



A Chester Redshaw School
2016-2017
Grade Span PK-05

23-3530-060
MIDDLESEX
NEW BRUNSWICK CITY
216 LIVINGSTON AVENUE
NEW BRUNSWICK, NJ 08901-2930

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

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	0	145	148
KG	144	132	137
1	130	153	137
2	147	161	141
3	133	179	182
4	110	88	122
5	83	133	124
Ungraded	34	50	42
Total	781	1041	1033

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	46%	49%	48%
Male	54%	51%	52%
Economically Disadvantaged Students	89%	63%	95%
Students with Disabilities	11%	13%	13%
English Learners	33%	39%	39%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	92.8%
Black or African American	6.1%
White	0.5%
American Indian or Alaska Native	0.2%
Asian	0.1%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	0.2%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	28	145	148
KG - Half Day	0	0	0
KG - Full Day	144	132	137

Enrollment by Home Language

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

Home Language	% of Students
Spanish	79.7%
English	19.8%
Other	0.5%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	434	97.1	21.20	26.00	54.90	21.2	23.2	Met Target†
White	N	N	N	42.10	63.90	N	**	**
Hispanic	404	96.9	21.20	25.20	39.80	21.2	23.1	Met Target†
Black or African American	27	100.0	18.50	*	35.20	18.5	24.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	N	N	N	32.00	80.70	N	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	197	95.8	23.80	31.20	62.20	23.8		
Male	237	98.3	19.00	21.00	48.10	19		
Economically Disadvantaged Students	248	97.3	18.50	25.30	36.20	18.5	24.7	Not Met
Non-Economically Disadvantaged Students	186	96.9	24.80	30.10	65.80	24.8		
Students with Disabilities	68	94.4	*	*	20.50	*	19.4	Not Met
Students without Disabilities	366	97.6	*	*	61.90	*		
English Learners	186	96.4	14.50	11.90	25.20	14.5	12.6	Met Target
Non-English Learners	248	97.7	26.20	31.00	57.40	26.2		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	*	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	182	717	721	749	28%	32%	28%	*	*	13%	50%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	168	717	721	734	27%	32%	29%	*	*	12%	35%
Black or African American	13	710	726	731	*	*	*	*	0%	15%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	89	715	722	754	34%	24%	30%	*	*	12%	55%
Male	93	719	721	745	22%	40%	26%	*	*	13%	46%
Economically Disadvantaged Students	112	714	721	731	31%	34%	23%	*	*	12%	31%
Non-Economically Disadvantaged Students	70	723	724	762	21%	29%	36%	*	*	14%	63%
Students with Disabilities	21	696	697	720	*	*	*	*	*	*	24%
Students without Disabilities	161	720	725	755	*	*	*	*	*	*	55%
English Learners	58	701	701	709	*	*	*	*	*	*	11%
Non-English Learners	124	725	728	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	125	727	730	753	*	27%	34%	22%	*	22%	56%
White	N	N	N	762	N	N	N	N	N	N	67%
Hispanic	117	727	730	740	*	27%	33%	22%	*	23%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	56	730	*	758	*	21%	38%	23%	*	25%	61%
Male	69	724	*	749	*	32%	32%	20%	*	20%	51%
Economically Disadvantaged Students	68	727	729	737	*	25%	41%	18%	*	19%	36%
Non-Economically Disadvantaged Students	57	727	733	764	*	30%	26%	26%	*	26%	69%
Students with Disabilities	21	705	704	725	*	*	*	*	*	*	25%
Students without Disabilities	104	732	735	759	*	*	*	*	*	*	62%
English Learners	24	723	709	711	*	46%	*	*	*	21%	10%
Non-English Learners	101	728	732	755	*	23%	*	*	*	23%	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	125	738	735	756	*	27%	35%	32%	*	33%	59%
White	N	N	N	763	N	N	N	N	N	N	69%
Hispanic	117	738	734	743	*	26%	37%	32%	*	33%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	54	744	741	761	*	26%	33%	39%	*	41%	66%
Male	71	733	729	750	*	28%	37%	27%	*	27%	53%
Economically Disadvantaged Students	62	738	734	740	*	29%	36%	32%	*	32%	40%
Non-Economically Disadvantaged Students	63	737	739	765	*	25%	35%	32%	*	33%	71%
Students with Disabilities	17	704	709	725	*	*	*	*	*	*	22%
Students without Disabilities	108	743	739	762	*	*	*	*	*	*	66%
English Learners	30	735	731	710	*	*	43%	*	*	27%	12%
Non-English Learners	95	738	735	757	*	*	33%	*	*	35%	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

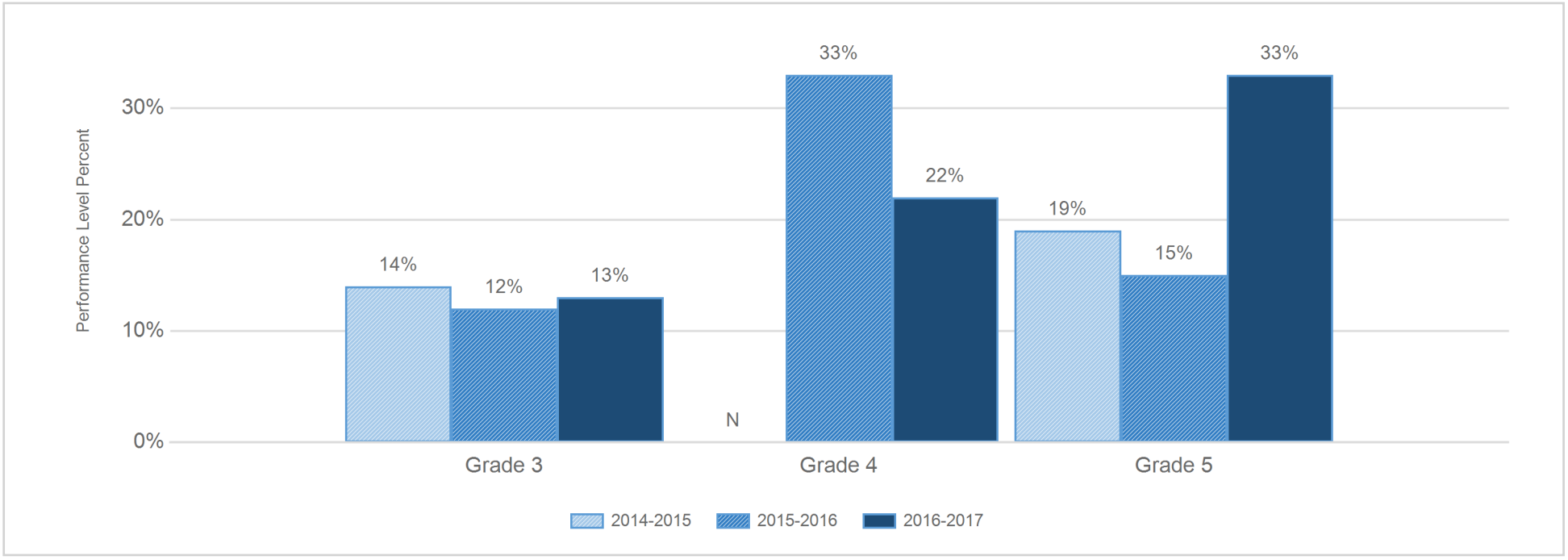


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	442	97.9	27.80	19.10	43.50	27.8	29.7	Met Target†
White	N	N	N	33.40	52.40	N	**	**
Hispanic	412	97.7	28.40	19.30	27.60	28.4	30.7	Met Target†
Black or African American	27	100.0	14.80	16.80	21.70	14.8	18.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	N	N	N	34.60	75.60	N	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	204	97.3	24.50	*	44.10	24.5		
Male	238	98.4	30.60	*	42.90	30.6		
Economically Disadvantaged Students	253	97.7	24.90	18.20	25.10	24.9	30.2	Not Met
Non-Economically Disadvantaged Students	189	98.1	31.70	24.90	54.30	31.7		
Students with Disabilities	68	94.4	16.20	*	16.50	16.1	16.8	Met Target†
Students without Disabilities	374	98.5	29.90	*	48.80	29.9		
English Learners	195	98.6	23.60	12.90	23.30	23.6	24.5	Met Target†
Non-English Learners	247	97.3	31.10	21.50	45.20	31.1		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	*	18.20	N		

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Mathematics Assessment - Performance by Grade: Grade 3

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Schoolwide	191	734	733	751	*	30%	33%	24%	*	28%	53%
White	*	*	*	759	*	*	*	*	*	*	63%
Hispanic	177	735	733	738	*	30%	32%	25%	*	29%	37%
Black or African American	13	716	725	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	95	728	730	751	*	34%	30%	17%	*	21%	52%
Male	96	739	736	751	*	27%	35%	30%	*	34%	53%
Economically Disadvantaged Students	117	729	733	736	*	33%	29%	20%	*	23%	34%
Non-Economically Disadvantaged Students	74	742	734	761	*	26%	38%	30%	*	35%	65%
Students with Disabilities	21	724	715	729	*	*	*	*	*	33%	29%
Students without Disabilities	170	735	735	755	*	*	*	*	*	27%	57%
English Learners	67	724	720	724	*	37%	30%	*	*	18%	21%
Non-English Learners	124	739	737	753	*	27%	34%	*	*	33%	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	127	728	731	747	*	39%	31%	19%	*	21%	47%
White	N	N	N	755	N	N	N	N	N	N	59%
Hispanic	119	729	732	734	*	38%	31%	20%	*	22%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	59	726	*	747	*	42%	31%	17%	*	17%	47%
Male	68	731	*	747	*	37%	31%	21%	*	24%	48%
Economically Disadvantaged Students	69	728	732	732	*	39%	32%	17%	*	19%	27%
Non-Economically Disadvantaged Students	58	728	730	757	*	40%	29%	21%	*	22%	61%
Students with Disabilities	21	721	711	724	*	*	*	*	*	*	22%
Students without Disabilities	106	730	736	751	*	*	*	*	*	*	52%
English Learners	27	728	721	716	*	37%	*	*	*	26%	12%
Non-English Learners	100	728	733	749	*	40%	*	*	*	19%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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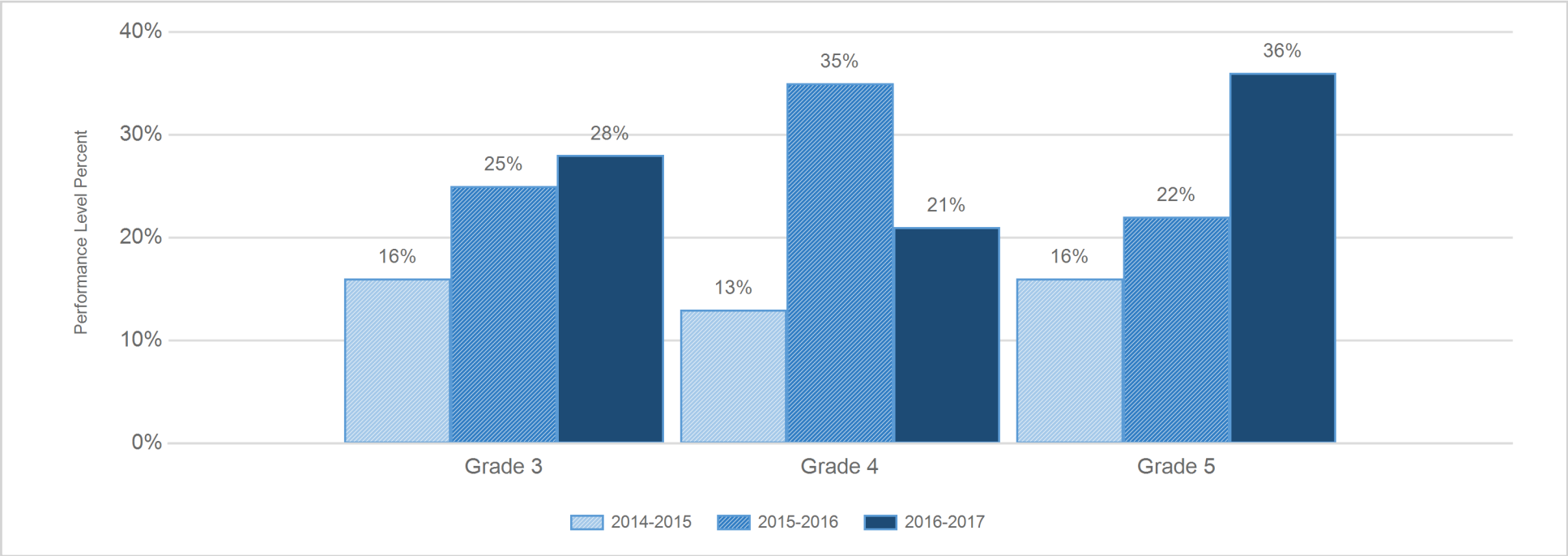
Mathematics Assessment - Performance by Grade: Grade 5

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Schoolwide	137	740	735	747	*	21%	39%	34%	*	36%	46%
White	N	N	N	754	N	N	N	N	N	N	57%
Hispanic	129	740	*	735	*	21%	41%	33%	*	34%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	60	744	737	747	*	22%	38%	40%	*	40%	47%
Male	77	738	734	746	*	21%	40%	30%	*	33%	46%
Economically Disadvantaged Students	65	741	735	732	*	19%	43%	35%	*	35%	27%
Non-Economically Disadvantaged Students	72	740	737	756	*	24%	36%	33%	*	36%	59%
Students with Disabilities	17	713	720	725	*	*	*	*	*	*	19%
Students without Disabilities	120	744	738	751	*	*	*	*	*	*	52%
English Learners	42	738	733	717	*	*	41%	29%	*	31%	12%
Non-English Learners	95	742	735	748	*	*	39%	37%	*	38%	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

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





A Chester Redshaw School
2016-2017
Grade Span PK-05

23-3530-060
MIDDLESEX
NEW BRUNSWICK CITY
216 LIVINGSTON AVENUE
NEW BRUNSWICK, NJ 08901-2930

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	46	89.1%	10.9%
2	63	88.9%	11.1%
3	76	78.9%	21.1%
4	41	*	*
5+	49	87.8%	12.2%



