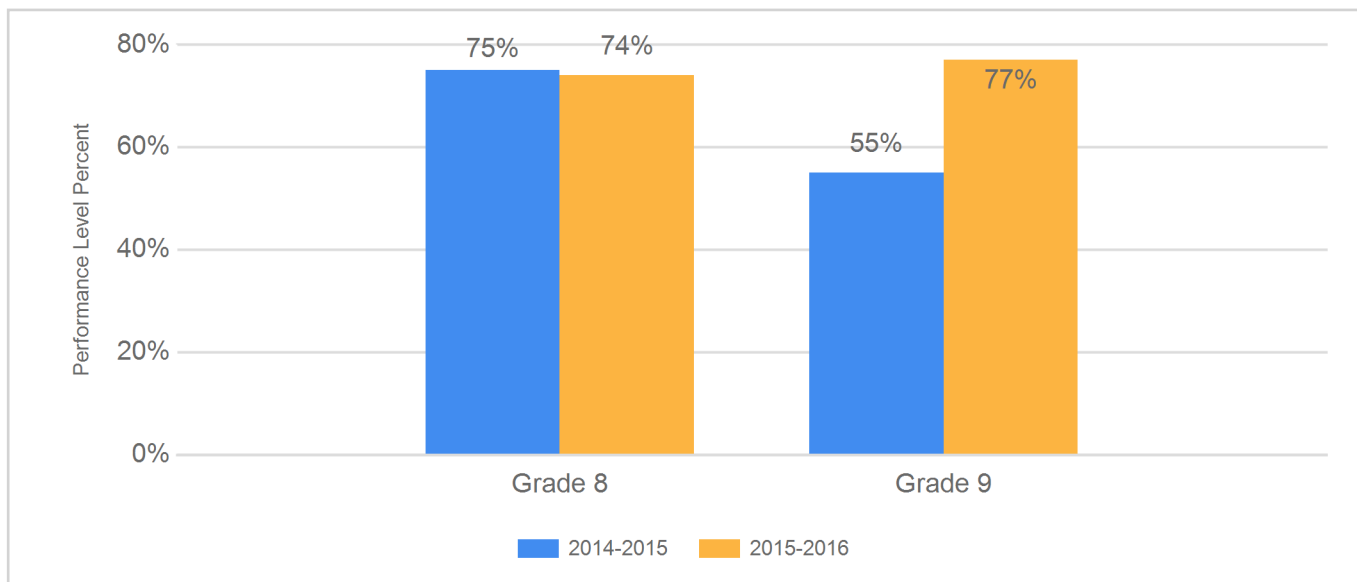
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PARCC ELA Performance Trends

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



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PARCC Performance Distribution - Algebra I

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	532	747	746	727	6%	15%	31%	46%	3%	48%	41%
White	318	743	742	734	6%	18%	34%	41%	2%	43%	51%
African American	42	732	732	717	12%	14%	55%	19%	N	19%	20%
Hispanic	S	S	728	720	S	S	S	S	S	S	25%
Asian	134	767	767	746	1%	7%	16%	71%	6%	77%	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	S	S	S	727	S	S	S	S	S	S	47%
Students with Disability	66	722	721	708	17%	38%	27%	18%	N	18%	10%
English Language Learners	S	S	713	707	S	S	S	S	S	S	9%
Economically Disadvantaged Students	101	734	732	719	10%	23%	38%	29%	1%	30%	23%

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



State of New Jersey
2015-2016

Grade Span 08-09

23-1170-055
MIDDLESEX
EAST BRUNSWICK TWP
Churchill Jr High School
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PARCC Performance Distribution - Geometry

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	499	762	755	730	1%	3%	23%	57%	17%	73%	27%
White	265	757	751	736	1%	2%	28%	59%	10%	69%	34%
African American	S	S	741	717	S	S	S	S	S	S	9%
Hispanic	25	742	732	720	4%	16%	48%	32%	N	32%	13%
Asian	192	771	767	750	N	2%	14%	56%	29%	84%	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	S	S	768	730	S	S	S	S	S	S	29%
Students with Disability	S	S	723	709	S	S	S	S	S	S	5%
English Language Learners	S	S	744	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	58	755	742	719	N	3%	33%	64%	N	64%	12%

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



State of New Jersey
2015-2016

Grade Span 08-09

23-1170-055
MIDDLESEX
EAST BRUNSWICK TWP
Churchill Jr High School
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PARCC Performance Distribution - Algebra II

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	116	806	751	722	N	N	N	49%	51%	100%	27%
White	31	803	738	728	N	N	N	52%	48%	100%	31%
African American	N	N	N	700	N	N	N	N	N	N	8%
Hispanic	N	N	N	707	N	N	N	N	N	N	12%
Asian	85	807	778	754	N	N	N	48%	52%	100%	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	N	N	N	727	N	N	N	N	N	N	34%
Students with Disability	S	S	701	690	S	S	S	S	S	S	5%
English Language Learners	N	N	N	692	N	N	N	N	N	N	7%
Economically Disadvantaged Students	S	S	727	705	S	S	S	S	S	S	11%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



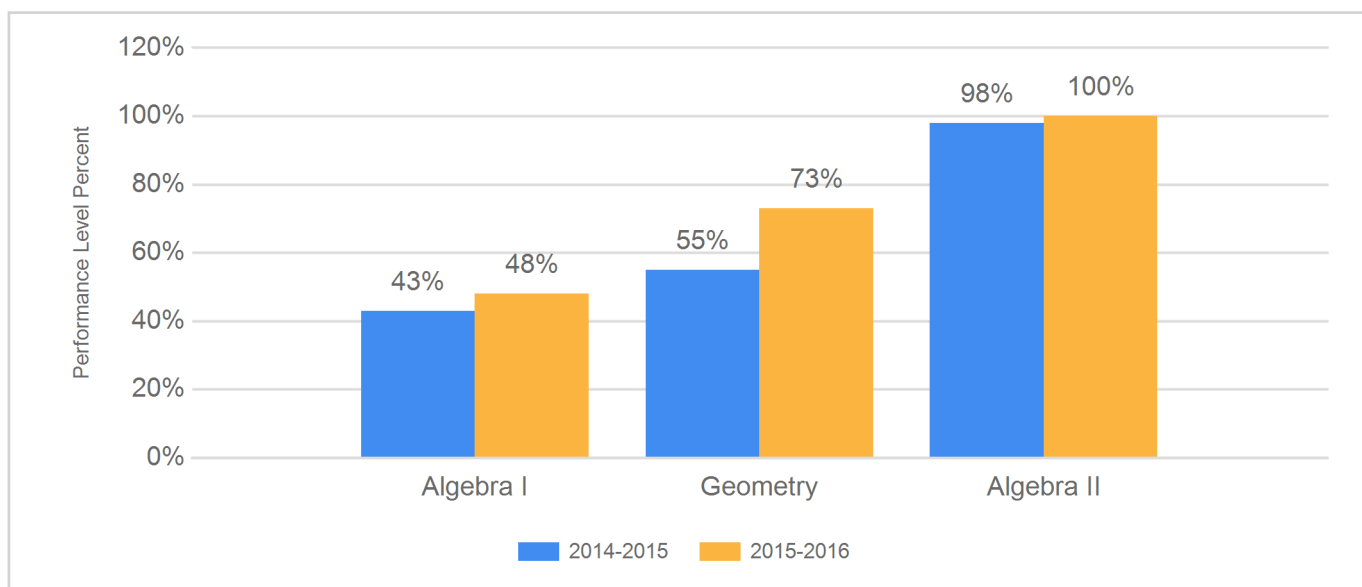
State of New Jersey
2015-2016

Grade Span 08-09

23-1170-055
MIDDLESEX
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PARCC Math Performance Trends

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



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



State of New Jersey
2015-2016

Grade Span 08-09

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

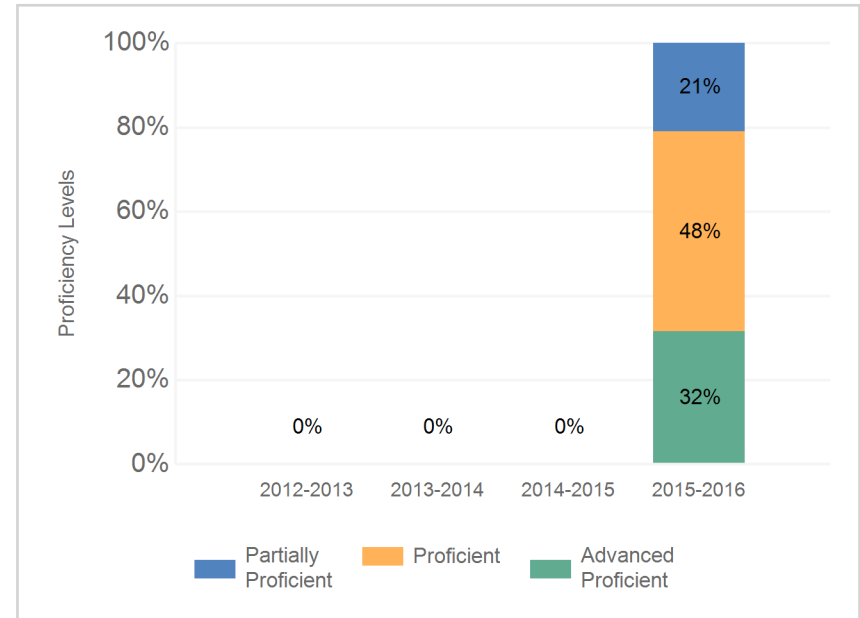
Proficiency Outcomes - Biology

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	32%	48%	21%
White	23%	55%	22%
African American	6%	46%	49%
Hispanic	11%	41%	48%
American Indian	N	N	N
Asian	55%	37%	8%
Two or More Races	S	S	S
Students with Disability	6%	24%	70%
English Language Learners	N	50%	50%
Economically Disadvantaged Students	15%	57%	28%

Proficiency Trends - Biology

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





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Length of School Day

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

	School
2015-16	6 Hrs. 46 Mins.

Instructional Time

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

	School
2015-16	
Full Time	5 Hrs. 36 Mins.
Shared Time	3 Hrs. 30 Mins.

Student to Staff Ratio

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

	School
2015-16	
Faculty	11:1
Administrator	461:1

Student Suspension Rate

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

	School
2015-16	4.2%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	98%



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2015-2016 School Performance Reports

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

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

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

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



State of New Jersey
2015-2016

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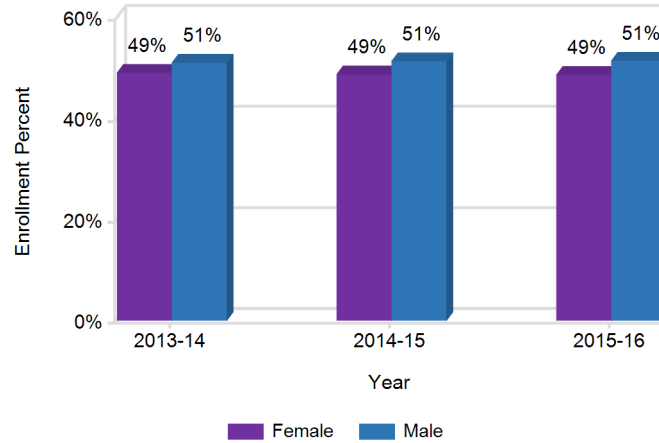
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 10	758	680	665
Grade 11	717	746	671
Grade 12	729	723	746
UG	34	28	20
Total	2238	2176	2102

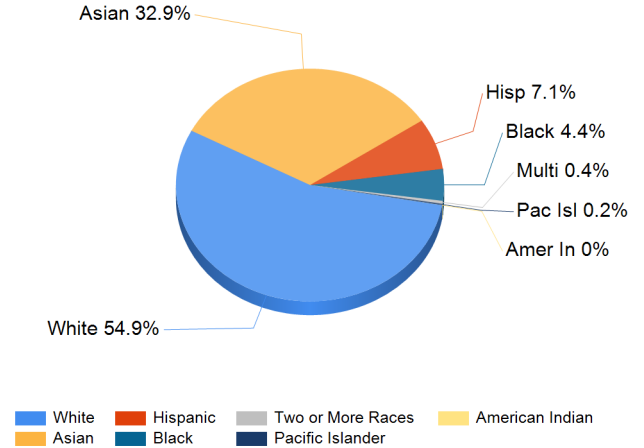
Enrollment by Gender

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



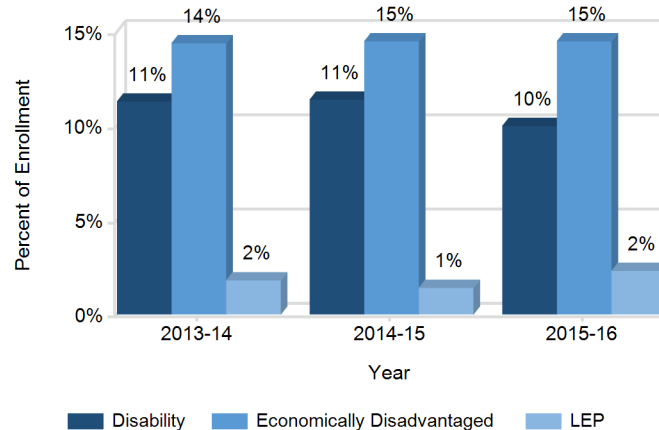
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	56.0%
Chinese	8.9%
Arabic	8.4%
Spanish	4.6%
Urdu	3.2%
Other	17.6%

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



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Grade Span 10-12

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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	61%	S	65
Mathematics Met or Exceeded Expectations	35%	S	67

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	504	61%	65	78%	X	400	35%	67	75%	X
White	264	53%	39	74%	X	229	31%	42	72%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	42	24%	20	68%	X	38	13%	39	63%	X
American Indian	N	N	N	N		N	N	N	N	
Asian	180	85%	63	89%	X	115	55%	61	88%	X
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	53	26%	84	75%	X	51	22%	88	76%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	68	28%	39	66%	X	64	20%	61	65%	X



State of New Jersey
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Grade Span 10-12

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PARCC ELA Performance Distribution - Grade 10

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	519	759	759	740	13%	10%	16%	36%	25%	61%	44%
White	272	752	752	747	15%	12%	20%	36%	17%	53%	50%
African American	S	S	S	722	S	S	S	S	S	S	28%
Hispanic	42	717	717	726	33%	24%	19%	19%	5%	24%	33%
Asian	185	784	784	767	3%	3%	8%	41%	44%	85%	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	S	S	S	741	S	S	S	S	S	S	45%
Students with Disability	45	715	715	702	38%	18%	18%	24%	2%	27%	11%
English Language Learners	S	S	S	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	72	727	727	723	25%	24%	24%	21%	7%	28%	30%

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



State of New Jersey
2015-2016

Grade Span 10-12

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MIDDLESEX

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**PARCC ELA Performance Distribution - Grade 11

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	294	734	734	736	18%	19%	31%	29%	4%	32%	40%
White	183	733	733	739	20%	19%	29%	28%	4%	32%	42%
African American	22	731	731	728	14%	18%	41%	27%	N	27%	30%
Hispanic	18	727	727	732	11%	44%	28%	11%	6%	17%	37%
Asian	71	738	738	753	16%	13%	34%	35%	3%	38%	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	N	N	N	736	N	N	N	N	N	N	39%
Students with Disability	58	715	715	710	35%	31%	19%	12%	3%	16%	13%
English Language Learners	12	724	724	702	17%	42%	17%	25%	N	25%	8%
Economically Disadvantaged Students	64	727	727	730	20%	23%	31%	20%	5%	25%	33%

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

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



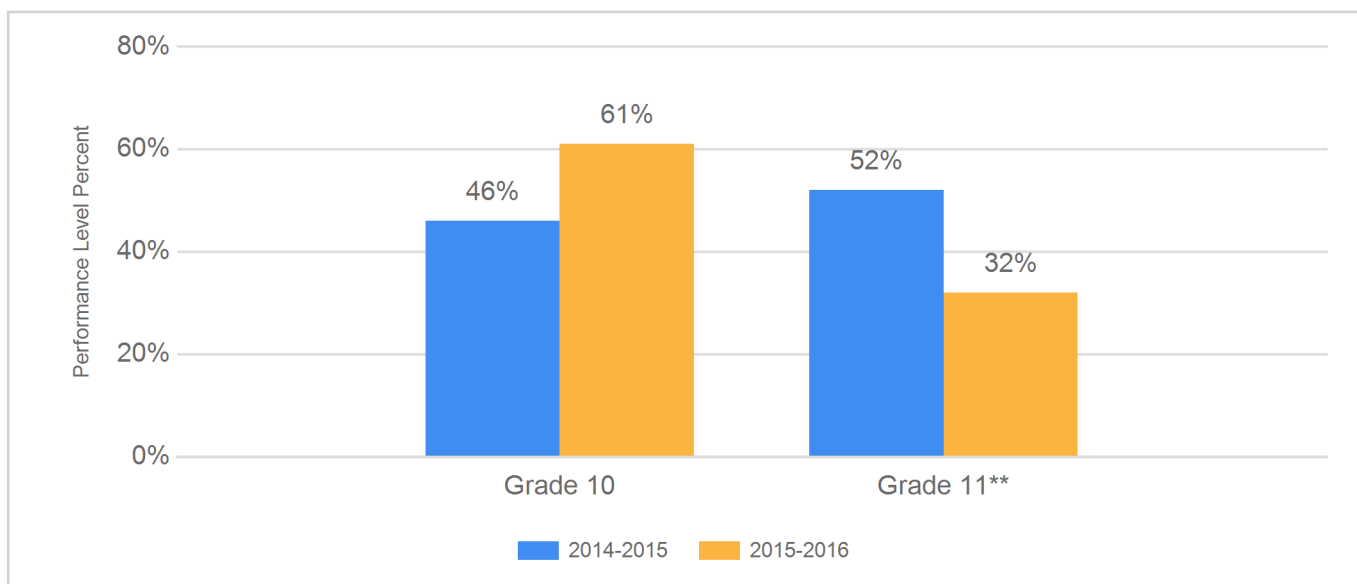
State of New Jersey
2015-2016

Grade Span 10-12

23-1170-050
MIDDLESEX
EAST BRUNSWICK TWP
East Brunswick High School
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PARCC ELA Performance Trends

