



State of New Jersey
2015-2016

Grade Span 06-08

21-5715-140
MERCER
W WINDSOR-PLAINSBORO REG
Community Middle School
95 GROVERS MILL ROAD
PLAINSBORO, NJ 08536

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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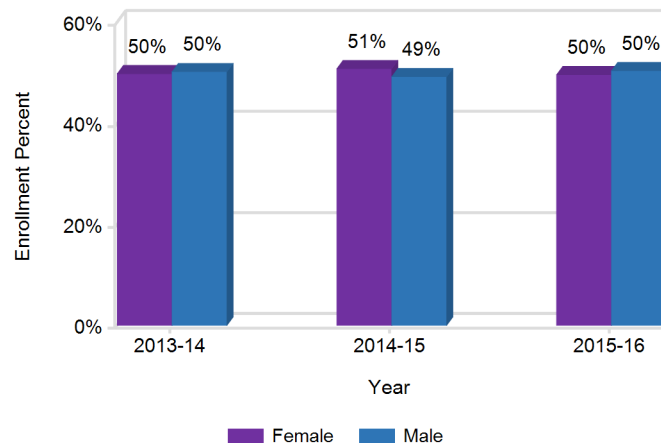
Enrollment by Grade

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 06	345	386	369
Grade 07	357	352	405
Grade 08	356	347	360
UG	36	51	9
Total	1094	1136	1143

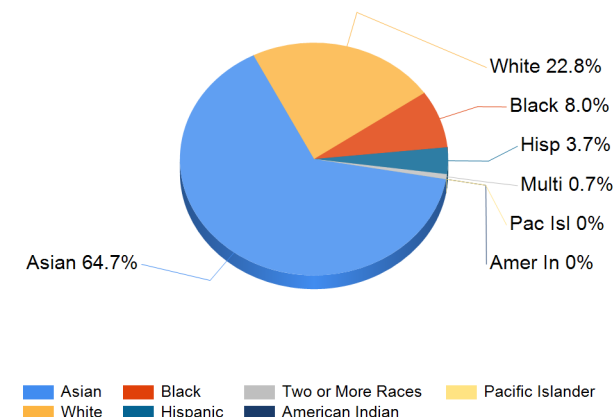
Enrollment by Gender

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



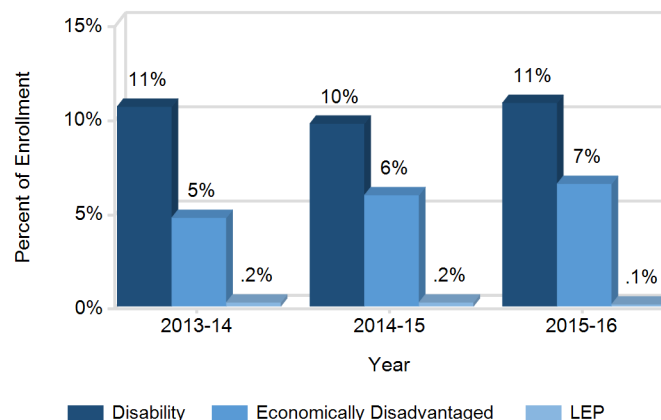
Enrollment by Ethnic/ Racial Subgroup

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	59.4%
Hindi	7.7%
Telugu	7.0%
Chinese	6.4%
Tamil	5.0%
Other	14.8%

* 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	96
Mathematics Met or Exceeded Expectations	77%	29	94

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	1019	82%	96	94%	✓	1019	77%	94	94%	✓
White	230	71%	72	87%	✗	230	63%	69	87%	✗
African American	81	48%	64	93%	✓	81	23%	42	93%	✓
Hispanic	40	68%	88	100%	✓	40	40%	62	100%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	660	91%	73	96%	✓	660	90%	72	96%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	112	33%	73	87%	✗	112	22%	68	87%	✗
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	58	52%	76	88%	✗	58	24%	40	88%	✗



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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	351	770	772	750	3%	5%	13%	51%	29%	80%	52%
White	69	757	764	756	4%	7%	25%	51%	13%	64%	61%
African American	17	741	746	732	6%	18%	29%	47%	N	47%	31%
Hispanic	S	S	746	738	S	S	S	S	S	S	37%
Asian	248	778	777	772	1%	2%	9%	51%	37%	88%	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	802	755	S	S	S	S	S	S	60%
Students with Disability	40	737	739	719	18%	25%	18%	33%	8%	40%	15%
English Language Learners	N	N	N	709	N	N	N	N	N	N	10%
Economically Disadvantaged Students	19	741	741	735	11%	21%	16%	53%	N	53%	33%
PARCC MATH											
Schoolwide	353	770	770	743	3%	7%	15%	43%	32%	75%	43%
White	69	753	756	750	3%	7%	30%	51%	9%	59%	53%
African American	S	S	730	724	S	S	S	S	S	S	20%
Hispanic	S	S	731	730	S	S	S	S	S	S	26%
Asian	249	782	779	768	0%	4%	9%	45%	42%	87%	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	792	748	S	S	S	S	S	S	49%
Students with Disability	42	728	731	717	21%	31%	19%	19%	10%	29%	13%
English Language Learners	N	N	N	713	N	N	N	N	N	N	12%
Economically Disadvantaged Students	20	722	730	728	25%	30%	30%	15%	N	15%	23%

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



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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	382	783	779	753	3%	5%	9%	26%	56%	83%	56%
White	93	774	769	760	7%	10%	9%	22%	54%	75%	65%
African American	34	750	749	733	12%	18%	18%	35%	18%	53%	35%
Hispanic	S	S	755	739	S	S	S	S	S	S	41%
Asian	239	793	786	781	0%	0%	8%	26%	65%	91%	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	763	759	S	S	S	S	S	S	63%
Students with Disability	33	721	729	716	24%	39%	21%	6%	9%	15%	16%
English Language Learners	N	N	N	703	N	N	N	N	N	N	10%
Economically Disadvantaged Students	26	743	741	735	23%	15%	19%	31%	12%	42%	37%
PARCC MATH											
Schoolwide	354	768	768	740	2%	5%	18%	45%	30%	75%	39%
White	90	761	761	747	2%	8%	23%	43%	23%	67%	47%
African American	33	736	738	724	6%	18%	52%	21%	3%	24%	19%
Hispanic	S	S	741	729	S	S	S	S	S	S	23%
Asian	215	778	775	763	1%	1%	10%	50%	39%	89%	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	750	744	S	S	S	S	S	S	44%
Students with Disability	32	730	736	713	16%	31%	28%	19%	6%	25%	9%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	25	733	732	727	8%	36%	32%	16%	8%	24%	21%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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PARCC Performance Distribution - Grade 08

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	326	788	781	753	3%	4%	6%	33%	54%	87%	55%
White	64	774	768	759	11%	3%	13%	31%	42%	73%	63%
African American	30	741	744	732	13%	23%	23%	33%	7%	40%	34%
Hispanic	S	S	775	740	S	S	S	S	S	S	43%
Asian	218	799	789	780	N	1%	1%	33%	65%	97%	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	S	S	771	756	S	S	S	S	S	S	59%
Students with Disability	18	734	727	715	39%	6%	22%	28%	6%	33%	16%
English Language Learners	N	N	N	701	N	N	N	N	N	N	9%
Economically Disadvantaged Students	13	753	740	736	8%	23%	15%	23%	31%	54%	38%
**PARCC MATH											
Schoolwide	S	S	695	726	S	S	S	S	S	S	26%
White	S	S	688	732	S	S	S	S	S	S	32%
African American	S	S	696	712	S	S	S	S	S	S	14%
Hispanic	N	N	N	721	N	N	N	N	N	N	20%
Asian	S	S	715	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	S	S	687	704	S	S	S	S	S	S	8%
English Language Learners	N	N	N	704	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	697	718	S	S	S	S	S	S	18%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations

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

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



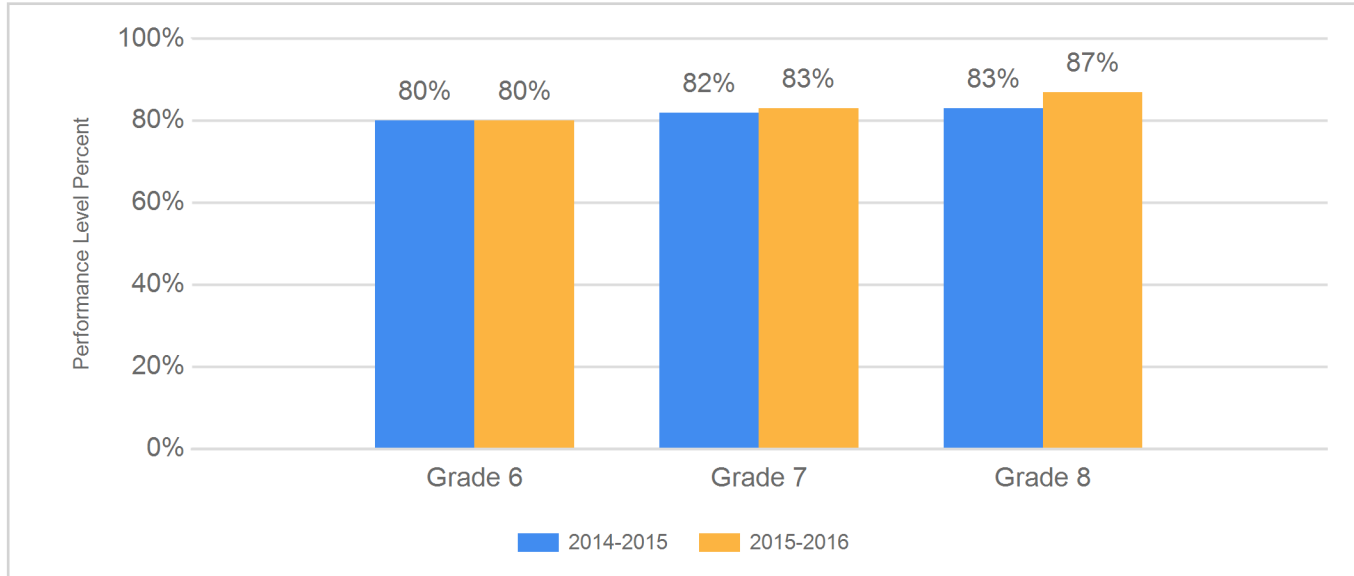
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PARCC ELA Performance Trends

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	312	785	782	769	1%	4%	10%	58%	27%	85%	41%
White	61	768	764	772	2%	8%	18%	57%	15%	72%	51%
African American	22	736	741	748	5%	27%	32%	36%	N	36%	20%
Hispanic	S	S	760	746	S	S	S	S	S	S	25%
Asian	215	795	790	789	1%	1%	5%	60%	34%	94%	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	S	S	797	776	S	S	S	S	S	S	47%
Students with Disability	S	S	765	738	S	S	S	S	S	S	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	750	746	S	S	S	S	S	S	23%

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



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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	27	822	815	789	N	N	N	19%	82%	100%	27%
White	S	S	817	776	S	S	S	S	S	S	31%
African American	N	N	N	746	N	N	N	N	N	N	8%
Hispanic	N	N	N	782	N	N	N	N	N	N	12%
Asian	S	S	814	802	S	S	S	S	S	S	60%
American Indian	N	N	N	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	776	N	N	N	N	N	N	34%
Students with Disability	N	N	N	791	N	N	N	N	N	N	5%
English Language Learners	N	N	N	790	N	N	N	N	N	N	7%
Economically Disadvantaged Students	N	N	N	759	N	N	N	N	N	N	11%

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



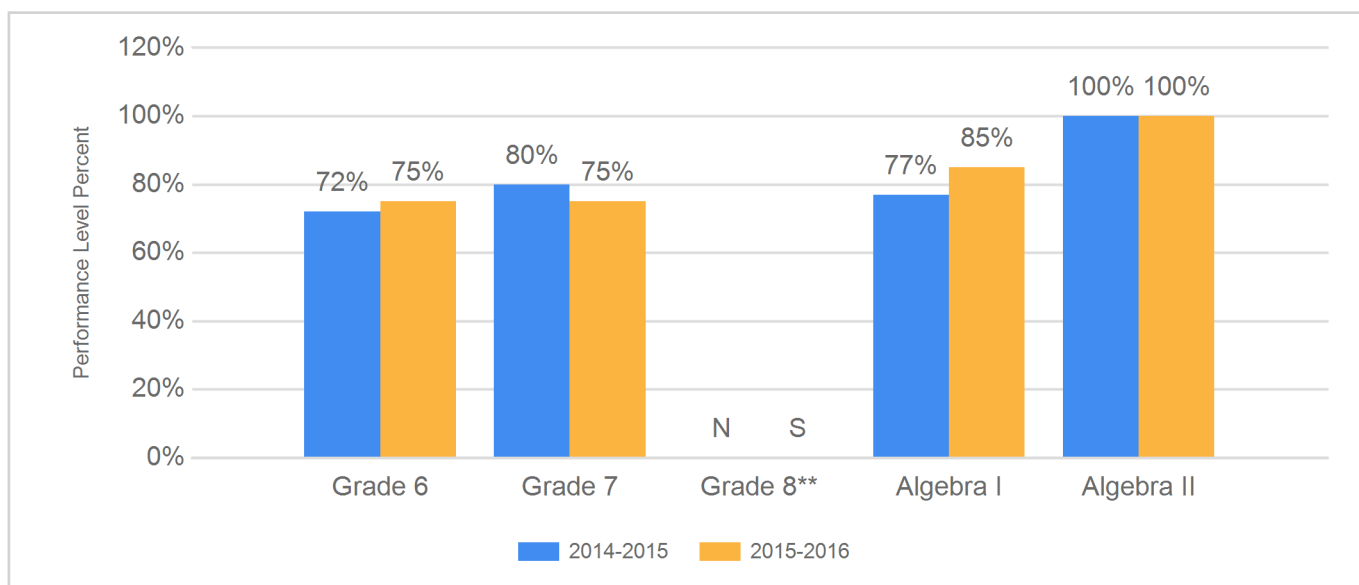
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PARCC Math Performance Trends

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



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



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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

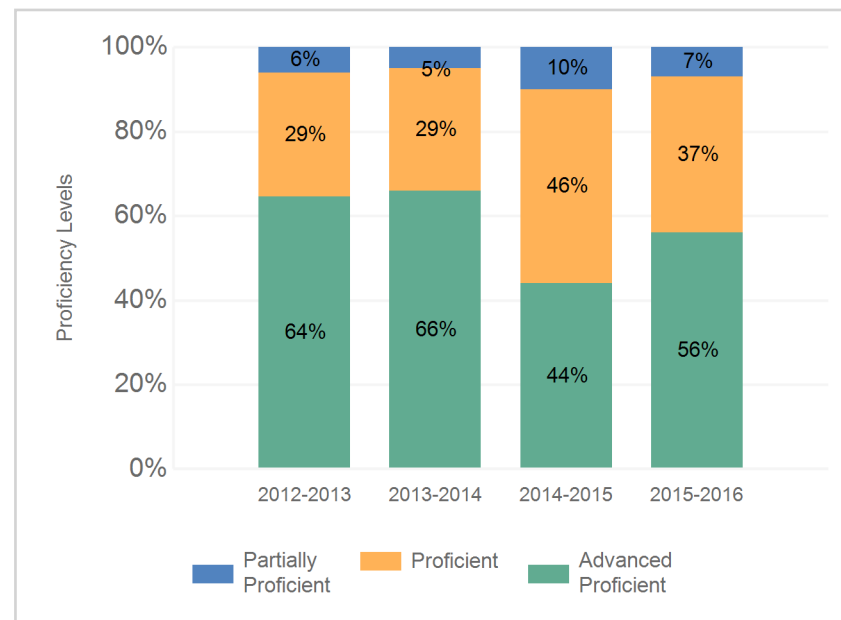
NJASK Results Science - Grade Level 08

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	56%	37%	7%
White	42%	46%	13%
African American	15%	62%	24%
Hispanic	S	S	S
American Indian	N	N	N
Asian	68%	30%	3%
Two or More Races	S	S	S
Students with Disability	24%	32%	44%
English Language Learners	S	S	S
Economically Disadvantaged Students	12%	82%	6%

NJASK Proficiency Trends Science - Grade Level 08

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





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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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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	51	50
Student Growth on Math	62	56	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%	0%
Partially Met (L2)	3%	1%	0%
Approached (L3)	6%	2%	1%
Met (L4)	14%	10%	12%
Exceeded (L5)	5%	14%	29%

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%	0%
Partially Met (L2)	3%	2%	1%
Approached (L3)	5%	6%	5%
Met (L4)	11%	15%	19%
Exceeded (L5)	2%	8%	21%



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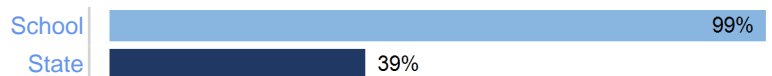
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Visual and Performing Arts

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.

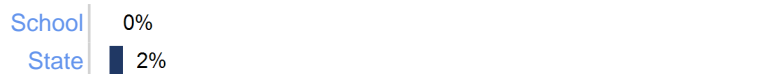
MUSIC



DRAMA



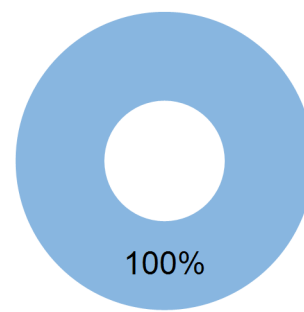
DANCE



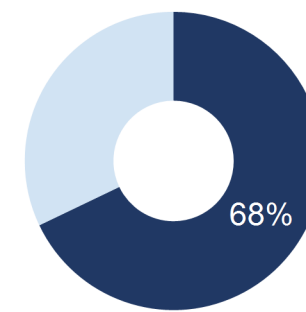
VISUAL ARTS



Any Visual and Performing Arts



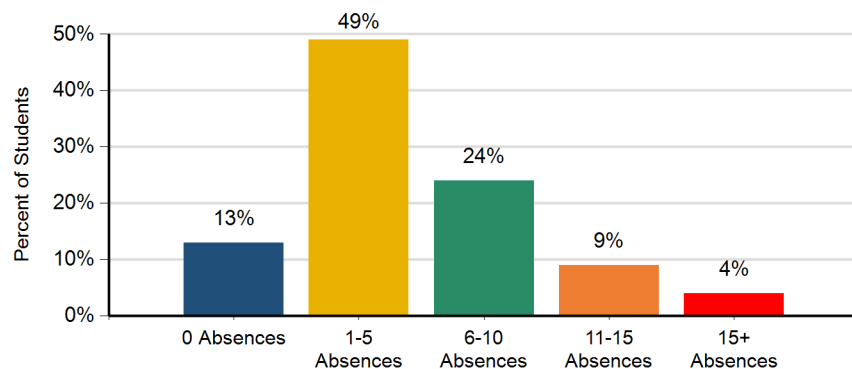
School



State

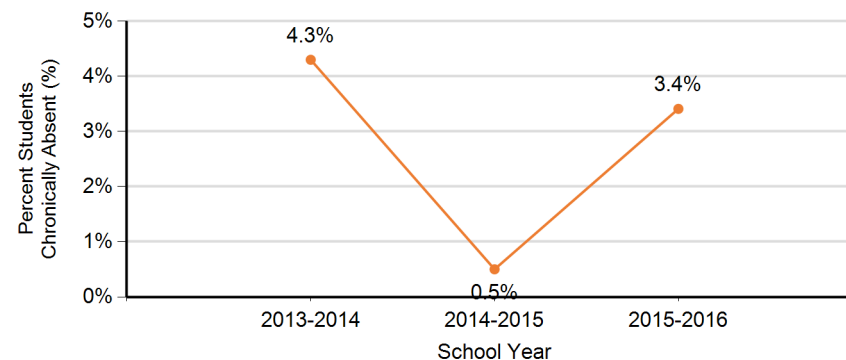
Absenteeism

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	7 Hrs. 6 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	6 Hrs. 12 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	381:1