A Chester Redshaw School
2016-2017
Grade Span PK-05

23-3530-060
 MIDDLESEX
 NEW BRUNSWICK CITY
 216 LIVINGSTON AVENUE
 NEW BRUNSWICK, NJ 08901-2930

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

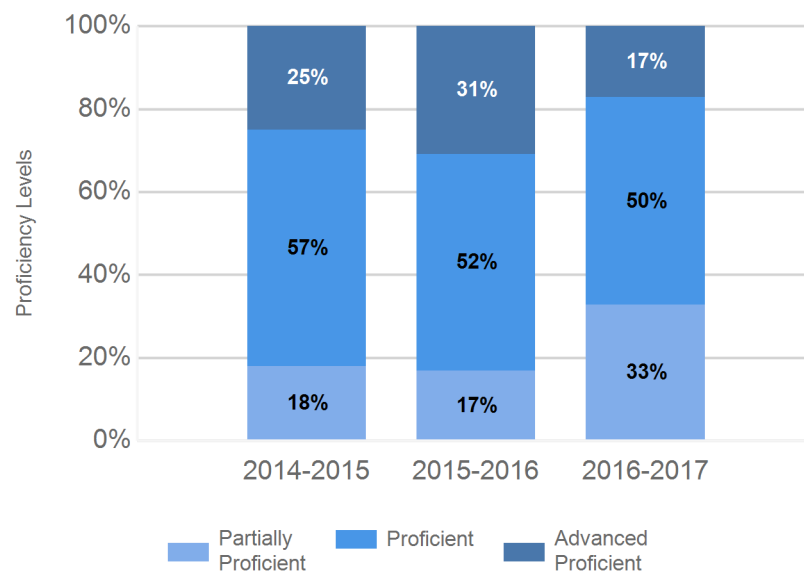
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	17%	50%	33%
White	N	N	N
Hispanic	19%	*	*
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	18%	52%	30%
Students with Disabilities	6%	56%	38%
English Learners	4%	52%	44%

NJASK Science Assessment Performance Trends: Grade 4

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





A Chester Redshaw School
2016-2017
Grade Span PK-05

23-3530-060
MIDDLESEX
NEW BRUNSWICK CITY
216 LIVINGSTON AVENUE
NEW BRUNSWICK, NJ 08901-2930

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

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

Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

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

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	48	47	50	Met Target	52	47	50	Met Target
White	N	N	N	N	N	N	N	N
Hispanic	49	47	49	Met Target	55	47	47	Met Target
Black or African American	*	45.5	45	**	*	45	43	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	48	47	47	Met Target	49.5	47	46	Met Target
Students with Disabilities	35.5	*	41	Not Met	51	*	43	Met Target
English Learners	54.5	*	53	Met Target	55.5	*	51	Met Target

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



A Chester Redshaw School
2016-2017

Grade Span PK-05

23-3530-060
MIDDLESEX
NEW BRUNSWICK CITY
216 LIVINGSTON AVENUE
NEW BRUNSWICK, NJ 08901-2930

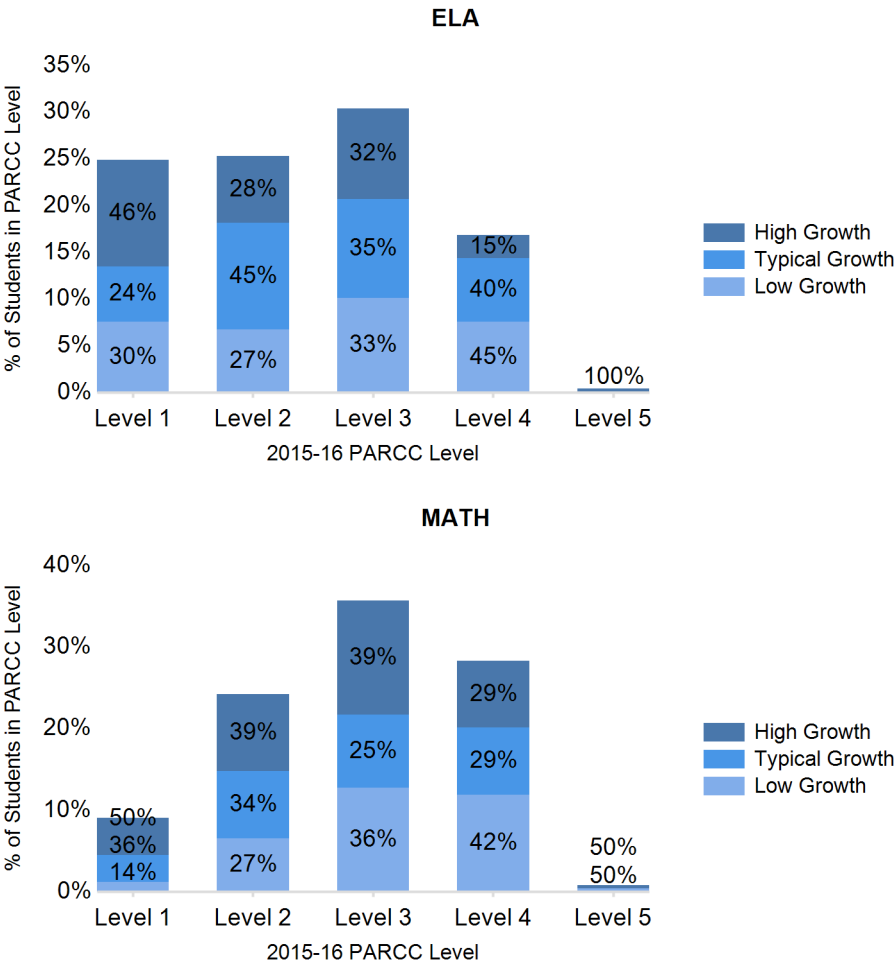
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

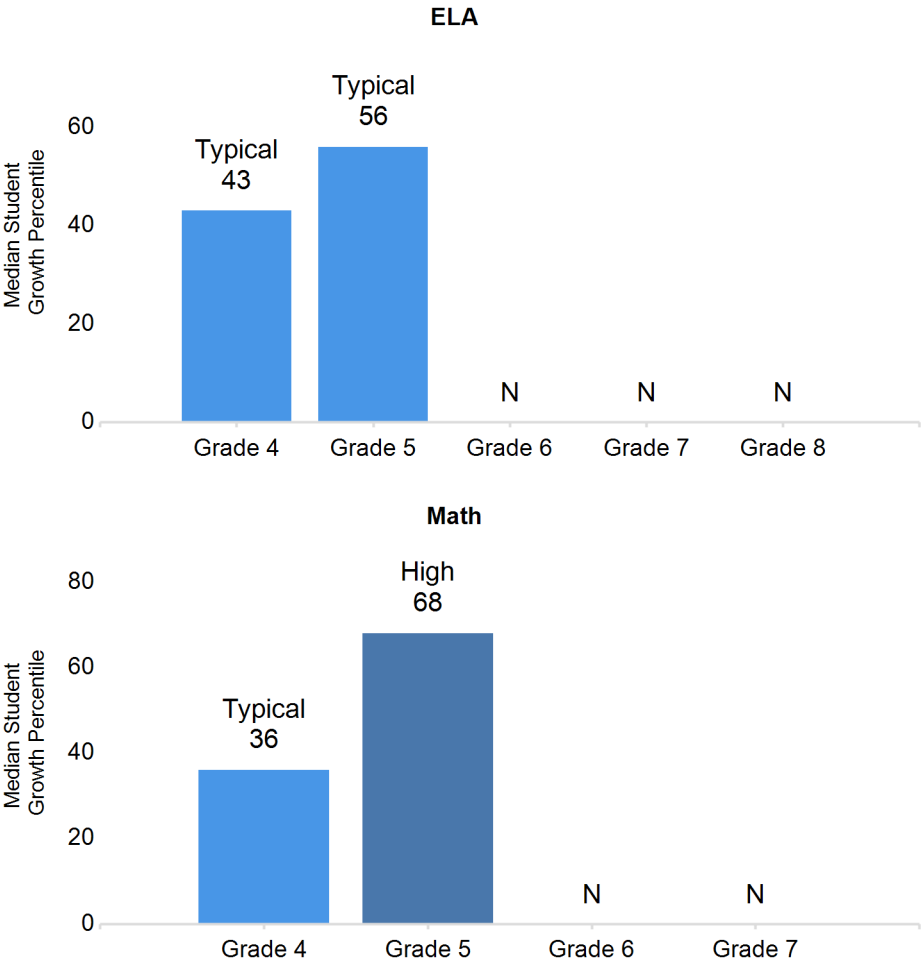
Student Growth by Performance Level

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



Student Growth by Grade

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





A Chester Redshaw School
2016-2017
Grade Span PK-05

23-3530-060
MIDDLESEX
NEW BRUNSWICK CITY
216 LIVINGSTON AVENUE
NEW BRUNSWICK, NJ 08901-2930

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

Chronic Absenteeism

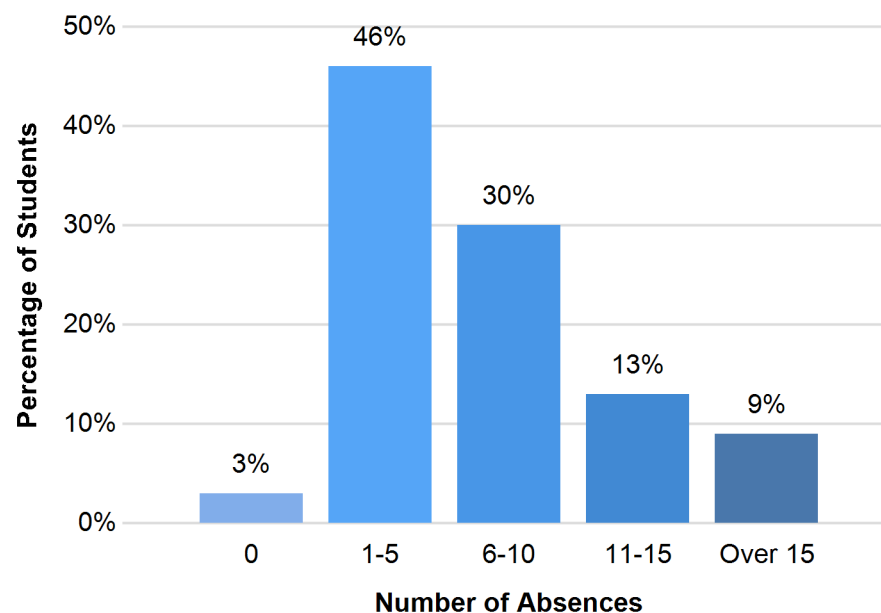
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.20	8.40	Met Target
White	N	**	**
Hispanic	6.10	8.40	Met Target
Black or African American	8.80	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	5.70	8.40	Met Target
Students with Disabilities	8.50	8.40	Not Met
English Learners	7.60	8.40	Met Target

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

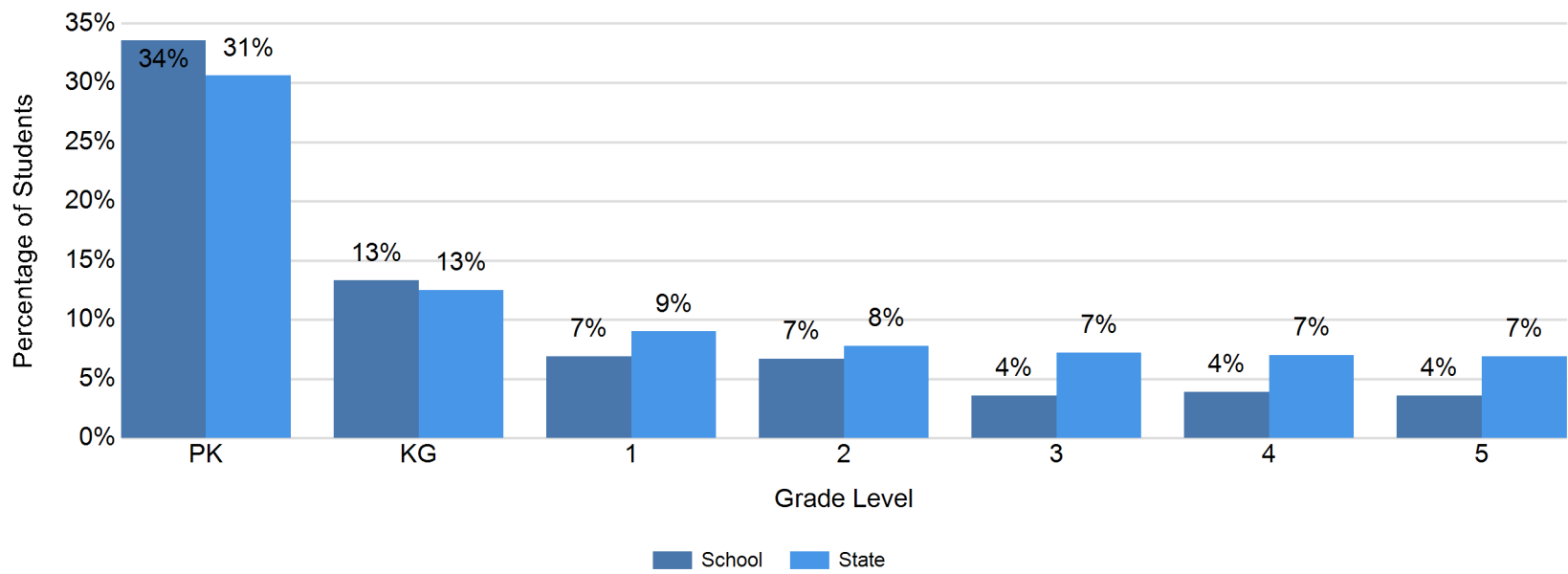
Days Absent

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



Chronic Absenteeism by Grade

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





A Chester Redshaw School
2016-2017
Grade Span PK-05

23-3530-060
MIDDLESEX
NEW BRUNSWICK CITY
216 LIVINGSTON AVENUE
NEW BRUNSWICK, NJ 08901-2930

School Day

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

Category	School
Typical Start Time	8:40AM
Typical End Time	3:15PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 45 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.10

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.8%
Any Suspension	0.8%

Student Expulsions

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

Category	Number of Students
Expulsions	0



A Chester Redshaw School
2016-2017
Grade Span PK-05

23-3530-060
 MIDDLESEX
 NEW BRUNSWICK CITY
 216 LIVINGSTON AVENUE
 NEW BRUNSWICK, NJ 08901-2930

Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.0:1	98.0 kbps	100 kbps	No	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$910	\$15,602	\$16,512



A Chester Redshaw School
2016-2017
Grade Span PK-05

23-3530-060
MIDDLESEX
NEW BRUNSWICK CITY
216 LIVINGSTON AVENUE
NEW BRUNSWICK, NJ 08901-2930

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	78	120,724
Average years experience in public schools	9.9	11.8
Average years experience in district	8.5	10.5
Teachers in district for 4 or more years	65%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	56	9,506
Average years experience in public schools	13.8	15.9
Average years experience in district	8.2	11.6
Administrators in district for 4 or more years	70%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	13:1
Administrators	344:1	182:1
Librarian/Media Specialists		1134:1
Nurses		486:1
Counselors		537:1
Child Study Team		227:1



A Chester Redshaw School
2016-2017
Grade Span PK-05

23-3530-060
MIDDLESEX
NEW BRUNSWICK CITY
216 LIVINGSTON AVENUE
NEW BRUNSWICK, NJ 08901-2930

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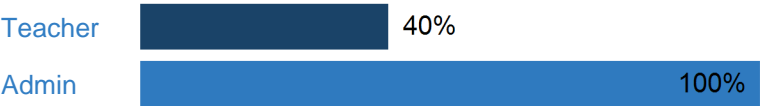
Teachers and Administrators - Level of Education

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

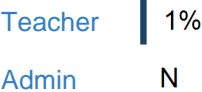
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

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

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



A Chester Redshaw School
2016-2017
Grade Span PK-05

23-3530-060
MIDDLESEX
NEW BRUNSWICK CITY
216 LIVINGSTON AVENUE
NEW BRUNSWICK, NJ 08901-2930

Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	5.9	17.5%
Mathematics Proficiency	22.8	17.5%
English Language Arts Growth	42.7	25.0%
Mathematics Growth	61.3	25.0%
Chronic Absenteeism	61.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		40.2
Summative Rating: Percentile rank of Summative Score		34.2
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



A Chester Redshaw School
2016-2017

Grade Span PK-05

23-3530-060
MIDDLESEX
NEW BRUNSWICK CITY
216 LIVINGSTON AVENUE
NEW BRUNSWICK, NJ 08901-2930

Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	40.2	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
White	**	**	No	**	**	**	**	**	No
Hispanic	50.5	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Black or African American	**	**	No	Met Target†	Met Target†	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	49.1	11.9	No	Not Met	Not Met	Met Target	Met Target	Met Target	No
Students with Disabilities	46.0	11.9	No	Not Met	Met Target†	Not Met	Not Met	Met Target	No
English Learners	50.3	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No

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

† Target was met within a confidence interval.