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



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



State of New Jersey
2015-2016

Grade Span 10-12

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EAST BRUNSWICK TWP

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PARCC Performance Distribution - Algebra I

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	746	727	S	S	S	S	S	S	41%
White	S	S	742	734	S	S	S	S	S	S	51%
African American	N	N	N	717	N	N	N	N	N	N	20%
Hispanic	S	S	728	720	S	S	S	S	S	S	25%
Asian	N	N	N	746	N	N	N	N	N	N	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	N	N	N	727	N	N	N	N	N	N	47%
Students with Disability	S	S	721	708	S	S	S	S	S	S	10%
English Language Learners	S	S	713	707	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	732	719	S	S	S	S	S	S	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 10-12

23-1170-050

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EAST BRUNSWICK TWP

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PARCC Performance Distribution - Geometry

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	755	730	S	S	S	S	S	S	27%
White	S	S	751	736	S	S	S	S	S	S	34%
African American	S	S	741	717	S	S	S	S	S	S	9%
Hispanic	18	720	732	720	17%	44%	28%	11%	N	11%	13%
Asian	16	724	767	750	13%	44%	25%	19%	N	19%	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	S	S	768	730	S	S	S	S	S	S	29%
Students with Disability	32	718	723	709	16%	56%	16%	13%	N	13%	5%
English Language Learners	S	S	744	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	S	S	742	719	S	S	S	S	S	S	12%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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Grade Span 10-12

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PARCC Performance Distribution - Algebra II

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	394	735	751	722	17%	20%	26%	36%	1%	36%	27%
White	233	729	738	728	20%	22%	28%	30%	N	30%	31%
African American	S	S	S	700	S	S	S	S	S	S	8%
Hispanic	24	717	717	707	29%	29%	29%	13%	N	13%	12%
Asian	116	756	778	754	4%	10%	26%	58%	2%	60%	60%
American Indian	S	S	S	714	S	S	S	S	S	S	16%
Two or More Races	N	N	N	727	N	N	N	N	N	N	34%
Students with Disability	42	698	701	690	64%	17%	5%	14%	N	14%	5%
English Language Learners	11	735	735	692	9%	36%	18%	36%	N	36%	7%
Economically Disadvantaged Students	69	722	727	705	26%	30%	22%	22%	N	22%	11%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



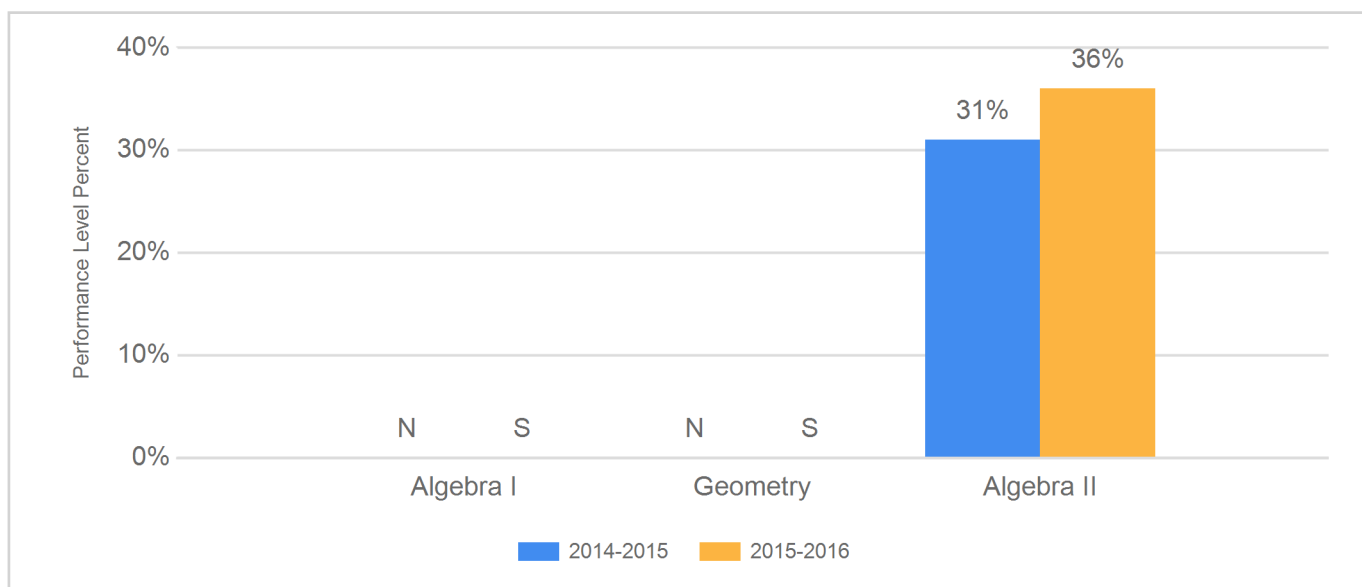
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PARCC Math Performance Trends

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



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



State of New Jersey
2015-2016

Grade Span 10-12

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

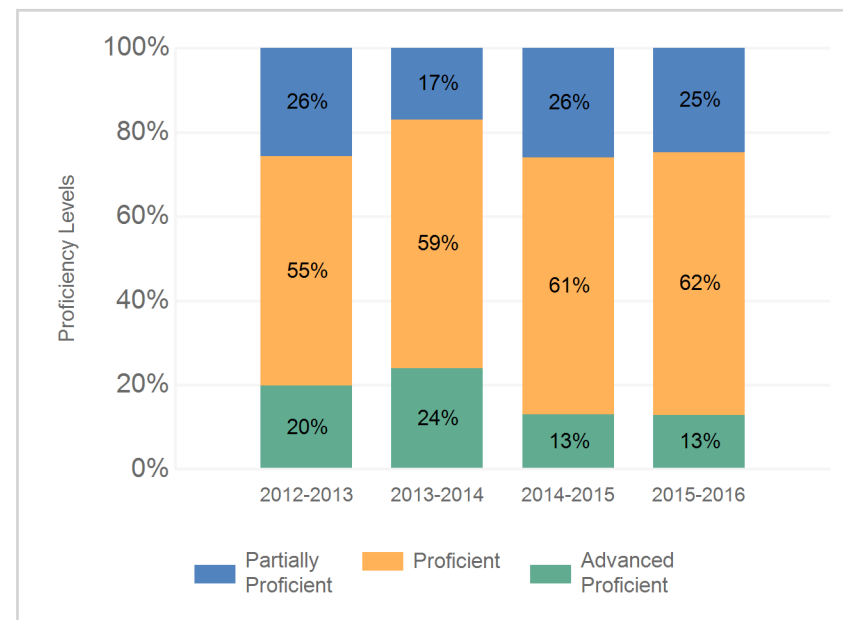
Proficiency Outcomes - Biology

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	13%	62%	25%
White	11%	66%	23%
African American	10%	43%	48%
Hispanic	13%	49%	38%
American Indian	N	N	N
Asian	19%	66%	15%
Two or More Races	S	S	S
Students with Disability	4%	38%	58%
English Language Learners	S	S	S
Economically Disadvantaged Students	8%	49%	43%

Proficiency Trends - Biology

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





State of New Jersey
2015-2016

Grade Span 10-12

23-1170-050

MIDDLESEX

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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.

PSAT/SAT/ACT Participation

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

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	100.0%	95.5%
Percent of Students Participating in SAT	67.2%	58.0%
Percent of Students Participating in ACT	40.1%	27.6%

PSAT/SAT/ACT Benchmarks

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

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	90%	71%
Math	530	80%	53%
ACT	-	-	-
Reading	22	71%	58%
English	18	87%	74%
Math	22	79%	61%
Science	23	60%	49%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	1066	950
SAT	-	-
Reading and Writing	605	537
Math	620	538
ACT	-	-
Reading	25	23
English	25	22
Math	26	23
Science	25	22

PSAT/SAT/ACT Performance by Percentile

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

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	1210	1050	920
SAT	-	-	-
Reading and Writing	680	610	530
Math	710	620	540
ACT	-	-	-
Reading	32	25	20
English	31	25	20
Math	31	26	23
Science	28	24	21

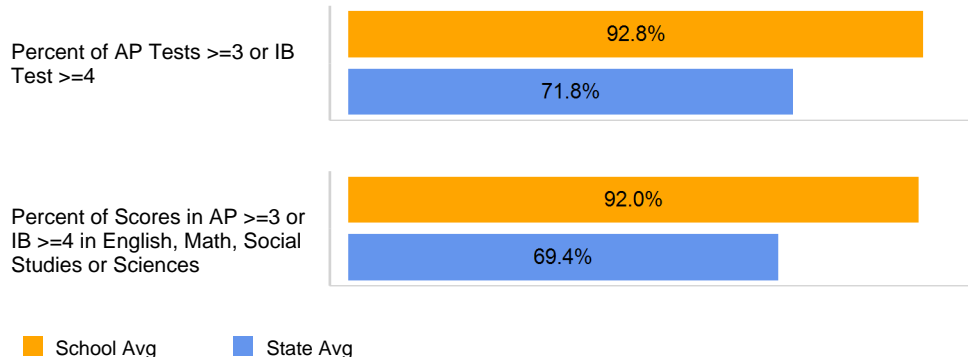


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AP/ IB Test Performance

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



Advanced Course Work Participation

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

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	42.0%	39.1%
One of More Test	39.3%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	32.7%	26.6%
Participating in Dual Enrollment	44.1%	15.4%

AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	48	37
AP Biology	88	99
AP Calculus AB	124	104
AP Calculus BC	86	88
AP Chemistry	26	28
AP Chinese Language and Culture	0	1
AP Computer Science A	48	44
AP English Language and Composition	211	212
AP English Literature and Composition	133	100
AP Environmental Science	26	33
AP European History	14	14
AP French Language	34	31
AP German Language	9	9
AP Macroeconomics	47	48
AP Microeconomics	0	5
AP Music Theory	13	7
AP Physics C	42	0
AP Physics C: Electricity and Magnetism	0	39
AP Physics C: Mechanics	0	44
AP Psychology	34	40
AP Spanish Language	56	58
AP Spanish Literature	13	0
AP Statistics	125	123
AP Studio Art—Drawing Portfolio	19	0
AP Studio Art—General Portfolio	0	12



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AP/IB Course	Students Enrolled	Students Tested
AP U.S. Government and Politics	0	19
AP U.S. History	114	106
Student AP Tests ≥ 3 and IB Tests ≥ 4		517



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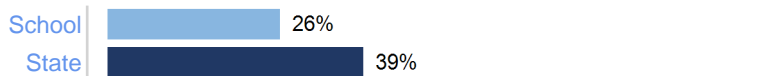
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Visual and Performing Arts

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

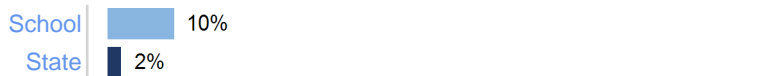
MUSIC



DRAMA



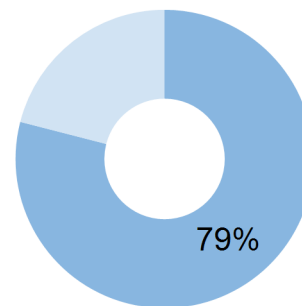
DANCE



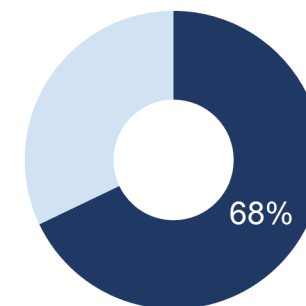
VISUAL ARTS



Any Visual and Performing Arts



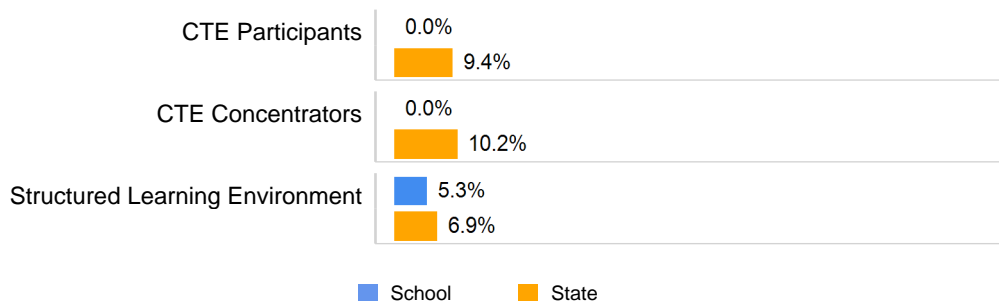
School



State

Career and Technical Education Participation

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



■ School ■ State

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



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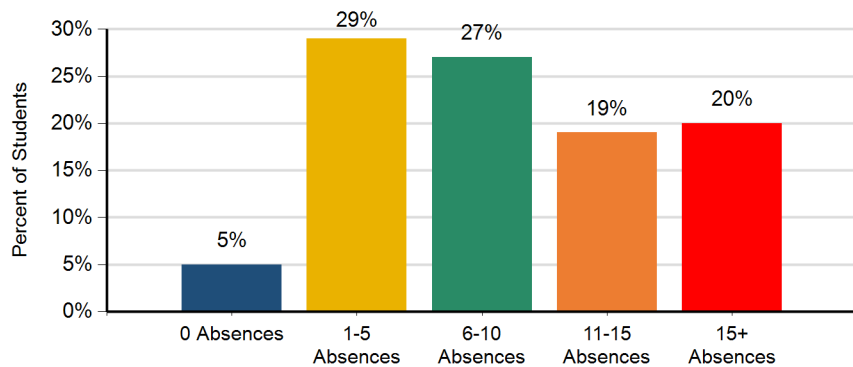
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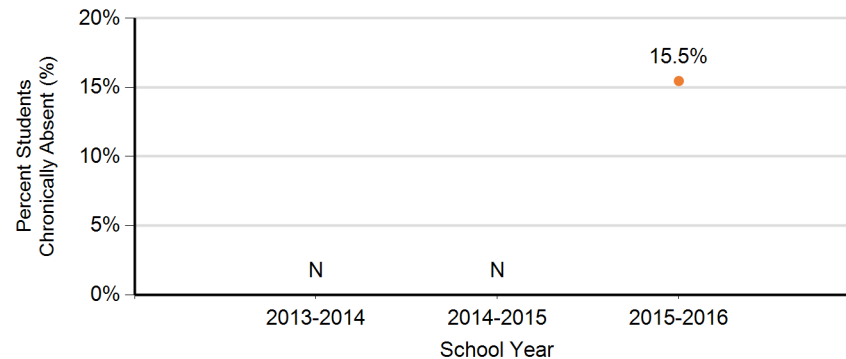
Absenteeism

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



Chronic Absenteeism Trend

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



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Graduation Rate by Subgroup

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

	School Rate	Statewide Percentile	State Target
Schoolwide	97.2%	84	81%
White	96.6%	64	
African American	90.2%	51	
Hispanic	100%	100	
American Indian	N	N	
Asian	98.8%	35	
Native Hawaiian	S	S	
Two or More Races	S	S	
Students with Disability	85.7%	61	
English Language Learners	S	S	
Economically Disadvantaged Students	94.7%	79	

Dropout Rate by Subgroup

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

	School Rate	State Rate
Schoolwide	0.2%	1.2%
White	0.4%	0.6%
African American	N	2.6%
Hispanic	0.7%	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	0.5%	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	N	1.7%



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Extended Year Graduation Rate

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

Class of	4-Year Rate	5-Year Rate
2013	96%	97%
2014	97%	97%
2015	96%	97%
2016	97%	

Postsecondary Enrollment Rates

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

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	90.5%	18.8%	81.2%
White	90.6%	19.8%	80.2%
African American	S	S	S
Hispanic	89.4%	47.6%	52.4%
American Indian	0.0%	0.0%	0.0%
Asian	92.0%	10.8%	89.2%
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	S	S	S
Students with Disability	69.3%	42.3%	57.7%
English Language Learners	S	S	S
Economically Disadvantaged Students	89.0%	34.2%	65.8%



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Length of School Day

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

	School
2015-16	6 Hrs. 46 Mins.