Student Suspension Rate

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

	School
2015-16	0.5%

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	100%



State of New Jersey
2015-2016

Grade Span KH-03

21-5715-030

MERCER

W WINDSOR-PLAINSBORO REG

DUTCH NECK ELEMENTARY SCHOOL

392 VILLAGE ROAD EAST

West Windsor, NJ 08550

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 KH-03

21-5715-030

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W WINDSOR-PLAINSBORO REG

DUTCH NECK ELEMENTARY SCHOOL

392 VILLAGE ROAD EAST

West Windsor, NJ 08550

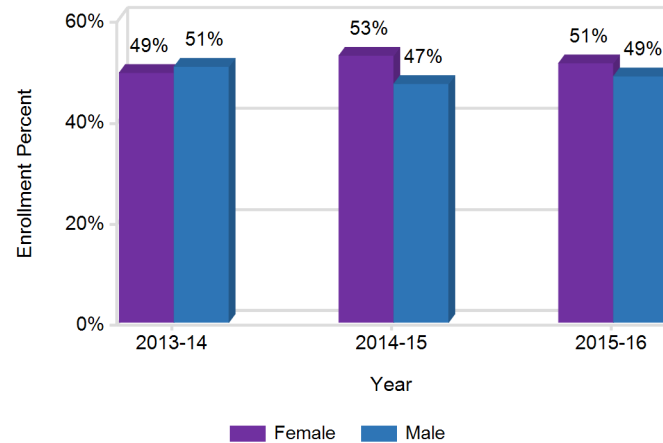
Enrollment by Grade

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	120	145	133
Grade 01	156	159	193
Grade 02	183	160	198
Grade 03	188	191	188
UG	20	17	0
Total	668	672	712

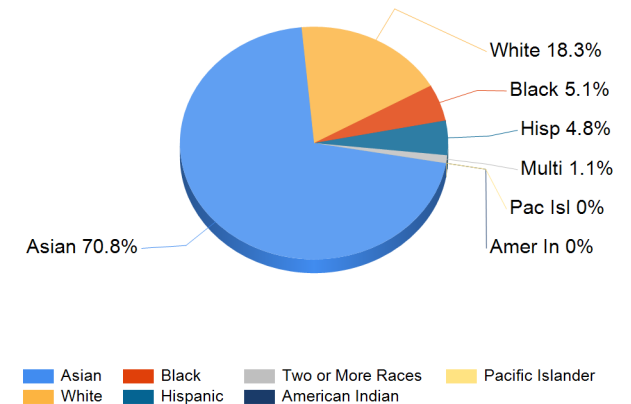
Enrollment by Gender

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



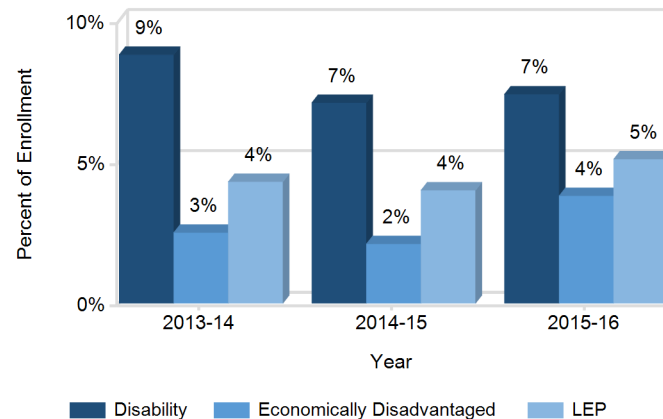
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	74.7%
Chinese	5.8%
Hindi	3.9%
Telugu	3.9%
Tamil	2.7%
Other	8.2%

* 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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DUTCH NECK ELEMENTARY SCHOOL

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West Windsor, NJ 08550

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	78%	29	88
Mathematics Met or Exceeded Expectations	85%	100	98

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	161	78%	88	100%	✓	162	85%	98	100%	✓
White	S	S	S	S		S	S	S	S	
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	111	84%	55	100%	✓	112	91%	73	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	S	S	S	S		S	S	S	S	



State of New Jersey
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Grade Span KH-03

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DUTCH NECK ELEMENTARY SCHOOL

392 VILLAGE ROAD EAST

West Windsor, NJ 08550

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	185	771	775	746	2%	7%	15%	65%	11%	76%	48%
White	37	774	773	756	N	5%	16%	68%	11%	78%	58%
African American	S	S	746	727	S	S	S	S	S	S	30%
Hispanic	S	S	734	730	S	S	S	S	S	S	31%
Asian	131	776	780	772	1%	3%	15%	70%	12%	82%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	744	753	S	S	S	S	S	S	55%
Students with Disability	19	728	738	718	16%	26%	37%	21%	N	21%	22%
English Language Learners	S	S	717	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	S	S	739	727	S	S	S	S	S	S	28%
PARCC MATH											
Schoolwide	187	778	776	749	3%	2%	11%	50%	35%	85%	52%
White	37	771	766	757	N	3%	16%	62%	19%	81%	63%
African American	S	S	744	730	S	S	S	S	S	S	31%
Hispanic	S	S	727	736	S	S	S	S	S	S	35%
Asian	133	786	785	777	N	1%	8%	48%	43%	91%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	755	754	S	S	S	S	S	S	57%
Students with Disability	19	738	742	727	16%	11%	37%	37%	N	37%	28%
English Language Learners	S	S	758	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	S	S	731	732	S	S	S	S	S	S	32%

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



State of New Jersey
2015-2016

Grade Span KH-03

21-5715-030

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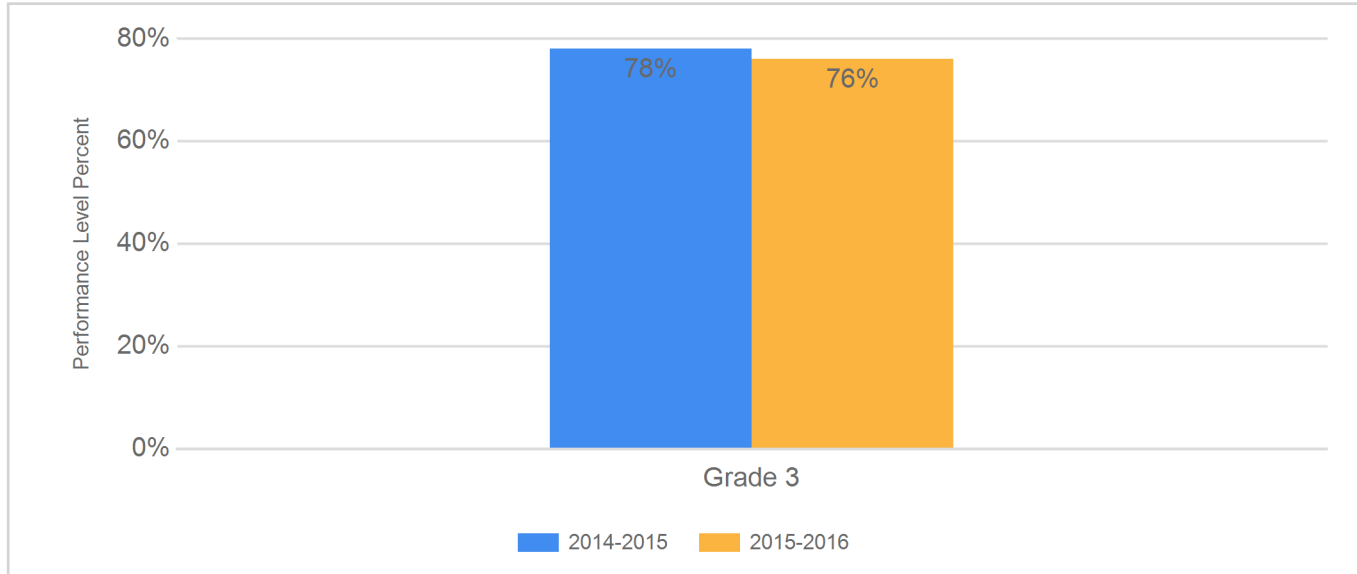
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PARCC ELA Performance Trends

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





State of New Jersey
2015-2016

Grade Span KH-03

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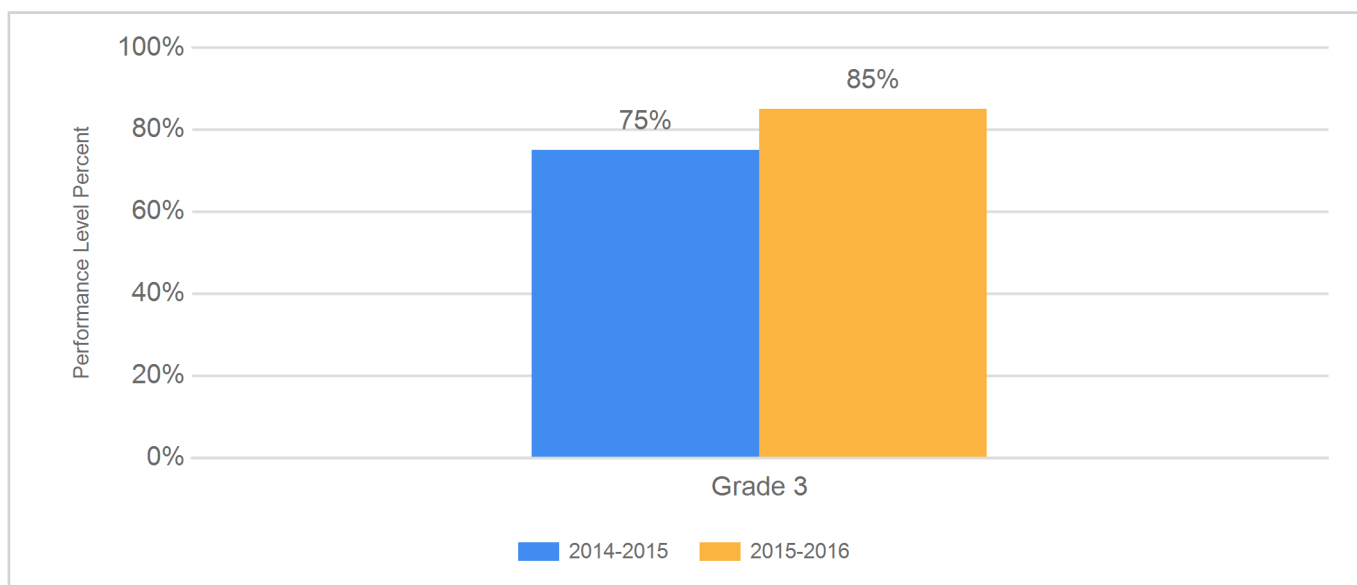
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PARCC Math Performance Trends

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





State of New Jersey
2015-2016

Grade Span KH-03

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DUTCH NECK ELEMENTARY SCHOOL

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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-03

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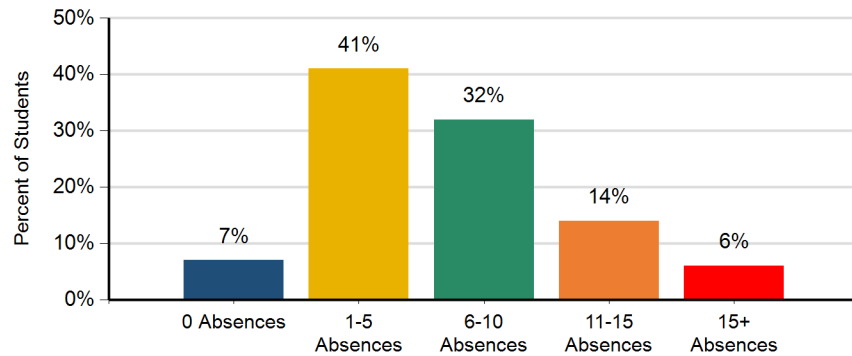
DUTCH NECK ELEMENTARY SCHOOL

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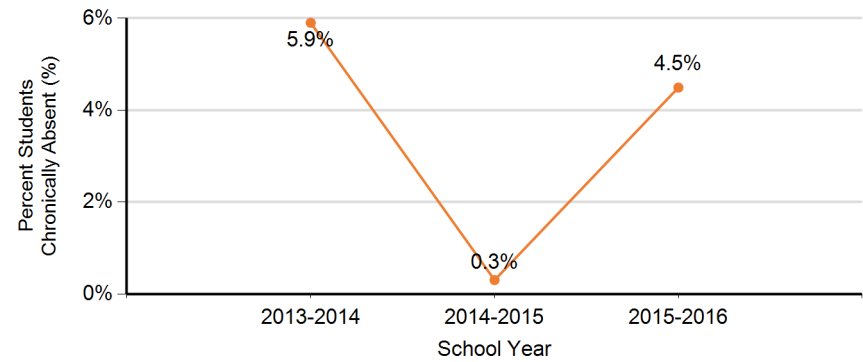
Absenteeism

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



Chronic Absenteeism Trend

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





State of New Jersey
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DUTCH NECK ELEMENTARY SCHOOL

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West Windsor, NJ 08550

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. 40 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	356:1

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	100%



State of New Jersey
2015-2016

Grade Span KH-03

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W WINDSOR-PLAINSBORO REG
J.V.B. WICOFF ELEMENTARY SCHOOL
510 PLAINSBORO ROAD
PLAINSBORO, NJ 08536

2015-2016 School Performance Reports

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State of New Jersey
2015-2016

Grade Span KH-03

21-5715-050

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510 PLAINSBORO ROAD

PLAINSBORO, NJ 08536

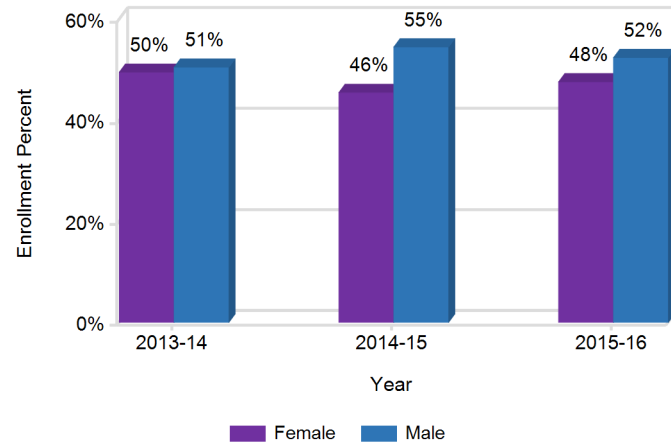
Enrollment by Grade

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	108	84	111
Grade 01	109	115	108
Grade 02	108	109	113
Grade 03	113	110	110
UG	22	31	8
Total	481	462	450

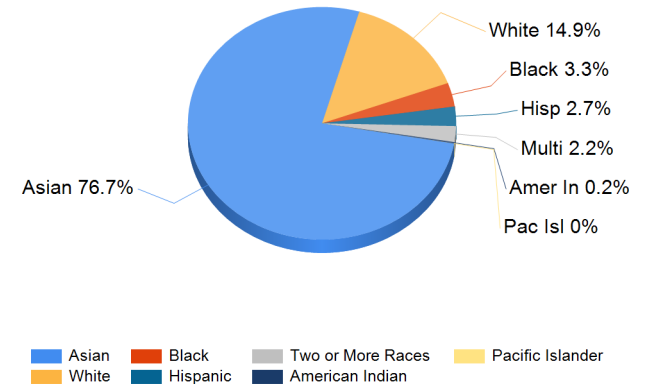
Enrollment by Gender

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



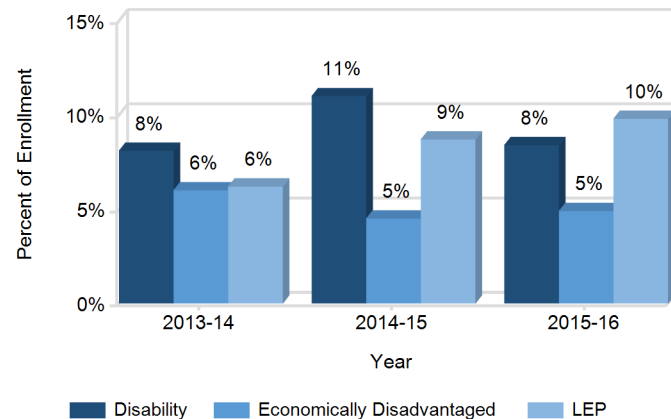
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	58.0%
Telugu	9.8%
Hindi	7.6%
Tamil	5.8%
Chinese	3.3%
Other	15.3%

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



State of New Jersey
2015-2016

Grade Span KH-03

21-5715-050

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510 PLAINSBORO ROAD

PLAINSBORO, NJ 08536

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	81%	57	94
Mathematics Met or Exceeded Expectations	77%	71	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 goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	101	81%	94	99%	✓	101	77%	95	99%	✓
White	S	S	S	S		S	S	S	S	
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	74	84%	59	100%	✓	74	88%	69	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	



State of New Jersey
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Grade Span KH-03

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510 PLAINSBORO ROAD

PLAINSBORO, NJ 08536

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	107	782	775	746	2%	4%	13%	61%	21%	81%	48%
White	14	780	773	756	N	7%	7%	57%	29%	86%	58%
African American	S	S	746	727	S	S	S	S	S	S	30%
Hispanic	S	S	734	730	S	S	S	S	S	S	31%
Asian	79	787	780	772	N	3%	14%	61%	23%	84%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	744	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	739	727	S	S	S	S	S	S	28%
PARCC MATH											
Schoolwide	107	776	776	749	2%	2%	18%	43%	36%	79%	52%
White	14	765	766	757	N	7%	29%	36%	29%	64%	63%
African American	S	S	744	730	S	S	S	S	S	S	31%
Hispanic	S	S	727	736	S	S	S	S	S	S	35%
Asian	79	785	785	777	N	N	11%	46%	43%	89%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	755	754	S	S	S	S	S	S	57%
Students with Disability	S	S	742	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	731	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 KH-03

21-5715-050

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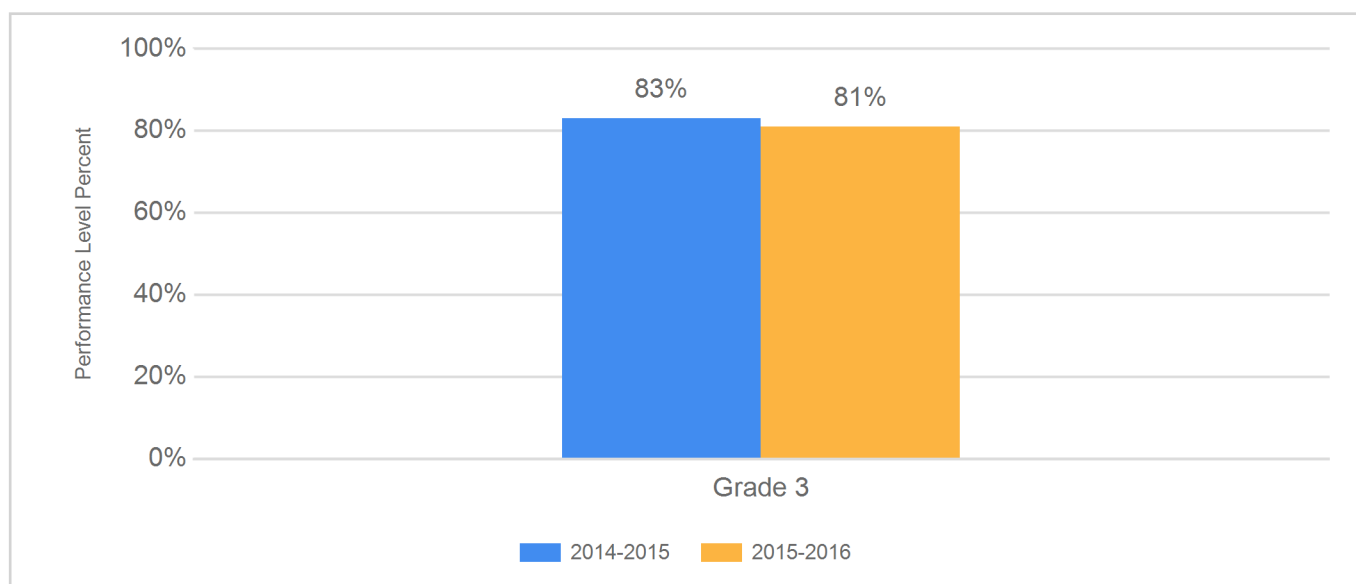
J.V.B. WICOFF ELEMENTARY SCHOOL

510 PLAINSBORO ROAD

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PARCC ELA Performance Trends