A Chester Redshaw School
2016-2017
Grade Span PK-05

23-3530-060
MIDDLESEX
NEW BRUNSWICK CITY
216 LIVINGSTON AVENUE
NEW BRUNSWICK, NJ 08901-2930

School General Info

Principal:	Mrs. Abdus-Salaam	Email Address:	vikki_adbus-salaam@nbpsnj.net
Address:	216 LIVINGSTON AVENUE NEW BRUNSWICK, NJ 08901-2930	Website:	http://rd.nbpschools.net
Phone:	(732)745-5300	Facebook:	https://www.facebook.com/NewBrunswickPublicSchools
		Twitter:	https://twitter.com/nbpschools




School Narrative

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

Highlights:	<ul style="list-style-type: none"> • Daily use of advanced technologies such as personal Chromebooks, Smart Boards/tables, iPads and desktop computers. • Curriculum includes engagement in rich complex text, high level tasks, and Next Generation Science Standards. • Dual Language Program for Pre- K and kindergarten students where academic content is taught in both languages.
Mission, Vision, Theme:	<p>Through scientifically based research strategies and curriculum, the students of A.C. Redshaw School will become confident, competent, high performing students prepared to succeed throughout their educational journey. Our entire school community fosters an interactive environment, that encourages life-long learning, respect and creativity, which prepares students to become responsible citizens equipped to meet the challenges of the 21st century.</p>
Awards, Recognition, Accomplishments:	<p>An Awards Assembly is held quarterly to recognize students for their academic achievement, perfect attendance and good citizenship. Parents are invited to attend. Certificates, pencils and pins are awarded to students.</p>

School Narrative

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 <div> Courses, Curriculum, Instruction: </div>	The curricula are aligned to NJSLS. College and career readiness begin as students enter as preschoolers. All students are engaged in stimulating learning experiences that are enhanced with the use of advance technologies, instructional best practices such as high level tasks and complex texts, which develops critical thinking skills. Our Pre-K program, supported by Tools of the Mind Curriculum, is a developmental approach that allows each learner to become a part of the school community.
 <div> Clubs and Activities: </div>	Outside of the classroom, we provide our students additional opportunities to grow, through several clubs and activities that include our enriching instrumental music program, Safety Patrol, Dance Power, Carolyn Dorfman Dance Residency Program, RWJ Aquatics Swimming Program, and Yearbook Club.
 <div> Before and After School Programs: </div>	The Early Reading Foundational Skills Program targets specific students' need with emphasis on basic reading instruction in small groups. Our Extended School Day Program focuses on academic success through the use of small group instruction that targets specific needs in language arts and mathematics. Students Youth Services System is an afterschool program that provides a sundry of activities for students that involve homework assistance, sports, exercises, arts, crafts and more.







A Chester Redshaw School
2016-2017
Grade Span PK-05

23-3530-060
MIDDLESEX
NEW BRUNSWICK CITY
216 LIVINGSTON AVENUE
NEW BRUNSWICK, NJ 08901-2930

School Narrative

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

 Staff and Professional Learning:	<p>Staff members engage in professional learning and collaborative opportunities to build their capacity that will lead to instructional effectiveness in the classroom and improved student achievement. Teachers participate in professional learning communities and weekly grade-level team meetings that focus on analyzing student data to develop instructional action plans, further a deeper understanding of the NJSLs, and implementing effective teaching strategies to address students' needs.</p>
 Student Supports and Services:	<p>Educational services are provided to our diverse student population, including English Language Learners and special education students. Students of limited English proficiency are taught in their native language and receive English as a Second Language to acquire English language skills. Special education students are educated in the least restrictive environment to address their learning needs. Targeted instruction in language arts/math is provided to students through Intervention.</p>
 Student Health and Wellness:	<p>Our school participates in the National School Lunch Program called Community Eligibility Provision. All students are eligible to receive breakfast and lunch free of charge for the school year. Students receive a variety of choices and an appealing balanced meal that consists of foods from all major food groups.</p>
 Parent and Community Involvement:	<p>Our Parental Involvement Committee facilitates the active involvement of parents and students academic learning and other important school activities, such as Read Across America for parents, where parents are taught reading strategies and model them in the classroom through read-alouds. Our parents are actively involved in the PTO, Family STEAM Night, Family Math and Literacy Nights and other school sponsored events.</p>

School Narrative

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



Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers

A Culture and Climate Survey was provided to the students, parents, and staff in the spring of 2017. The surveys include, but are not limited to, questions about Physical Environment (attitudes toward the building, scheduling, and the use of the building), Teaching and Learning (academic climate and levels of instructional challenge and relevance), and Morale in the School Community (school pride). Survey results were favorable and demonstrated an increase from previous years.



Facilities:

The 135,000 square-foot, three -story building was constructed in 2015. We educate over 1000 students in grades pre-kindergarten through grade 5. It was a Design-Build/Kit of Parts project. This was the first Design-Build project to advance under SDA's new Capital Program. This school includes 51 homerooms, special education classrooms, small group instruction areas, technology lab, gymnasium, media center, a multipurpose room with stage, art room and music room.




LINCOLN ANNEX SCHOOL
2016-2017
Grade Span 03-08

23-3530-300
MIDDLESEX
NEW BRUNSWICK CITY
165 SOMERSET ST
NEW BRUNSWICK, NJ 08901

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

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

Navigating through the reports:

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

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



LINCOLN ANNEX SCHOOL
2016-2017
Grade Span 03-08

23-3530-300
MIDDLESEX
NEW BRUNSWICK CITY
165 SOMERSET ST
NEW BRUNSWICK, NJ 08901

Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

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



LINCOLN ANNEX SCHOOL
2016-2017
Grade Span 03-08

23-3530-300
MIDDLESEX
NEW BRUNSWICK CITY
165 SOMERSET ST
NEW BRUNSWICK, NJ 08901

Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
3	0	0	138
4	0	0	134
5	0	0	119
6	0	0	102
7	0	0	86
8	0	0	0
Ungraded	0	0	44
Total	0	0	623

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	0%	0%	47%
Male	0%	0%	53%
Economically Disadvantaged Students	0%	0%	93%
Students with Disabilities	0%	0%	17%
English Learners	0%	0%	7%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	96.1%
Black or African American	3.0%
Asian	0.5%
White	0.2%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.2%

Enrollment by Home Language

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

Home Language	% of Students
Spanish	83.3%
English	16.5%
Other	0.2%



LINCOLN ANNEX SCHOOL

2016-2017

Grade Span 03-08

23-3530-300

MIDDLESEX

NEW BRUNSWICK CITY

165 SOMERSET ST

NEW BRUNSWICK, NJ 08901

English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	615	99.5	19.60	26.00	54.90	19.6	N	N
White	*	*	*	*	63.90	*	**	**
Hispanic	593	99.5	19.90	25.20	39.80	19.9	N	N
Black or African American	16	100.0	12.50	*	35.20	12.5	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	25.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	291	100.0	24.00	31.20	62.20	24		
Male	324	99.1	15.70	21.00	48.10	15.7		
Economically Disadvantaged Students	572	99.7	19.10	25.30	36.20	19.1	N	N
Non-Economically Disadvantaged Students	43	97.8	28.00	30.10	65.80	28		
Students with Disabilities	102	99.1	*	*	20.50	*	N	N
Students without Disabilities	513	99.6	*	*	61.90	*		
English Learners	192	99.5	12.50	11.90	25.20	12.5	N	N
Non-English Learners	423	99.5	23.00	31.00	57.40	23		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	*	23.00	N		

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

† Target was met within a confidence interval.



LINCOLN ANNEX SCHOOL

2016-2017

Grade Span 03-08

23-3530-300

MIDDLESEX

NEW BRUNSWICK CITY

165 SOMERSET ST

NEW BRUNSWICK, NJ 08901

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	144	715	721	749	33%	30%	19%	19%	0%	19%	50%
White	N	N	N	759	N	N	N	N	N	N	61%
Hispanic	138	716	721	734	32%	30%	19%	19%	0%	19%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	63	715	722	754	37%	22%	19%	22%	0%	22%	55%
Male	81	715	721	745	30%	36%	19%	16%	0%	16%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	27	696	697	720	*	*	*	*	*	*	24%
Students without Disabilities	117	720	725	755	*	*	*	*	*	*	55%
English Learners	31	694	701	709	*	*	*	*	*	*	11%
Non-English Learners	113	721	728	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



LINCOLN ANNEX SCHOOL
2016-2017
Grade Span 03-08

23-3530-300
MIDDLESEX
NEW BRUNSWICK CITY
165 SOMERSET ST
NEW BRUNSWICK, NJ 08901

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	144	724	730	753	18%	31%	35%	17%	0%	17%	56%
White	N	N	N	762	N	N	N	N	N	N	67%
Hispanic	139	724	730	740	18%	30%	36%	17%	0%	17%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	72	732	*	758	*	25%	44%	*	*	22%	61%
Male	72	715	*	749	*	36%	25%	*	*	11%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	28	700	704	725	*	*	*	*	*	*	25%
Students without Disabilities	116	729	735	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



LINCOLN ANNEX SCHOOL

2016-2017

Grade Span 03-08

23-3530-300

MIDDLESEX

NEW BRUNSWICK CITY

165 SOMERSET ST

NEW BRUNSWICK, NJ 08901

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	133	717	735	756	28%	35%	23%	14%	0%	14%	59%
White	*	*	*	763	*	*	*	*	*	*	69%
Hispanic	128	716	734	743	28%	36%	21%	15%	0%	15%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	59	720	741	761	*	*	*	*	*	*	66%
Male	74	714	729	750	*	*	*	*	*	*	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	17	700	709	725	*	*	*	*	*	*	22%
Students without Disabilities	116	719	739	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



LINCOLN ANNEX SCHOOL

2016-2017

Grade Span 03-08

23-3530-300

MIDDLESEX

NEW BRUNSWICK CITY

165 SOMERSET ST

NEW BRUNSWICK, NJ 08901

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	116	726	726	752	*	35%	30%	19%	*	20%	54%
White	N	N	N	758	N	N	N	N	N	N	63%
Hispanic	110	727	725	740	*	34%	31%	19%	*	20%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	52	735	731	758	*	*	*	*	*	*	61%
Male	64	719	721	746	*	*	*	*	*	*	46%
Economically Disadvantaged Students	101	725	725	737	*	*	*	*	*	19%	34%
Non-Economically Disadvantaged Students	15	735	730	761	*	*	*	*	*	27%	65%
Students with Disabilities	28	703	706	722	*	*	*	*	*	*	17%
Students without Disabilities	88	734	730	758	*	*	*	*	*	*	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	116	726	727	753	*	35%	30%	19%	*	20%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



LINCOLN ANNEX SCHOOL
2016-2017

Grade Span 03-08

23-3530-300
MIDDLESEX
NEW BRUNSWICK CITY
165 SOMERSET ST
NEW BRUNSWICK, NJ 08901

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	86	734	730	756	*	33%	31%	29%	*	30%	59%
White	N	N	N	764	N	N	N	N	N	N	69%
Hispanic	83	736	731	742	*	33%	31%	30%	*	31%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	784	N	N	N	N	N	N	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	51	732	736	764	*	*	*	24%	*	24%	68%
Male	35	739	726	749	*	*	*	37%	*	40%	51%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	70%
Students with Disabilities	N	N	N	719	N	N	N	N	N	N	19%
Students without Disabilities	86	734	737	763	*	33%	31%	29%	*	30%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	86	734	734	758	*	33%	31%	29%	*	30%	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