Instructional Time

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

2015-16	School
Full Time	5 Hrs. 36 Mins.
Shared Time	3 Hrs. 30 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	12:1
Administrator	192:1

Student Suspension Rate

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

	School
2015-16	4.4%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	97%



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2015-2016 School Performance Reports

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

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

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

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

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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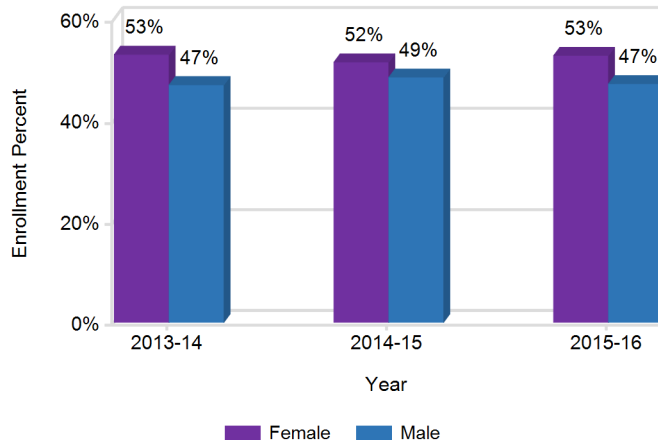
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade PK	0	0	20
Grade KG	61	60	53
Grade 01	73	66	66
Grade 02	62	77	70
Grade 03	74	58	79
Grade 04	77	74	66
Grade 05	76	81	77
UG	0	9	16
Total	423	425	447

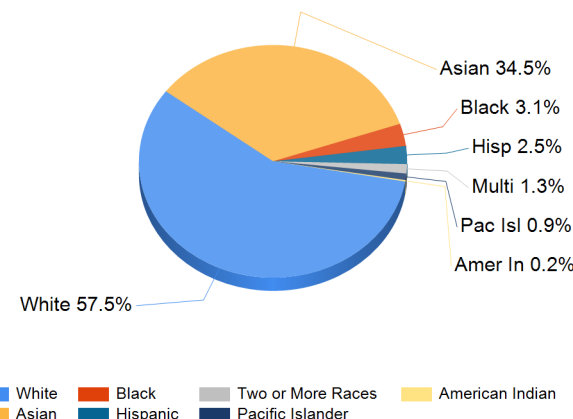
Enrollment by Gender

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



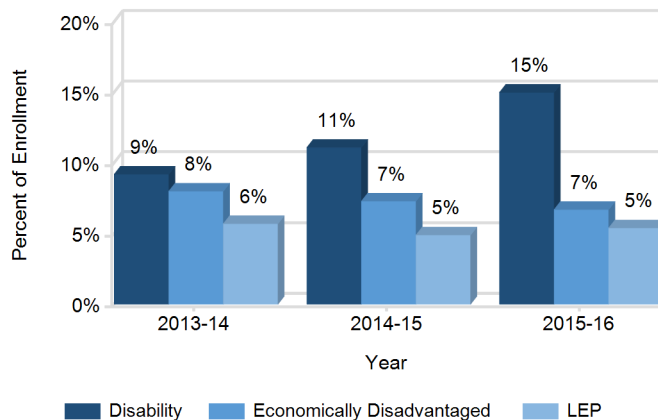
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	73.8%
Chinese	6.7%
Arabic	3.8%
Spanish	2.7%
Russian	2.0%
Other	10.8%

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

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

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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	82%	100	95
Mathematics Met or Exceeded Expectations	80%	89	95

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	192	82%	95	94%	✓	191	80%	95	94%	✓
White	111	80%	89	93%	✓	110	77%	89	92%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	68	88%	64	96%	✓	68	87%	62	98%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	74	775	769	746	4%	8%	16%	47%	24%	72%	48%
White	40	762	760	756	5%	10%	18%	63%	5%	68%	58%
African American	S	S	755	727	S	S	S	S	S	S	30%
Hispanic	S	S	746	730	S	S	S	S	S	S	31%
Asian	28	793	785	772	4%	7%	11%	25%	54%	79%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	765	753	S	S	S	S	S	S	55%
Students with Disability	S	S	738	718	S	S	S	S	S	S	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	S	S	737	727	S	S	S	S	S	S	28%
PARCC MATH											
Schoolwide	74	772	773	749	N	10%	11%	50%	30%	80%	52%
White	40	762	765	757	N	5%	15%	65%	15%	80%	63%
African American	S	S	753	730	S	S	S	S	S	S	31%
Hispanic	S	S	747	736	S	S	S	S	S	S	35%
Asian	28	787	789	777	N	14%	4%	29%	54%	82%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	777	754	S	S	S	S	S	S	57%
Students with Disability	S	S	749	727	S	S	S	S	S	S	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	S	S	747	732	S	S	S	S	S	S	32%

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



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PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	63	781	768	750	N	5%	6%	43%	46%	89%	54%
White	30	772	763	759	N	7%	10%	47%	37%	83%	64%
African American	N	N	N	733	N	N	N	N	N	N	33%
Hispanic	N	N	N	737	N	N	N	N	N	N	37%
Asian	33	789	783	773	N	3%	3%	39%	55%	94%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	11	767	741	723	N	9%	9%	46%	36%	82%	22%
English Language Learners	S	S	732	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	746	734	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	64	770	765	745	N	6%	13%	64%	17%	81%	47%
White	29	760	758	752	N	10%	17%	69%	3%	72%	57%
African American	N	N	N	727	N	N	N	N	N	N	24%
Hispanic	N	N	N	733	N	N	N	N	N	N	30%
Asian	35	779	783	771	N	3%	9%	60%	29%	89%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	11	758	741	724	N	18%	9%	73%	N	73%	22%
English Language Learners	S	S	750	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	N	N	N	730	N	N	N	N	N	N	27%

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



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PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	73	781	774	751	1%	1%	11%	58%	29%	86%	53%
White	44	786	770	758	N	2%	5%	66%	27%	93%	64%
African American	S	S	770	733	S	S	S	S	S	S	32%
Hispanic	S	S	755	738	S	S	S	S	S	S	37%
Asian	18	782	786	773	N	N	17%	44%	39%	83%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	755	759	S	S	S	S	S	S	63%
Students with Disability	S	S	749	723	S	S	S	S	S	S	20%
English Language Learners	S	S	744	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	753	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	73	765	762	747	1%	3%	18%	63%	15%	78%	47%
White	44	764	756	753	2%	N	18%	66%	14%	80%	57%
African American	S	S	749	728	S	S	S	S	S	S	24%
Hispanic	S	S	741	735	S	S	S	S	S	S	31%
Asian	18	778	778	774	N	6%	11%	56%	28%	83%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	754	754	S	S	S	S	S	S	56%
Students with Disability	S	S	740	725	S	S	S	S	S	S	19%
English Language Learners	S	S	744	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	740	732	S	S	S	S	S	S	28%

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



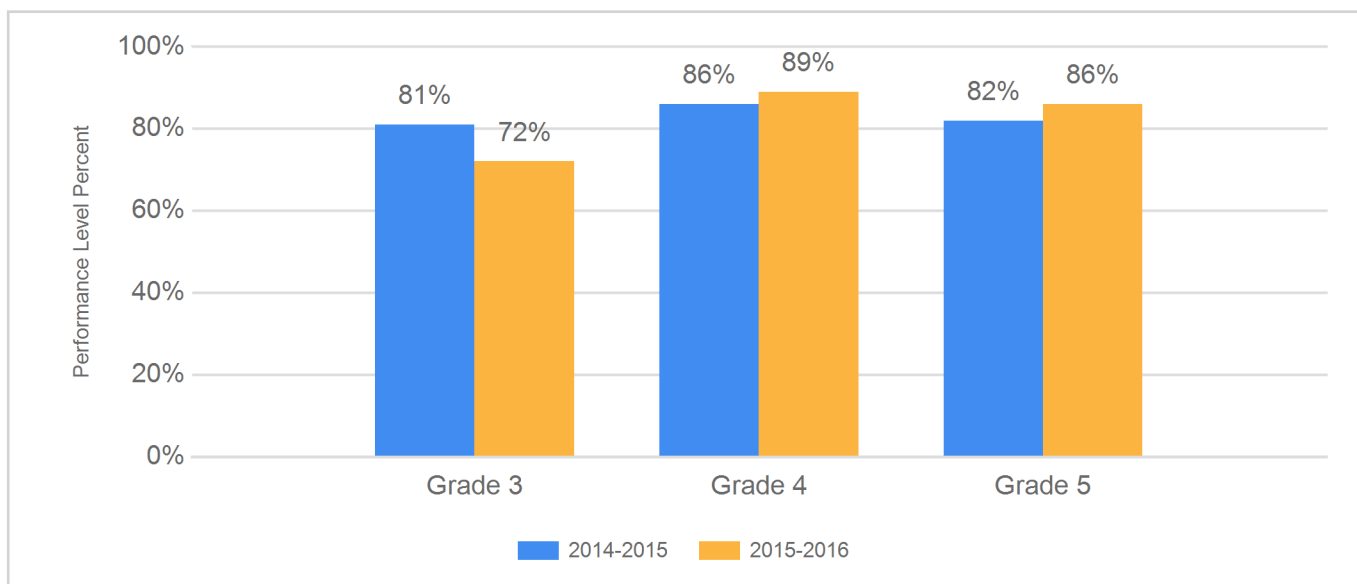
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PARCC ELA Performance Trends

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



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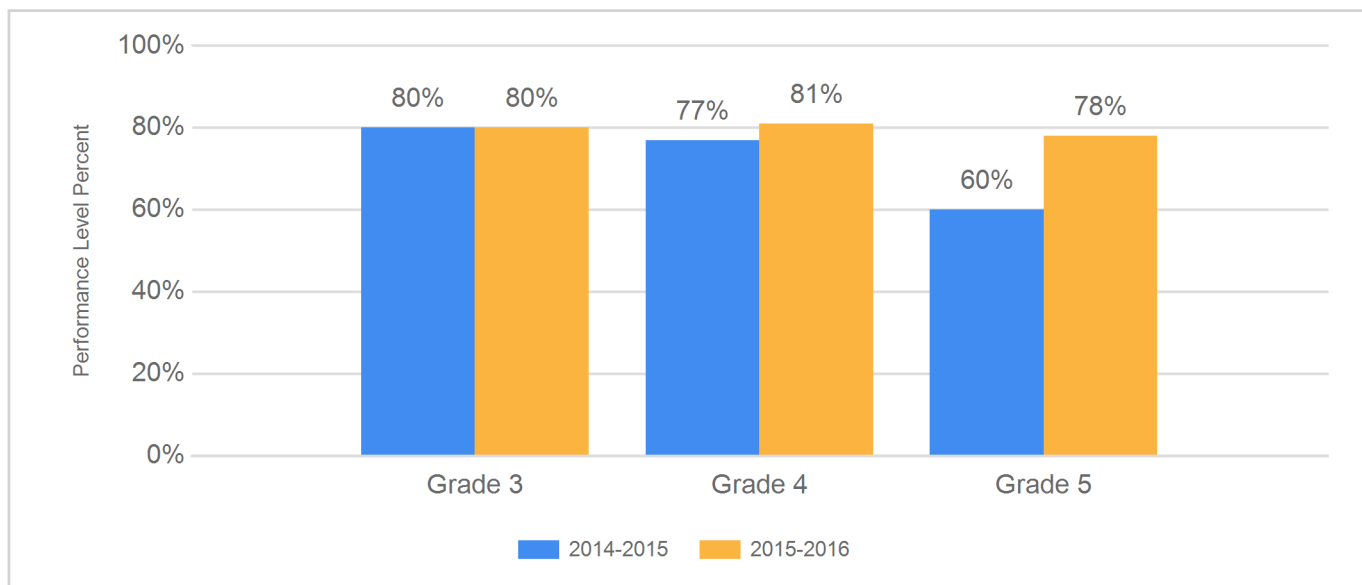
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PARCC Math Performance Trends

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



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

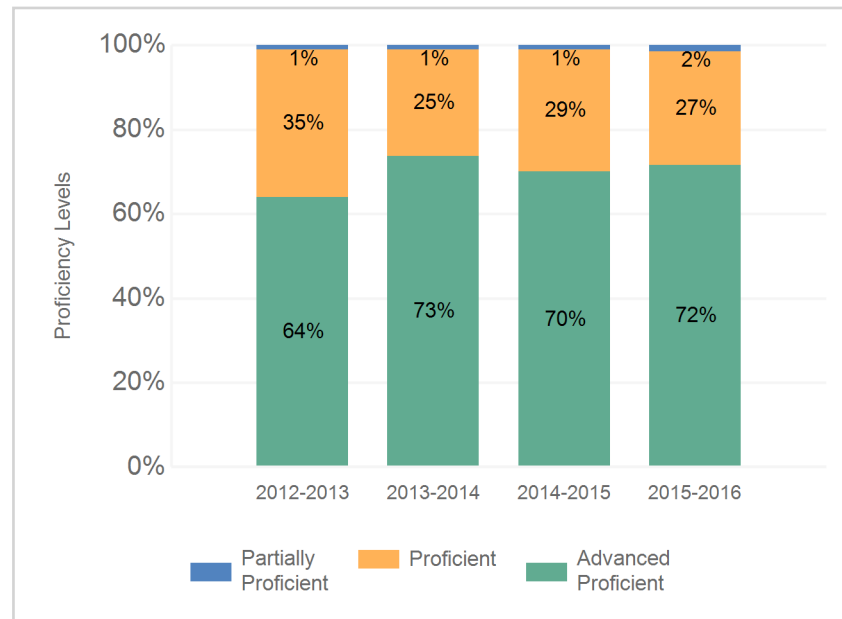
NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	72%	27%	2%
White	74%	26%	N
African American	S	S	S
Hispanic	N	N	N
American Indian	N	N	N
Asian	71%	26%	3%
Two or More Races	N	N	N
Students with Disability	58%	33%	8%
English Language Learners	S	S	S
Economically Disadvantaged Students	N	N	N

NJASK Proficiency Trends Science - Grade Level 04

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



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State of New Jersey
2015-2016

Grade Span 3H-05

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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

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

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



State of New Jersey
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Grade Span 3H-05

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

Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	61	58	50
Student Growth on Math	46	62	50

Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	0%	0%
Partially Met (L2)	1%	0%	0%
Approached (L3)	2%	7%	8%
Met (L4)	9%	16%	27%
Exceeded (L5)	9%	9%	10%

Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	1%	0%
Partially Met (L2)	1%	0%	1%
Approached (L3)	4%	7%	7%
Met (L4)	24%	19%	18%
Exceeded (L5)	8%	3%	8%



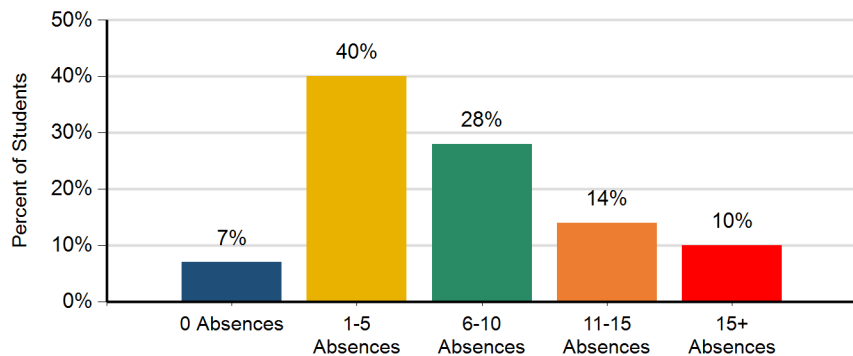
State of New Jersey
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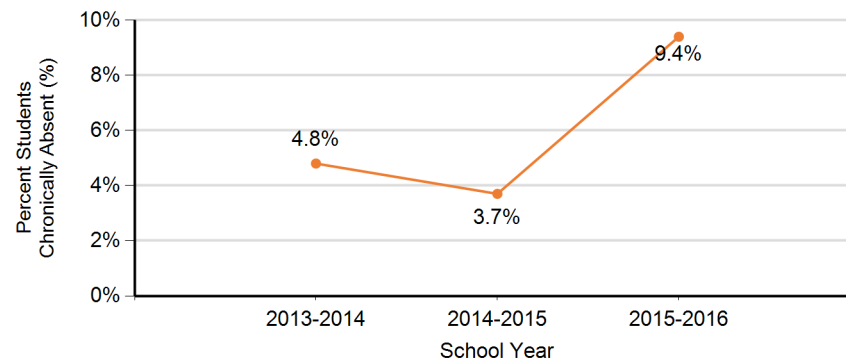
Absenteeism

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



Chronic Absenteeism Trend

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



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2015-2016

Grade Span 3H-05

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Length of School Day

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

	School
2015-16	6 Hrs. 15 Mins.