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





State of New Jersey
2015-2016

Grade Span KH-03

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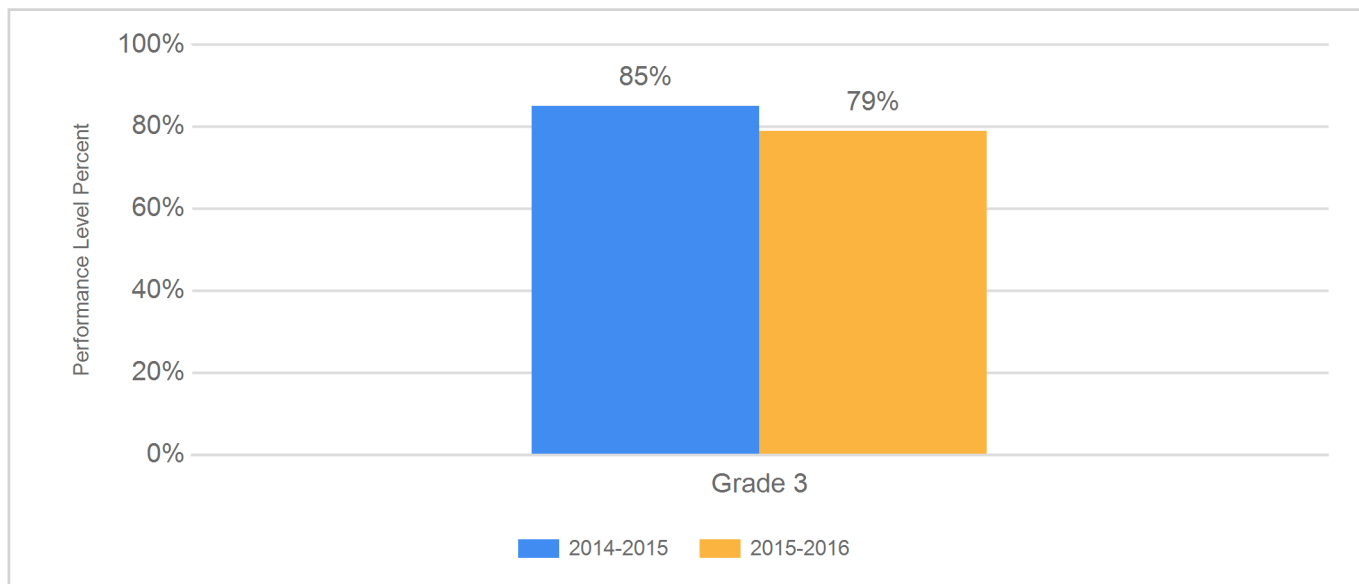
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PARCC Math Performance Trends

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





State of New Jersey
2015-2016

Grade Span KH-03

21-5715-050

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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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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-03

21-5715-050

MERCER

W WINDSOR-PLAINSBORO REG

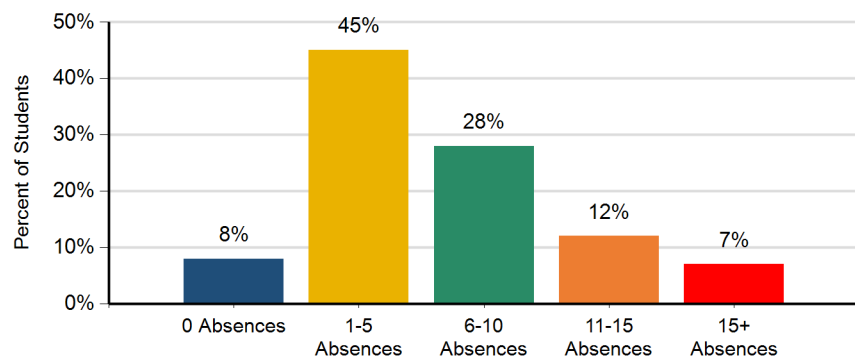
J.V.B. WICOFF ELEMENTARY SCHOOL

510 PLAINSBORO ROAD

PLAINSBORO, NJ 08536

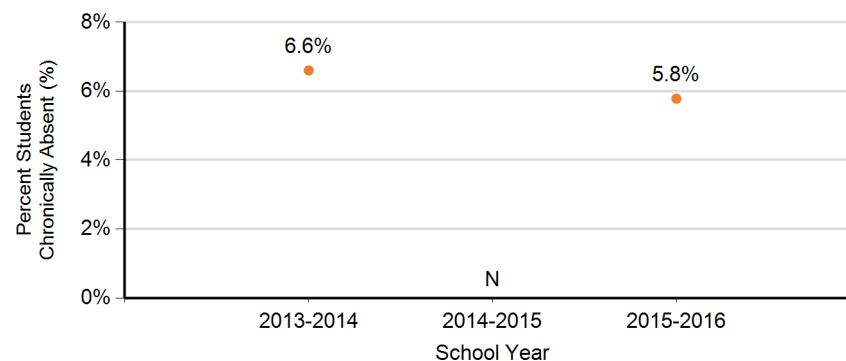
Absenteeism

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



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span KH-03

21-5715-050

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J.V.B. WICOFF ELEMENTARY SCHOOL

510 PLAINSBORO ROAD

PLAINSBORO, NJ 08536

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. 40 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	450:1

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	100%



State of New Jersey
2015-2016

Grade Span KH-03

21-5715-040
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Maurice Hawk Elementary School
303 305 CLARKSVILLE ROAD
West Windsor, NJ 08550

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 KH-03

21-5715-040

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Maurice Hawk Elementary School

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West Windsor, NJ 08550

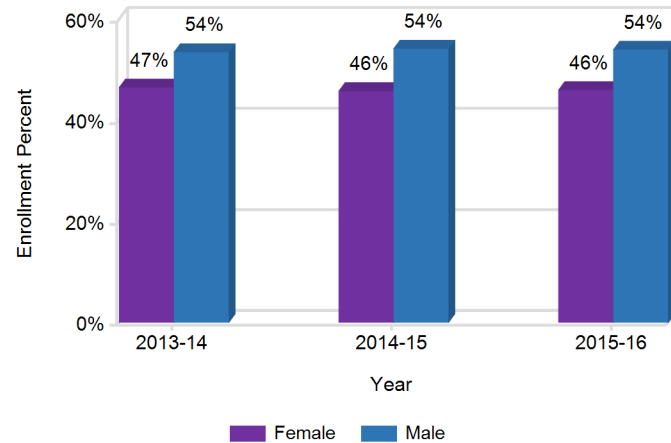
Enrollment by Grade

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	150	166	173
Grade 01	226	165	194
Grade 02	192	240	164
Grade 03	238	203	257
UG	13	16	8
Total	819	790	796

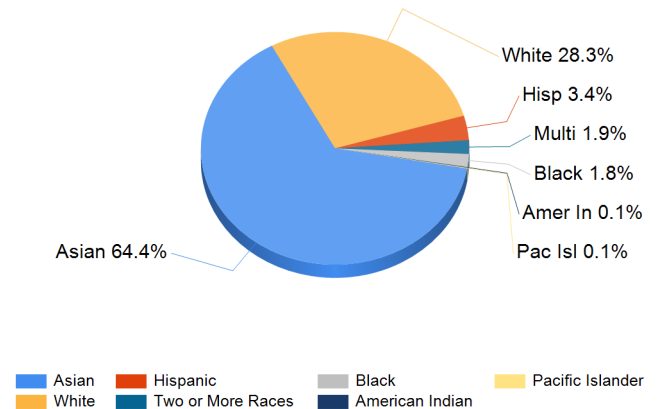
Enrollment by Gender

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



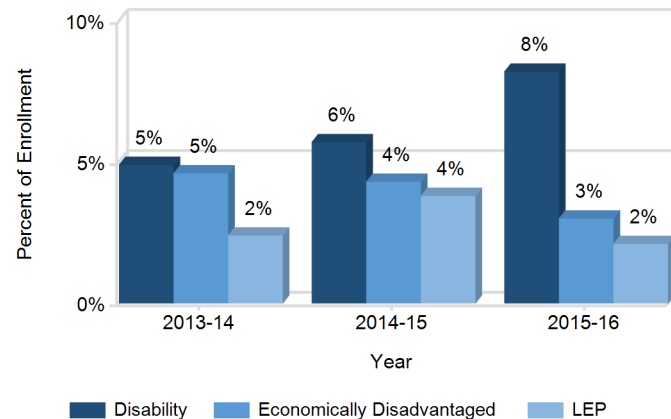
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	72.0%
Chinese	6.7%
Hindi	5.5%
Telugu	2.9%
Tamil	2.5%
Other	10.5%

* 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.



State of New Jersey
2015-2016

Grade Span KH-03

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West Windsor, NJ 08550

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%	14	85
Mathematics Met or Exceeded Expectations	81%	86	96

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	232	75%	85	98%	✓	233	81%	96	98%	✓
White	76	74%	79	96%	✓	76	72%	84	96%	✓
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	140	79%	48	98%	✓	141	89%	69	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	



State of New Jersey
2015-2016

Grade Span KH-03

21-5715-040

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Maurice Hawk Elementary School

303 305 CLARKSVILLE ROAD

West Windsor, NJ 08550

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	248	776	775	746	3%	6%	16%	53%	21%	75%	48%
White	77	774	773	756	3%	9%	13%	57%	18%	75%	58%
African American	S	S	746	727	S	S	S	S	S	S	30%
Hispanic	11	740	734	730	27%	18%	9%	36%	9%	46%	31%
Asian	151	781	780	772	2%	3%	17%	53%	25%	78%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	744	753	S	S	S	S	S	S	55%
Students with Disability	26	746	738	718	15%	12%	19%	54%	N	54%	22%
English Language Learners	S	S	717	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	13	753	739	727	8%	23%	15%	39%	15%	54%	28%
PARCC MATH											
Schoolwide	250	775	776	749	2%	5%	12%	49%	31%	80%	52%
White	78	765	766	757	3%	6%	17%	56%	18%	74%	63%
African American	S	S	744	730	S	S	S	S	S	S	31%
Hispanic	11	731	727	736	9%	27%	36%	27%	N	27%	35%
Asian	152	784	785	777	1%	3%	7%	47%	41%	89%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	755	754	S	S	S	S	S	S	57%
Students with Disability	26	750	742	727	15%	12%	12%	46%	15%	62%	28%
English Language Learners	S	S	758	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	13	732	731	732	15%	15%	46%	15%	8%	23%	32%

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



State of New Jersey
2015-2016

Grade Span KH-03

21-5715-040

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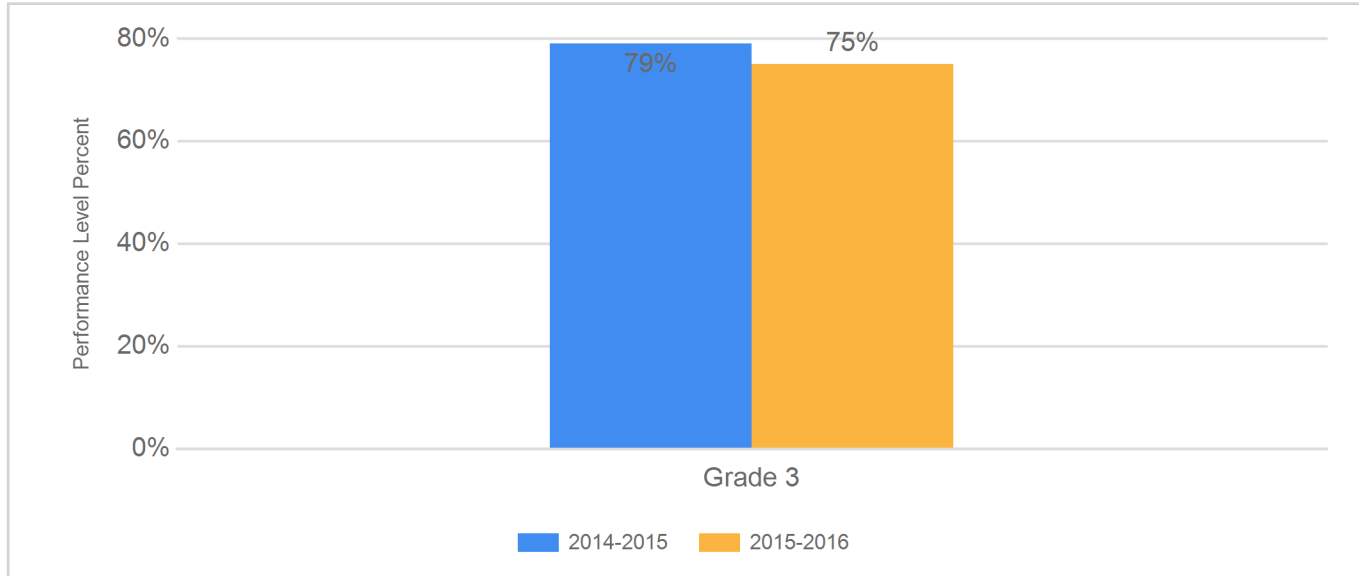
Maurice Hawk Elementary School

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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.





State of New Jersey
2015-2016

Grade Span KH-03

21-5715-040

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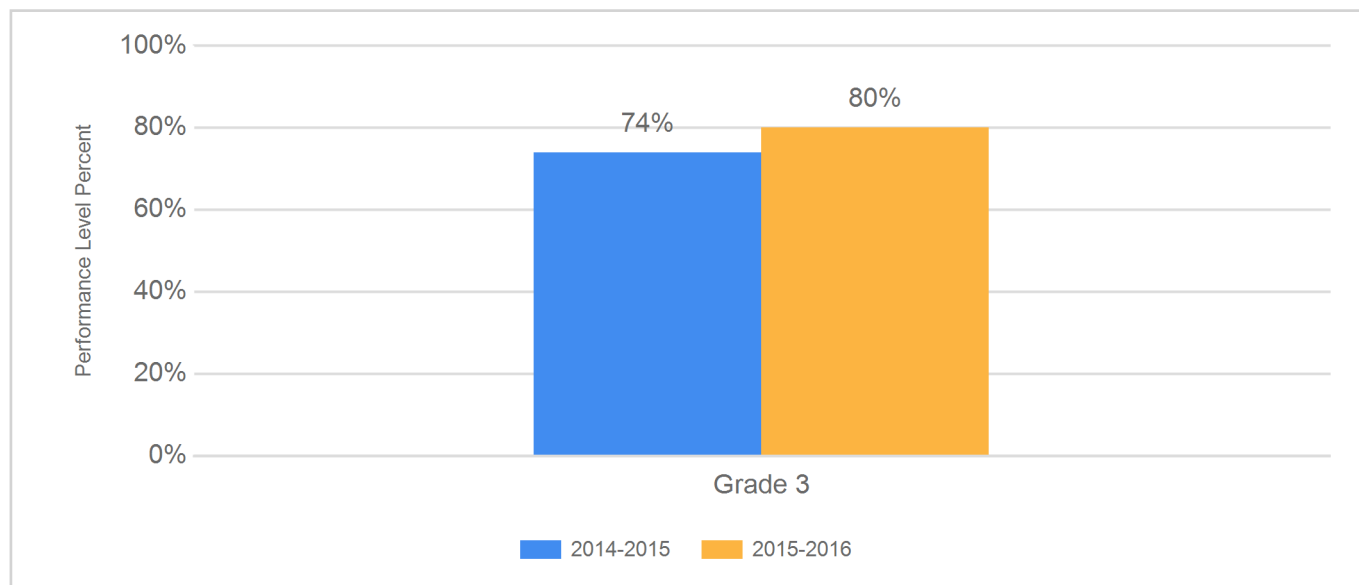
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PARCC Math Performance Trends

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





State of New Jersey
2015-2016

Grade Span KH-03

21-5715-040

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West Windsor, NJ 08550

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>

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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-03

21-5715-040

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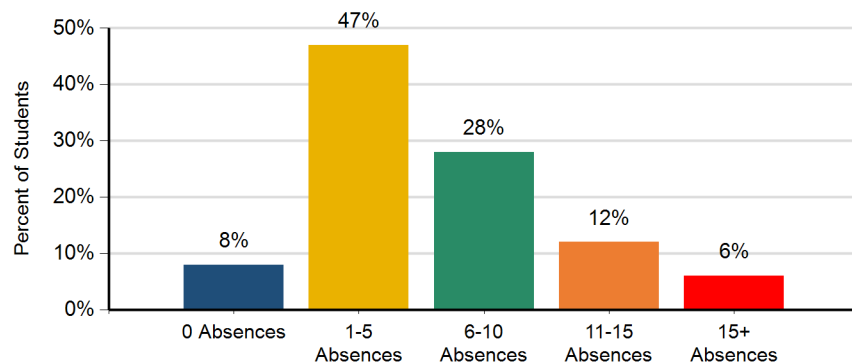
Maurice Hawk Elementary School

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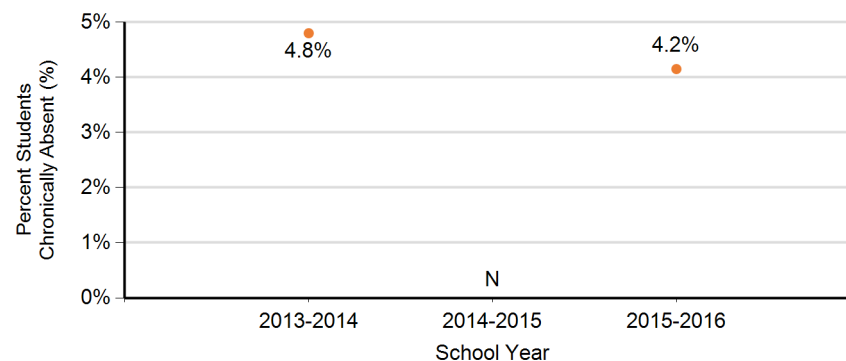
Absenteeism

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



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span KH-03

21-5715-040

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W WINDSOR-PLAINSBORO REG

Maurice Hawk Elementary School

303 305 CLARKSVILLE ROAD

West Windsor, NJ 08550

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. 40 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	398:1

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	100%



State of New Jersey
2015-2016

Grade Span 03-05

21-5715-150
MERCER
W WINDSOR-PLAINSBORO REG
Millstone River School
75 GROVERS MILL ROAD
PLAINSBORO, NJ 08536

2015-2016 School Performance Reports

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State of New Jersey
2015-2016

Grade Span 03-05

21-5715-150

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Millstone River School

75 GROVERS MILL ROAD

PLAINSBORO, NJ 08536

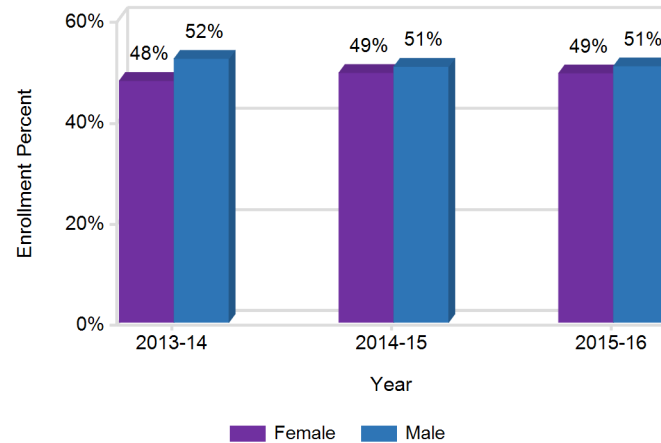
Enrollment by Grade

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 03	0	0	206
Grade 04	387	424	389
Grade 05	405	397	456
UG	43	54	16
Total	839	875	1067

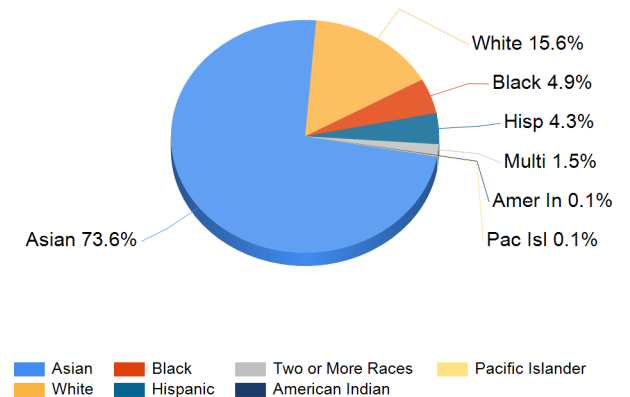
Enrollment by Gender

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



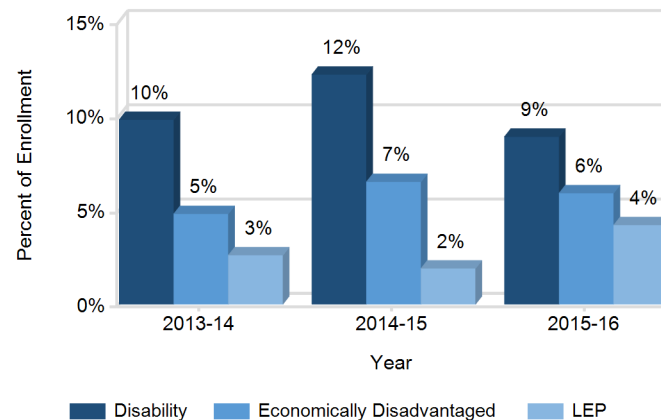
Enrollment by Ethnic/ Racial Subgroup

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	56.2%
Telugu	9.1%
Hindi	7.9%
Chinese	6.8%
Tamil	5.5%
Other	14.5%

* 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.