LINCOLN ANNEX SCHOOL

2016-2017

Grade Span 03-08

23-3530-300

MIDDLESEX

NEW BRUNSWICK CITY

165 SOMERSET ST

NEW BRUNSWICK, NJ 08901

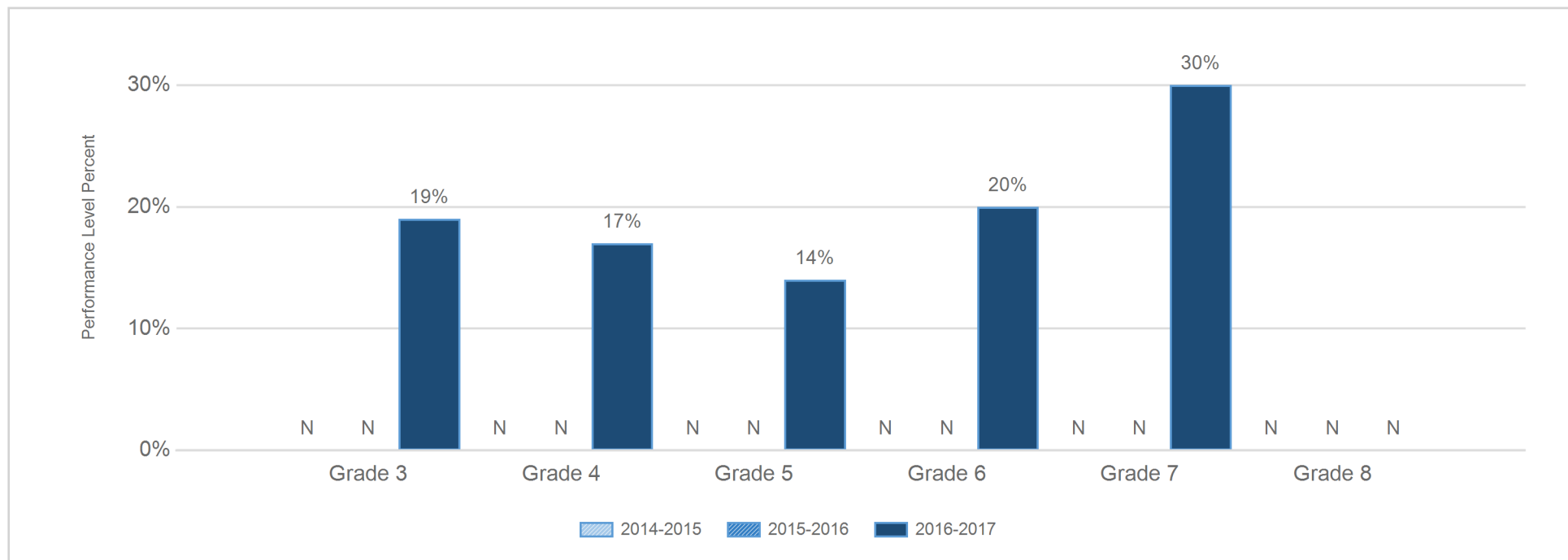
English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	N	757	N	N	N	N	N	N	59%
White	N	N	N	764	N	N	N	N	N	N	68%
Hispanic	N	N	N	742	N	N	N	N	N	N	44%
Black or African American	N	N	N	738	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	786	N	N	N	N	N	N	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	N	N	N	758	N	N	N	N	N	N	60%
Female	N	N	N	766	N	N	N	N	N	N	68%
Male	N	N	N	749	N	N	N	N	N	N	50%
Economically Disadvantaged Students	N	N	N	739	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	N	N	N	766	N	N	N	N	N	N	69%
Students with Disabilities	N	N	N	718	N	N	N	N	N	N	18%
Students without Disabilities	N	N	N	764	N	N	N	N	N	N	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	N	N	N	759	N	N	N	N	N	N	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

English Language Arts/Literacy Assessment - Performance Trends

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





LINCOLN ANNEX SCHOOL

2016-2017

Grade Span 03-08

23-3530-300

MIDDLESEX

NEW BRUNSWICK CITY

165 SOMERSET ST

NEW BRUNSWICK, NJ 08901

Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	615	99.5	13.30	19.10	43.50	13.3	N	N
White	*	*	*	*	52.40	*	**	**
Hispanic	592	99.5	13.50	19.30	27.60	13.5	N	N
Black or African American	17	100.0	*	16.80	21.70	*	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	25.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	291	100.0	11.30	*	44.10	11.3		
Male	324	99.1	15.10	*	42.90	15.1		
Economically Disadvantaged Students	572	99.5	13.10	18.20	25.10	13.1	N	N
Non-Economically Disadvantaged Students	43	100.0	16.30	24.90	54.30	16.3		
Students with Disabilities	102	99.1	*	*	16.50	*	N	N
Students without Disabilities	513	99.6	*	*	48.80	*		
English Learners	192	99.5	*	12.90	23.30	*	N	N
Non-English Learners	423	99.5	*	21.50	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	*	18.20	N		

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

† Target was met within a confidence interval.



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2016-2017

Grade Span 03-08

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	145	723	733	751	18%	28%	38%	17%	0%	17%	53%
White	N	N	N	759	N	N	N	N	N	N	63%
Hispanic	139	724	733	738	17%	28%	38%	17%	0%	17%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	63	722	730	751	22%	29%	30%	19%	0%	19%	52%
Male	82	724	736	751	15%	27%	44%	15%	0%	15%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	27	713	715	729	*	*	*	*	*	*	29%
Students without Disabilities	118	725	735	755	*	*	*	*	*	*	57%
English Learners	32	712	720	724	*	*	*	*	*	*	21%
Non-English Learners	113	726	737	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



LINCOLN ANNEX SCHOOL
2016-2017

Grade Span 03-08

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	144	725	731	747	*	38%	36%	13%	*	14%	47%
White	N	N	N	755	N	N	N	N	N	N	59%
Hispanic	139	726	732	734	*	38%	36%	14%	*	14%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	72	727	*	747	*	36%	44%	*	*	13%	47%
Male	72	724	*	747	*	40%	28%	*	*	15%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	28	705	711	724	*	*	*	*	*	*	22%
Students without Disabilities	116	730	736	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



LINCOLN ANNEX SCHOOL

2016-2017

Grade Span 03-08

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	133	722	735	747	*	*	*	*	*	*	46%
White	*	*	*	754	*	*	*	*	*	*	57%
Hispanic	127	721	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	59	724	737	747	*	*	*	*	*	*	47%
Male	74	720	734	746	*	*	*	*	*	*	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	17	709	720	725	*	*	*	*	*	*	19%
Students without Disabilities	116	724	738	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



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2016-2017**

Grade Span 03-08

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Mathematics Assessment - Performance by Grade: Grade 6**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	116	721	722	743	19%	41%	30%	10%	0%	10%	44%
White	N	N	N	751	N	N	N	N	N	N	54%
Hispanic	110	721	722	731	19%	40%	31%	10%	0%	10%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	52	721	722	745	*	*	*	*	*	*	45%
Male	64	721	722	742	*	*	*	*	*	*	43%
Economically Disadvantaged Students	101	719	722	728	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	15	732	722	752	*	*	*	*	*	*	56%
Students with Disabilities	28	706	708	717	*	*	*	*	*	*	13%
Students without Disabilities	88	725	725	748	*	*	*	*	*	*	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	116	721	724	745	19%	41%	30%	10%	0%	10%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



LINCOLN ANNEX SCHOOL

2016-2017

Grade Span 03-08

23-3530-300

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Mathematics Assessment - Performance by Grade: Grade 7**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	86	723	725	741	17%	36%	33%	14%	0%	14%	40%
White	N	N	N	748	N	N	N	N	N	N	49%
Hispanic	83	724	726	730	16%	36%	34%	15%	0%	15%	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	764	N	N	N	N	N	N	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	N	N	N	740	N	N	N	N	N	N	39%
Female	51	718	725	743	*	*	*	*	*	*	41%
Male	35	730	726	740	*	*	*	*	*	*	38%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	22%
Non-Economically Disadvantaged Students	*	*	*	749	*	*	*	*	*	*	50%
Students with Disabilities	N	N	N	716	N	N	N	N	N	N	11%
Students without Disabilities	86	723	730	746	17%	36%	33%	14%	0%	14%	45%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	86	723	727	742	17%	36%	33%	14%	0%	14%	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



LINCOLN ANNEX SCHOOL
2016-2017
Grade Span 03-08

23-3530-300
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Mathematics Assessment - Performance by Grade: Grade 8**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	N	728	N	N	N	N	N	N	28%
White	N	N	N	736	N	N	N	N	N	N	35%
Hispanic	N	N	N	721	N	N	N	N	N	N	21%
Black or African American	N	N	N	715	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	N	N	N	726	N	N	N	N	N	N	28%
Female	N	N	N	730	N	N	N	N	N	N	30%
Male	N	N	N	725	N	N	N	N	N	N	26%
Economically Disadvantaged Students	N	N	N	719	N	N	N	N	N	N	19%
Non-Economically Disadvantaged Students	N	N	N	734	N	N	N	N	N	N	34%
Students with Disabilities	N	N	N	705	N	N	N	N	N	N	*
Students without Disabilities	N	N	N	734	N	N	N	N	N	N	*
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	N	N	N	729	N	N	N	N	N	N	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



LINCOLN ANNEX SCHOOL

2016-2017

Grade Span 03-08

23-3530-300

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Mathematics Assessment - Performance by Test: Algebra I

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

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

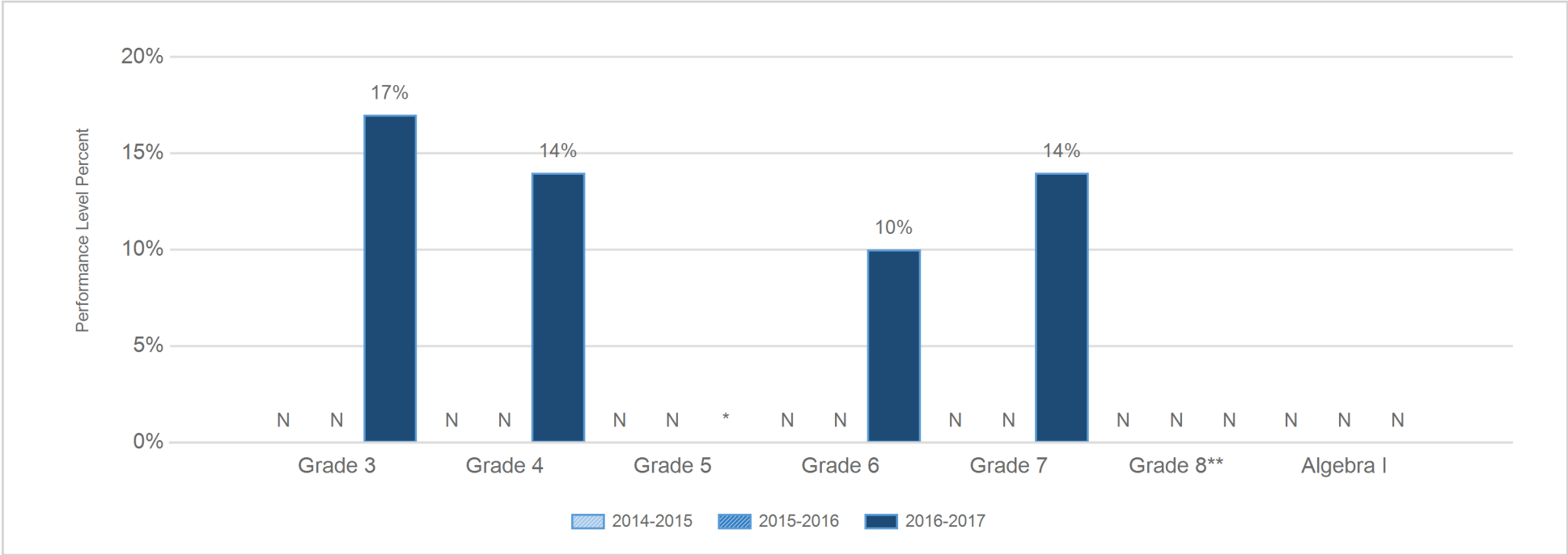


LINCOLN ANNEX SCHOOL
2016-2017
Grade Span 03-08

23-3530-300
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Mathematics Assessment – Performance Trends

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



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



LINCOLN ANNEX SCHOOL
2016-2017
Grade Span 03-08

23-3530-300
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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	*	*
5	*	*
6	*	*
7	*	*
8	N	N

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	N	N	N
4	*	*	*
5+	29	*	*



LINCOLN ANNEX SCHOOL

2016-2017

Grade Span 03-08

23-3530-300

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

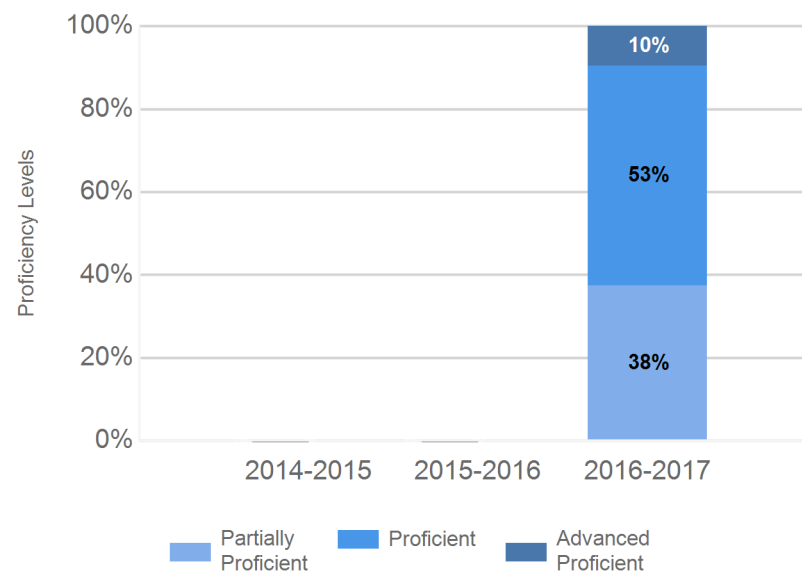
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	10%	53%	38%
White	N	N	N
Hispanic	10%	*	*
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	11%	52%	36%
Students with Disabilities	N	57%	43%
English Learners	N	44%	57%

NJASK Science Assessment Performance Trends: Grade 4

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





LINCOLN ANNEX SCHOOL

2016-2017

Grade Span 03-08

23-3530-300

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

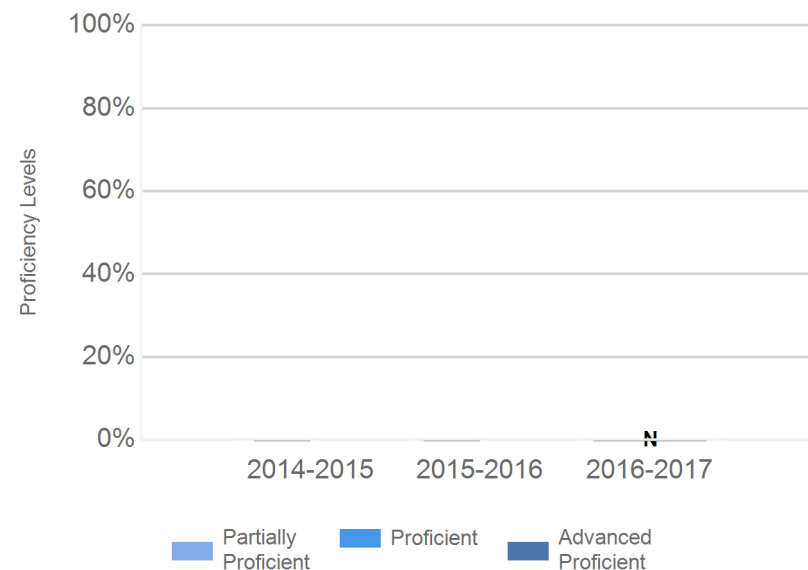
NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	N	N	N
White	N	N	N
Hispanic	N	N	N
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	N	N	N
Students with Disabilities	N	N	N
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 8

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





LINCOLN ANNEX SCHOOL

2016-2017

Grade Span 03-08

23-3530-300

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	48	47	50	Met Target	43	47	50	Met Target
White	*	35	50	**	*	40.5	52	**
Hispanic	48	47	49	Met Target	43	47	47	Met Target
Black or African American	49.5	45.5	45	**	52.5	45	43	**
Asian, Native Hawaiian, or Pacific Islander	*	54	60	**	*	31.5	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	46	47	47	Met Target	44	47	46	Met Target
Students with Disabilities	23	*	41	Not Met	37.5	*	43	Not Met
English Learners	49	*	53	Met Target	45	*	51	Met Target