Instructional Time

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

2015-16	School
Full Time	5 Hrs. 35 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	12:1
Administrator	447:1

Student Suspension Rate

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

	School
2015-16	0.0%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	98%



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2015-2016

Grade Span 06-07

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2015-2016 School Performance Reports

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

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

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

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

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 06-07

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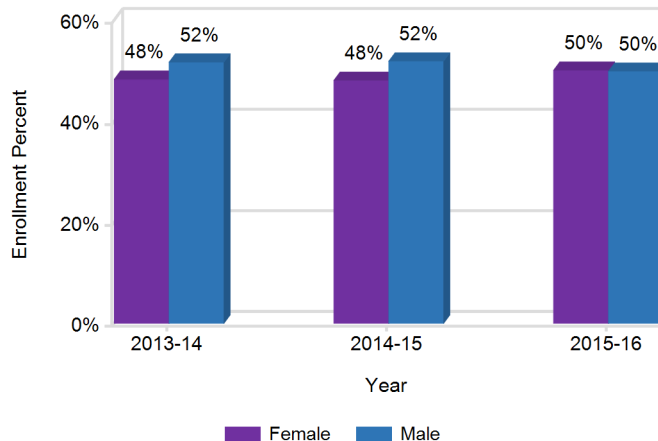
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 06	636	633	618
Grade 07	697	652	655
UG	20	24	18
Total	1353	1309	1291

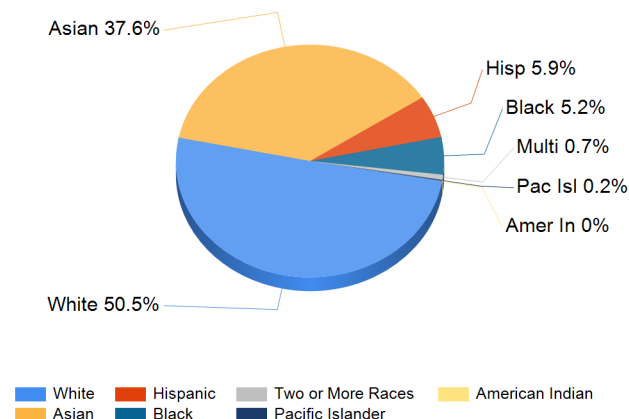
Enrollment by Gender

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



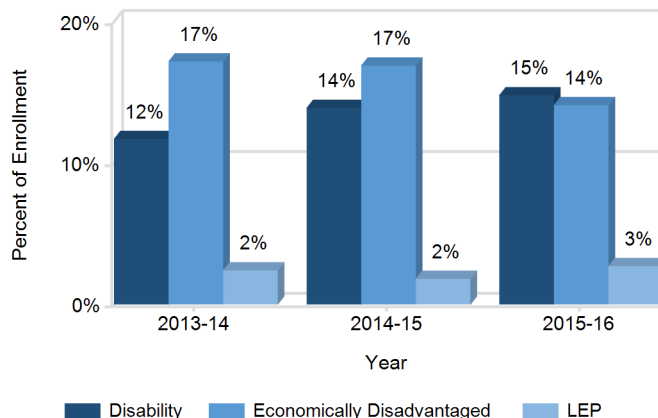
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	56.5%
Chinese	9.1%
Arabic	7.0%
Spanish	4.4%
Urdu	3.2%
Other	20.2%

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

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

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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	75%	56	85
Mathematics Met or Exceeded Expectations	69%	44	84

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	1158	75%	85	96%	✓	1151	69%	84	96%	✓
White	588	71%	69	94%	✗	583	63%	65	94%	✗
African American	57	47%	62	96%	✓	56	36%	57	96%	✓
Hispanic	69	58%	73	96%	✓	68	51%	79	95%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	436	87%	66	98%	✓	436	85%	62	99%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	170	26%	64	91%	✗	168	21%	59	90%	✗
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	155	50%	76	91%	✗	154	47%	85	94%	✓



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PARCC Performance Distribution - Grade 06

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	606	767	767	750	3%	6%	17%	51%	23%	74%	52%
White	300	762	762	756	3%	7%	21%	51%	18%	69%	61%
African American	S	S	S	732	S	S	S	S	S	S	31%
Hispanic	40	752	752	738	3%	10%	25%	58%	5%	63%	37%
Asian	227	780	780	772	2%	3%	8%	52%	36%	88%	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	S	755	S	S	S	S	S	S	60%
Students with Disability	73	725	725	719	16%	27%	38%	16%	1%	18%	15%
English Language Learners	S	S	S	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	82	747	747	735	5%	16%	27%	51%	1%	52%	33%
PARCC MATH											
Schoolwide	611	765	765	743	2%	7%	19%	51%	21%	72%	43%
White	304	759	759	750	3%	7%	24%	53%	14%	67%	53%
African American	S	S	S	724	S	S	S	S	S	S	20%
Hispanic	40	746	746	730	3%	18%	28%	53%	N	53%	26%
Asian	228	780	780	768	0%	3%	9%	50%	38%	88%	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	S	748	S	S	S	S	S	S	49%
Students with Disability	73	732	732	717	14%	23%	41%	19%	3%	22%	13%
English Language Learners	S	S	S	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	85	744	744	728	6%	12%	32%	49%	1%	51%	23%

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



State of New Jersey
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Grade Span 06-07

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PARCC Performance Distribution - Grade 07

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	629	775	775	753	5%	6%	14%	34%	42%	75%	56%
White	309	767	767	760	6%	7%	17%	39%	32%	71%	65%
African American	32	742	742	733	19%	9%	31%	28%	13%	41%	35%
Hispanic	S	S	S	739	S	S	S	S	S	S	41%
Asian	254	791	791	781	2%	4%	6%	28%	59%	88%	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	S	759	S	S	S	S	S	S	63%
Students with Disability	96	727	727	716	26%	22%	22%	26%	4%	30%	16%
English Language Learners	S	S	S	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	88	745	745	735	16%	9%	31%	28%	16%	44%	37%
PARCC MATH											
Schoolwide	510	751	751	740	6%	10%	26%	50%	9%	58%	39%
White	275	748	748	747	6%	8%	32%	48%	5%	53%	47%
African American	32	725	725	724	25%	28%	19%	25%	3%	28%	19%
Hispanic	S	S	S	729	S	S	S	S	S	S	23%
Asian	171	762	762	763	2%	7%	17%	58%	16%	74%	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	S	744	S	S	S	S	S	S	44%
Students with Disability	93	723	723	713	27%	20%	32%	20%	N	20%	9%
English Language Learners	S	S	S	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	90	736	736	727	14%	19%	27%	36%	4%	40%	21%

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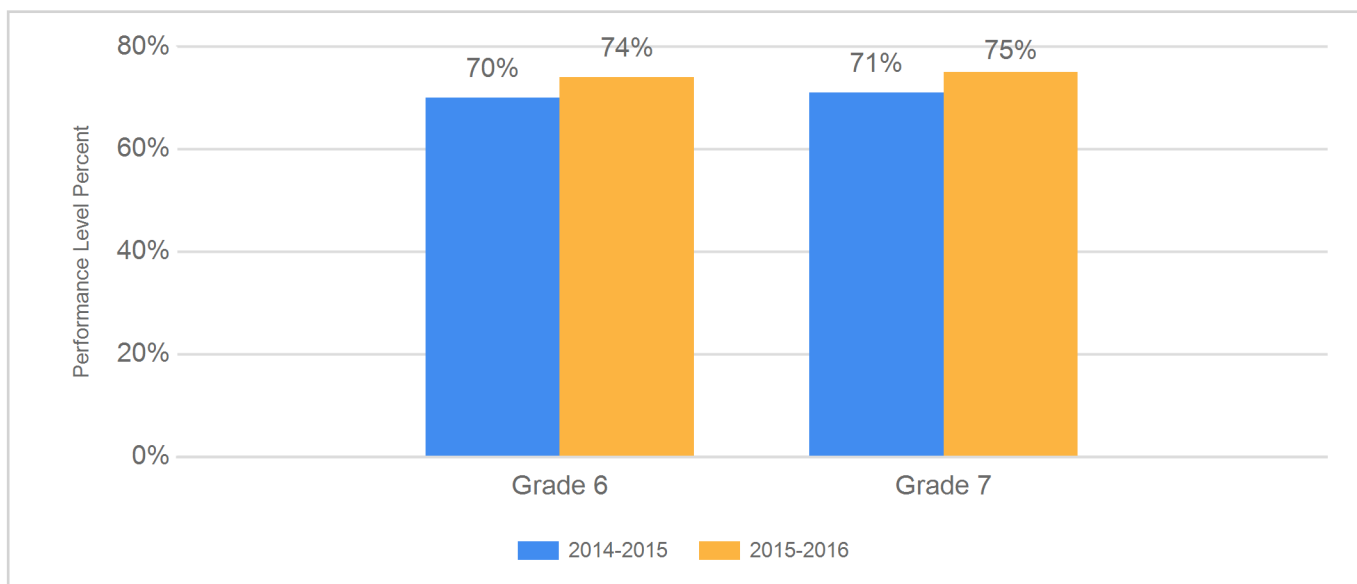
State of New Jersey
2015-2016

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PARCC ELA Performance Trends

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



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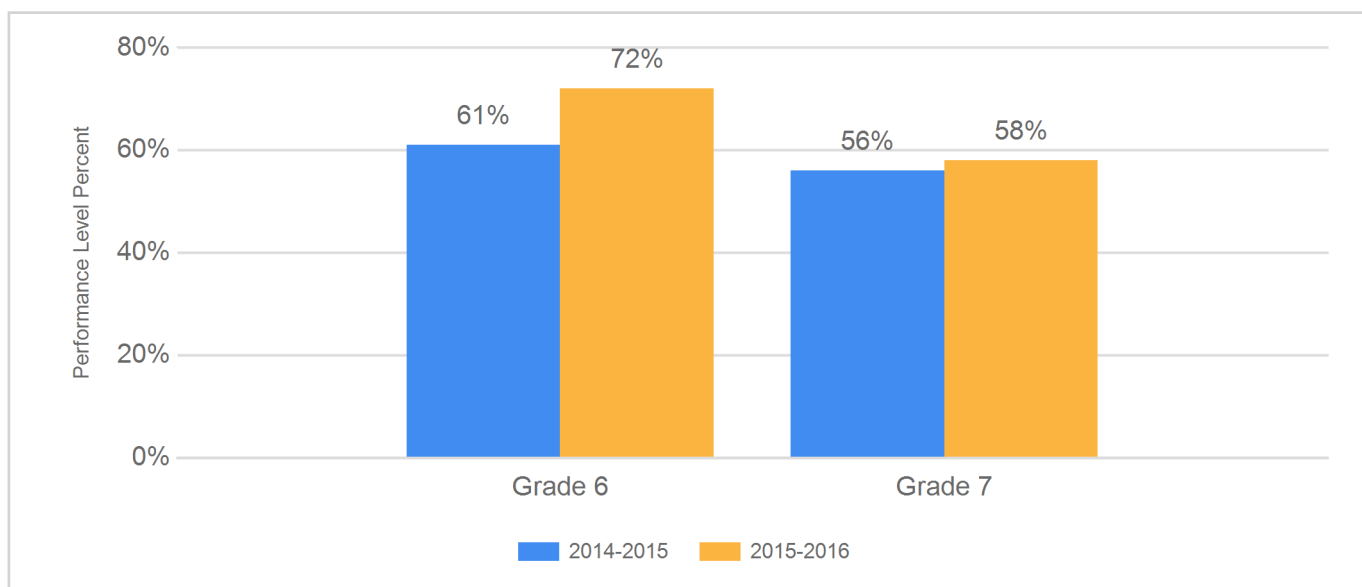
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PARCC Math Performance Trends

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State of New Jersey
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		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
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School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	55	58	50
Student Growth on Math	67	62	50

Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	1%	2%
Partially Met (L2)	3%	1%	3%
Approached (L3)	5%	5%	9%
Met (L4)	12%	17%	16%
Exceeded (L5)	6%	8%	12%

Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	1%	1%
Partially Met (L2)	4%	3%	5%
Approached (L3)	9%	10%	15%
Met (L4)	13%	15%	20%
Exceeded (L5)	2%	1%	1%



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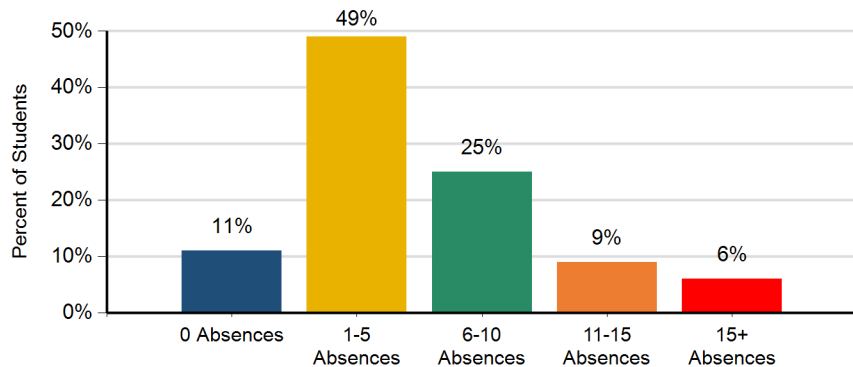
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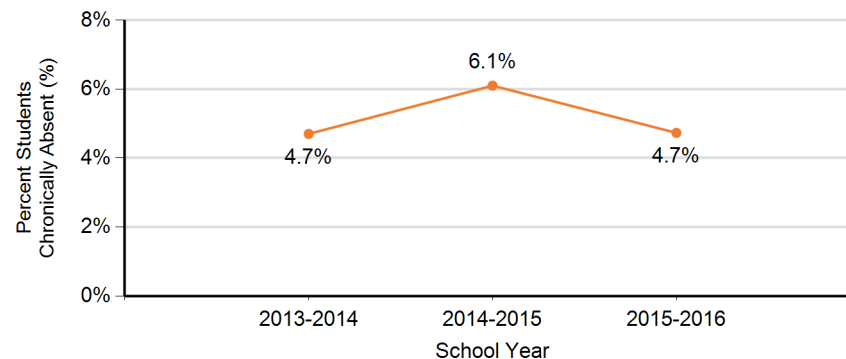
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	School
2015-16	6 Hrs. 53 Mins.

Instructional Time

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

2015-16	School
Full Time	5 Hrs. 56 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	10:1
Administrator	323:1

Student Suspension Rate

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

	School
2015-16	2.1%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	97%



State of New Jersey
2015-2016

Grade Span 3H-05

23-1170-090
MIDDLESEX
EAST BRUNSWICK TWP
Irwin Elementary School
71 RACETRACK ROAD
EAST BRUNSWICK, NJ 08816

2015-2016 School Performance Reports

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

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

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

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

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 3H-05

23-1170-090
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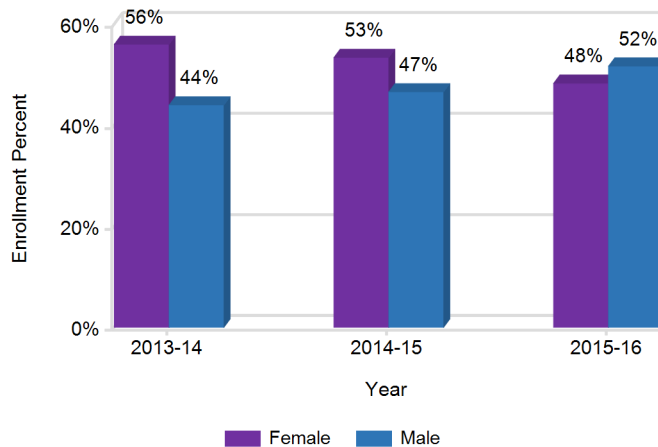
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade PK	0	0	0
Grade KG	76	72	64
Grade 01	88	78	74
Grade 02	66	92	83
Grade 03	73	72	90
Grade 04	77	72	74
Grade 05	79	82	74
UG	0	0	3
Total	459	468	462

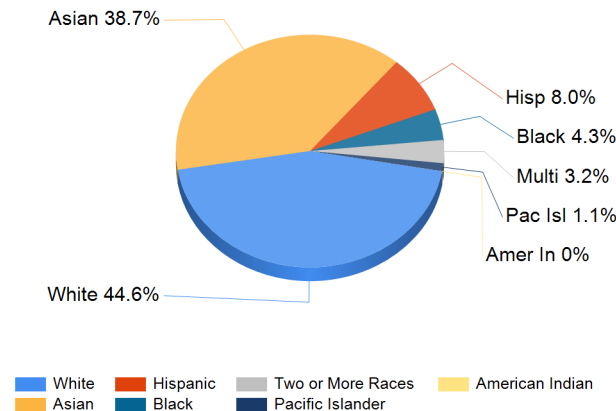
Enrollment by Gender

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



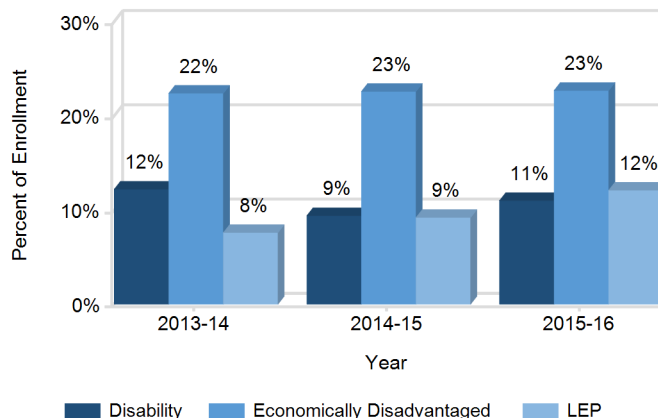
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	48.3%
Arabic	15.6%
Chinese	5.8%
Korean	4.1%
Tamil	4.1%
Other	21.9%