State of New Jersey
2015-2016

Grade Span 03-05

21-5715-150

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Millstone River School

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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%	86	95
Mathematics Met or Exceeded Expectations	79%	43	94

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	957	82%	95	99%	✓	962	79%	94	98%	✓
White	151	82%	87	95%	✓	149	67%	68	93%	✓
African American	46	59%	74	98%	✓	46	39%	65	98%	✓
Hispanic	38	55%	67	95%	✓	41	39%	42	98%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	708	86%	62	100%	✓	712	87%	64	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	87	56%	96	94%	✓	86	42%	86	93%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	59	46%	62	97%	✓	59	32%	48	95%	✓



State of New Jersey
2015-2016

Grade Span 03-05

21-5715-150

MERCER

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Millstone River School

75 GROVERS MILL ROAD

PLAINSBORO, NJ 08536

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	203	773	775	746	3%	8%	13%	59%	17%	76%	48%
White	30	762	773	756	3%	17%	17%	50%	13%	63%	58%
African American	13	752	746	727	N	15%	31%	54%	N	54%	30%
Hispanic	S	S	734	730	S	S	S	S	S	S	31%
Asian	147	780	780	772	1%	4%	12%	64%	20%	84%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	744	753	S	S	S	S	S	S	55%
Students with Disability	13	736	738	718	23%	8%	23%	46%	N	46%	22%
English Language Learners	S	S	717	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	18	728	739	727	22%	33%	11%	33%	N	33%	28%
PARCC MATH											
Schoolwide	205	776	776	749	1%	6%	14%	42%	37%	80%	52%
White	29	763	766	757	N	14%	24%	38%	24%	62%	63%
African American	13	745	744	730	N	23%	31%	46%	N	46%	31%
Hispanic	S	S	727	736	S	S	S	S	S	S	35%
Asian	149	785	785	777	N	2%	8%	44%	46%	90%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	755	754	S	S	S	S	S	S	57%
Students with Disability	13	734	742	727	15%	23%	23%	39%	N	39%	28%
English Language Learners	S	S	758	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	17	731	731	732	12%	35%	35%	12%	6%	18%	32%

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

State of New Jersey
2015-2016

Grade Span 03-05

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	373	777	776	750	1%	5%	10%	45%	38%	84%	54%
White	49	777	769	759	N	2%	14%	47%	37%	84%	64%
African American	15	740	750	733	13%	13%	27%	40%	7%	47%	33%
Hispanic	S	S	757	737	S	S	S	S	S	S	37%
Asian	292	780	780	773	1%	4%	8%	45%	42%	87%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	S	756	S	S	S	S	S	S	62%
Students with Disability	26	746	742	723	12%	15%	19%	46%	8%	54%	22%
English Language Learners	S	S	S	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	21	742	743	734	5%	24%	24%	43%	5%	48%	33%
PARCC MATH											
Schoolwide	386	771	770	745	2%	6%	14%	56%	22%	78%	47%
White	51	758	755	752	N	8%	29%	55%	8%	63%	57%
African American	15	736	737	727	7%	40%	33%	20%	N	20%	24%
Hispanic	S	S	737	733	S	S	S	S	S	S	30%
Asian	300	778	778	771	1%	3%	11%	60%	26%	86%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	756	750	S	S	S	S	S	S	54%
Students with Disability	26	738	736	724	12%	27%	23%	35%	4%	39%	22%
English Language Learners	19	736	736	720	5%	26%	37%	32%	N	32%	16%
Economically Disadvantaged Students	22	737	735	730	9%	32%	27%	27%	5%	32%	27%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 03-05

21-5715-150
MERCER
W WINDSOR-PLAINSBORO REG
Millstone River School
75 GROVERS MILL ROAD
PLAINSBORO, NJ 08536

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	440	775	775	751	1%	3%	13%	61%	22%	83%	53%
White	75	773	771	758	1%	3%	12%	65%	19%	84%	64%
African American	22	755	752	733	5%	9%	27%	59%	N	59%	32%
Hispanic	16	743	754	738	N	19%	31%	50%	N	50%	37%
Asian	322	779	779	773	1%	2%	11%	60%	25%	85%	80%
American Indian	S	S	S	750	S	S	S	S	S	S	53%
Two or More Races	S	S	786	759	S	S	S	S	S	S	63%
Students with Disability	34	743	745	723	9%	18%	18%	56%	N	56%	20%
English Language Learners	S	S	S	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	29	745	746	735	7%	10%	41%	41%	N	41%	33%
PARCC MATH											
Schoolwide	448	772	771	747	2%	5%	16%	48%	30%	77%	47%
White	74	761	759	753	1%	11%	22%	47%	19%	66%	57%
African American	22	740	739	728	N	23%	36%	36%	5%	41%	24%
Hispanic	19	729	737	735	21%	16%	42%	21%	N	21%	31%
Asian	328	779	779	774	1%	2%	12%	50%	36%	85%	80%
American Indian	S	S	S	747	S	S	S	S	S	S	49%
Two or More Races	S	S	771	754	S	S	S	S	S	S	56%
Students with Disability	34	739	736	725	12%	15%	35%	35%	3%	38%	19%
English Language Learners	13	739	739	721	15%	23%	31%	15%	15%	31%	16%
Economically Disadvantaged Students	31	732	732	732	16%	23%	29%	29%	3%	32%	28%

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



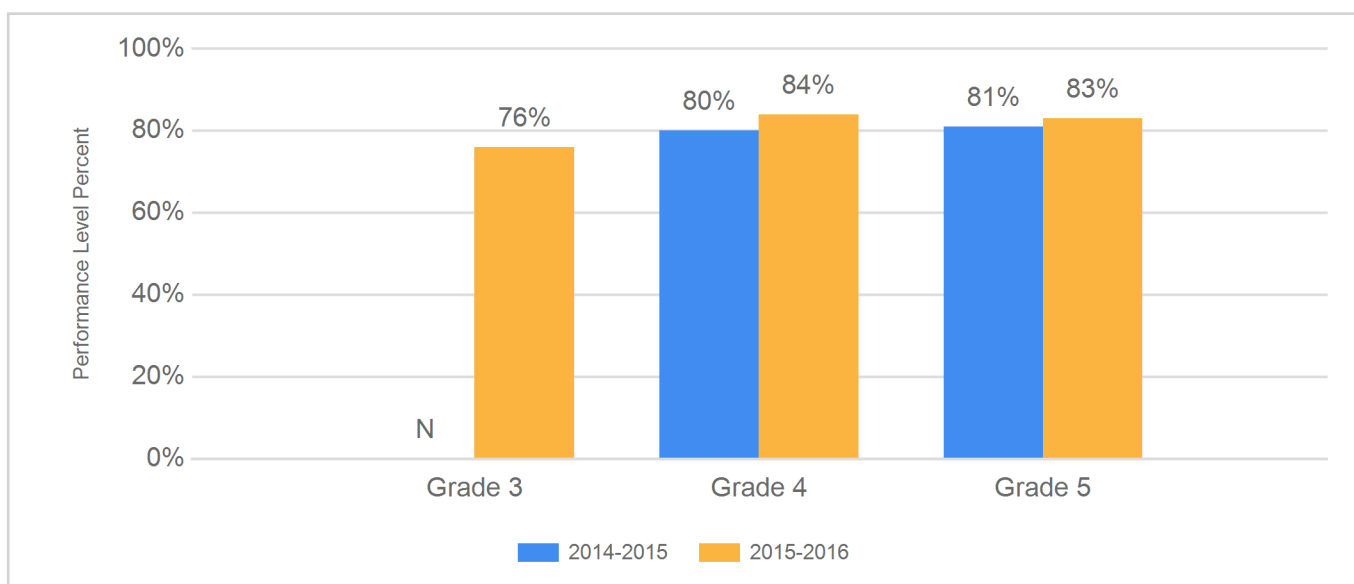
State of New Jersey
2015-2016

Grade Span 03-05

21-5715-150
MERCER
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PARCC ELA Performance Trends

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





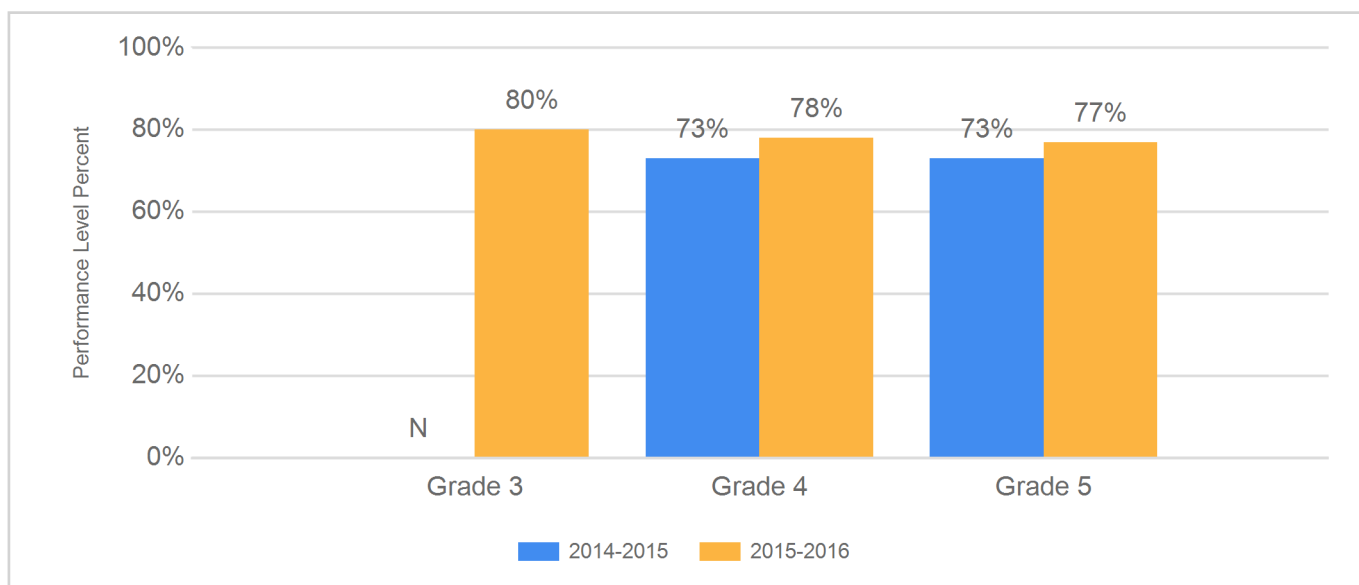
State of New Jersey
2015-2016

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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

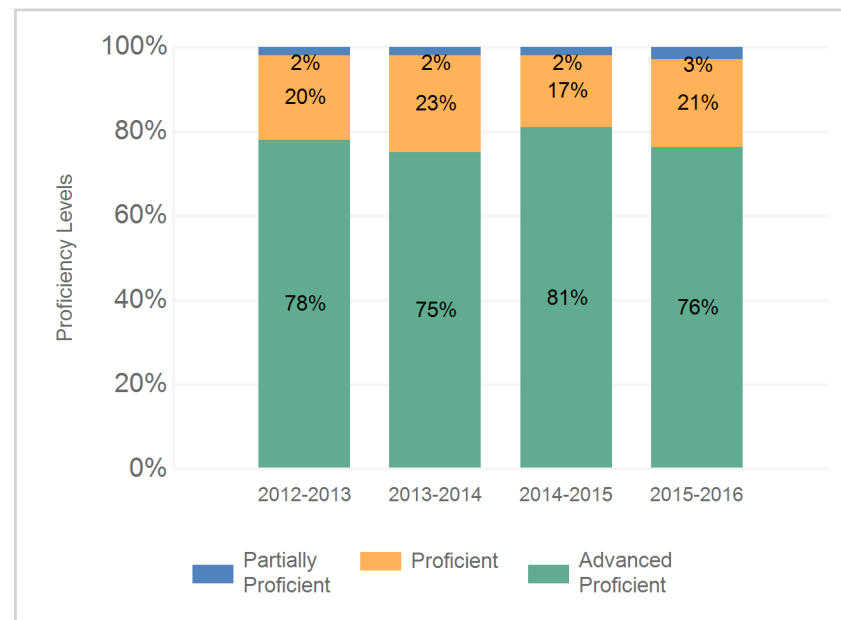
NJASK Results Science - Grade Level 04

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	76%	21%	3%
White	79%	21%	N
African American	21%	50%	29%
Hispanic	S	S	S
American Indian	N	N	N
Asian	82%	16%	2%
Two or More Races	48%	45%	7%
Students with Disability	56%	28%	16%
English Language Learners	21%	54%	25%
Economically Disadvantaged Students	28%	56%	17%

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	57	51	50
Student Growth on Math	55	56	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)	2%	1%	0%
Approached (L3)	6%	3%	1%
Met (L4)	16%	21%	18%
Exceeded (L5)	1%	7%	23%

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%	0%	0%
Partially Met (L2)	3%	1%	0%
Approached (L3)	7%	4%	3%
Met (L4)	17%	18%	17%
Exceeded (L5)	3%	7%	18%



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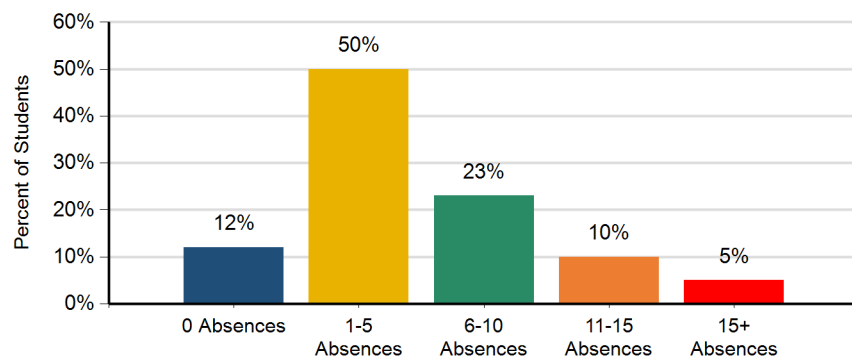
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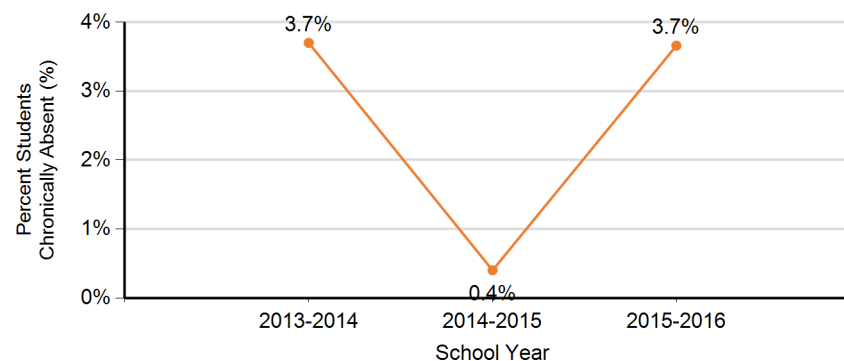
Absenteeism

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



Chronic Absenteeism Trend

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





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Length of School Day

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

	School
2015-16	6 Hrs. 35 Mins.

Instructional Time

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

2015-16	School
Full Time	5 Hrs. 30 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	356:1

Student Suspension Rate

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

	School
2015-16	0.5%

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	100%



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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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2015-2016

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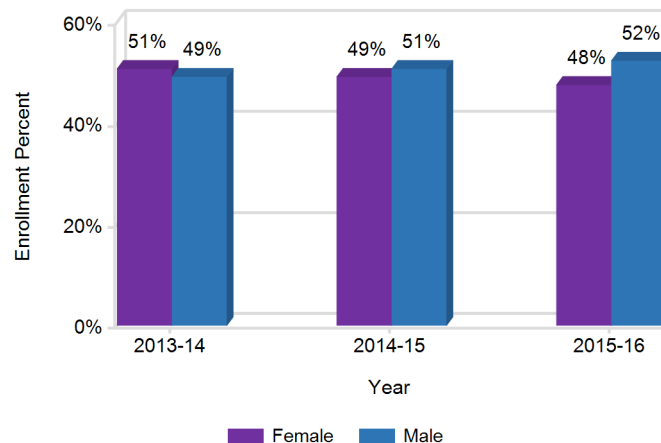
Enrollment by Grade

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 06	353	387	414
Grade 07	409	367	403
Grade 08	393	406	372
UG	0	1	0
Total	1155	1161	1189

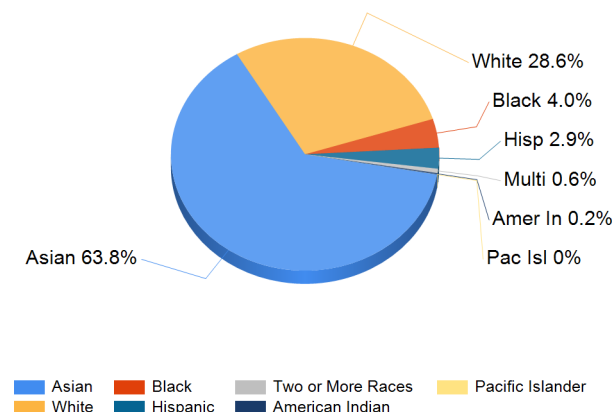
Enrollment by Gender

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



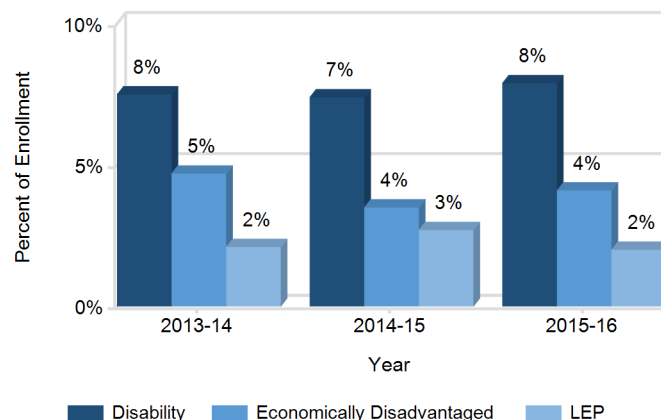
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	58.6%
Chinese	8.1%
Hindi	6.9%
Telugu	5.4%
Tamil	4.5%
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.