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



LINCOLN ANNEX SCHOOL
2016-2017

Grade Span 03-08

23-3530-300
MIDDLESEX
NEW BRUNSWICK CITY
165 SOMERSET ST
NEW BRUNSWICK, NJ 08901

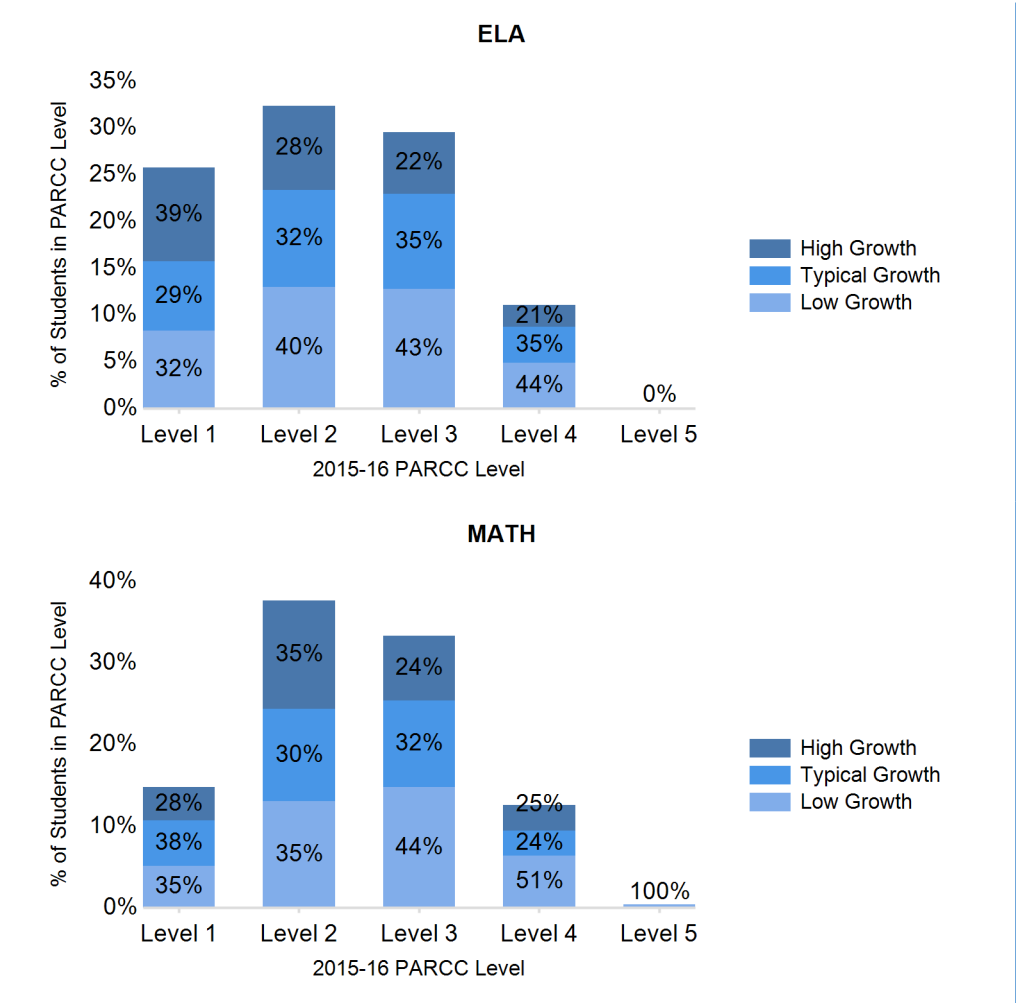
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

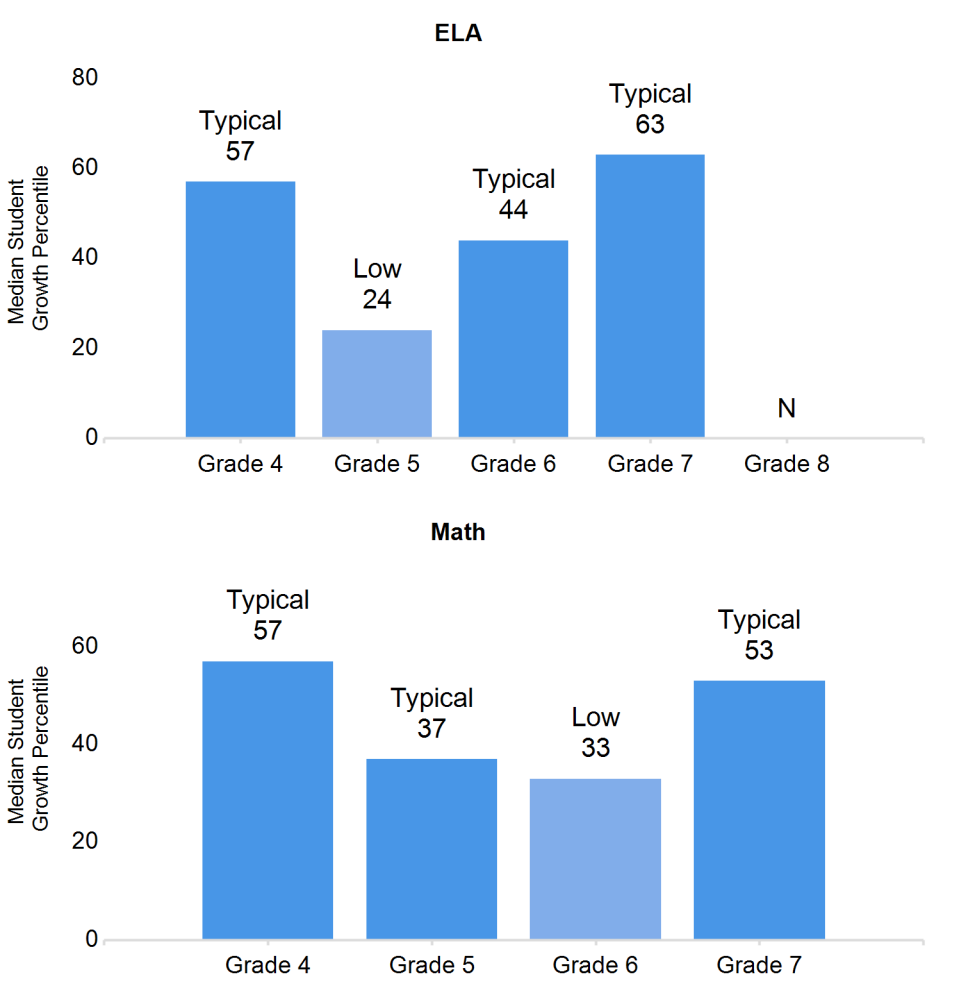
Student Growth by Performance Level

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



Student Growth by Grade

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





LINCOLN ANNEX SCHOOL

2016-2017

Grade Span 03-08

23-3530-300

MIDDLESEX

NEW BRUNSWICK CITY

165 SOMERSET ST

NEW BRUNSWICK, NJ 08901

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	124
7	0	0	93
8	N	N	N
Schoolwide	0	0	217

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	124
7	0	0	0	0	0	0	93
8	N	N	N	N	N	N	N
Schoolwide	0	0	0	0	0	0	217
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



LINCOLN ANNEX SCHOOL
2016-2017
Grade Span 03-08

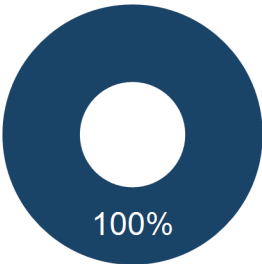
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NEW BRUNSWICK CITY
165 SOMERSET ST
NEW BRUNSWICK, NJ 08901

Visual and Performing Arts – Course Participation

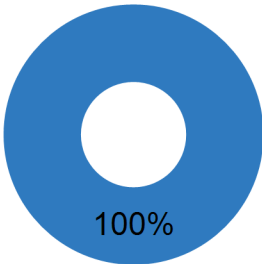
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

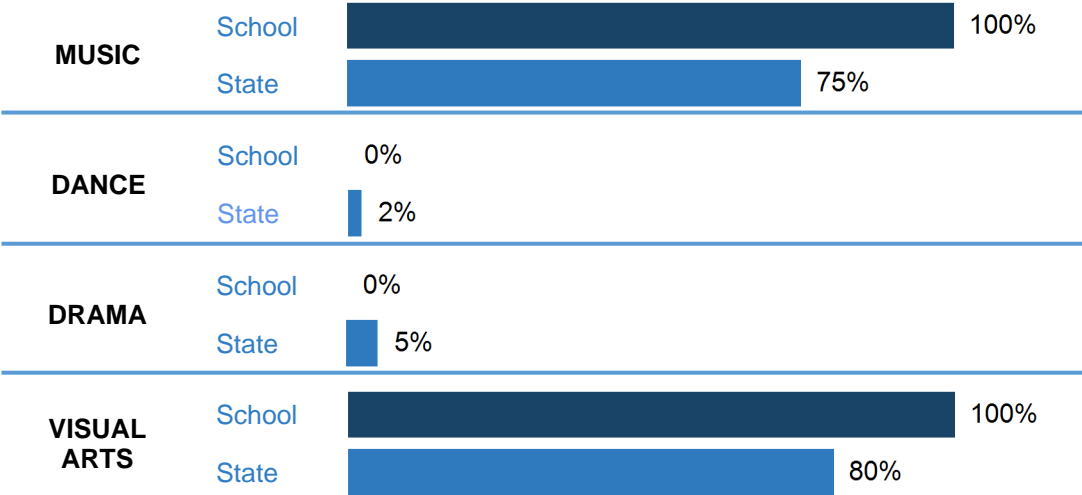


School



State

Students enrolled in one or more classes by discipline:





LINCOLN ANNEX SCHOOL

2016-2017

Grade Span 03-08

23-3530-300

MIDDLESEX

NEW BRUNSWICK CITY

165 SOMERSET ST

NEW BRUNSWICK, NJ 08901

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

Chronic Absenteeism

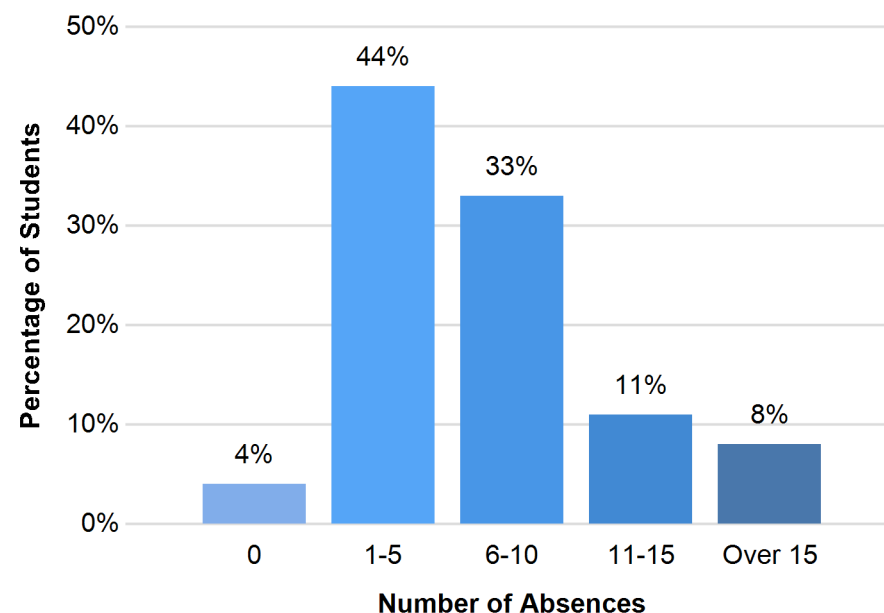
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.60	7.90	Met Target
White	N	**	**
Hispanic	6.30	7.90	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	6.20	7.90	Met Target
Students with Disabilities	14.20	7.90	Not Met
English Learners	4.90	7.90	Met Target

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

Days Absent

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



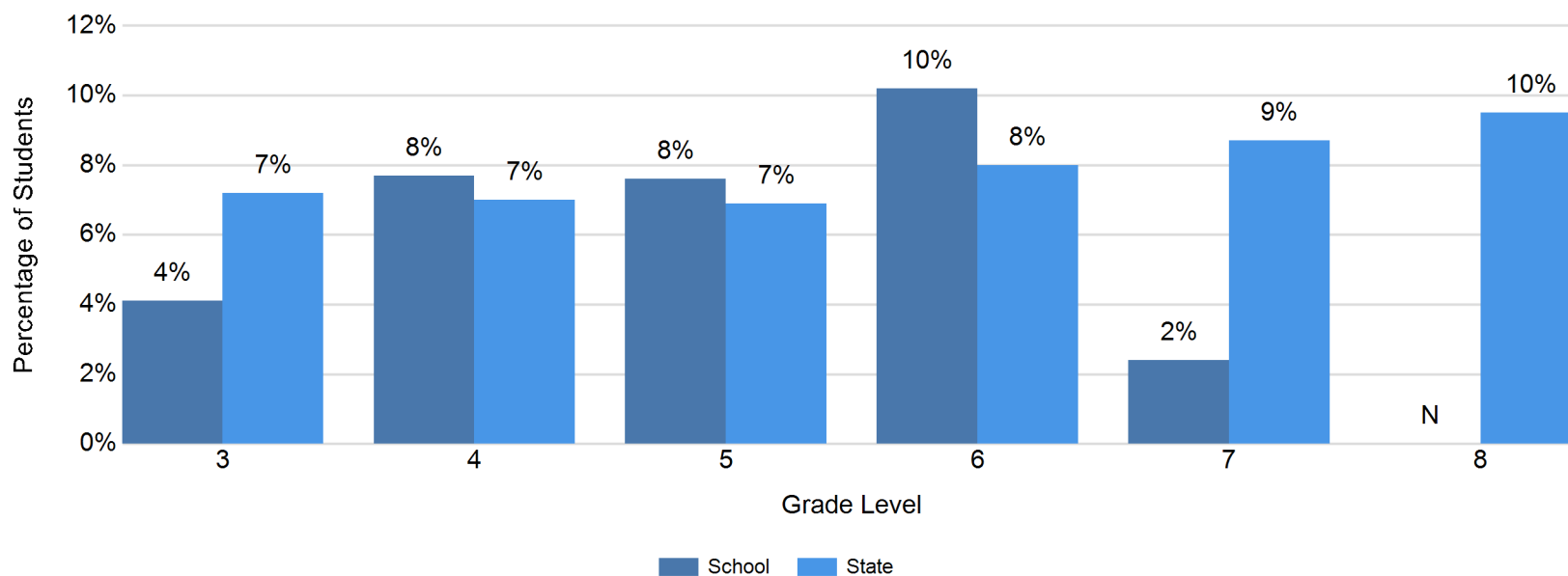


LINCOLN ANNEX SCHOOL
2016-2017
Grade Span 03-08

23-3530-300
MIDDLESEX
NEW BRUNSWICK CITY
165 SOMERSET ST
NEW BRUNSWICK, NJ 08901

Chronic Absenteeism by Grade

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





LINCOLN ANNEX SCHOOL
2016-2017
Grade Span 03-08

23-3530-300
MIDDLESEX
NEW BRUNSWICK CITY
165 SOMERSET ST
NEW BRUNSWICK, NJ 08901

School Day

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

Category	School
Typical Start Time	8:50AM
Typical End Time	3:15PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs. 45 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	10
Vandalism	0
Weapons	1
Substances	1
Harassment, Intimidation, Bullying (HIB)	13
Total Unique Incidents	24
Incidents Per 100 Students Enrolled	3.85