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

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



State of New Jersey
2015-2016

Grade Span 3H-05

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EAST BRUNSWICK TWP

Irwin Elementary School

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EAST BRUNSWICK, NJ 08816

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

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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	71%	33	80
Mathematics Met or Exceeded Expectations	74%	78	91

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	208	71%	80	95%	✓	208	74%	91	99%	✓
White	90	66%	61	94%	✓	90	64%	71	98%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	84	83%	56	94%	✓	84	93%	74	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	52	52%	78	90%	✗	52	62%	96	98%	✓



State of New Jersey
2015-2016

Grade Span 3H-05

23-1170-090

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EAST BRUNSWICK TWP

Irwin Elementary School

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EAST BRUNSWICK, NJ 08816

PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	87	765	769	746	9%	10%	16%	46%	18%	64%	48%
White	37	751	760	756	16%	11%	19%	43%	11%	54%	58%
African American	S	S	755	727	S	S	S	S	S	S	30%
Hispanic	S	S	746	730	S	S	S	S	S	S	31%
Asian	32	791	785	772	N	9%	9%	44%	38%	81%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	765	753	S	S	S	S	S	S	55%
Students with Disability	14	727	738	718	29%	14%	29%	29%	N	29%	22%
English Language Learners	S	S	720	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	20	723	737	727	30%	30%	15%	20%	5%	25%	28%
PARCC MATH											
Schoolwide	90	774	773	749	4%	3%	13%	46%	33%	79%	52%
White	39	766	765	757	10%	3%	18%	39%	31%	69%	63%
African American	S	S	753	730	S	S	S	S	S	S	31%
Hispanic	S	S	747	736	S	S	S	S	S	S	35%
Asian	33	792	789	777	N	N	3%	49%	49%	97%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	777	754	S	S	S	S	S	S	57%
Students with Disability	14	740	749	727	29%	N	14%	50%	7%	57%	28%
English Language Learners	S	S	746	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	21	757	747	732	5%	10%	24%	48%	14%	62%	32%

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



State of New Jersey
2015-2016

Grade Span 3H-05

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PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	70	770	768	750	4%	6%	20%	36%	34%	70%	54%
White	28	770	763	759	4%	7%	18%	46%	25%	71%	64%
African American	N	N	N	733	N	N	N	N	N	N	33%
Hispanic	S	S	743	737	S	S	S	S	S	S	37%
Asian	32	781	783	773	3%	N	16%	28%	53%	81%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	762	756	S	S	S	S	S	S	62%
Students with Disability	S	S	741	723	S	S	S	S	S	S	22%
English Language Learners	S	S	732	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	21	755	746	734	5%	19%	19%	48%	10%	57%	33%
PARCC MATH											
Schoolwide	74	769	765	745	1%	11%	16%	55%	16%	72%	47%
White	29	763	758	752	3%	10%	21%	52%	14%	66%	57%
African American	N	N	N	727	N	N	N	N	N	N	24%
Hispanic	S	S	S	733	S	S	S	S	S	S	30%
Asian	35	783	783	771	N	3%	9%	66%	23%	89%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	749	750	S	S	S	S	S	S	54%
Students with Disability	S	S	741	724	S	S	S	S	S	S	22%
English Language Learners	S	S	750	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	22	753	745	730	5%	14%	23%	55%	5%	59%	27%

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



State of New Jersey
2015-2016

Grade Span 3H-05

23-1170-090
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PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	72	777	774	751	N	8%	10%	53%	29%	82%	53%
White	27	767	770	758	N	11%	11%	63%	15%	78%	64%
African American	S	S	770	733	S	S	S	S	S	S	32%
Hispanic	S	S	755	738	S	S	S	S	S	S	37%
Asian	34	785	786	773	N	3%	12%	44%	41%	85%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	755	759	S	S	S	S	S	S	63%
Students with Disability	S	S	749	723	S	S	S	S	S	S	20%
English Language Learners	S	S	744	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	15	766	753	735	N	27%	N	53%	20%	73%	33%
PARCC MATH											
Schoolwide	75	771	762	747	N	3%	21%	48%	28%	76%	47%
White	28	761	756	753	N	4%	36%	43%	18%	61%	57%
African American	S	S	749	728	S	S	S	S	S	S	24%
Hispanic	S	S	741	735	S	S	S	S	S	S	31%
Asian	36	779	778	774	N	N	11%	53%	36%	89%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	754	754	S	S	S	S	S	S	56%
Students with Disability	S	S	740	725	S	S	S	S	S	S	19%
English Language Learners	S	S	744	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	18	770	740	732	N	6%	22%	44%	28%	72%	28%

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



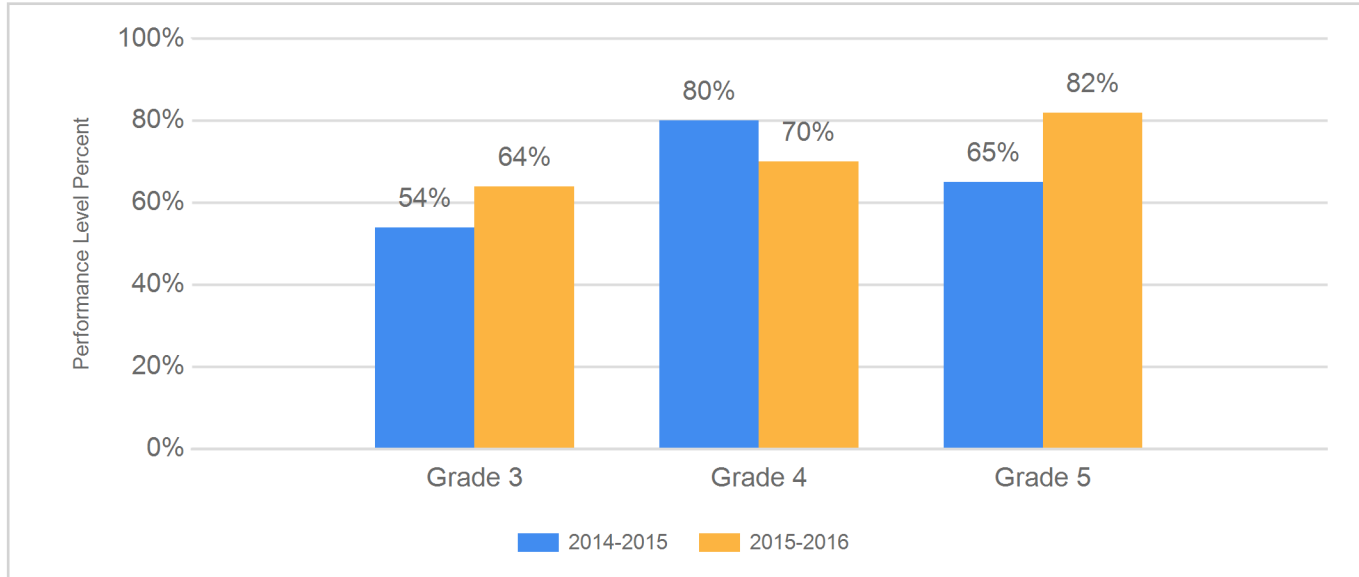
State of New Jersey
2015-2016

Grade Span 3H-05

23-1170-090
MIDDLESEX
EAST BRUNSWICK TWP
Irwin Elementary School
71 RACETRACK ROAD
EAST BRUNSWICK, NJ 08816

PARCC ELA Performance Trends

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



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



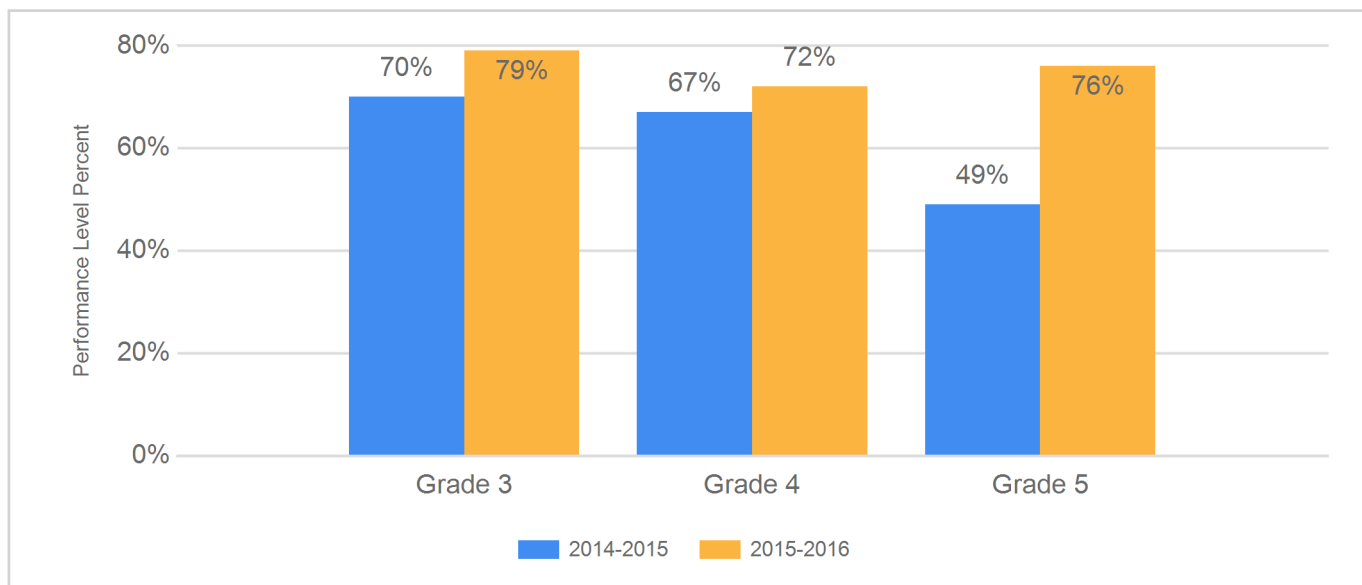
State of New Jersey
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MIDDLESEX
EAST BRUNSWICK TWP
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PARCC Math Performance Trends

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



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

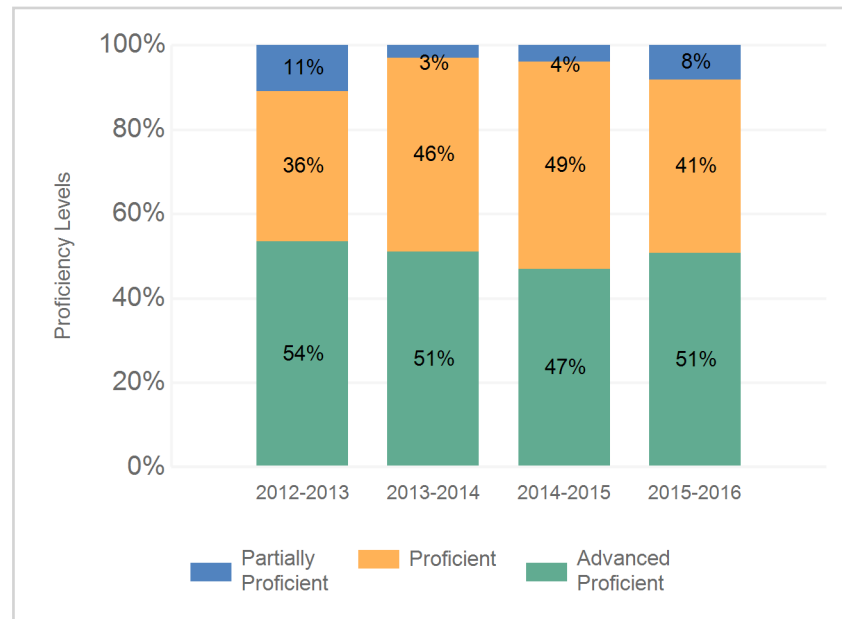
NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	51%	41%	8%
White	45%	45%	10%
African American	N	N	N
Hispanic	S	S	S
American Indian	N	N	N
Asian	70%	27%	3%
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	17%	67%	17%
Economically Disadvantaged Students	42%	42%	16%

NJASK Proficiency Trends Science - Grade Level 04

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



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State of New Jersey
2015-2016

Grade Span 3H-05

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EAST BRUNSWICK, NJ 08816

National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



State of New Jersey
2015-2016

Grade Span 3H-05

23-1170-090

MIDDLESEX

EAST BRUNSWICK TWP

Irwin Elementary School

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EAST BRUNSWICK, NJ 08816

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

Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	75	58	50
Student Growth on Math	62	62	50

Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	1%	1%
Partially Met (L2)	1%	3%	5%
Approached (L3)	3%	5%	11%
Met (L4)	10%	8%	28%
Exceeded (L5)	1%	6%	15%

Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	3%	3%	3%
Approached (L3)	7%	8%	9%
Met (L4)	8%	14%	26%
Exceeded (L5)	3%	8%	8%



State of New Jersey
2015-2016

Grade Span 3H-05

23-1170-090

MIDDLESEX

EAST BRUNSWICK TWP

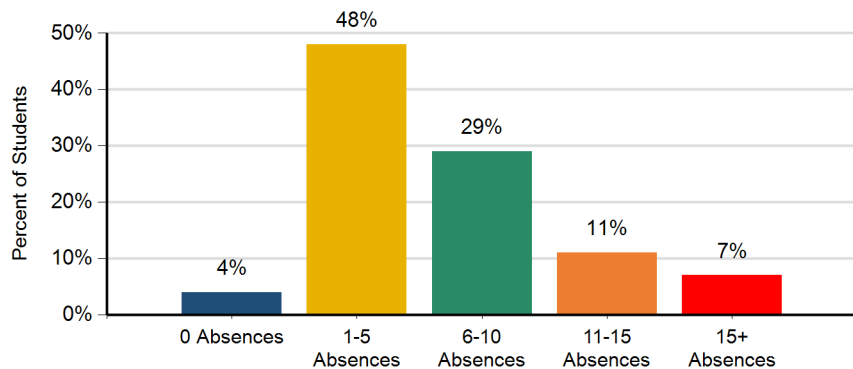
Irwin Elementary School

71 RACETRACK ROAD

EAST BRUNSWICK, NJ 08816

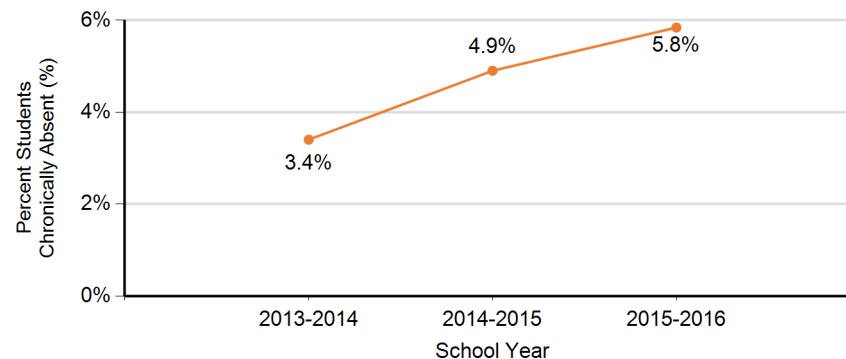
Absenteeism

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



Chronic Absenteeism Trend

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



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State of New Jersey
2015-2016

Grade Span 3H-05

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MIDDLESEX
EAST BRUNSWICK TWP
Irwin Elementary School
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EAST BRUNSWICK, NJ 08816

Length of School Day

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

	School
2015-16	6 Hrs. 15 Mins.