State of New Jersey
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Grade Span 06-08

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	81%	43	93
Mathematics Met or Exceeded Expectations	77%	14	92

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	1022	81%	93	91%	X	1025	77%	92	91%	X
White	270	74%	77	81%	X	271	64%	69	82%	X
African American	36	44%	63	83%	X	36	36%	64	83%	X
Hispanic	S	S	S	S		S	S	S	S	
American Indian	S	S	S	S		S	S	S	S	
Asian	685	86%	61	96%	✓	686	86%	62	96%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	75	36%	81	81%	X	75	40%	87	81%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	34	29%	34	79%	X	34	32%	49	79%	X



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Thomas R Grover Middle School

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West Windsor, NJ 08550

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	391	773	772	750	1%	3%	16%	49%	31%	80%	52%
White	94	769	764	756	1%	5%	17%	51%	26%	77%	61%
African American	19	750	746	732	5%	5%	47%	37%	5%	42%	31%
Hispanic	13	756	746	738	8%	8%	23%	54%	8%	62%	37%
Asian	261	777	777	772	1%	2%	13%	49%	35%	84%	79%
American Indian	S	S	S	750	S	S	S	S	S	S	58%
Two or More Races	S	S	802	755	S	S	S	S	S	S	60%
Students with Disability	27	742	739	719	N	19%	48%	30%	4%	33%	15%
English Language Learners	S	S	S	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	17	741	741	735	12%	6%	53%	24%	6%	29%	33%
PARCC MATH											
Schoolwide	394	769	770	743	1%	6%	17%	51%	25%	76%	43%
White	95	759	756	750	2%	10%	24%	47%	17%	64%	53%
African American	19	738	730	724	N	26%	47%	21%	5%	26%	20%
Hispanic	13	743	731	730	8%	15%	31%	46%	N	46%	26%
Asian	263	776	779	768	0%	3%	11%	54%	31%	85%	76%
American Indian	S	S	S	745	S	S	S	S	S	S	50%
Two or More Races	S	S	792	748	S	S	S	S	S	S	49%
Students with Disability	27	737	731	717	N	33%	33%	33%	N	33%	13%
English Language Learners	S	S	S	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	17	740	730	728	6%	6%	53%	35%	N	35%	23%

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



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Thomas R Grover Middle School

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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	348	773	779	753	3%	5%	11%	41%	41%	81%	56%
White	92	764	769	760	3%	7%	20%	47%	24%	71%	65%
African American	11	746	749	733	18%	N	27%	46%	9%	55%	35%
Hispanic	S	S	755	739	S	S	S	S	S	S	41%
Asian	236	779	786	781	2%	4%	7%	38%	49%	87%	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	763	759	S	S	S	S	S	S	63%
Students with Disability	22	742	729	716	18%	14%	18%	46%	5%	50%	16%
English Language Learners	S	S	S	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	741	735	S	S	S	S	S	S	37%
PARCC MATH											
Schoolwide	319	767	768	740	1%	4%	18%	52%	24%	76%	39%
White	93	760	761	747	N	9%	25%	51%	16%	67%	47%
African American	11	745	738	724	9%	N	46%	36%	9%	46%	19%
Hispanic	S	S	741	729	S	S	S	S	S	S	23%
Asian	206	772	775	763	1%	2%	14%	54%	29%	84%	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	750	744	S	S	S	S	S	S	44%
Students with Disability	20	745	736	713	10%	10%	25%	55%	N	55%	9%
English Language Learners	S	S	S	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	732	727	S	S	S	S	S	S	21%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



State of New Jersey
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PARCC Performance Distribution - Grade 08

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	333	774	781	753	5%	5%	11%	50%	30%	80%	55%
White	90	764	768	759	8%	6%	12%	56%	19%	74%	63%
African American	S	S	744	732	S	S	S	S	S	S	34%
Hispanic	S	S	775	740	S	S	S	S	S	S	43%
Asian	226	779	789	780	2%	4%	9%	49%	35%	84%	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	S	S	771	756	S	S	S	S	S	S	59%
Students with Disability	28	723	727	715	39%	4%	32%	18%	7%	25%	16%
English Language Learners	S	S	S	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	12	725	740	736	33%	8%	33%	25%	N	25%	38%
**PARCC MATH											
Schoolwide	S	S	S	726	S	S	S	S	S	S	26%
White	S	S	688	732	S	S	S	S	S	S	32%
African American	S	S	696	712	S	S	S	S	S	S	14%
Hispanic	S	S	S	721	S	S	S	S	S	S	20%
Asian	S	S	715	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	S	S	S	726	S	S	S	S	S	S	26%
Students with Disability	S	S	S	704	S	S	S	S	S	S	8%
English Language Learners	S	S	S	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	697	718	S	S	S	S	S	S	18%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations

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

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



State of New Jersey
2015-2016

Grade Span 06-08

21-5715-035

MERCER

W WINDSOR-PLAINSBORO REG

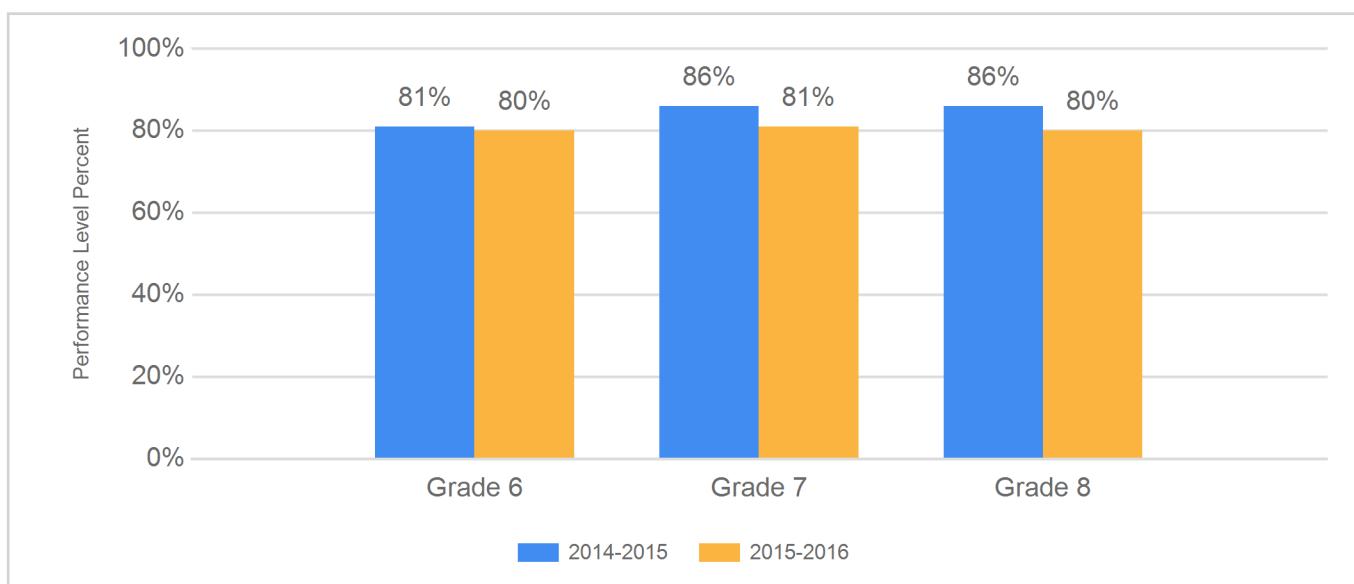
Thomas R Grover Middle School

10 SOUTHFIELD ROAD

West Windsor, NJ 08550

PARCC ELA Performance Trends

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





State of New Jersey
2015-2016

Grade Span 06-08

21-5715-035

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Thomas R Grover Middle School

10 SOUTHFIELD ROAD

West Windsor, NJ 08550

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	319	779	782	769	1%	4%	14%	61%	20%	82%	41%
White	78	762	764	772	4%	8%	21%	60%	8%	68%	51%
African American	S	S	741	748	S	S	S	S	S	S	20%
Hispanic	S	S	760	746	S	S	S	S	S	S	25%
Asian	227	786	790	789	N	2%	10%	63%	26%	89%	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	S	S	797	776	S	S	S	S	S	S	47%
Students with Disability	18	767	765	738	N	17%	22%	39%	22%	61%	10%
English Language Learners	S	S	S	723	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	750	746	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 06-08

21-5715-035

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Thomas R Grover Middle School

10 SOUTHFIELD ROAD

West Windsor, NJ 08550

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	S	776	S	S	S	S	S	S	27%
White	N	N	N	772	N	N	N	N	N	N	34%
African American	N	N	N	755	N	N	N	N	N	N	9%
Hispanic	N	N	N	761	N	N	N	N	N	N	13%
Asian	S	S	S	785	S	S	S	S	S	S	61%
American Indian	N	N	N	777	N	N	N	N	N	N	15%
Two or More Races	N	N	N	778	N	N	N	N	N	N	29%
Students with Disability	N	N	N	771	N	N	N	N	N	N	5%
English Language Learners	N	N	N	770	N	N	N	N	N	N	6%
Economically Disadvantaged Students	N	N	N	759	N	N	N	N	N	N	12%

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



State of New Jersey
2015-2016

Grade Span 06-08

21-5715-035

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Thomas R Grover Middle School

10 SOUTHFIELD ROAD

West Windsor, NJ 08550

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	26	807	815	789	N	4%	N	39%	58%	96%	27%
White	S	S	817	776	S	S	S	S	S	S	31%
African American	N	N	N	746	N	N	N	N	N	N	8%
Hispanic	N	N	N	782	N	N	N	N	N	N	12%
Asian	S	S	814	802	S	S	S	S	S	S	60%
American Indian	N	N	N	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	776	N	N	N	N	N	N	34%
Students with Disability	N	N	N	791	N	N	N	N	N	N	5%
English Language Learners	N	N	N	790	N	N	N	N	N	N	7%
Economically Disadvantaged Students	S	S	S	759	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 06-08

21-5715-035

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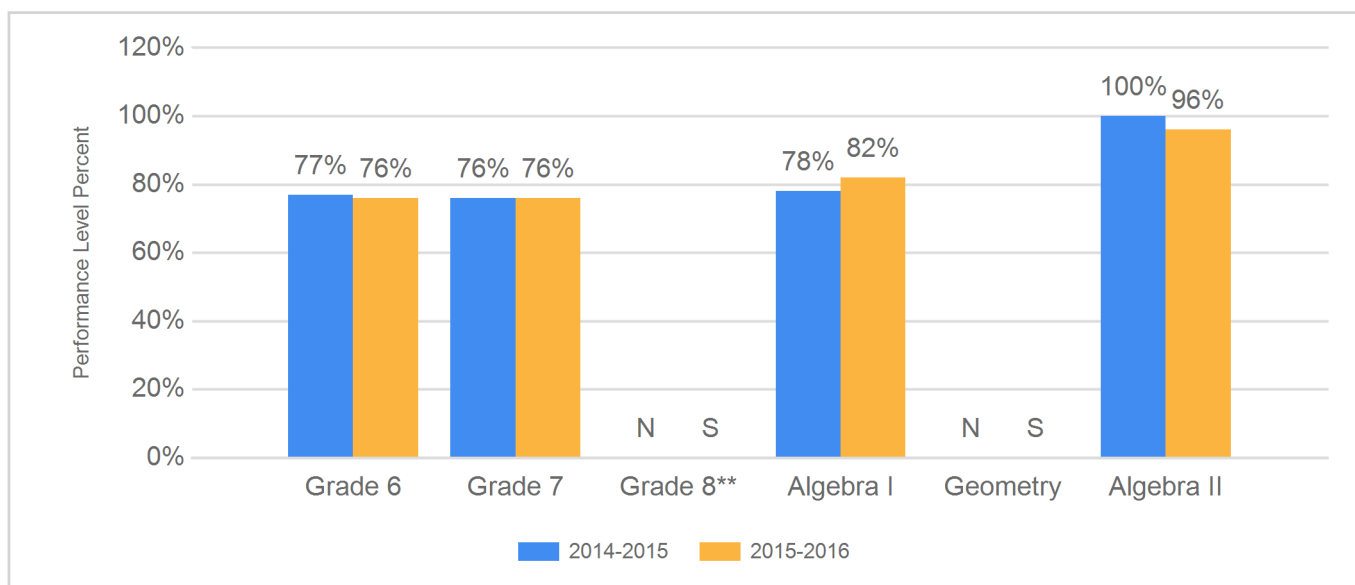
Thomas R Grover Middle School

10 SOUTHFIELD ROAD

West Windsor, NJ 08550

PARCC Math Performance Trends

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



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



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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

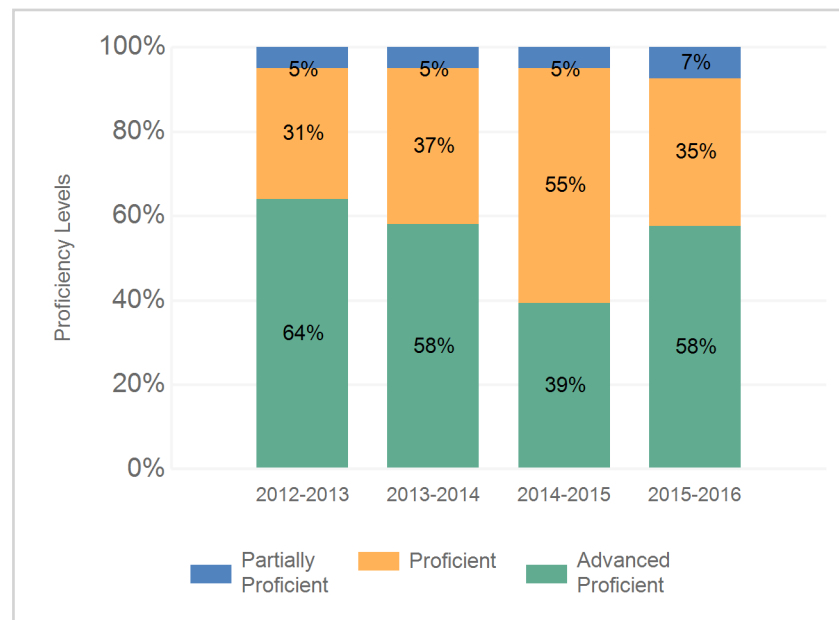
NJASK Results Science - Grade Level 08

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	58%	35%	7%
White	53%	40%	7%
African American	23%	54%	23%
Hispanic	S	S	S
American Indian	N	N	N
Asian	64%	32%	4%
Two or More Races	S	S	S
Students with Disability	19%	44%	38%
English Language Learners	S	S	S
Economically Disadvantaged Students	21%	36%	43%

NJASK Proficiency Trends Science - Grade Level 08

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





State of New Jersey
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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
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Grade Span 06-08

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Thomas R Grover Middle School

10 SOUTHFIELD ROAD

West Windsor, NJ 08550

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

Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	40	51	50
Student Growth on Math	56	56	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%	0%	0%
Partially Met (L2)	3%	0%	0%
Approached (L3)	9%	3%	1%
Met (L4)	22%	16%	9%
Exceeded (L5)	8%	10%	17%

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%	0%	0%
Partially Met (L2)	4%	1%	1%
Approached (L3)	7%	5%	4%
Met (L4)	15%	18%	19%
Exceeded (L5)	2%	7%	16%



State of New Jersey
2015-2016

Grade Span 06-08

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Thomas R Grover Middle School

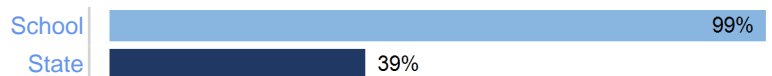
10 SOUTHFIELD ROAD

West Windsor, NJ 08550

Visual and Performing Arts

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

MUSIC



DRAMA



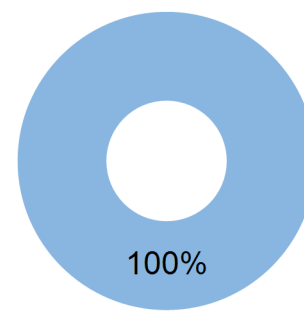
DANCE



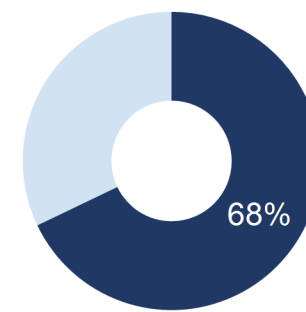
VISUAL ARTS



Any Visual and Performing Arts



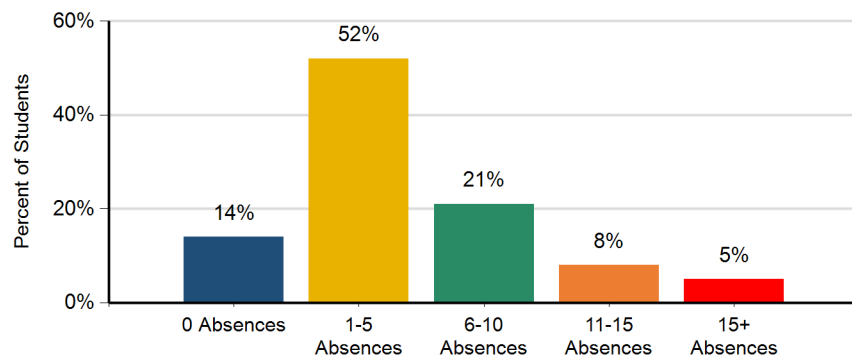
School



State

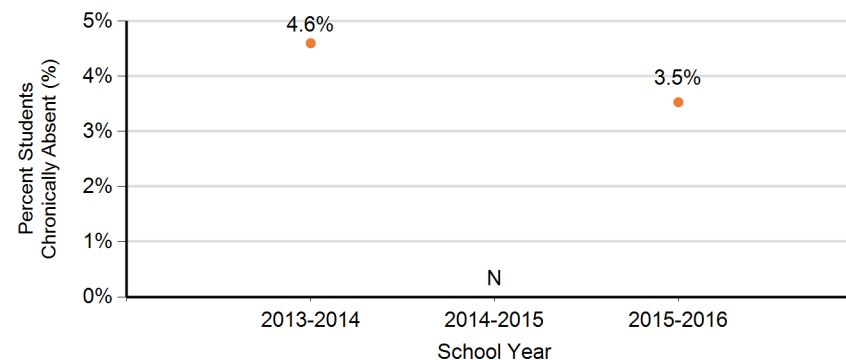
Absenteeism

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



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span 06-08

21-5715-035

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Thomas R Grover Middle School

10 SOUTHFIELD ROAD

West Windsor, NJ 08550

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	7 Hrs. 6 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	6 Hrs. 12 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	298:1

Student Suspension Rate

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

	School
2015-16	1.5%

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	100%



State of New Jersey
2015-2016

21-5715-130

MERCER

W WINDSOR-PLAINSBORO REG

TOWN CENTER ELEMENTARY SCHOOL AT PLAINSBORO

700 WYNDHURST DRIVE

PLAINSBORO, NJ 08536

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

21-5715-130

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TOWN CENTER ELEMENTARY SCHOOL AT PLAINSBORO

700 WYNDHURST DRIVE

PLAINSBORO, NJ 08536

Enrollment by Grade

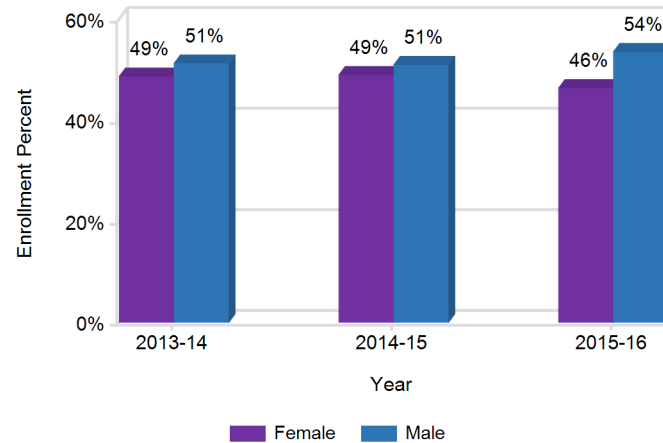
This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	14	0	0
Grade KG	170	143	144
Grade 01	194	187	194
Grade 02	165	199	201
Grade 03	176	167	0
Grade 04	0	0	0
Grade 05	0	0	0
Grade 06	0	0	0
Grade 07	0	0	0
Grade 08	0	0	0
Grade 09	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
UG	45	36	66
Total	764	732	605

* 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.