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.3%
Out-of-School Suspensions	7.2%
Any Suspension	7.4%

Student Expulsions

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

Category	Number of Students
Expulsions	0



LINCOLN ANNEX SCHOOL

2016-2017

Grade Span 03-08

23-3530-300

MIDDLESEX

NEW BRUNSWICK CITY

165 SOMERSET ST

NEW BRUNSWICK, NJ 08901

Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	98.0 kbps	100 kbps	No	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$910	\$15,602	\$16,512



LINCOLN ANNEX SCHOOL

2016-2017

Grade Span 03-08

23-3530-300

MIDDLESEX

NEW BRUNSWICK CITY

165 SOMERSET ST

NEW BRUNSWICK, NJ 08901

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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

Teachers – Experience

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

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

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	56	9,506
Average years experience in public schools	13.8	15.9
Average years experience in district	8.2	11.6
Administrators in district for 4 or more years	70%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	N	13:1
Administrators	N	182:1
Librarian/Media Specialists		1134:1
Nurses		486:1
Counselors		537:1
Child Study Team		227:1



LINCOLN ANNEX SCHOOL
2016-2017
Grade Span 03-08

23-3530-300
MIDDLESEX
NEW BRUNSWICK CITY
165 SOMERSET ST
NEW BRUNSWICK, NJ 08901

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher	N
Admin	N/A

Master's Degree

Teacher	N
Admin	N

Doctoral Degree

Teacher	N
Admin	N

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

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

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

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



LINCOLN ANNEX SCHOOL

2016-2017

Grade Span 03-08

23-3530-300

MIDDLESEX

NEW BRUNSWICK CITY

165 SOMERSET ST

NEW BRUNSWICK, NJ 08901

Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	4.4	17.5%
Mathematics Proficiency	4.4	17.5%
English Language Arts Growth	32.3	25.0%
Mathematics Growth	27.4	25.0%
Chronic Absenteeism	57.9	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		25.2
Summative Rating: Percentile rank of Summative Score		14.1
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



LINCOLN ANNEX SCHOOL

2016-2017

Grade Span 03-08

23-3530-300

MIDDLESEX

NEW BRUNSWICK CITY

165 SOMERSET ST

NEW BRUNSWICK, NJ 08901

Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	25.2	11.9	No	N	N	Met Target	Met Target	Met Target	No
White	**	**	No	**	**	**	**	**	No
Hispanic	33.0	11.9	No	N	N	Met Target	Met Target	Met Target	No
Black or African American	**	**	No	N	N	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	37.0	11.9	No	N	N	Met Target	Met Target	Met Target	No
Students with Disabilities	16.5	11.9	No	N	N	Not Met	Not Met	Not Met	No
English Learners	34.7	11.9	No	N	N	Met Target	Met Target	Met Target	No

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

† Target was met within a confidence interval.



LINCOLN ANNEX SCHOOL
2016-2017
Grade Span 03-08




23-3530-300
MIDDLESEX
NEW BRUNSWICK CITY
165 SOMERSET ST
NEW BRUNSWICK, NJ 08901

School General Info

Principal:	Mrs. Dobson	Email Address:	sally_dobson@nbpsnj.net
Address:	165 SOMERSET ST NEW BRUNSWICK, NJ 08901	Website:	http://lna.nbpschools.net
Phone:	(732)745-5300	Facebook:	https://www.facebook.com/NewBrunswickPublicSchools
		Twitter:	https://twitter.com/nbpschools

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Lincoln Annex School has been certified as a Future Ready School. • Lincoln annex School has been designated as the district Health and Wellness Theme School. • Technology is a part of each school day, with all students utilizing 1:1 personal Chromebooks.
 Mission, Vision, Theme:	<p>At Lincoln Annex School our staff strives to reflect our District Mission by “preparing, inspiring, and empowering lifelong learners and leaders.” We endeavor to fulfill our District Vision by “inspiring students to become engaged in their own learning... and to develop their creative problem-solving and critical thinking skills.” Lincoln Annex School has been designated as the District Health and Wellness Theme School.</p>
 Awards, Recognition, Accomplishments:	<p>Lincoln Annex School has been certified as a Future Ready School. Students are training to be 21st Century Learners through interaction with strong, research-based curricula that are aligned with the New Jersey Student Learning Standards, use of technology, and opportunities to solve real-world problems through inquiry-based learning.</p>







LINCOLN ANNEX SCHOOL
2016-2017
Grade Span 03-08

23-3530-300
MIDDLESEX
NEW BRUNSWICK CITY
165 SOMERSET ST
NEW BRUNSWICK, NJ 08901

School Narrative

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 Courses, Curriculum, Instruction:	<p>Staff members engage students with current best practices including guided reading and readers' and writers' workshop models. Students work consistently to analyze their reading and strengthen their writing with strategic use of text evidence. Students engage in real-world math, approaching math problems through collaborative, inquiry-based learning experiences. The goal of this approach is to build powerful mathematical thinkers and capable problem solvers.</p>
 Sports and Athletics:	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Football (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls)</p> <p>6th - 8th grade students who attend Lincoln Annex School are transported by bus to the New Brunswick Middle School to participate in all sports offered to the middle school students of the New Brunswick School District.</p>
 Clubs and Activities:	<p>Middle School students may choose to participate in Student Council, Yearbook, and The Environmental and Gardening Club.</p>
 Before and After School Programs:	<p>Elementary grade students are invited to participate in our early morning Extended School Day Instructional program. Middle School Students may participate in a variety of Leadership programs provided through the Greater New Brunswick Civic League. All students may attend the New Brunswick City Youth Services System after-school program.</p>







LINCOLN ANNEX SCHOOL
2016-2017
Grade Span 03-08

23-3530-300
MIDDLESEX
NEW BRUNSWICK CITY
165 SOMERSET ST
NEW BRUNSWICK, NJ 08901

School Narrative

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 Staff and Professional Learning:	Professional Development is ongoing throughout the school year and into the summer months. An overarching theme of all staff training is centered on strategies and practices designed to enhance students' critical thinking skills in all subject areas. Staff have engaged in learning experiences geared toward improving questioning and discussion techniques to assist students in exploring rigorous, high-level tasks.
 Student Supports and Services:	English Language Learners receive daily targeted instruction. Special education services include in-class resource, pull-out resource, and self-contained special education classrooms. Response to Intervention (RTI) instruction is provided multiple times throughout the week. This approach identifies at-risk students as early as possible and provides us with an array of options to ensure student success. Intervention and Referral Services assist students who are experiencing learning difficulties.
 Student Health and Wellness:	At Lincoln Annex School, our curricula are infused with learning activities designed to strengthen our students' awareness of health and wellness issues. Students created projects on monthly health and wellness themes, learned about healthy eating and competed to create healthy snacks, wrote musicals on the topics of famous women in the health field, and created capstone projects on health and wellness themes for our year-end Academic Fair and Festival of the Arts.
 Parent and Community Involvement:	The Lincoln Annex PTO meets monthly to engage parents in a variety of activities and events. Our school also hosts a number of Literacy and Math Family Nights throughout the school year. Parents can access the Parent Portal through our Realtime Student Data system. In addition, we have developed partnerships with community agencies such as the Civic League of Greater New Brunswick, George Street Theater, and Rutgers University, just to name a few.



LINCOLN ANNEX SCHOOL
2016-2017
Grade Span 03-08

23-3530-300
MIDDLESEX
NEW BRUNSWICK CITY
165 SOMERSET ST
NEW BRUNSWICK, NJ 08901

School Narrative

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



Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers

Students, staff, and parents complete a yearly School Climate Survey. Results from the survey are examined, shared with stakeholders, and used to make necessary school improvements.



Facilities:

Lincoln Annex School first opened its doors to 620 third through seventh grade students in September of 2016 in the newly refurbished, former Saint Peter's School at 165 Somerset Street, New Brunswick, New Jersey. All rooms have been renovated and are air conditioned. Each classroom is equipped with wall-mounted LCD projectors which are connected to a computer, and all students are provided with laptops. We have a library, art room, computer lab, gym, stage, and cafeteria.



Lincoln Elementary School
2016-2017
Grade Span PK-05

23-3530-080
MIDDLESEX
NEW BRUNSWICK CITY
66 BARTLETT STREET
NEW BRUNSWICK, NJ 08901-1152

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

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

Navigating through the reports:

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

Other Resources:

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

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



Lincoln Elementary School
2016-2017
Grade Span PK-05

23-3530-080
MIDDLESEX
NEW BRUNSWICK CITY
66 BARTLETT STREET
NEW BRUNSWICK, NJ 08901-1152

Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

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



Lincoln Elementary School
2016-2017
Grade Span PK-05

23-3530-080
MIDDLESEX
NEW BRUNSWICK CITY
66 BARTLETT STREET
NEW BRUNSWICK, NJ 08901-1152

Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	0	0	18
KG	156	129	140
1	136	151	128
2	112	130	152
3	99	119	0
4	88	110	16
5	87	0	25
Ungraded	33	21	14
Total	711	660	493

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	51%	49%	52%
Male	49%	51%	48%
Economically Disadvantaged Students	90%	63%	94%
Students with Disabilities	12%	12%	14%
English Learners	20%	23%	31%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	94.7%
Black or African American	2.8%
Asian	1.4%
White	0.8%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.2%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	0	0	18
KG - Half Day	0	0	0
KG - Full Day	159	129	140

Enrollment by Home Language

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

Home Language	% of Students
Spanish	83.6%
English	15.0%
Other	1.4%



Lincoln Elementary School
2016-2017
Grade Span PK-05

23-3530-080
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NEW BRUNSWICK CITY
66 BARTLETT STREET
NEW BRUNSWICK, NJ 08901-1152

English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	42	100.0	92.90	26.00	54.90	92.9	11	Met Goal
White	*	*	*	*	63.90	*	**	**
Hispanic	37	100.0	91.90	25.20	39.80	91.9	10.9	Met Goal
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	25.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	24	100.0	100.00	31.20	62.20	100		
Male	18	100.0	83.30	21.00	48.10	83.3		
Economically Disadvantaged Students	*	*	*	*	36.20	*	9.7	Met Goal
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	*	*	*	*	20.50	*	**	**
Students without Disabilities	*	*	*	*	61.90	*		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	18.30	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	*	23.00	N		

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

† Target was met within a confidence interval.



Lincoln Elementary School
2016-2017

Grade Span PK-05

23-3530-080
MIDDLESEX
NEW BRUNSWICK CITY
66 BARTLETT STREET
NEW BRUNSWICK, NJ 08901-1152

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	N	749	N	N	N	N	N	N	50%
White	N	N	N	759	N	N	N	N	N	N	61%
Hispanic	N	N	N	734	N	N	N	N	N	N	35%
Black or African American	N	N	N	731	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	N	N	N	754	N	N	N	N	N	N	55%
Male	N	N	N	745	N	N	N	N	N	N	46%
Economically Disadvantaged Students	N	N	N	731	N	N	N	N	N	N	31%
Non-Economically Disadvantaged Students	N	N	N	762	N	N	N	N	N	N	63%
Students with Disabilities	N	N	N	720	N	N	N	N	N	N	24%
Students without Disabilities	N	N	N	755	N	N	N	N	N	N	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	N	N	N	752	N	N	N	N	N	N	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



Lincoln Elementary School
2016-2017

Grade Span PK-05

23-3530-080
MIDDLESEX
NEW BRUNSWICK CITY
66 BARTLETT STREET
NEW BRUNSWICK, NJ 08901-1152

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	16	788	730	753	0%	0%	0%	*	*	100%	56%
White	N	N	N	762	N	N	N	N	N	N	67%
Hispanic	15	789	730	740	0%	0%	0%	*	*	100%	40%
Black or African American	N	N	N	737	N	N	N	N	N	N	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	*	*	*	758	*	*	*	*	*	*	61%
Male	*	*	*	749	*	*	*	*	*	*	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	N	N	N	725	N	N	N	N	N	N	25%
Students without Disabilities	16	788	735	759	0%	0%	0%	*	*	100%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	16	788	732	755	0%	0%	0%	*	*	100%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



Lincoln Elementary School
2016-2017

Grade Span PK-05

23-3530-080
MIDDLESEX
NEW BRUNSWICK CITY
66 BARTLETT STREET
NEW BRUNSWICK, NJ 08901-1152

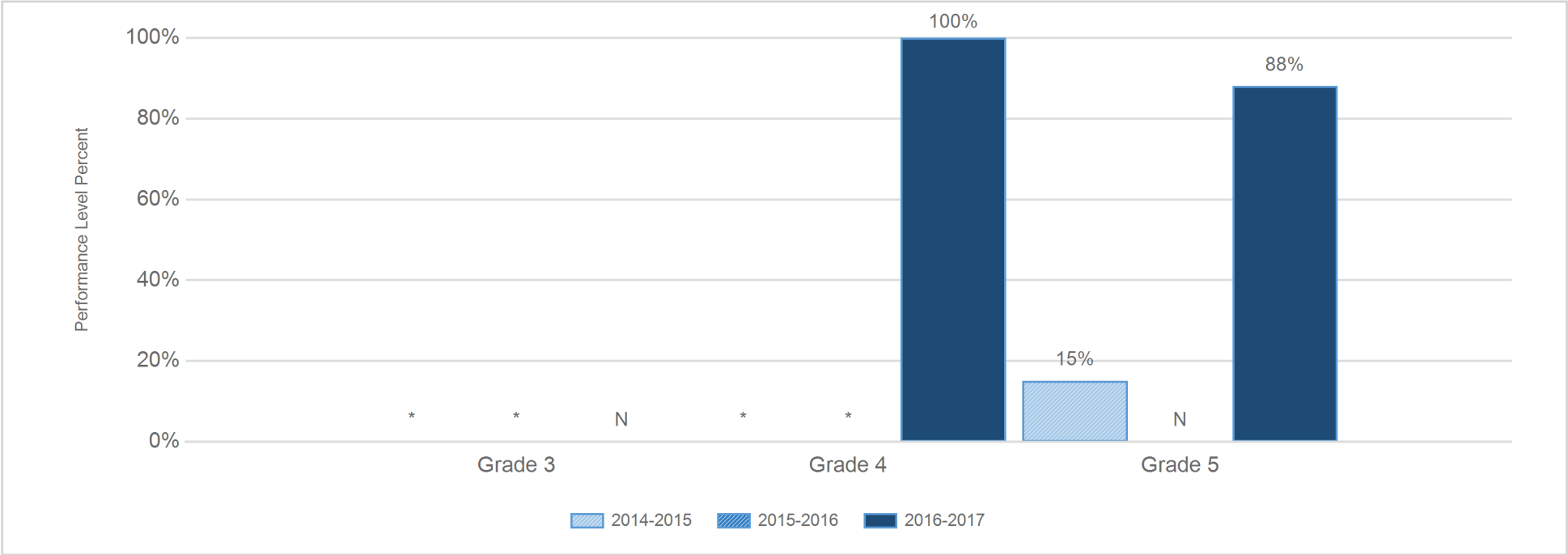
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	25	786	735	756	0%	0%	*	52%	*	88%	59%
White	*	*	*	763	*	*	*	*	*	*	69%
Hispanic	22	785	734	743	0%	0%	*	50%	*	86%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	14	787	741	761	0%	0%	*	*	*	100%	66%
Male	11	784	729	750	0%	0%	*	*	*	73%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	25	786	735	757	0%	0%	*	52%	*	88%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