Instructional Time

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

2015-16	School
Full Time	5 Hrs. 35 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	11:1
Administrator	462:1

Student Suspension Rate

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

	School
2015-16	0.0%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	98%



State of New Jersey
2015-2016

Grade Span KH-05

23-1290-100
MIDDLESEX
EDISON TWP
Lincoln Elementary School
53 BROOKVILLE ROAD
EDISON, NJ 08817

2015-2016 School Performance Reports

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

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



State of New Jersey
2015-2016

Grade Span KH-05

23-1290-100
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EDISON, NJ 08817

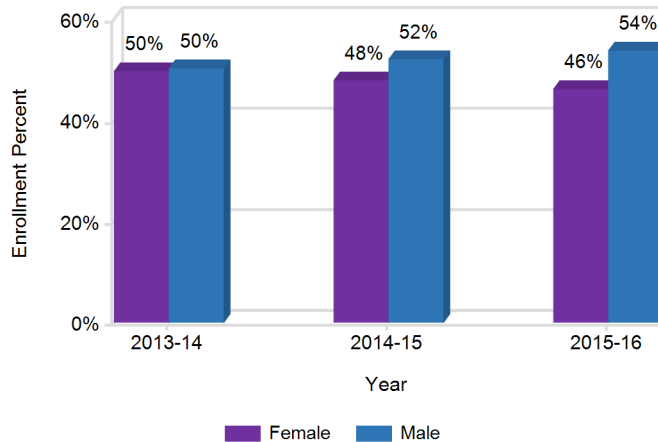
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade KG	95	94	116
Grade 01	131	117	139
Grade 02	123	134	123
Grade 03	117	128	127
Grade 04	122	108	125
Grade 05	125	121	111
UG	4	0	1
Total	717	702	742

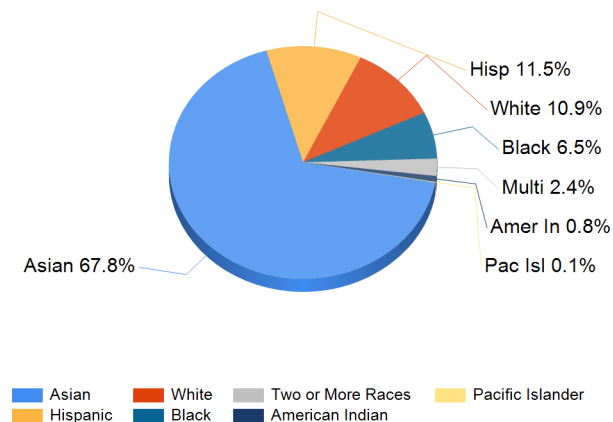
Enrollment by Gender

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



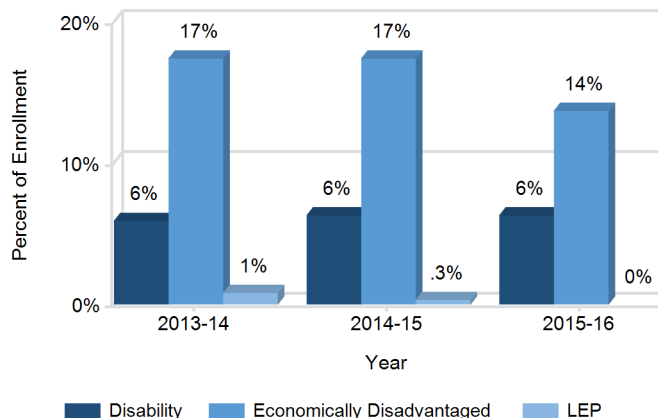
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	41.6%
Telugu	9.7%
Hindi	9.2%
Tamil	7.0%
Gujarati	6.7%
Other	25.5%

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

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



State of New Jersey
2015-2016

Grade Span KH-05

23-1290-100

MIDDLESEX

EDISON TWP

Lincoln Elementary School

53 BROOKVILLE ROAD

EDISON, NJ 08817

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

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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	74%	57	81
Mathematics Met or Exceeded Expectations	72%	50	85

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	315	74%	81	94%	√	315	72%	85	94%	√
White	38	47%	25	93%	√	38	32%	15	93%	√
African American	S	S	S	S		S	S	S	S	
Hispanic	40	48%	59	91%	X	40	53%	80	91%	X
American Indian	S	S	S	S		S	S	S	S	
Asian	202	85%	57	96%	√	202	86%	60	96%	√
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	45	56%	83	93%	√	45	47%	82	93%	√



State of New Jersey
2015-2016

Grade Span KH-05

23-1290-100
MIDDLESEX
EDISON TWP
Lincoln Elementary School
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EDISON, NJ 08817

PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	124	770	764	746	7%	5%	17%	56%	16%	72%	48%
White	12	744	745	756	17%	17%	25%	33%	8%	42%	58%
African American	S	S	732	727	S	S	S	S	S	S	30%
Hispanic	17	751	738	730	6%	12%	41%	35%	6%	41%	31%
Asian	84	779	775	772	5%	2%	10%	62%	21%	83%	74%
American Indian	S	S	772	746	S	S	S	S	S	S	47%
Two or More Races	S	S	775	753	S	S	S	S	S	S	55%
Students with Disability	S	S	718	718	S	S	S	S	S	S	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	16	746	733	727	13%	13%	44%	19%	13%	31%	28%
PARCC MATH											
Schoolwide	124	773	769	749	2%	7%	15%	40%	36%	76%	52%
White	12	739	747	757	8%	25%	17%	42%	8%	50%	63%
African American	S	S	732	730	S	S	S	S	S	S	31%
Hispanic	17	750	741	736	6%	12%	29%	47%	6%	53%	35%
Asian	84	784	781	777	N	4%	11%	38%	48%	86%	82%
American Indian	S	S	775	746	S	S	S	S	S	S	48%
Two or More Races	S	S	779	754	S	S	S	S	S	S	57%
Students with Disability	S	S	729	727	S	S	S	S	S	S	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	16	745	737	732	6%	31%	25%	25%	13%	38%	32%

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



State of New Jersey
2015-2016

Grade Span KH-05

23-1290-100
MIDDLESEX
EDISON TWP
Lincoln Elementary School
53 BROOKVILLE ROAD
EDISON, NJ 08817

PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	123	776	771	750	1%	4%	17%	48%	30%	78%	54%
White	16	752	755	759	N	13%	25%	63%	N	63%	64%
African American	12	749	739	733	8%	17%	25%	42%	8%	50%	33%
Hispanic	S	S	749	737	S	S	S	S	S	S	37%
Asian	77	786	781	773	N	1%	12%	47%	40%	87%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	773	756	S	S	S	S	S	S	62%
Students with Disability	12	736	717	723	8%	25%	42%	25%	N	25%	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	19	762	744	734	N	5%	32%	58%	5%	63%	33%
PARCC MATH											
Schoolwide	123	766	769	745	N	10%	18%	52%	20%	72%	47%
White	16	743	750	752	N	25%	31%	38%	6%	44%	57%
African American	12	744	733	727	N	33%	17%	42%	8%	50%	24%
Hispanic	S	S	743	733	S	S	S	S	S	S	30%
Asian	77	777	780	771	N	3%	16%	52%	30%	82%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	760	750	S	S	S	S	S	S	54%
Students with Disability	12	746	729	724	N	25%	33%	42%	N	42%	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	19	750	742	730	N	21%	21%	47%	11%	58%	27%

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



State of New Jersey
2015-2016

Grade Span KH-05

23-1290-100
MIDDLESEX
EDISON TWP
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EDISON, NJ 08817

PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	107	763	769	751	N	8%	25%	55%	11%	66%	53%
White	14	744	756	758	N	29%	36%	36%	N	36%	64%
African American	S	S	742	733	S	S	S	S	S	S	32%
Hispanic	15	749	740	738	N	7%	53%	33%	7%	40%	37%
Asian	67	771	780	773	N	3%	19%	61%	16%	78%	80%
American Indian	S	S	765	750	S	S	S	S	S	S	53%
Two or More Races	S	S	753	759	S	S	S	S	S	S	63%
Students with Disability	15	739	726	723	N	13%	67%	20%	N	20%	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	17	756	741	735	N	12%	29%	53%	6%	59%	33%
PARCC MATH											
Schoolwide	107	762	768	747	4%	12%	22%	41%	21%	62%	47%
White	S	S	748	753	S	S	S	S	S	S	57%
African American	S	S	731	728	S	S	S	S	S	S	24%
Hispanic	15	745	731	735	7%	20%	33%	33%	7%	40%	31%
Asian	67	777	784	774	N	6%	10%	52%	31%	84%	80%
American Indian	S	S	775	747	S	S	S	S	S	S	49%
Two or More Races	S	S	739	754	S	S	S	S	S	S	56%
Students with Disability	15	737	729	725	N	33%	40%	27%	N	27%	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	17	739	734	732	6%	29%	29%	29%	6%	35%	28%

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



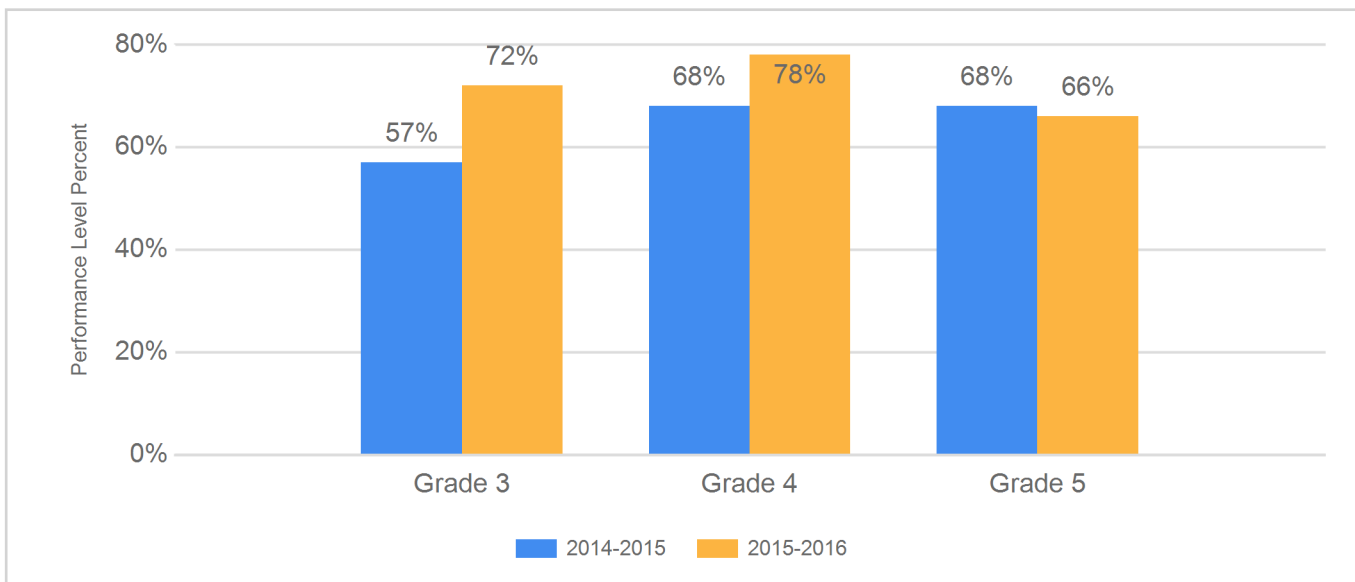
State of New Jersey
2015-2016

Grade Span KH-05

23-1290-100
MIDDLESEX
EDISON TWP
Lincoln Elementary School
53 BROOKVILLE ROAD
EDISON, NJ 08817

PARCC ELA Performance Trends

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



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



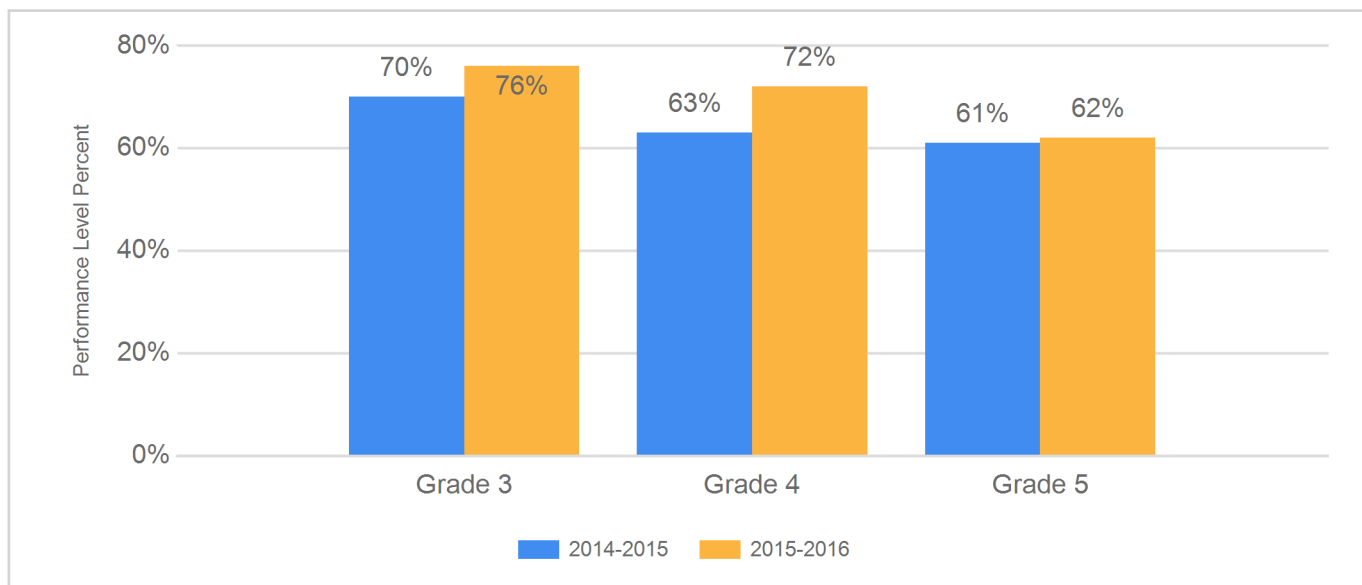
State of New Jersey
2015-2016

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23-1290-100
MIDDLESEX
EDISON TWP
Lincoln Elementary School
53 BROOKVILLE ROAD
EDISON, NJ 08817

PARCC Math Performance Trends

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



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State of New Jersey
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Grade Span KH-05

23-1290-100

MIDDLESEX

EDISON TWP

Lincoln Elementary School

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EDISON, NJ 08817

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

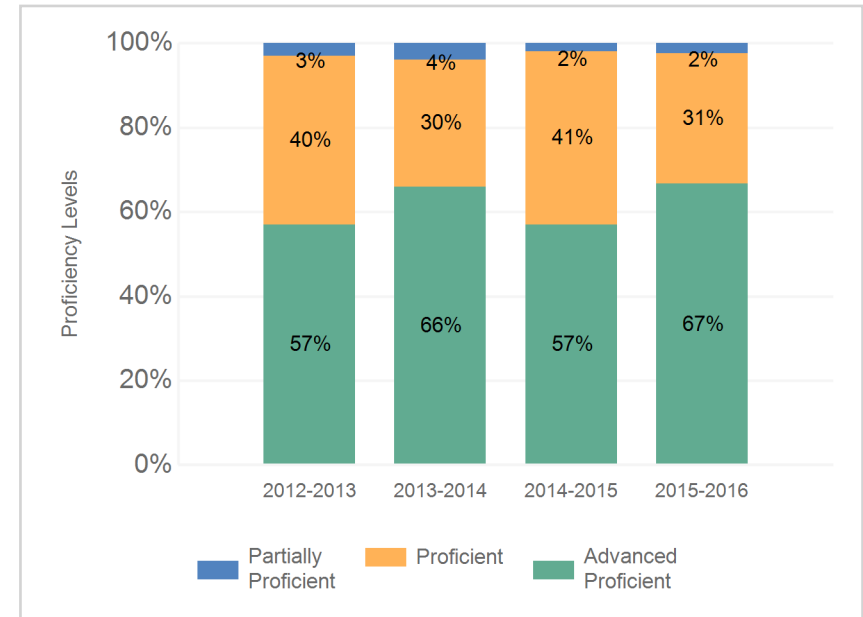
NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	67%	31%	2%
White	50%	44%	6%
African American	42%	50%	8%
Hispanic	36%	64%	N
American Indian	N	N	N
Asian	79%	20%	1%
Two or More Races	S	S	S
Students with Disability	50%	42%	8%
English Language Learners	N	N	N
Economically Disadvantaged Students	44%	56%	N

NJASK Proficiency Trends Science - Grade Level 04

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





State of New Jersey
2015-2016

Grade Span KH-05

23-1290-100
MIDDLESEX
EDISON TWP
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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



State of New Jersey
2015-2016

Grade Span KH-05

23-1290-100
MIDDLESEX
EDISON TWP
Lincoln Elementary School
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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	73	65	50
Student Growth on Math	64	53	50

Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	2%	2%
Partially Met (L2)	1%	1%	9%
Approached (L3)	6%	4%	17%
Met (L4)	6%	11%	27%
Exceeded (L5)	5%	2%	6%

Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	1%	1%
Partially Met (L2)	4%	4%	7%
Approached (L3)	5%	5%	8%
Met (L4)	10%	13%	24%
Exceeded (L5)	4%	7%	6%



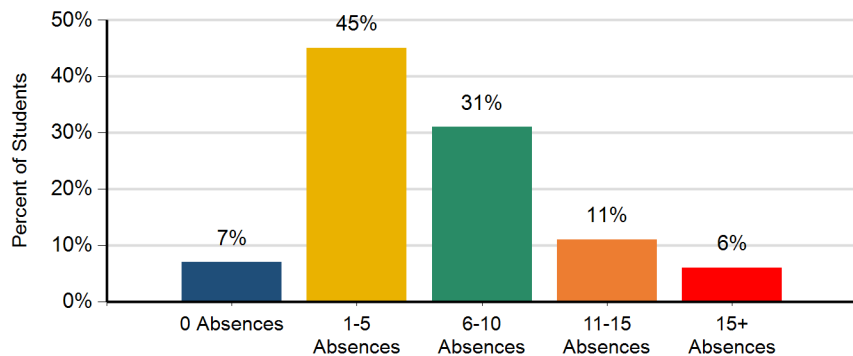
State of New Jersey
2015-2016

Grade Span KH-05

23-1290-100
MIDDLESEX
EDISON TWP
Lincoln Elementary School
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EDISON, NJ 08817

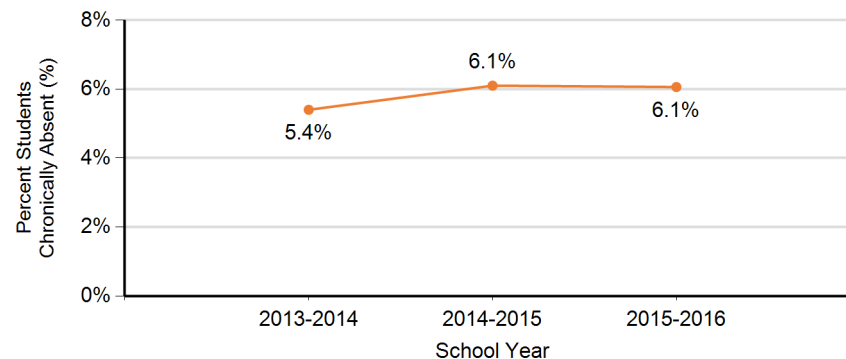
Absenteeism

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



Chronic Absenteeism Trend

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



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



State of New Jersey
2015-2016

Grade Span KH-05

23-1290-100
MIDDLESEX
EDISON TWP
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Length of School Day

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

	School
2015-16	6 Hrs. 35 Mins.