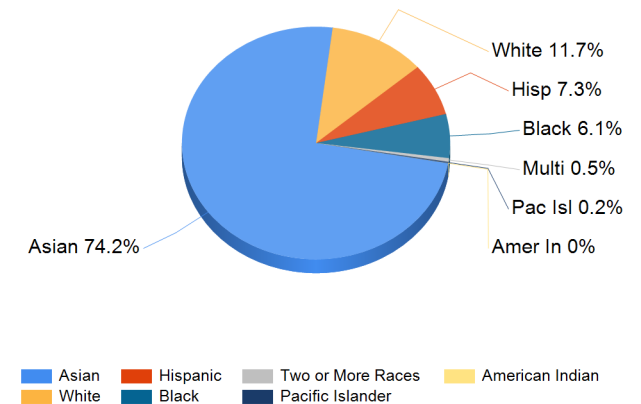
Enrollment by Gender

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



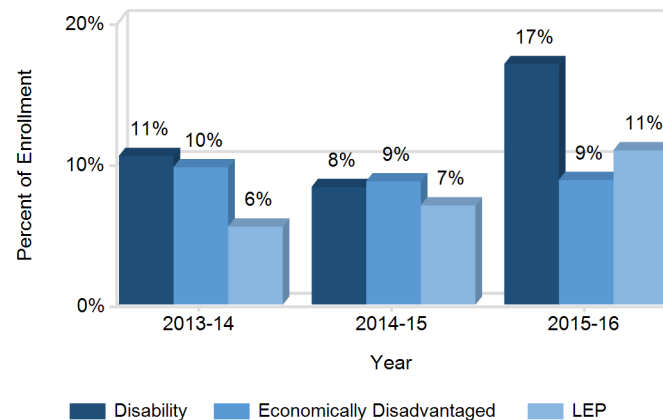
Enrollment by Ethnic/ Racial Subgroup

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	62.6%
Telugu	7.9%
Hindi	5.1%
Chinese	4.1%
Tamil	4.1%
Other	16.5%



State of New Jersey
2015-2016

21-5715-130

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TOWN CENTER ELEMENTARY SCHOOL AT PLAINSBORO

700 WYNDHURST DRIVE

PLAINSBORO, NJ 08536

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. 40 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	303:1

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	100%



State of New Jersey
2015-2016

Grade Span 3H-05

21-5715-160
MERCER
W WINDSOR-PLAINSBORO REG
Village Elementary School
601 NEW VILLAGE ROAD
West Windsor, NJ 08550

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:

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



State of New Jersey
2015-2016

Grade Span 3H-05

21-5715-160

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Village Elementary School

601 NEW VILLAGE ROAD

West Windsor, NJ 08550

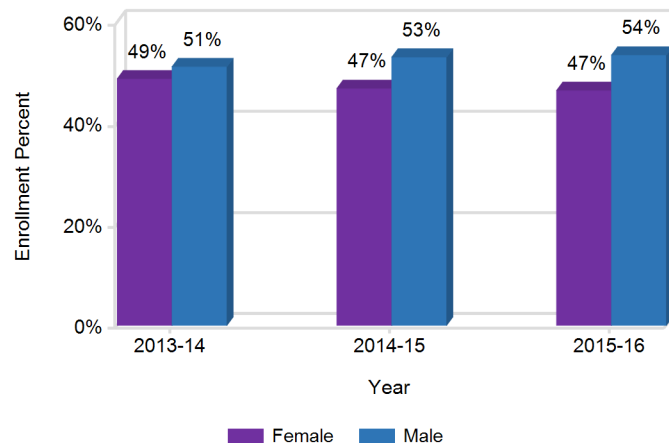
Enrollment by Grade

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	15	0	48
Grade KG	0	0	0
Grade 01	0	0	0
Grade 02	0	0	0
Grade 03	0	0	0
Grade 04	365	317	335
Grade 05	335	370	339
UG	17	27	2
Total	732	714	724

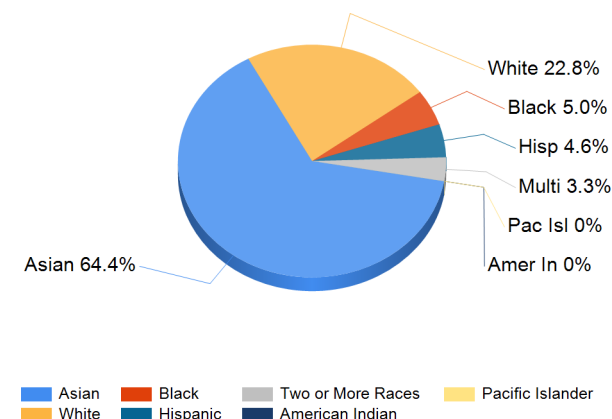
Enrollment by Gender

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



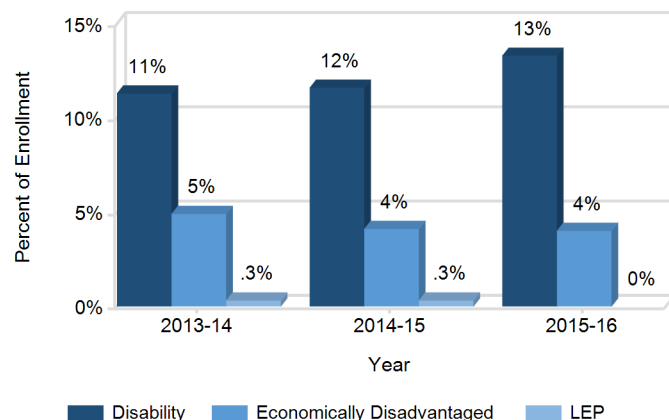
Enrollment by Ethnic/ Racial Subgroup

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%
Hindi	6.2%
Chinese	5.8%
Telugu	5.5%
Marathi	2.2%
Other	13.0%

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



State of New Jersey
2015-2016

Grade Span 3H-05

21-5715-160

MERCER

W WINDSOR-PLAINSBORO REG

Village Elementary School

601 NEW VILLAGE ROAD

West Windsor, NJ 08550

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%	71	94
Mathematics Met or Exceeded Expectations	78%	57	94

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	597	82%	94	97%	✓	597	78%	94	97%	✓
White	139	73%	75	93%	✓	139	63%	64	93%	✓
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	383	88%	65	99%	✓	383	88%	69	99%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	65	37%	82	93%	✓	65	45%	91	93%	✓
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	N	N	N	746	N	N	N	N	N	N	48%
White	N	N	N	756	N	N	N	N	N	N	58%
African American	N	N	N	727	N	N	N	N	N	N	30%
Hispanic	N	N	N	730	N	N	N	N	N	N	31%
Asian	N	N	N	772	N	N	N	N	N	N	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	N	N	N	718	N	N	N	N	N	N	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	N	N	N	727	N	N	N	N	N	N	28%
PARCC MATH											
Schoolwide	N	N	N	749	N	N	N	N	N	N	52%
White	N	N	N	757	N	N	N	N	N	N	63%
African American	N	N	N	730	N	N	N	N	N	N	31%
Hispanic	N	N	N	736	N	N	N	N	N	N	35%
Asian	N	N	N	777	N	N	N	N	N	N	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	N	N	N	727	N	N	N	N	N	N	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	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

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	327	774	776	750	1%	5%	16%	46%	33%	79%	54%
White	69	763	769	759	3%	3%	26%	44%	25%	68%	64%
African American	18	759	750	733	6%	17%	17%	33%	28%	61%	33%
Hispanic	S	S	757	737	S	S	S	S	S	S	37%
Asian	216	780	780	773	N	3%	12%	46%	38%	85%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	763	756	S	S	S	S	S	S	62%
Students with Disability	36	738	742	723	8%	19%	39%	25%	8%	33%	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	12	745	743	734	8%	25%	17%	42%	8%	50%	33%
PARCC MATH											
Schoolwide	327	769	770	745	2%	7%	11%	62%	17%	80%	47%
White	69	754	755	752	4%	13%	20%	59%	3%	62%	57%
African American	18	738	737	727	6%	33%	22%	39%	N	39%	24%
Hispanic	S	S	737	733	S	S	S	S	S	S	30%
Asian	216	778	778	771	1%	2%	7%	65%	25%	90%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	756	750	S	S	S	S	S	S	54%
Students with Disability	36	735	736	724	19%	25%	N	56%	N	56%	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	12	731	735	730	17%	33%	25%	25%	N	25%	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	340	774	775	751	2%	2%	12%	66%	18%	84%	53%
White	78	768	771	758	3%	N	21%	63%	14%	77%	64%
African American	17	749	752	733	6%	18%	18%	59%	N	59%	32%
Hispanic	S	S	754	738	S	S	S	S	S	S	37%
Asian	220	778	779	773	1%	1%	9%	69%	21%	90%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	786	759	S	S	S	S	S	S	63%
Students with Disability	33	748	745	723	9%	15%	36%	30%	9%	39%	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	12	749	746	735	8%	25%	8%	58%	N	58%	33%
PARCC MATH											
Schoolwide	340	771	771	747	3%	5%	15%	50%	27%	77%	47%
White	78	757	759	753	4%	12%	23%	49%	13%	62%	57%
African American	17	736	739	728	24%	18%	29%	18%	12%	29%	24%
Hispanic	S	S	737	735	S	S	S	S	S	S	31%
Asian	220	780	779	774	1%	2%	10%	52%	36%	88%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	771	754	S	S	S	S	S	S	56%
Students with Disability	33	733	736	725	24%	18%	24%	30%	3%	33%	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	12	732	732	732	33%	8%	25%	25%	8%	33%	28%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



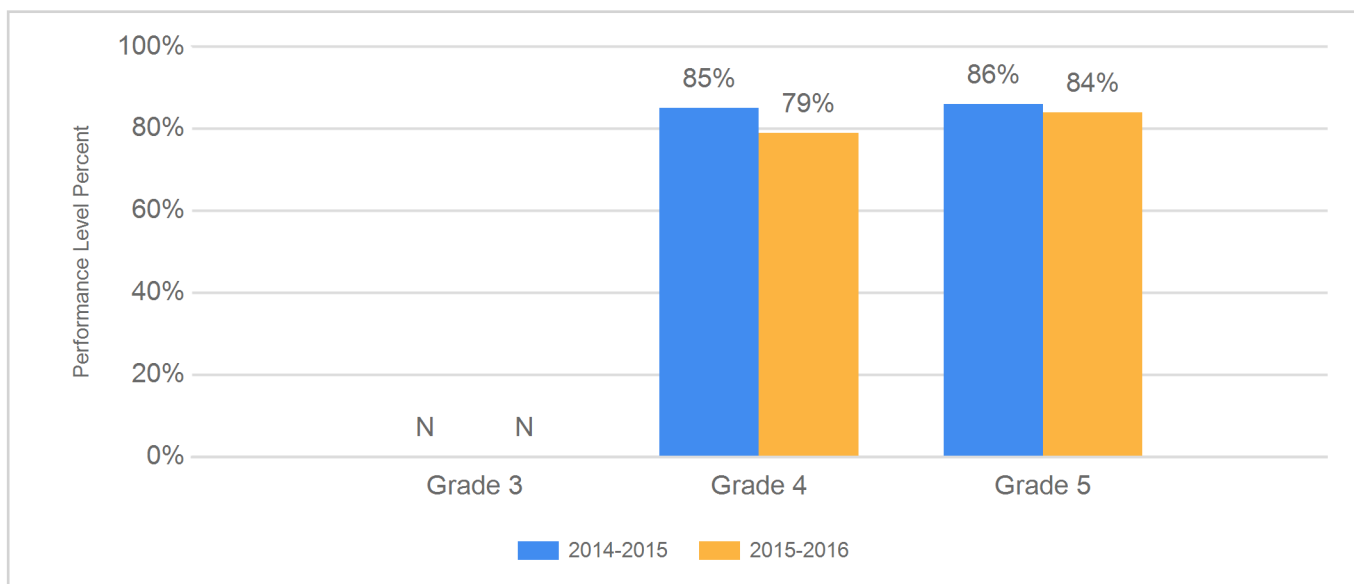
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PARCC ELA Performance Trends

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





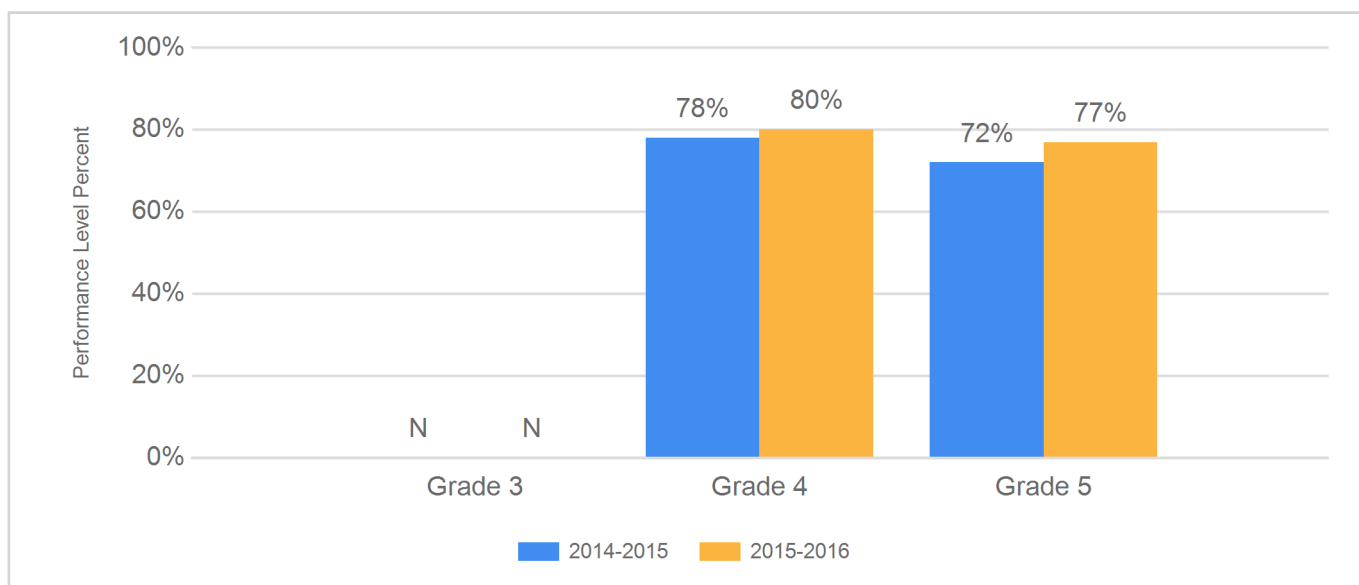
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PARCC Math Performance Trends

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





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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

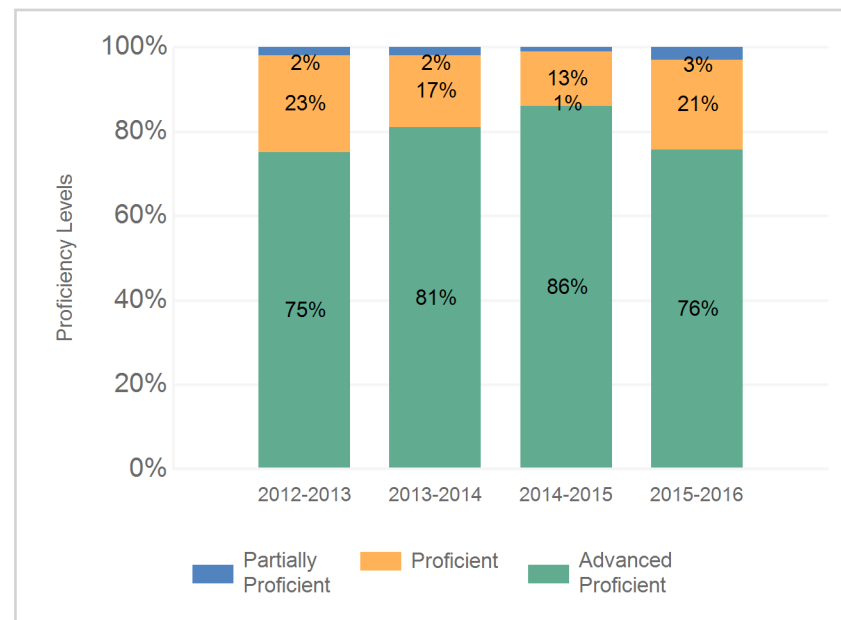
NJASK Results Science - Grade Level 04

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	76%	21%	3%
White	63%	31%	7%
African American	78%	22%	N
Hispanic	60%	27%	13%
American Indian	N	N	N
Asian	81%	18%	1%
Two or More Races	81%	19%	N
Students with Disability	54%	27%	19%
English Language Learners	S	S	S
Economically Disadvantaged Students	36%	55%	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	51	50
Student Growth on Math	53	56	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%	1%	0%
Approached (L3)	8%	4%	1%
Met (L4)	20%	20%	17%
Exceeded (L5)	1%	5%	21%

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%	0%	0%
Partially Met (L2)	4%	1%	1%
Approached (L3)	7%	5%	2%
Met (L4)	18%	19%	20%
Exceeded (L5)	2%	6%	15%



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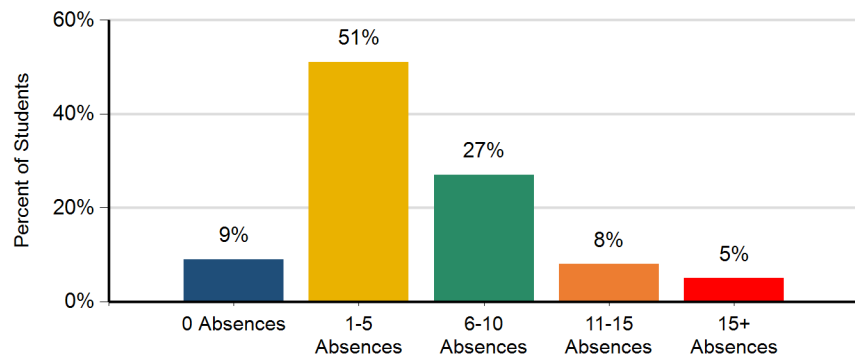
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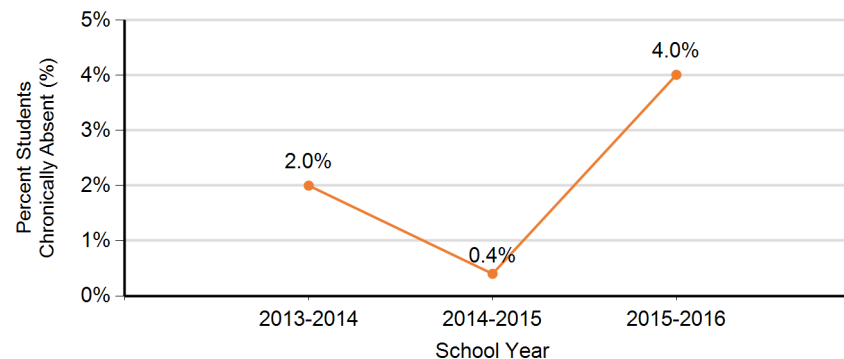
Absenteeism

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



Chronic Absenteeism Trend

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





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Length of School Day

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

	School
2015-16	6 Hrs. 35 Mins.

Instructional Time

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

2015-16	School
Full Time	5 Hrs. 30 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	362:1

Student Suspension Rate

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

	School
2015-16	0.1%

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	100%



State of New Jersey
2015-2016

Grade Span 09-12

21-5715-025

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West Windsor-Plainsboro High School North

90 GROVERS MILL ROAD

PLAINSBORO, NJ 08536

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 09-12

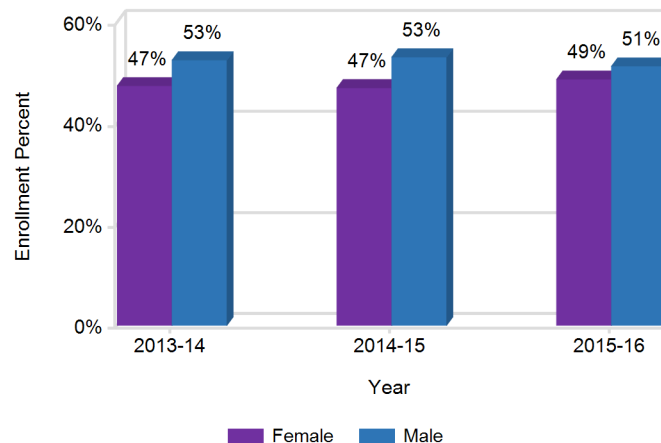
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 09	340	335	335
Grade 10	377	335	340
Grade 11	399	373	326
Grade 12	383	384	358
UG	49	58	27
Total	1548	1485	1386

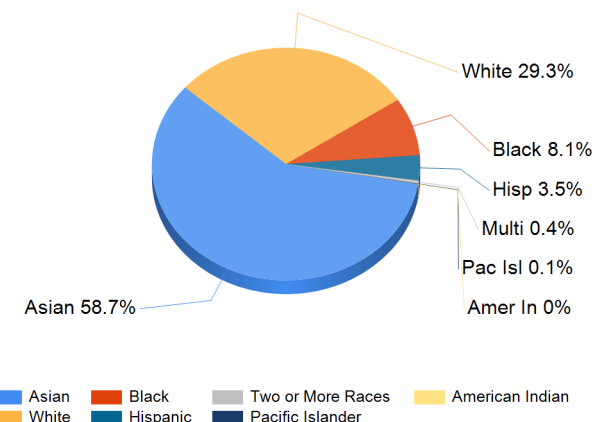
Enrollment by Gender

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



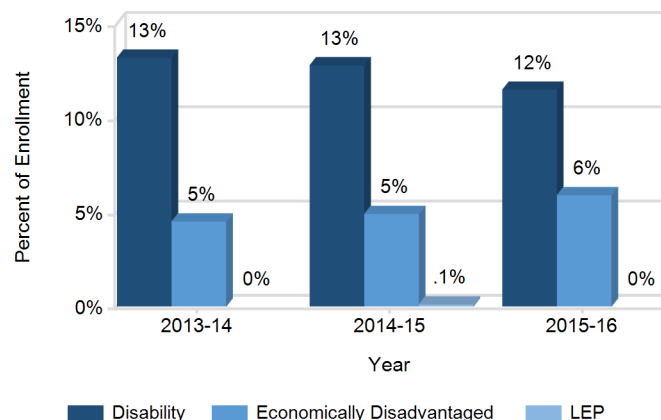
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	57.9%
Chinese	9.5%
Telugu	6.1%
Hindi	5.4%
Tamil	4.3%
Other	17.3%

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



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Grade Span 09-12

21-5715-025

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PLAINSBORO, NJ 08536

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	74%	S	92
Mathematics Met or Exceeded Expectations	60%	S	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 goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	604	74%	92	91%	X	522	60%	95	89%	X
White	138	64%	73	82%	X	132	40%	73	80%	X
African American	48	46%	70	90%	X	47	21%	74	85%	X
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	393	83%	72	94%	✓	318	76%	84	94%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	55	13%	72	74%	X	52	4%	55	69%	X
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	31	42%	68	81%	X	S	S	S	S	



State of New Jersey
2015-2016

Grade Span 09-12

21-5715-025

MERCER

W WINDSOR-PLAINSBORO REG

West Windsor-Plainsboro High School North

90 GROVERS MILL ROAD

PLAINSBORO, NJ 08536

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	319	782	781	746	3%	4%	9%	40%	45%	85%	49%
White	67	768	766	754	5%	8%	15%	42%	31%	73%	58%
African American	27	754	751	729	15%	11%	11%	41%	22%	63%	30%
Hispanic	S	S	749	730	S	S	S	S	S	S	34%
Asian	206	793	791	774	1%	2%	4%	39%	55%	94%	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	S	S	753	748	S	S	S	S	S	S	53%
Students with Disability	S	S	718	713	S	S	S	S	S	S	12%
English Language Learners	N	N	N	693	N	N	N	N	N	N	4%
Economically Disadvantaged Students	24	754	749	729	21%	8%	13%	33%	25%	58%	31%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