English Language Arts/Literacy Assessment - Performance Trends

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





Lincoln Elementary School
2016-2017

Grade Span PK-05

23-3530-080
MIDDLESEX
NEW BRUNSWICK CITY
66 BARTLETT STREET
NEW BRUNSWICK, NJ 08901-1152

Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	42	100.0	76.20	19.10	43.50	76.2	12.3	Met Target
White	*	*	*	*	52.40	*	**	**
Hispanic	37	100.0	75.70	19.30	27.60	75.7	12.6	Met Target
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	25.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	24	100.0	75.00	*	44.10	75		
Male	18	100.0	77.80	*	42.90	77.8		
Economically Disadvantaged Students	*	*	*	*	25.10	*	12.8	Met Target
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	*	*	*	*	16.50	*	**	**
Students without Disabilities	*	*	*	*	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	*	18.20	N		

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

† Target was met within a confidence interval.



Lincoln Elementary School
2016-2017

Grade Span PK-05

23-3530-080
MIDDLESEX
NEW BRUNSWICK CITY
66 BARTLETT STREET
NEW BRUNSWICK, NJ 08901-1152

Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	N	751	N	N	N	N	N	N	53%
White	N	N	N	759	N	N	N	N	N	N	63%
Hispanic	N	N	N	738	N	N	N	N	N	N	37%
Black or African American	N	N	N	733	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	N	N	N	751	N	N	N	N	N	N	52%
Male	N	N	N	751	N	N	N	N	N	N	53%
Economically Disadvantaged Students	N	N	N	736	N	N	N	N	N	N	34%
Non-Economically Disadvantaged Students	N	N	N	761	N	N	N	N	N	N	65%
Students with Disabilities	N	N	N	729	N	N	N	N	N	N	29%
Students without Disabilities	N	N	N	755	N	N	N	N	N	N	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	N	N	N	753	N	N	N	N	N	N	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



Lincoln Elementary School
2016-2017
Grade Span PK-05

23-3530-080
MIDDLESEX
NEW BRUNSWICK CITY
66 BARTLETT STREET
NEW BRUNSWICK, NJ 08901-1152

Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	16	772	731	747	0%	*	*	63%	*	75%	47%
White	N	N	N	755	N	N	N	N	N	N	59%
Hispanic	15	772	732	734	0%	*	*	*	*	73%	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	*	*	*	747	*	*	*	*	*	*	47%
Male	*	*	*	747	*	*	*	*	*	*	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	N	N	N	724	N	N	N	N	N	N	22%
Students without Disabilities	16	772	736	751	0%	*	*	63%	*	75%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	16	772	733	749	0%	*	*	63%	*	75%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



Lincoln Elementary School
2016-2017
Grade Span PK-05

23-3530-080
MIDDLESEX
NEW BRUNSWICK CITY
66 BARTLETT STREET
NEW BRUNSWICK, NJ 08901-1152

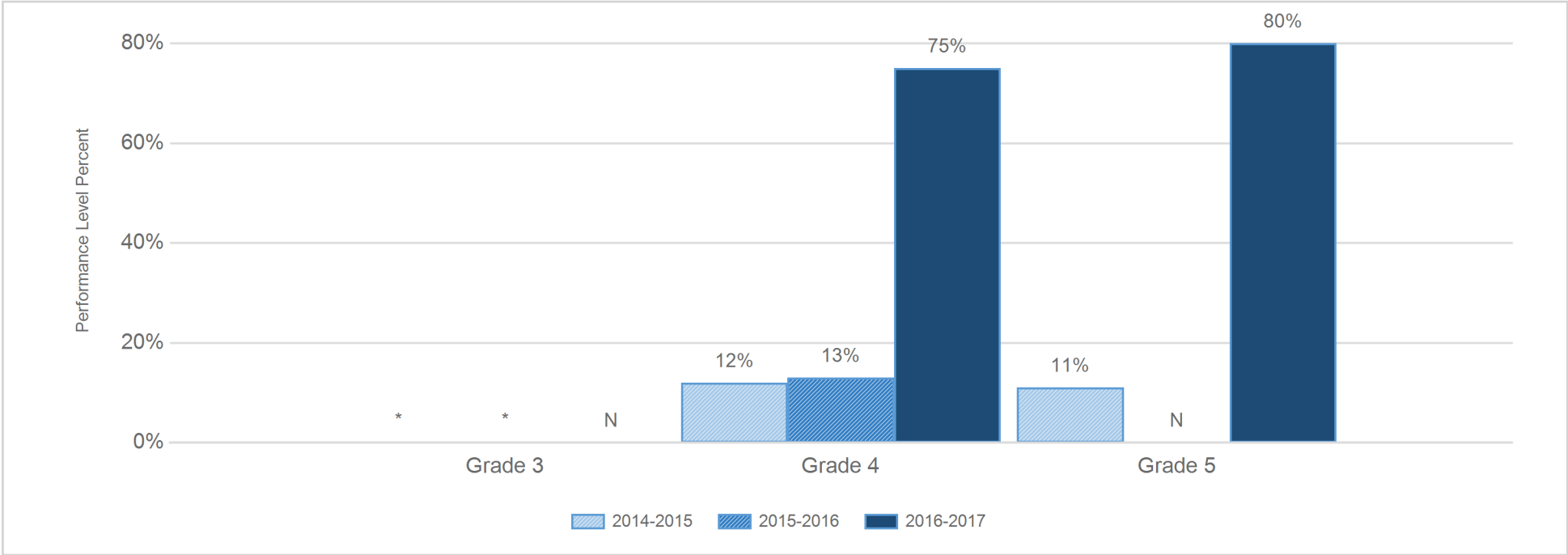
Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	25	772	735	747	0%	0%	*	60%	*	80%	46%
White	*	*	*	754	*	*	*	*	*	*	57%
Hispanic	22	772	*	735	0%	0%	*	55%	*	77%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	14	766	737	747	0%	0%	*	*	*	79%	47%
Male	11	780	734	746	0%	0%	*	*	*	82%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	25	772	735	748	0%	0%	*	60%	*	80%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

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





Lincoln Elementary School
2016-2017
Grade Span PK-05

23-3530-080
MIDDLESEX
NEW BRUNSWICK CITY
66 BARTLETT STREET
NEW BRUNSWICK, NJ 08901-1152

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	23	*	*
2	18	*	*
3	55	*	*
4	20	*	*
5+	21	*	*



Lincoln Elementary School
2016-2017

Grade Span PK-05

23-3530-080
MIDDLESEX
NEW BRUNSWICK CITY
66 BARTLETT STREET
NEW BRUNSWICK, NJ 08901-1152

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

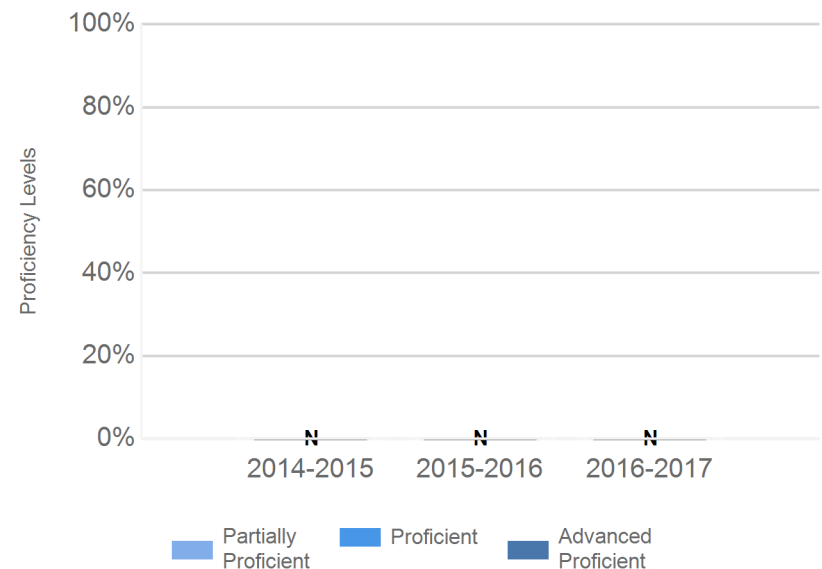
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	N	N	N
White	N	N	N
Hispanic	N	N	N
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	N	N	N
Students with Disabilities	N	N	N
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

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





Lincoln Elementary School
2016-2017
Grade Span PK-05

23-3530-080
MIDDLESEX
NEW BRUNSWICK CITY
66 BARTLETT STREET
NEW BRUNSWICK, NJ 08901-1152

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

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

Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

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

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	63	47	50	Exceeds Target	41	47	50	Met Target
White	*	35	50	**	*	40.5	52	**
Hispanic	63	47	49	Exceeds Target	48	47	47	Met Target
Black or African American	*	45.5	45	**	*	45	43	**
Asian, Native Hawaiian, or Pacific Islander	*	54	60	**	*	31.5	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	66.5	47	47	Exceeds Target	44	47	46	Met Target
Students with Disabilities	*	*	41	**	*	*	43	**
English Learners	*	*	53	**	*	*	51	**

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



Lincoln Elementary School
2016-2017

Grade Span PK-05

23-3530-080
MIDDLESEX
NEW BRUNSWICK CITY
66 BARTLETT STREET
NEW BRUNSWICK, NJ 08901-1152

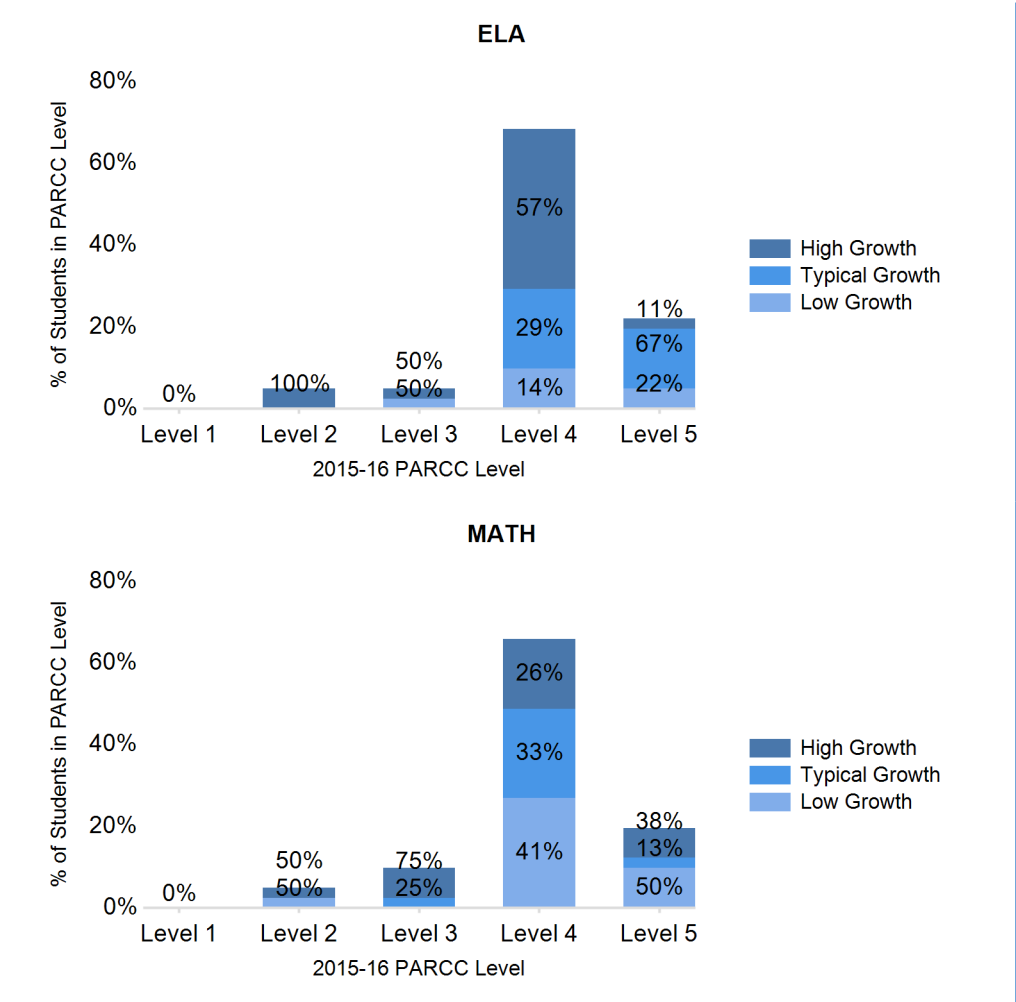
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