Instructional Time

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

2015-16	School
Full Time	5 Hrs. 45 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	14:1
Administrator	742:1

Student Suspension Rate

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

	School
2015-16	0.3%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	97%



State of New Jersey
2015-2016

Grade Span 3H-05

23-1170-120
MIDDLESEX
EAST BRUNSWICK TWP
Memorial Elementary School
14 INNES ROAD
E BRUNSWICK, NJ 08816

2015-2016 School Performance Reports

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

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

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

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

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 3H-05

23-1170-120
MIDDLESEX
EAST BRUNSWICK TWP
Memorial Elementary School
14 INNES ROAD
E BRUNSWICK, NJ 08816

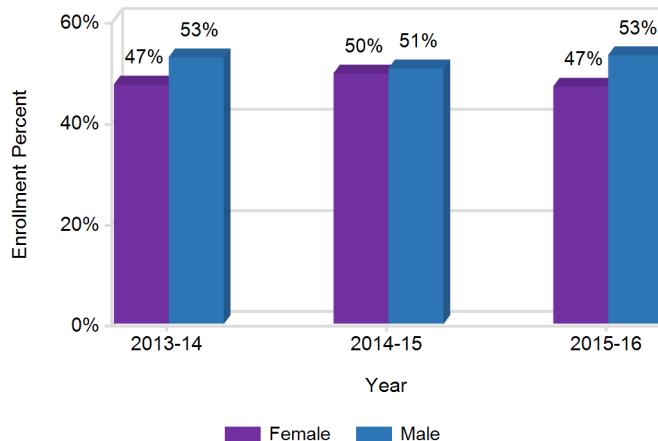
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade PK	43	0	42
Grade KG	72	73	64
Grade 01	54	76	80
Grade 02	67	61	73
Grade 03	74	66	62
Grade 04	83	76	70
Grade 05	76	91	76
UG	30	34	40
Total	499	477	507

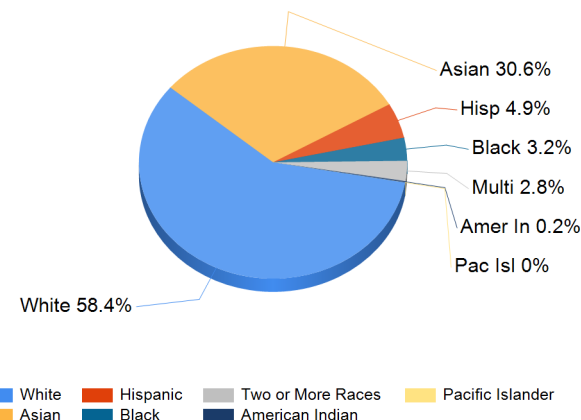
Enrollment by Gender

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



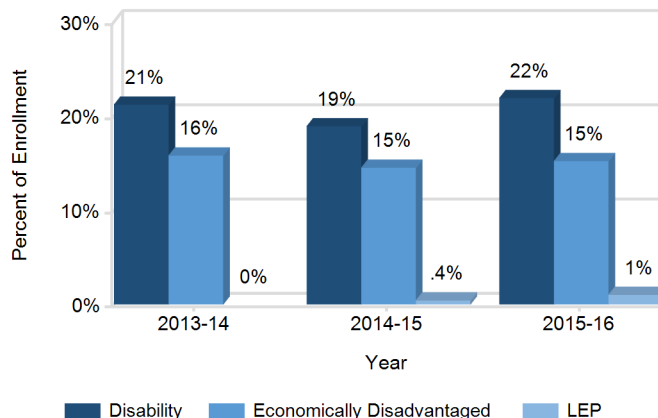
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	66.7%
Arabic	9.7%
Chinese	3.9%
Spanish	3.2%
Telugu	2.4%
Other	14.4%

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

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



State of New Jersey
2015-2016

Grade Span 3H-05

23-1170-120

MIDDLESEX

EAST BRUNSWICK TWP

Memorial Elementary School

14 INNES ROAD

E BRUNSWICK, NJ 08816

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

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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	71%	22	76
Mathematics Met or Exceeded Expectations	68%	33	82

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	194	71%	76	92%	✓	194	68%	82	92%	✓
White	99	66%	56	89%	✗	99	60%	59	89%	✗
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	S	S	S	S		S	S	S	S	
Asian	73	86%	62	100%	✓	73	91%	70	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	39	36%	64	94%	✓	39	33%	79	94%	✓
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



State of New Jersey
2015-2016

Grade Span 3H-05

23-1170-120
MIDDLESEX
EAST BRUNSWICK TWP
Memorial Elementary School
14 INNES ROAD
E BRUNSWICK, NJ 08816

PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	61	758	769	746	12%	13%	13%	53%	10%	62%	48%
White	26	743	760	756	12%	19%	12%	54%	4%	58%	58%
African American	S	S	755	727	S	S	S	S	S	S	30%
Hispanic	S	S	746	730	S	S	S	S	S	S	31%
Asian	26	778	785	772	8%	4%	12%	58%	19%	77%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	765	753	S	S	S	S	S	S	55%
Students with Disability	S	S	738	718	S	S	S	S	S	S	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	S	S	737	727	S	S	S	S	S	S	28%
PARCC MATH											
Schoolwide	61	763	773	749	7%	10%	18%	39%	26%	66%	52%
White	26	754	765	757	4%	12%	27%	46%	12%	58%	63%
African American	S	S	753	730	S	S	S	S	S	S	31%
Hispanic	S	S	747	736	S	S	S	S	S	S	35%
Asian	26	784	789	777	4%	4%	4%	42%	46%	89%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	777	754	S	S	S	S	S	S	57%
Students with Disability	S	S	749	727	S	S	S	S	S	S	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	S	S	747	732	S	S	S	S	S	S	32%

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



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PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	72	754	768	750	10%	7%	19%	53%	11%	64%	54%
White	39	746	763	759	13%	10%	23%	46%	8%	54%	64%
African American	S	S	751	733	S	S	S	S	S	S	33%
Hispanic	S	S	743	737	S	S	S	S	S	S	37%
Asian	26	768	783	773	4%	N	12%	69%	15%	85%	79%
American Indian	S	S	S	748	S	S	S	S	S	S	55%
Two or More Races	S	S	762	756	S	S	S	S	S	S	62%
Students with Disability	19	717	741	723	37%	16%	32%	16%	N	16%	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	S	S	746	734	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	72	761	765	745	6%	8%	19%	53%	14%	67%	47%
White	39	751	758	752	10%	8%	23%	51%	8%	59%	57%
African American	S	S	742	727	S	S	S	S	S	S	24%
Hispanic	S	S	742	733	S	S	S	S	S	S	30%
Asian	26	780	783	771	N	8%	8%	58%	27%	85%	78%
American Indian	S	S	S	742	S	S	S	S	S	S	44%
Two or More Races	S	S	749	750	S	S	S	S	S	S	54%
Students with Disability	19	730	741	724	21%	32%	11%	37%	N	37%	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	745	730	S	S	S	S	S	S	27%

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



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PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	67	776	774	751	N	9%	10%	57%	24%	81%	53%
White	35	774	770	758	N	6%	14%	63%	17%	80%	64%
African American	S	S	770	733	S	S	S	S	S	S	32%
Hispanic	S	S	755	738	S	S	S	S	S	S	37%
Asian	23	787	786	773	N	N	4%	57%	39%	96%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	749	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	11	757	753	735	N	18%	36%	27%	18%	46%	33%
PARCC MATH											
Schoolwide	67	766	762	747	N	15%	15%	49%	21%	70%	47%
White	35	758	756	753	N	14%	26%	46%	14%	60%	57%
African American	S	S	749	728	S	S	S	S	S	S	24%
Hispanic	S	S	741	735	S	S	S	S	S	S	31%
Asian	23	788	778	774	N	N	4%	57%	39%	96%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	S	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	11	740	740	732	N	36%	27%	36%	N	36%	28%

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



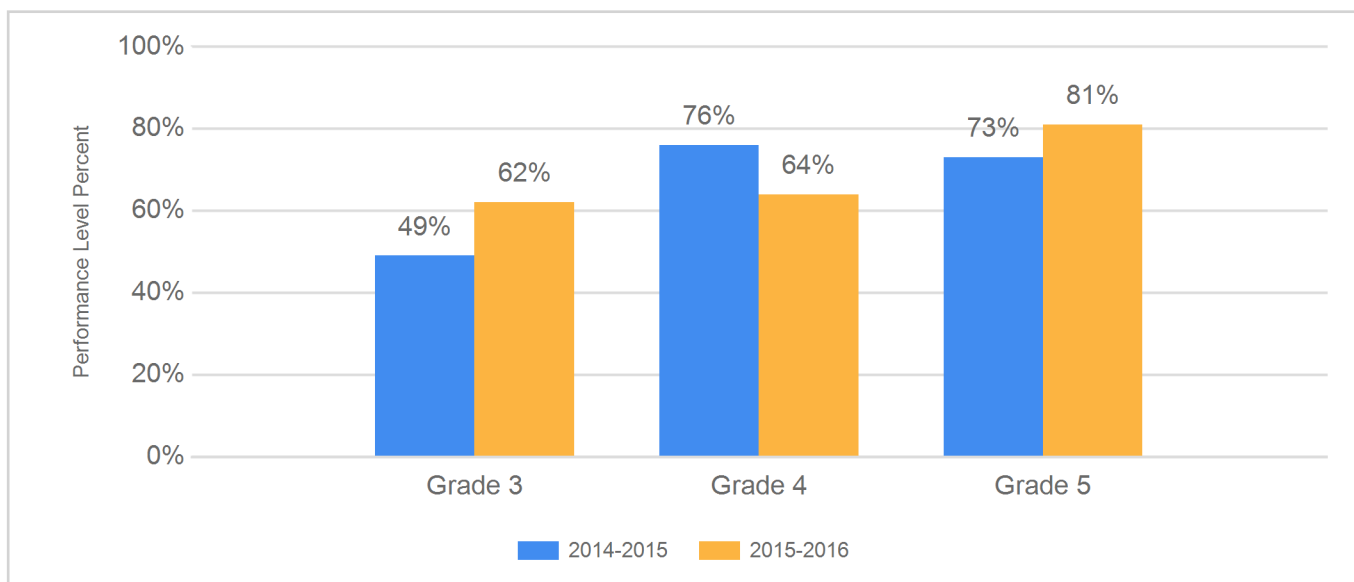
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PARCC ELA Performance Trends

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





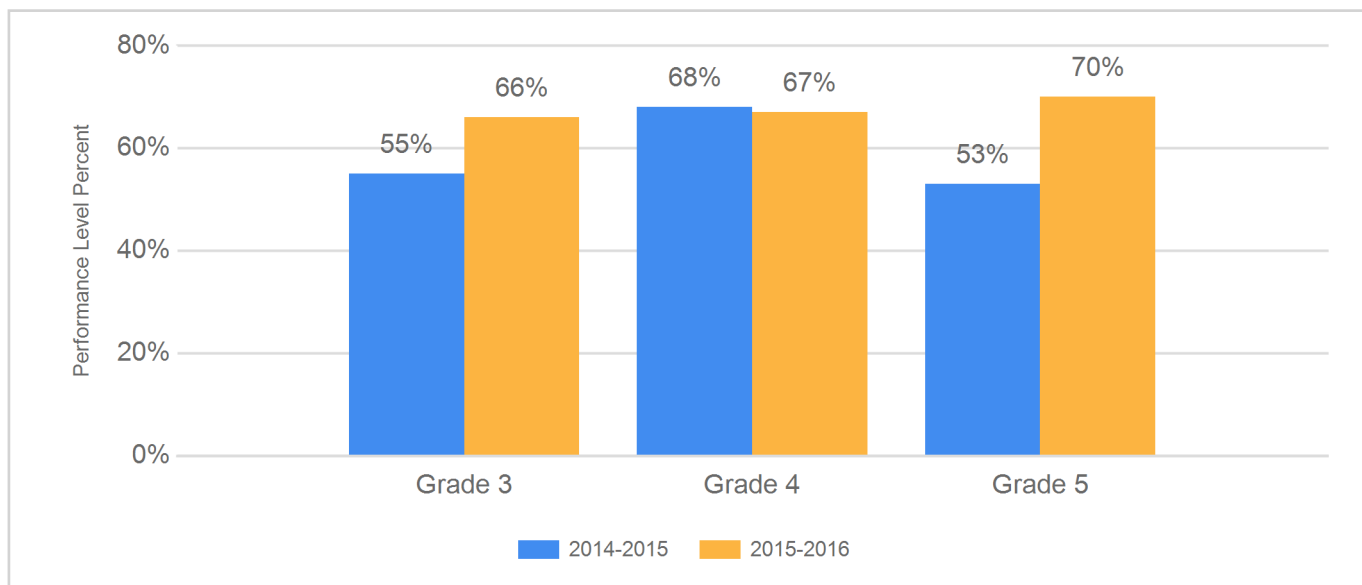
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PARCC Math Performance Trends

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



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



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

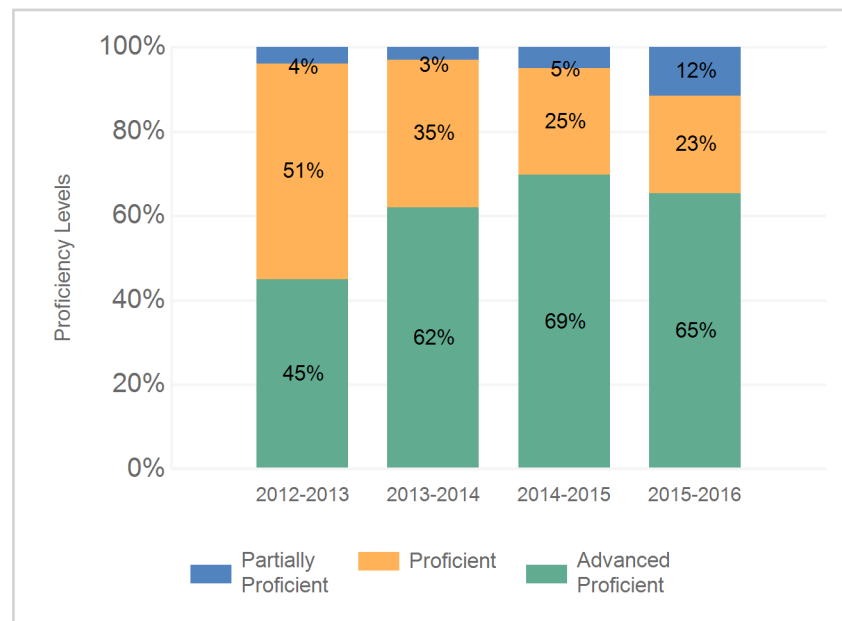
NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	65%	23%	12%
White	58%	28%	14%
African American	S	S	S
Hispanic	S	S	S
American Indian	S	S	S
Asian	82%	11%	7%
Two or More Races	S	S	S
Students with Disability	29%	33%	38%
English Language Learners	S	S	S
Economically Disadvantaged Students	43%	43%	14%

NJASK Proficiency Trends Science - Grade Level 04

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



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



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

Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	56	58	50
Student Growth on Math	64	62	50

Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	0%	3%
Partially Met (L2)	5%	2%	3%
Approached (L3)	8%	7%	7%
Met (L4)	14%	15%	18%
Exceeded (L5)	3%	6%	7%

Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	3%	3%
Partially Met (L2)	4%	2%	4%
Approached (L3)	3%	7%	9%
Met (L4)	9%	19%	23%
Exceeded (L5)	3%	1%	9%



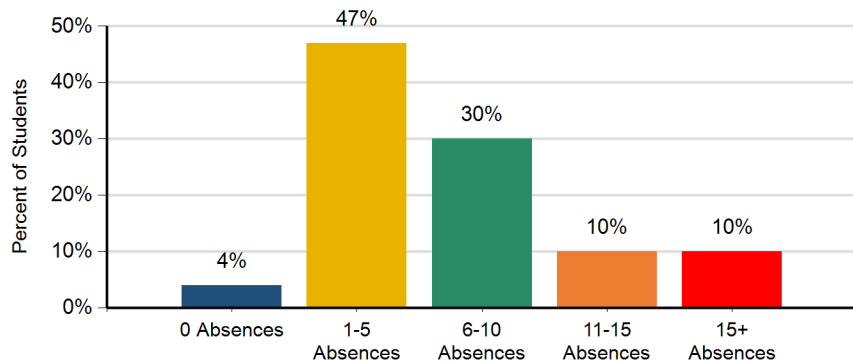
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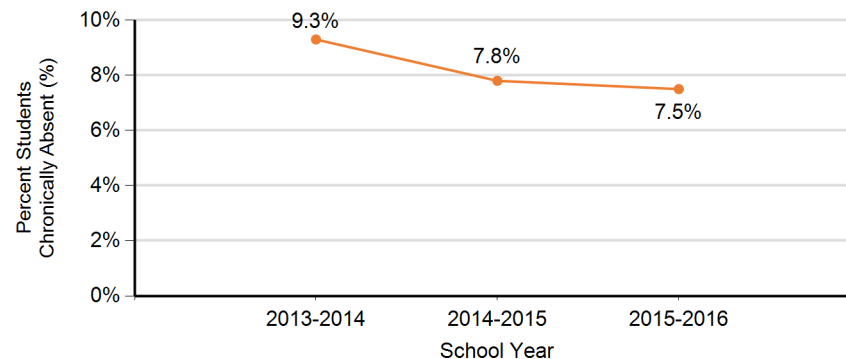
Absenteeism

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



Chronic Absenteeism Trend

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



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Length of School Day

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

	School
2015-16	6 Hrs. 15 Mins.