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	306	764	760	740	12%	10%	13%	34%	30%	65%	44%
White	71	757	758	747	17%	11%	13%	34%	25%	59%	50%
African American	S	S	S	722	S	S	S	S	S	S	28%
Hispanic	S	S	714	726	S	S	S	S	S	S	33%
Asian	202	773	769	767	6%	8%	13%	37%	35%	72%	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	N	N	N	741	N	N	N	N	N	N	45%
Students with Disability	26	703	702	702	65%	15%	N	12%	8%	19%	11%
English Language Learners	N	N	N	685	N	N	N	N	N	N	4%
Economically Disadvantaged Students	S	S	709	723	S	S	S	S	S	S	30%

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



State of New Jersey
2015-2016

Grade Span 09-12

21-5715-025

MERCER

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West Windsor-Plainsboro High School North

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PLAINSBORO, NJ 08536

**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	219	743	741	736	18%	15%	19%	36%	13%	48%	40%
White	61	744	737	739	21%	18%	12%	34%	15%	49%	42%
African American	S	S	715	728	S	S	S	S	S	S	30%
Hispanic	S	S	713	732	S	S	S	S	S	S	37%
Asian	123	751	749	753	11%	10%	22%	42%	15%	57%	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	30	705	710	710	50%	30%	3%	13%	3%	17%	13%
English Language Learners	N	N	N	702	N	N	N	N	N	N	8%
Economically Disadvantaged Students	S	S	S	730	S	S	S	S	S	S	33%

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

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



State of New Jersey
2015-2016

Grade Span 09-12

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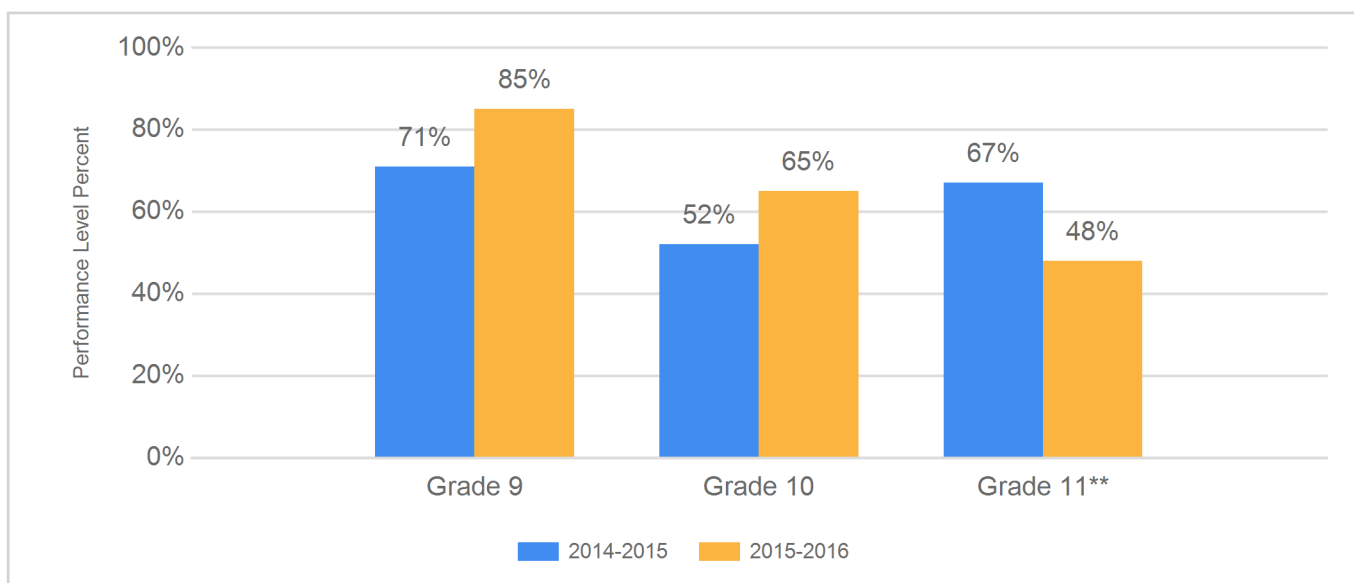
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PARCC ELA Performance Trends

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



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



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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	707	727	S	S	S	S	S	S	41%
White	S	S	707	734	S	S	S	S	S	S	51%
African American	S	S	707	717	S	S	S	S	S	S	20%
Hispanic	S	S	691	720	S	S	S	S	S	S	25%
Asian	S	S	721	746	S	S	S	S	S	S	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	S	S	697	727	S	S	S	S	S	S	47%
Students with Disability	S	S	699	708	S	S	S	S	S	S	10%
English Language Learners	N	N	N	707	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	696	719	S	S	S	S	S	S	23%

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

State of New Jersey
2015-2016

Grade Span 09-12

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	290	755	756	730	3%	14%	23%	44%	16%	60%	27%
White	66	742	743	736	5%	21%	32%	38%	5%	42%	34%
African American	26	729	729	717	19%	19%	39%	23%	N	23%	9%
Hispanic	S	S	726	720	S	S	S	S	S	S	13%
Asian	180	766	767	750	N	7%	18%	51%	24%	74%	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	S	S	737	730	S	S	S	S	S	S	29%
Students with Disability	S	S	708	709	S	S	S	S	S	S	5%
English Language Learners	N	N	N	710	N	N	N	N	N	N	6%
Economically Disadvantaged Students	21	737	731	719	N	24%	38%	38%	N	38%	12%

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



State of New Jersey
2015-2016

Grade Span 09-12

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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	248	753	751	722	19%	7%	15%	53%	7%	60%	27%
White	63	742	740	728	22%	11%	24%	38%	5%	43%	31%
African American	S	S	705	700	S	S	S	S	S	S	8%
Hispanic	S	S	702	707	S	S	S	S	S	S	12%
Asian	154	766	765	754	9%	5%	10%	67%	9%	76%	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	689	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	705	705	S	S	S	S	S	S	11%

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



State of New Jersey
2015-2016

Grade Span 09-12

21-5715-025

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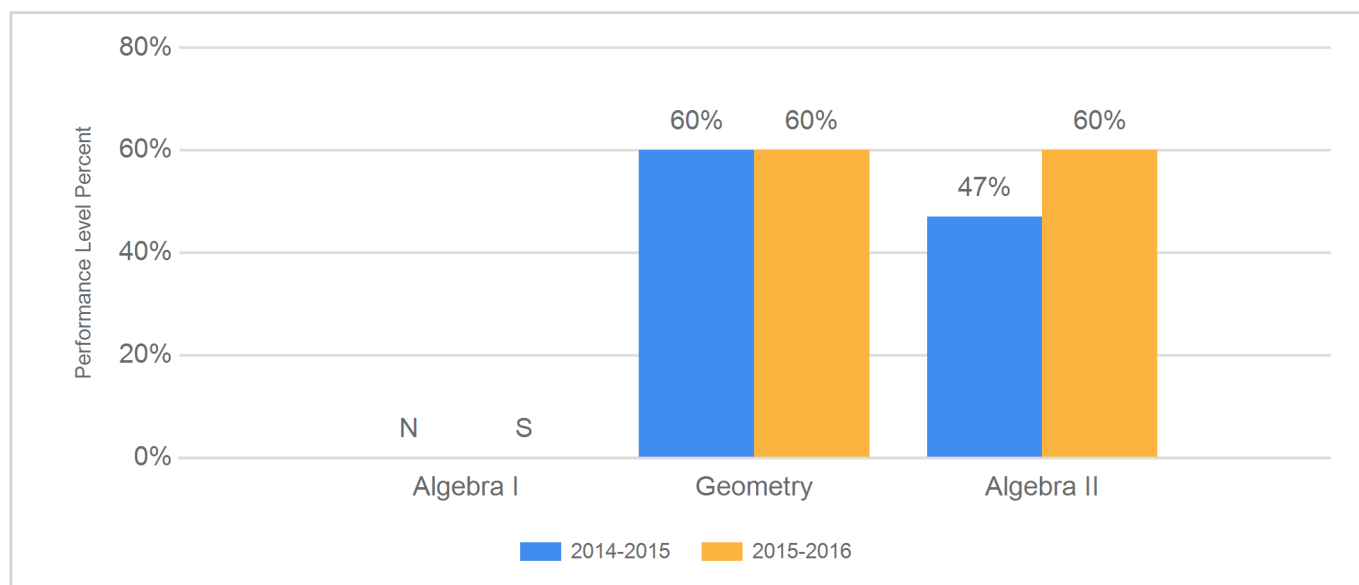
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PARCC Math Performance Trends

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





State of New Jersey
2015-2016

Grade Span 09-12

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.

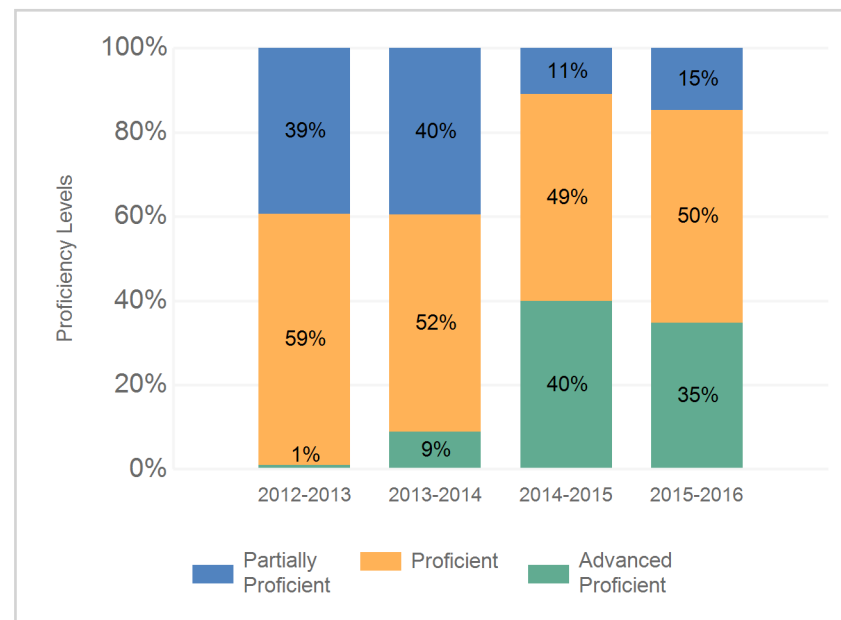
Proficiency Outcomes - Biology

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

Proficiency Trends - Biology

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	35%	50%	15%
White	18%	62%	20%
African American	N	61%	39%
Hispanic	17%	44%	39%
American Indian	N	N	N
Asian	48%	45%	7%
Two or More Races	S	S	S
Students with Disability	N	36%	64%
English Language Learners	N	N	N
Economically Disadvantaged Students	8%	67%	25%



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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	97.2%	95.5%
Percent of Students Participating in SAT	60.4%	58.0%
Percent of Students Participating in ACT	49.2%	27.6%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	1184	950
SAT	-	-
Reading and Writing	652	537
Math	665	538
ACT	-	-
Reading	28	23
English	27	22
Math	28	23
Science	26	22

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	95%	71%
Math	530	88%	53%
ACT	-	-	-
Reading	22	82%	58%
English	18	90%	74%
Math	22	86%	61%
Science	23	77%	49%

PSAT/SAT/ACT Performance by Percentile

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

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	1350	1200	1050
SAT	-	-	-
Reading and Writing	720	660	600
Math	750	690	600
ACT	-	-	-
Reading	32	29	23
English	32	28	23
Math	34	29	26
Science	31	26	23

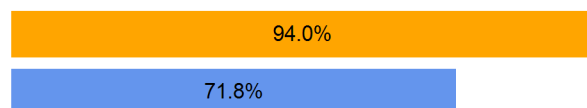
State of New Jersey
2015-2016

Grade Span 09-12

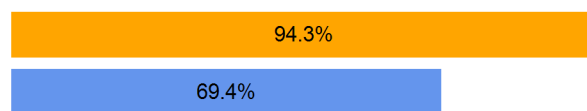
AP/ IB Test Performance

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.

Percent of AP Tests ≥ 3 or IB Test ≥ 4



Percent of Scores in AP ≥ 3 or IB ≥ 4 in English, Math, Social Studies or Sciences



■ School Avg ■ State Avg

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	70.0%	39.1%
One of More Test	68.3%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	50.9%	26.6%
Participating in Dual Enrollment	0.0%	15.4%

AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	23	8
AP Biology	63	46
AP Calculus AB	83	86
AP Calculus BC	63	68
AP Chemistry	98	100
AP Chinese Language and Culture	0	13
AP Comparative Government and Politics	0	21
AP Computer Science A	109	96
AP English Language and Composition	81	77
AP English Literature and Composition	72	42
AP Environmental Science	0	13
AP European History	18	5
AP French Language	28	21
AP German Language	5	4
AP Human Geography	0	3
AP Japanese Language and Culture	0	1
AP Latin (Virgil, Catullus and Horace)	0	1
AP Macroeconomics	0	34
AP Microeconomics	0	34
AP Music Theory	0	3
AP Physics 1	0	9
AP Physics 2	0	1
AP Physics C: Electricity and Magnetism	0	29
AP Physics C: Mechanics	0	31
AP Psychology	0	46



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AP/IB Course	Students Enrolled	Students Tested
AP Spanish Language	56	45
AP Spanish Literature	34	12
AP Statistics	103	86
AP Studio Art—Drawing Portfolio	8	0
AP Studio Art—Three-Dimensional	0	2
AP Studio Art—Two-Dimensional	0	5
AP U.S. Government and Politics	0	74
AP U.S. History	55	49
Student AP Tests ≥ 3 and IB Tests ≥ 4		439



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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



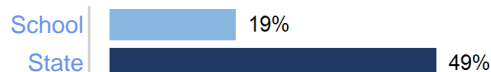
DRAMA



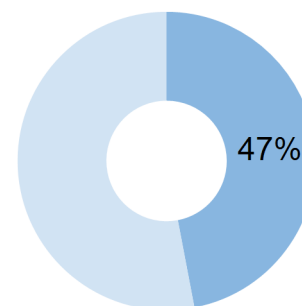
DANCE



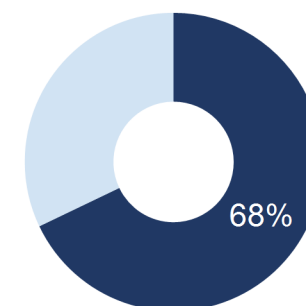
VISUAL ARTS



Any Visual and Performing Arts



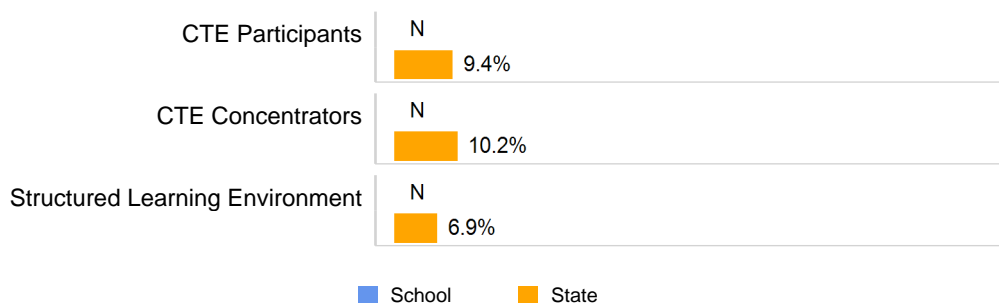
School



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.

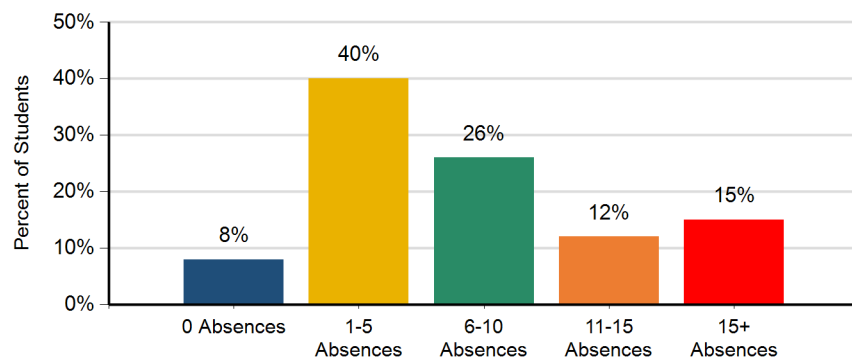


State of New Jersey
2015-2016

Grade Span 09-12

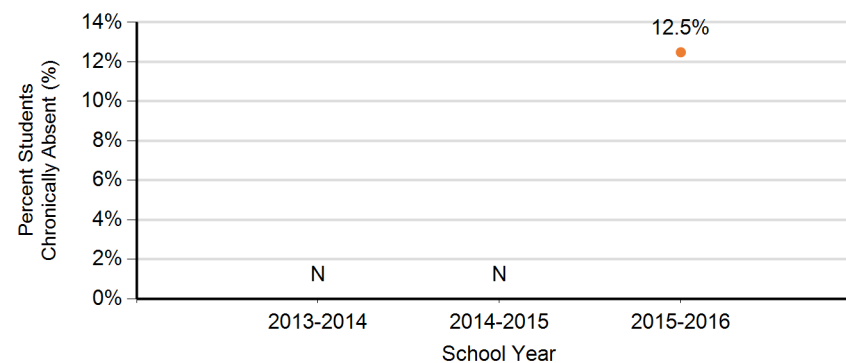
Absenteeism

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



Chronic Absenteeism Trend

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



State of New Jersey
2015-2016

Grade Span 09-12

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	98.4%	94	81%
White	98.5%	82	
African American	S	S	
Hispanic	S	S	
American Indian	N	N	
Asian	98.5%	34	
Native Hawaiian	N	N	
Two or More Races	S	S	
Students with Disability	90.2%	74	
English Language Learners	S	S	
Economically Disadvantaged Students	S	S	

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	N	1.2%
White	N	0.6%
African American	N	2.6%
Hispanic	N	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	N	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	N	1.7%



State of New Jersey
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Grade Span 09-12

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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%	98%
2014	97%	98%
2015	99%	99%
2016	98%	

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	88.8%	10.6%	89.4%
White	95.8%	16.5%	83.5%
African American	S	S	S
Hispanic	S	S	S
American Indian	0.0%	0.0%	0.0%
Asian	87.3%	3.0%	97.0%
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%
Students with Disability	89.2%	36.4%	63.6%
English Language Learners	0.0%	0.0%	0.0%
Economically Disadvantaged Students	S	S	S



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Grade Span 09-12

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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	7 Hrs. 10 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	6 Hrs. 0 Mins.
Shared Time	3 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	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	1.7%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	100%



State of New Jersey
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Grade Span 09-12

21-5715-020

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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 09-12

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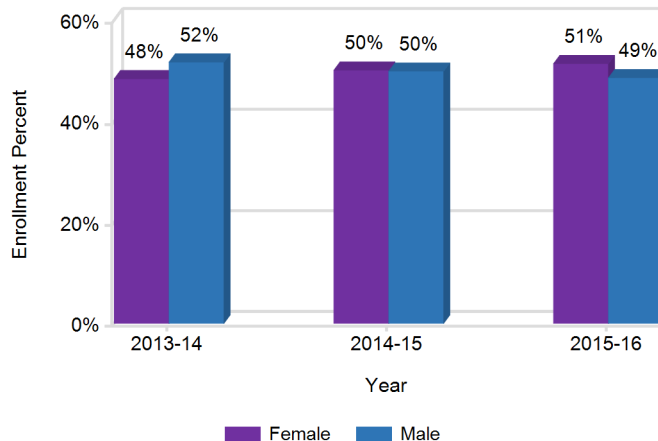
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 09	411	397	417
Grade 10	371	407	405
Grade 11	430	366	407
Grade 12	396	430	358
UG	1	0	0
Total	1609	1600	1587