Instructional Time

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

2015-16	School
Full Time	5 Hrs. 35 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	11:1
Administrator	507:1

Student Suspension Rate

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

	School
2015-16	0.0%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	95%



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2015-2016 School Performance Reports

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

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

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

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



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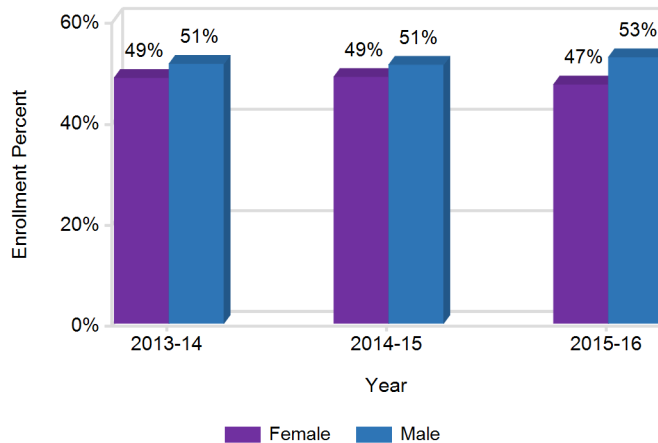
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade PK	16	0	0
Grade KG	69	67	66
Grade 01	64	78	75
Grade 02	70	79	82
Grade 03	71	81	86
Grade 04	69	79	82
Grade 05	78	72	83
UG	3	7	6
Total	440	463	480

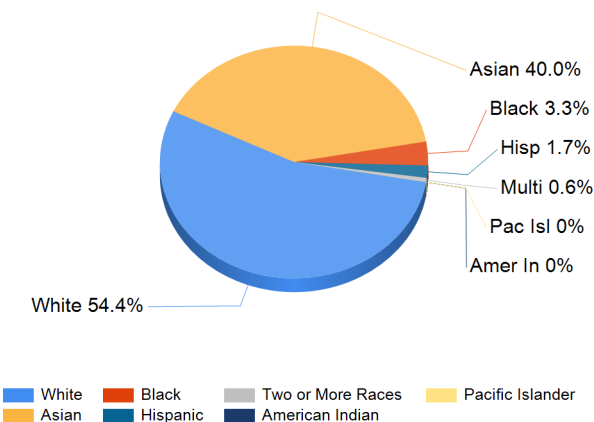
Enrollment by Gender

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



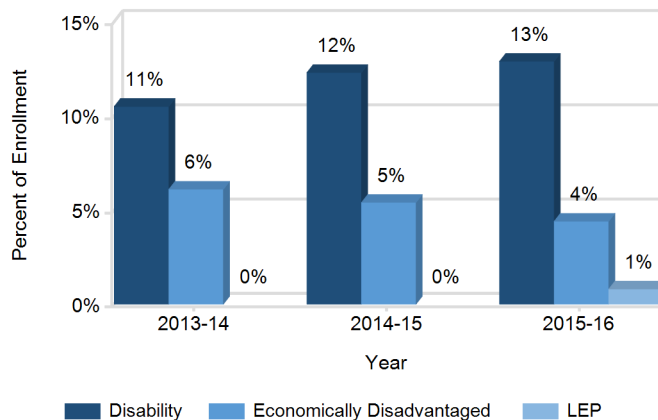
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	70.8%
Chinese	7.1%
Hindi	3.3%
Arabic	2.5%
Gujarati	2.1%
Other	13.8%

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

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

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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	77%	89	91
Mathematics Met or Exceeded Expectations	81%	100	97

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	235	77%	91	98%	✓	235	81%	97	98%	✓
White	122	71%	73	97%	✓	122	74%	84	97%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	98	90%	71	100%	✓	98	92%	75	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	82	781	769	746	1%	N	15%	67%	17%	84%	48%
White	S	S	760	756	S	S	S	S	S	S	58%
African American	N	N	N	727	N	N	N	N	N	N	30%
Hispanic	S	S	746	730	S	S	S	S	S	S	31%
Asian	42	786	785	772	N	N	7%	74%	19%	93%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	11	750	738	718	N	N	46%	55%	N	55%	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	S	S	737	727	S	S	S	S	S	S	28%
PARCC MATH											
Schoolwide	82	790	773	749	1%	N	10%	39%	50%	89%	52%
White	S	S	765	757	S	S	S	S	S	S	63%
African American	N	N	N	730	N	N	N	N	N	N	31%
Hispanic	S	S	747	736	S	S	S	S	S	S	35%
Asian	42	797	789	777	N	N	7%	33%	60%	93%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	11	768	749	727	N	N	36%	55%	9%	64%	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	S	S	747	732	S	S	S	S	S	S	32%

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



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EAST BRUNSWICK TWP

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9 HARDENBURG LANE

EAST BRUNSWICK, NJ 08816

PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	82	771	768	750	1%	4%	18%	49%	28%	77%	54%
White	44	766	763	759	2%	2%	23%	50%	23%	73%	64%
African American	S	S	751	733	S	S	S	S	S	S	33%
Hispanic	S	S	743	737	S	S	S	S	S	S	37%
Asian	31	784	783	773	N	N	10%	48%	42%	90%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	762	756	S	S	S	S	S	S	62%
Students with Disability	14	738	741	723	7%	14%	57%	21%	N	21%	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	S	S	746	734	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	82	772	765	745	N	5%	12%	61%	22%	83%	47%
White	44	763	758	752	N	7%	21%	61%	11%	73%	57%
African American	S	S	742	727	S	S	S	S	S	S	24%
Hispanic	S	S	742	733	S	S	S	S	S	S	30%
Asian	31	787	783	771	N	N	3%	55%	42%	97%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	749	750	S	S	S	S	S	S	54%
Students with Disability	14	746	741	724	N	14%	43%	43%	N	43%	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	745	730	S	S	S	S	S	S	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	83	773	774	751	1%	2%	22%	49%	25%	75%	53%
White	41	761	770	758	2%	2%	27%	63%	5%	68%	64%
African American	S	S	770	733	S	S	S	S	S	S	32%
Hispanic	S	S	755	738	S	S	S	S	S	S	37%
Asian	35	791	786	773	N	N	11%	37%	51%	89%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	749	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	S	S	753	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	83	770	762	747	1%	8%	17%	43%	30%	74%	47%
White	41	760	756	753	2%	5%	27%	51%	15%	66%	57%
African American	S	S	749	728	S	S	S	S	S	S	24%
Hispanic	S	S	741	735	S	S	S	S	S	S	31%
Asian	35	786	778	774	N	9%	3%	34%	54%	89%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	740	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	740	732	S	S	S	S	S	S	28%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



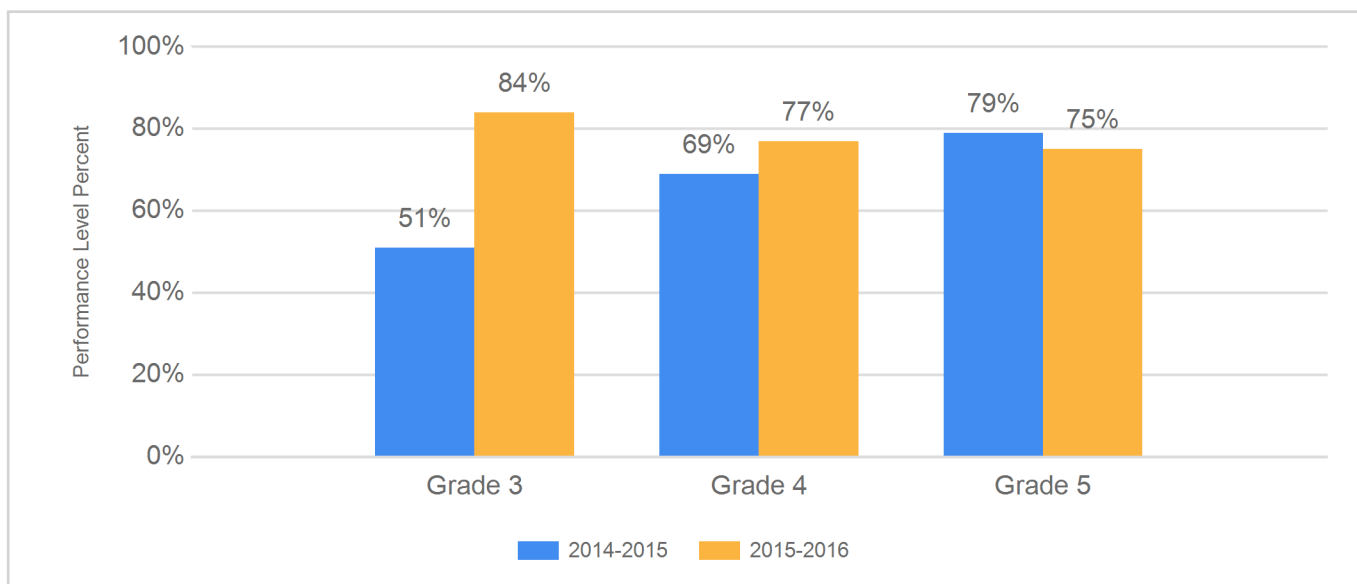
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PARCC ELA Performance Trends

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



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



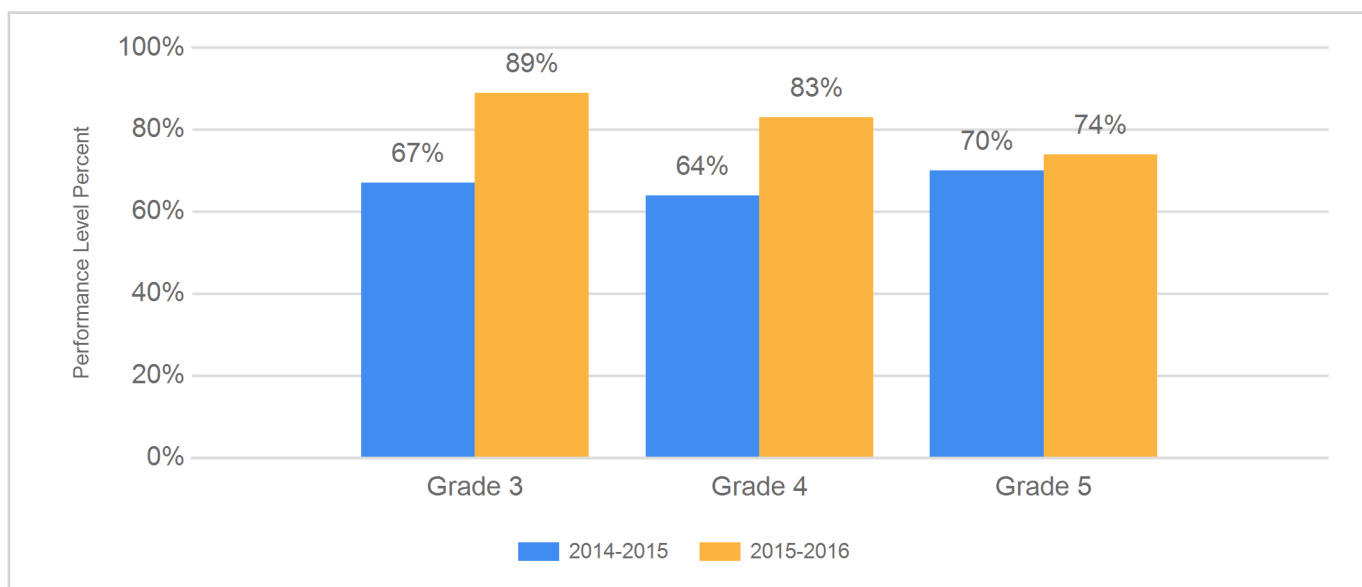
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PARCC Math Performance Trends

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



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

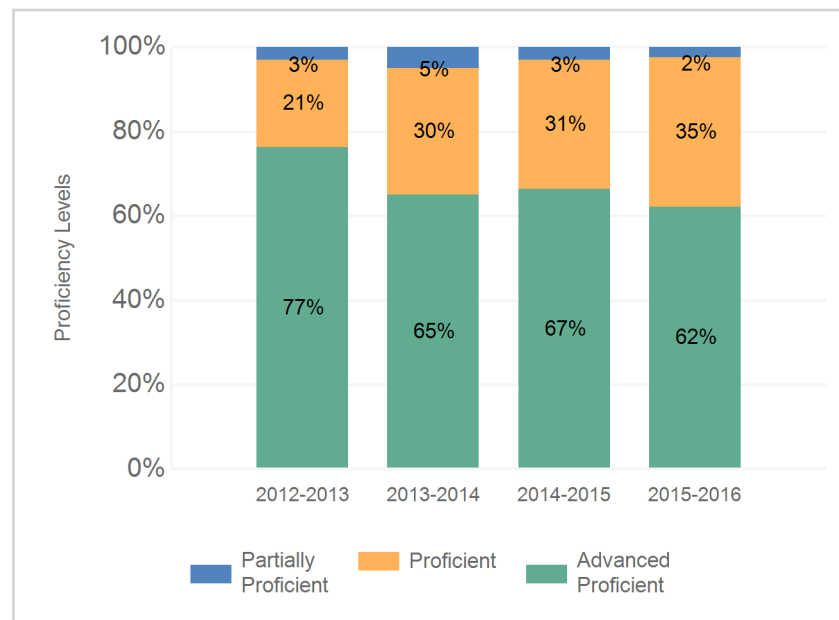
NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	62%	35%	2%
White	48%	48%	5%
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	84%	16%	N
Two or More Races	S	S	S
Students with Disability	36%	46%	18%
English Language Learners	N	N	N
Economically Disadvantaged Students	S	S	S

NJASK Proficiency Trends Science - Grade Level 04

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



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



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

Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	67	58	50
Student Growth on Math	65	62	50

Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	1%	1%
Partially Met (L2)	3%	5%	4%
Approached (L3)	4%	5%	14%
Met (L4)	8%	12%	20%
Exceeded (L5)	5%	7%	10%

Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	1%
Partially Met (L2)	3%	1%	5%
Approached (L3)	3%	7%	12%
Met (L4)	7%	18%	23%
Exceeded (L5)	6%	3%	10%



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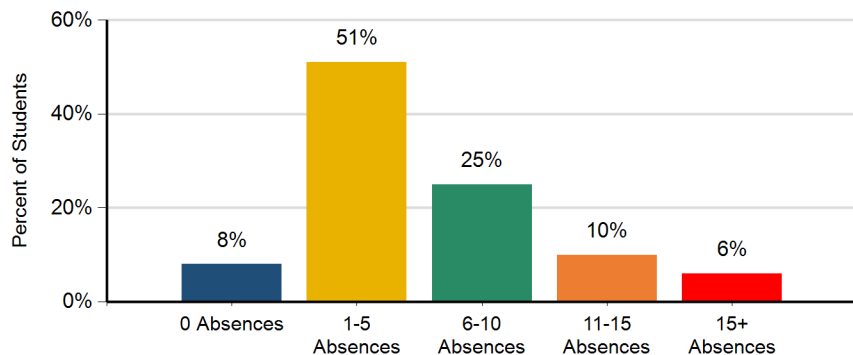
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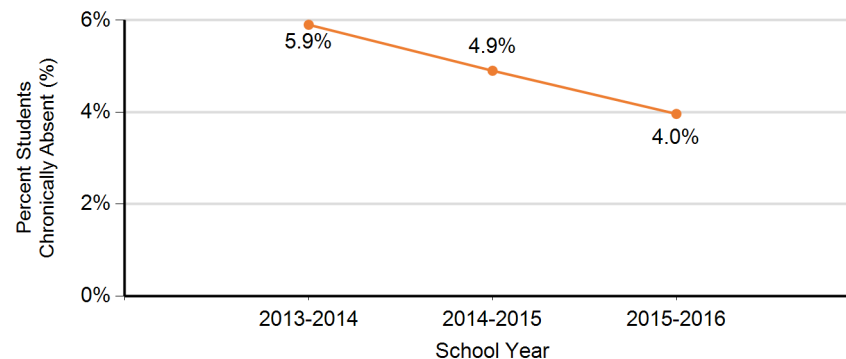
Absenteeism

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



Chronic Absenteeism Trend

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



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Length of School Day

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

	School
2015-16	6 Hrs. 15 Mins.

Instructional Time

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

2015-16	School
Full Time	5 Hrs. 35 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	12:1
Administrator	480:1

Student Suspension Rate

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

	School
2015-16	0.0%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	98%