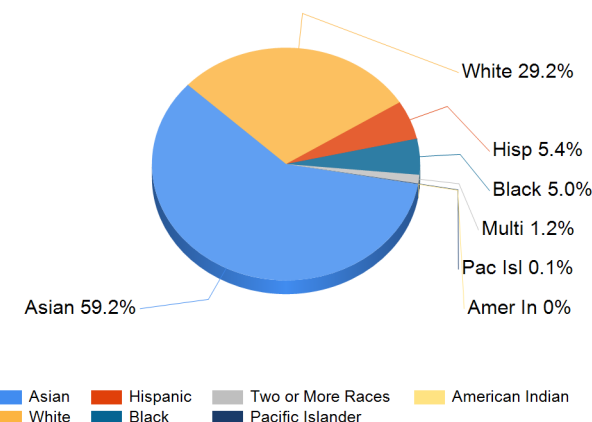
Enrollment by Gender

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



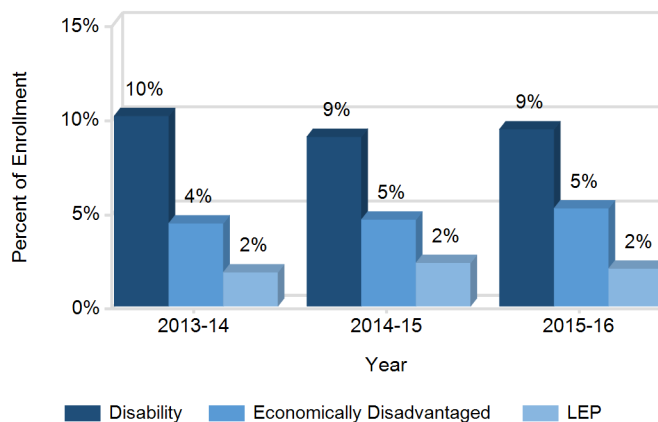
Enrollment by Ethnic/ Racial Subgroup

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	54.1%
Chinese	12.7%
Hindi	6.8%
Telugu	3.8%
Tamil	3.2%
Other	19.6%

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



State of New Jersey
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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	70%	S	87
Mathematics Met or Exceeded Expectations	59%	S	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 goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	655	70%	87	85%	X	566	59%	95	82%	X
White	160	64%	67	72%	X	149	40%	73	69%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	40	28%	28	84%	X	34	21%	59	75%	X
American Indian	N	N	N	N		N	N	N	N	
Asian	420	78%	62	93%	X	351	72%	81	91%	X
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	52	23%	88	86%	X	51	6%	65	86%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	32	28%	35	79%	X	S	S	S	S	



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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	372	779	781	746	3%	6%	13%	35%	43%	78%	49%
White	83	764	766	754	5%	15%	17%	37%	27%	64%	58%
African American	S	S	751	729	S	S	S	S	S	S	30%
Hispanic	18	743	749	730	17%	11%	33%	22%	17%	39%	34%
Asian	252	789	791	774	1%	2%	9%	35%	53%	88%	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	S	S	753	748	S	S	S	S	S	S	53%
Students with Disability	31	725	718	713	26%	29%	16%	26%	3%	29%	12%
English Language Learners	S	S	S	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	11	739	749	729	27%	N	36%	27%	9%	36%	31%

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



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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	328	757	760	740	14%	12%	15%	35%	25%	60%	44%
White	86	759	758	747	8%	13%	13%	44%	22%	66%	50%
African American	S	S	726	722	S	S	S	S	S	S	28%
Hispanic	24	706	714	726	46%	17%	21%	13%	4%	17%	33%
Asian	196	765	769	767	11%	10%	14%	35%	30%	65%	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	S	S	702	702	S	S	S	S	S	S	11%
English Language Learners	S	S	S	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	22	719	709	723	36%	9%	32%	14%	9%	23%	30%

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



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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	203	739	741	736	19%	15%	25%	31%	11%	41%	40%
White	56	729	737	739	27%	18%	20%	29%	7%	36%	42%
African American	S	S	715	728	S	S	S	S	S	S	30%
Hispanic	15	716	713	732	40%	7%	33%	20%	N	20%	37%
Asian	119	748	749	753	11%	14%	26%	34%	15%	49%	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	S	S	S	736	S	S	S	S	S	S	39%
Students with Disability	27	715	710	710	41%	15%	19%	26%	N	26%	13%
English Language Learners	S	S	S	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	11	704	705	730	46%	27%	9%	18%	N	18%	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.



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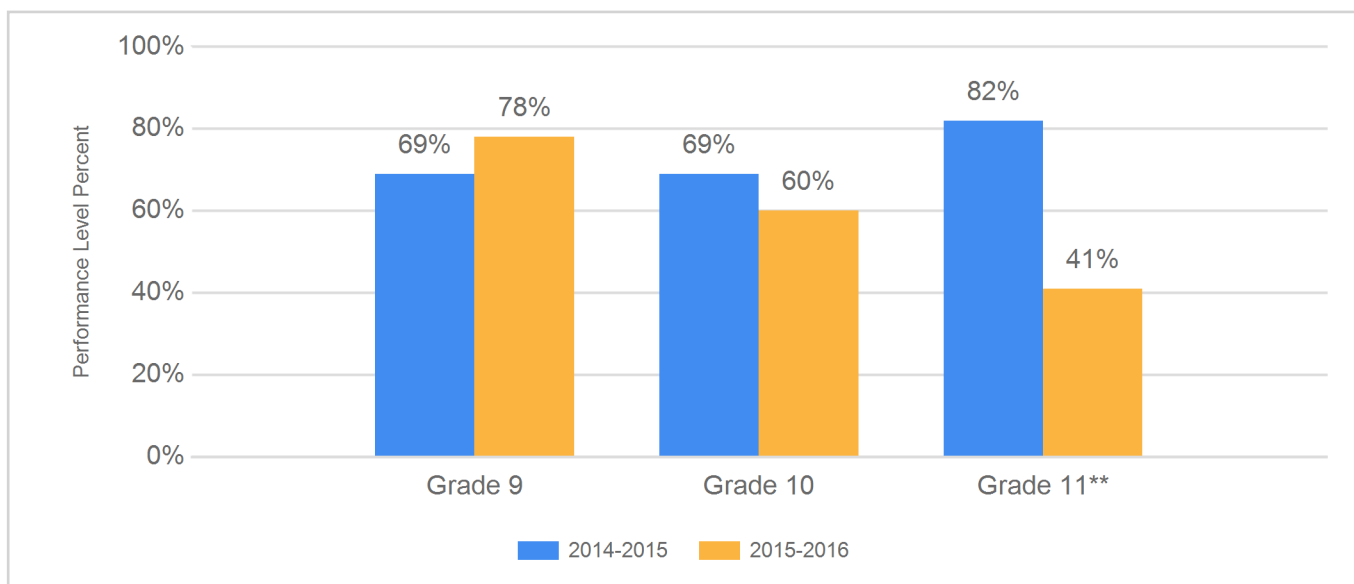
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PARCC ELA Performance Trends

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



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



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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	707	727	S	S	S	S	S	S	41%
White	14	713	707	734	43%	21%	21%	14%	N	14%	51%
African American	S	S	707	717	S	S	S	S	S	S	20%
Hispanic	S	S	691	720	S	S	S	S	S	S	25%
Asian	S	S	721	746	S	S	S	S	S	S	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	S	S	697	727	S	S	S	S	S	S	47%
Students with Disability	S	S	699	708	S	S	S	S	S	S	10%
English Language Learners	S	S	S	707	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	696	719	S	S	S	S	S	S	23%

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



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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	317	758	756	730	5%	10%	23%	41%	22%	63%	27%
White	74	743	743	736	7%	12%	45%	24%	12%	37%	34%
African American	S	S	729	717	S	S	S	S	S	S	9%
Hispanic	18	722	726	720	22%	28%	22%	28%	N	28%	13%
Asian	211	767	767	750	1%	6%	17%	48%	28%	76%	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	S	S	737	730	S	S	S	S	S	S	29%
Students with Disability	S	S	708	709	S	S	S	S	S	S	5%
English Language Learners	S	S	S	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	11	720	731	719	36%	18%	18%	27%	N	27%	12%

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



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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	273	750	751	722	15%	11%	17%	50%	7%	56%	27%
White	83	738	740	728	21%	16%	18%	43%	2%	46%	31%
African American	16	705	705	700	56%	13%	6%	25%	N	25%	8%
Hispanic	S	S	702	707	S	S	S	S	S	S	12%
Asian	159	765	765	754	5%	8%	18%	59%	11%	69%	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	S	S	S	727	S	S	S	S	S	S	34%
Students with Disability	26	693	689	690	65%	12%	12%	12%	N	12%	5%
English Language Learners	S	S	S	692	S	S	S	S	S	S	7%
Economically Disadvantaged Students	15	710	705	705	40%	20%	27%	13%	N	13%	11%

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



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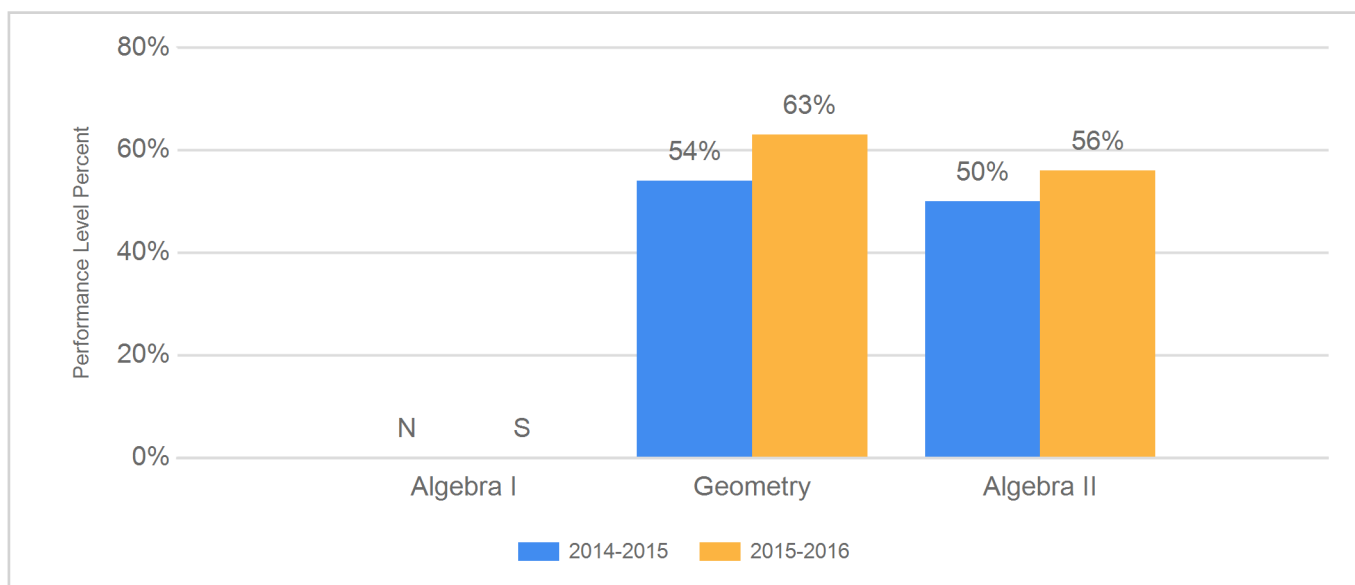
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PARCC Math Performance Trends

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 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.

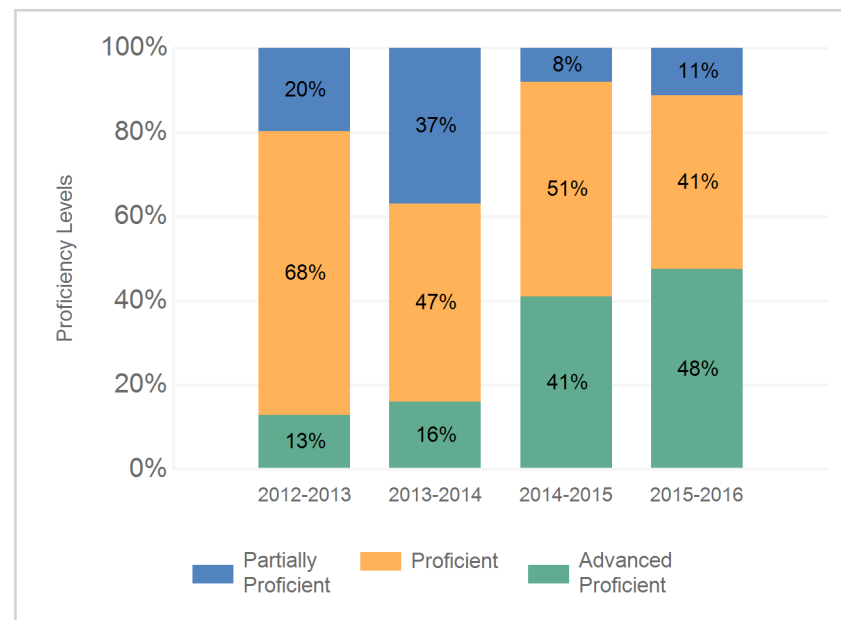
Proficiency Outcomes - Biology

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	48%	41%	11%
White	37%	52%	12%
African American	17%	44%	39%
Hispanic	29%	36%	36%
American Indian	N	N	N
Asian	60%	35%	5%
Two or More Races	13%	55%	32%
Students with Disability	8%	44%	49%
English Language Learners	6%	44%	50%
Economically Disadvantaged Students	S	S	S

Proficiency Trends - Biology

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





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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	96.8%	95.5%
Percent of Students Participating in SAT	63.1%	58.0%
Percent of Students Participating in ACT	42.7%	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	96%	71%
Math	530	90%	53%
ACT	-	-	-
Reading	22	84%	58%
English	18	95%	74%
Math	22	92%	61%
Science	23	83%	49%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	1165	950
SAT	-	-
Reading and Writing	654	537
Math	667	538
ACT	-	-
Reading	29	23
English	29	22
Math	30	23
Science	28	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	1330	1180	1020
SAT	-	-	-
Reading and Writing	730	670	590
Math	760	690	580
ACT	-	-	-
Reading	33	31	25
English	34	30	24
Math	34	31	27
Science	34	28	25

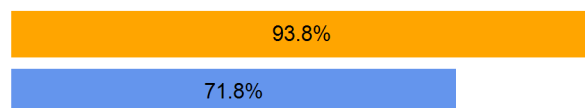
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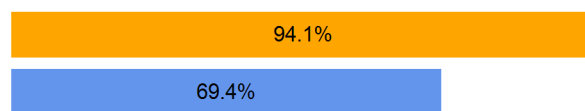
AP/ IB Test Performance

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.

Percent of AP Tests ≥ 3 or IB Test ≥ 4



Percent of Scores in AP ≥ 3 or IB ≥ 4 in English, Math, Social Studies or Sciences



■ School Avg ■ State Avg

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	60.7%	39.1%
One of More Test	67.6%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	54.9%	26.6%
Participating in Dual Enrollment	0.0%	15.4%

AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	12	9
AP Biology	0	66
AP Calculus AB	141	111
AP Calculus BC	66	84
AP Chemistry	0	91
AP Chinese Language and Culture	19	32
AP Comparative Government and Politics	0	18
AP Computer Science A	63	61
AP English Language and Composition	162	156
AP English Literature and Composition	49	23
AP Environmental Science	0	9
AP European History	0	11
AP French Language	20	15
AP German Language	12	1
AP Human Geography	0	3
AP Macroeconomics	0	28
AP Microeconomics	0	31
AP Music Theory	0	11
AP Physics 1	0	21
AP Physics 2	0	3
AP Physics C: Electricity and Magnetism	0	31
AP Physics C: Mechanics	0	38
AP Psychology	0	32
AP Spanish Language	47	44
AP Spanish Literature	15	7



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AP/IB Course	Students Enrolled	Students Tested
AP Statistics	105	86
AP Studio Art—Drawing Portfolio	22	0
AP Studio Art—General Portfolio	0	8
AP Studio Art—Two-Dimensional	0	4
AP U.S. Government and Politics	0	36
AP U.S. History	0	142
AP World History	0	1
Student AP Tests ≥ 3 and IB Tests ≥ 4		485



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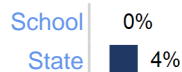
Visual and Performing Arts

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.

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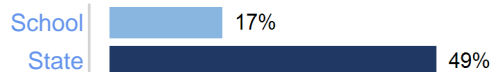
DRAMA



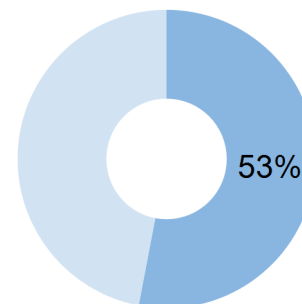
DANCE



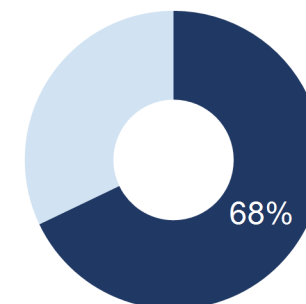
VISUAL ARTS



Any Visual and Performing Arts



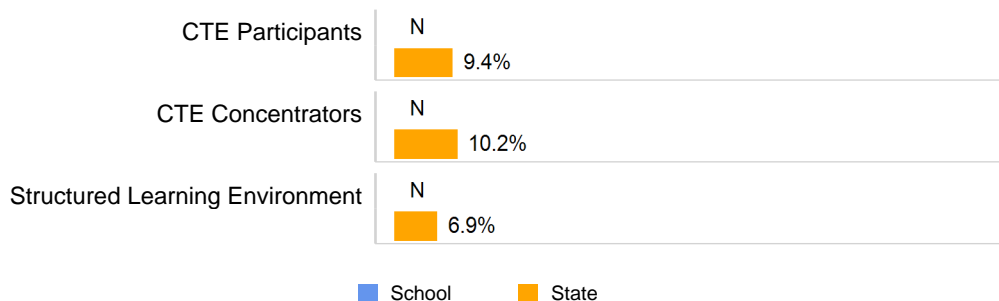
School



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.





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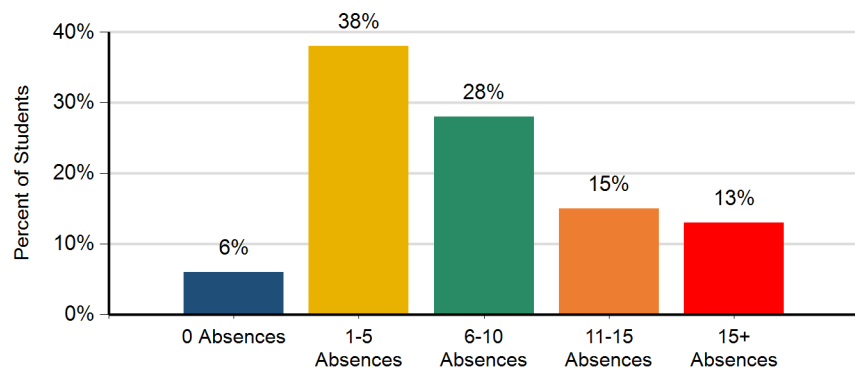
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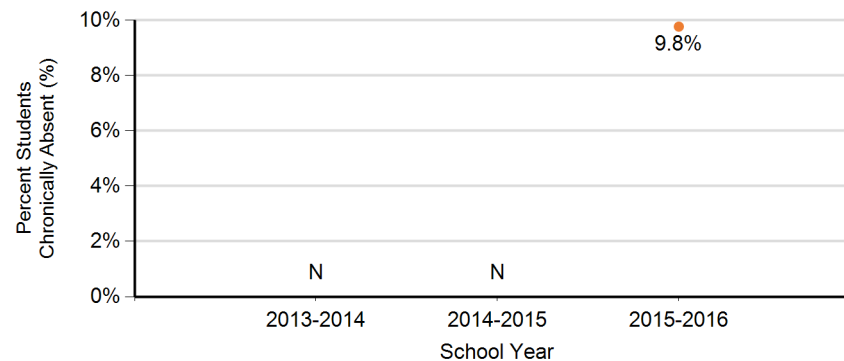
Absenteeism

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%	83	81%
White	97.4%	72	
African American	S	S	
Hispanic	S	S	
American Indian	N	N	
Asian	97.2%	29	
Native Hawaiian	N	N	
Two or More Races	S	S	
Students with Disability	93.2%	84	
English Language Learners	S	S	
Economically Disadvantaged Students	S	S	

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	N	1.2%
White	N	0.6%
African American	N	2.6%
Hispanic	N	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	N	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%	99%
2015	99%	99%
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	90.0%	14.0%	86.0%
White	92.1%	13.7%	86.3%
African American	S	S	S
Hispanic	S	S	S
American Indian	0.0%	0.0%	0.0%
Asian	89.7%	9.4%	90.6%
Native Hawaiian	S	S	S
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	S	S	S



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West Windsor, NJ 08550

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	7 Hrs. 10 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	6 Hrs. 0 Mins.
Shared Time	3 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	13:1
Administrator	529:1

Student Suspension Rate

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

	School
2015-16	1.8%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	100%