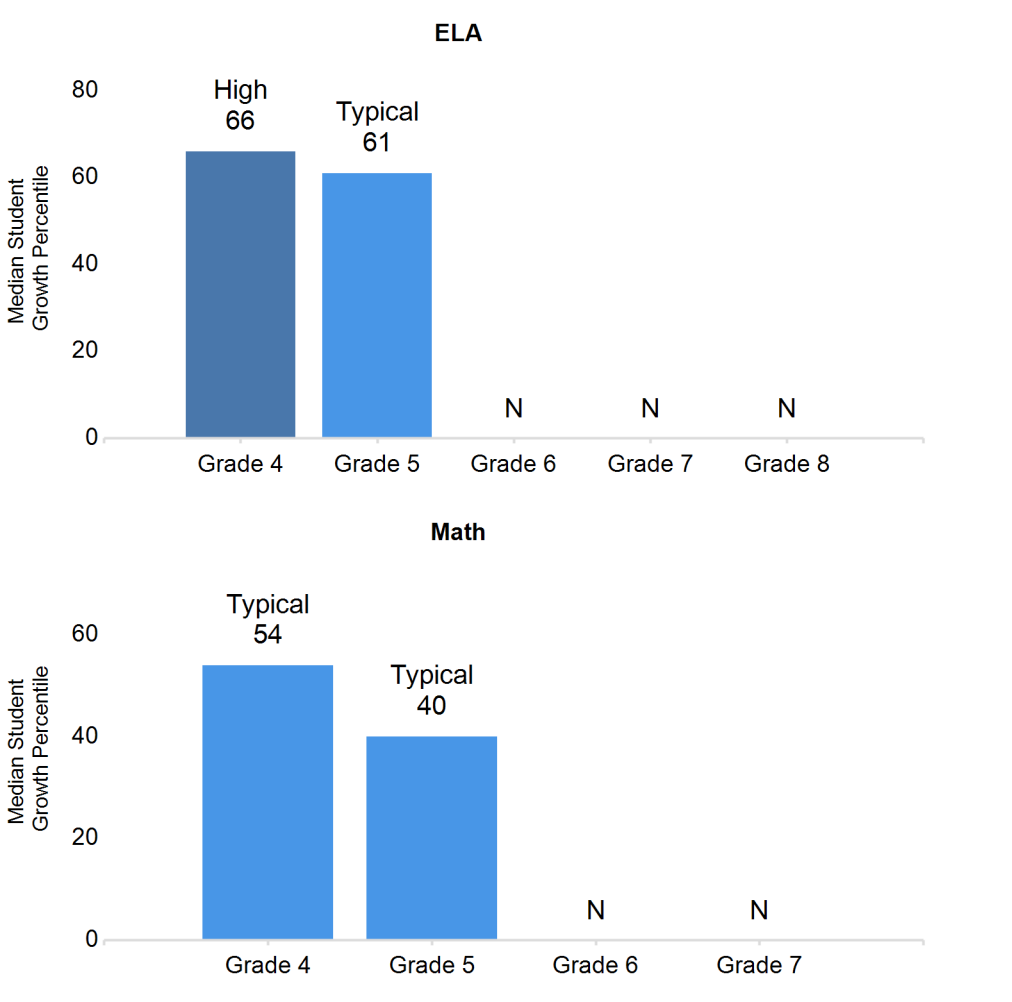
Student Growth by Performance Level

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



Student Growth by Grade

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





Lincoln Elementary School
2016-2017

Grade Span PK-05

23-3530-080
MIDDLESEX
NEW BRUNSWICK CITY
66 BARTLETT STREET
NEW BRUNSWICK, NJ 08901-1152

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

Chronic Absenteeism

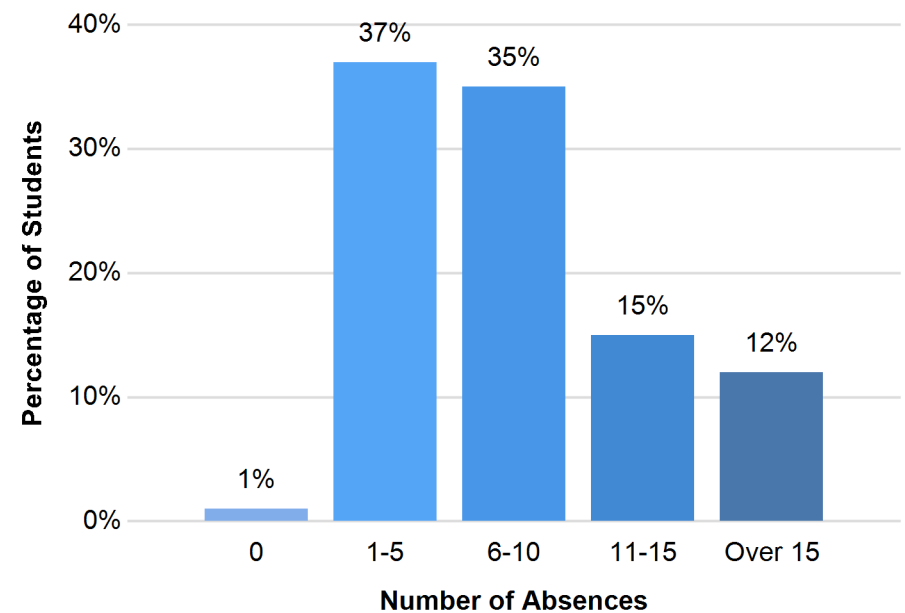
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.80	8.40	Not Met
White	N	**	**
Hispanic	8.10	8.40	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	8.70	8.40	Not Met
Students with Disabilities	7.20	8.40	Met Target
English Learners	10.90	8.40	Not Met

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

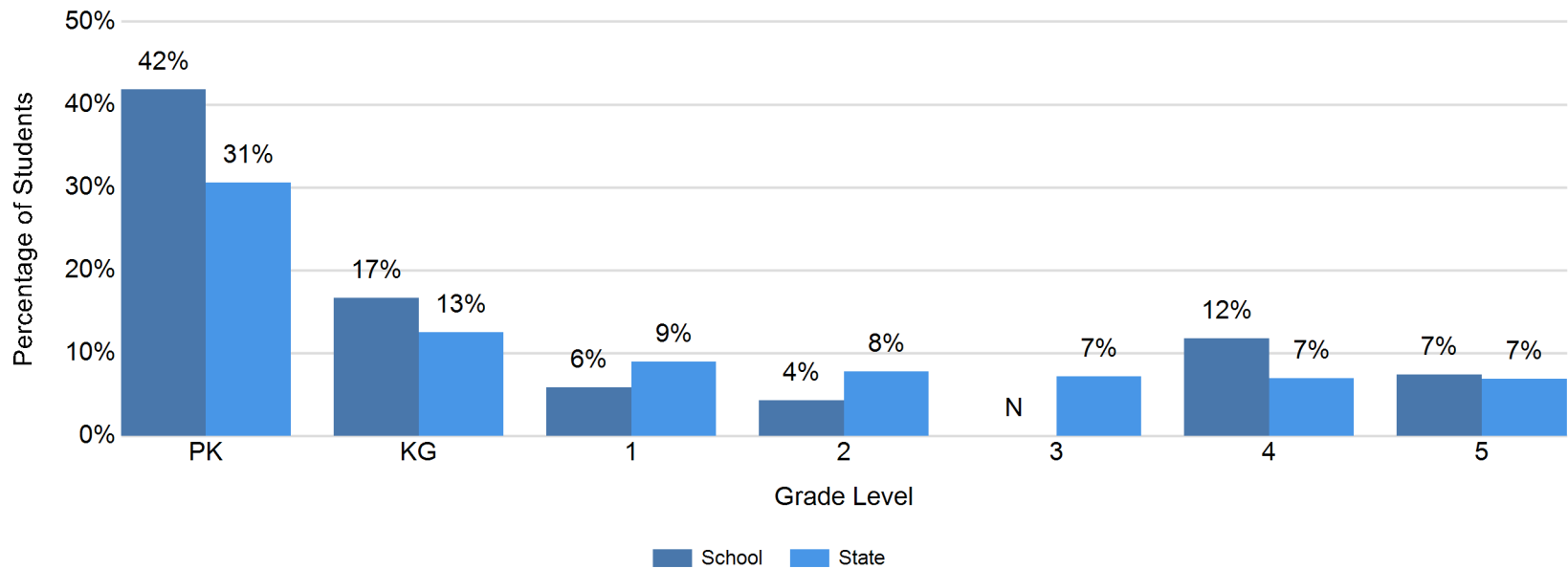
Days Absent

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



Chronic Absenteeism by Grade

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





Lincoln Elementary School
2016-2017

Grade Span PK-05

23-3530-080
MIDDLESEX
NEW BRUNSWICK CITY
66 BARTLETT STREET
NEW BRUNSWICK, NJ 08901-1152

School Day

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

Category	School
Typical Start Time	8:40AM
Typical End Time	3:15PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 45 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



Lincoln Elementary School
2016-2017
Grade Span PK-05

23-3530-080
MIDDLESEX
NEW BRUNSWICK CITY
66 BARTLETT STREET
NEW BRUNSWICK, NJ 08901-1152

Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.7:1	98.0 kbps	100 kbps	No	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$910	\$15,602	\$16,512



Lincoln Elementary School
2016-2017
Grade Span PK-05

23-3530-080
MIDDLESEX
NEW BRUNSWICK CITY
66 BARTLETT STREET
NEW BRUNSWICK, NJ 08901-1152

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	46	120,724
Average years experience in public schools	7.6	11.8
Average years experience in district	5.9	10.5
Teachers in district for 4 or more years	54%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	56	9,506
Average years experience in public schools	13.8	15.9
Average years experience in district	8.2	11.6
Administrators in district for 4 or more years	70%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	13:1
Administrators	247:1	182:1
Librarian/Media Specialists		1134:1
Nurses		486:1
Counselors		537:1
Child Study Team		227:1



Lincoln Elementary School
2016-2017
Grade Span PK-05

23-3530-080
MIDDLESEX
NEW BRUNSWICK CITY
66 BARTLETT STREET
NEW BRUNSWICK, NJ 08901-1152

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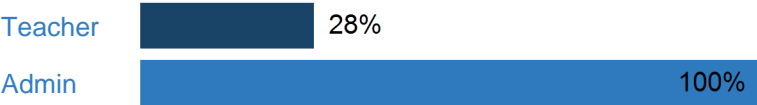
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

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

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



Lincoln Elementary School
2016-2017
Grade Span PK-05

23-3530-080
MIDDLESEX
NEW BRUNSWICK CITY
66 BARTLETT STREET
NEW BRUNSWICK, NJ 08901-1152

Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	100.0	17.5%
Mathematics Proficiency	99.5	17.5%
English Language Arts Growth	91.9	25.0%
Mathematics Growth	30.2	25.0%
Chronic Absenteeism	40.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		71.5
Summative Rating: Percentile rank of Summative Score		81.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



Lincoln Elementary School
2016-2017

Grade Span PK-05

23-3530-080
MIDDLESEX
NEW BRUNSWICK CITY
66 BARTLETT STREET
NEW BRUNSWICK, NJ 08901-1152

Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	71.5	11.9	No	Met Goal	Met Target	Not Met	Exceeds Target	Met Target	No
White	**	**	No	**	**	**	**	**	No
Hispanic	78.3	11.9	No	Met Goal	Met Target	Met Target	Exceeds Target	Met Target	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	79.2	11.9	No	Met Goal	Met Target	Not Met	Exceeds Target	Met Target	No
Students with Disabilities	**	**	No	**	**	Met Target	**	**	No
English Learners	**	**	No	**	**	Not Met	**	**	No

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

† Target was met within a confidence interval.



Lincoln Elementary School
2016-2017
Grade Span PK-05

23-3530-080
MIDDLESEX
NEW BRUNSWICK CITY
66 BARTLETT STREET
NEW BRUNSWICK, NJ 08901-1152

School General Info

Principal:	Ms. Kocis	Email Address:	joann_kocis@nbpsnj.net
Address:	66 BARTLETT STREET NEW BRUNSWICK, NJ 08901-1152	Website:	http://hs.nbpschools.net
Phone:	(732)745-5300	Facebook:	https://www.facebook.com/NewBrunswickPublicSchools
		Twitter:	https://twitter.com/nbpschools

School Narrative

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

Highlights:	<ul style="list-style-type: none"> • Students from The Academy of the Gifted and Talented are educated at Lincoln School. • Teachers in all grades focus their teaching with an individualized approach through Personalized Learning Goals.
Mission, Vision, Theme:	<p>At Lincoln School, we believe that a successful educational experience is a collaborative effort in which many entities play an important role. Creating strong alliances among peers, parents, teachers and the New Brunswick community can facilitate the goals of our mission, which is to provide students with a positive and challenging learning environment which empowers them to become responsible and productive citizens of the world.</p>





Lincoln Elementary School
2016-2017
Grade Span PK-05

23-3530-080
MIDDLESEX
NEW BRUNSWICK CITY
66 BARTLETT STREET
NEW BRUNSWICK, NJ 08901-1152

School Narrative

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 Courses, Curriculum, Instruction:	To meet our students individual needs, Lincoln Elementary School offers Basic Skills Instruction, Speech, Child Study Team Services, Resource Center Services, In-class Support, OT/PT, Guidance and the district Gifted and Talented Program. A before-school tutoring program was a school focus for our at-risk students.
 Before and After School Programs:	Lincoln School has partnerships with George Street playhouse and the State Theater as well as Robert Wood Johnson Hospital to provide educational experiences for our students.







Lincoln Elementary School
2016-2017
Grade Span PK-05

23-3530-080
MIDDLESEX
NEW BRUNSWICK CITY
66 BARTLETT STREET
NEW BRUNSWICK, NJ 08901-1152



School Narrative

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

 Staff and Professional Learning:	<p>Teachers were part of Professional Learning Communities in which they took part in Sheltered Instruction Training; Differentiated Instruction PD; Reader's & Writer's Workshop Training; Dyslexia Training; Higher Level Tasks training, Google Classroom Article/Video Discussions, Writing Clear Objectives, SEL Report Cards, PARCC, Math Practice Standards, Next Generation Science Standards Training.</p>
 Student Supports and Services:	<p>To meet our students individual needs, Lincoln Elementary School offers Basic Skills Instruction, Speech, Child Study Team Services, Resource Center Services, In-class Support, OT/PT, Guidance and the district Gifted and Talented Program. A before-school tutoring program was a school focus for our at-risk students. All students participate in our district's Breakfast-in-the-Classroom program and receive free lunch.</p>
 Student Health and Wellness:	<p>All students participate in our district's Breakfast-in-the-Classroom program and receive free lunch.</p>
 Parent and Community Involvement:	<p>Parents had opportunities to take part in Family Literacy Nights and Family Math Nights. Gifted and Talented students presented a Showcase to share their work and talents. The entire school participated in the annual Academic Fair, which included a performance by our students that participated in the choir and band programs.</p>

School Narrative

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

 <div>Climate Surveys:</div>	<div>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</div> <div>Yes, parents, students and staff are surveyed. The information obtained in these surveys are used to shape professional development for staff, build programs for the students, and to improve areas of need as stated through such. Lincoln School culture and Climate surveys have included very positive feedback from all constituents.</div>
 <div>Facilities:</div>	<div>Lincoln Elementary School was built in 1910. The school, located in the heart of the Rutgers University Campus, is comprised of almost 500 students who are in grades pre-kindergarten through grade five. Over sixty staff members, ranging from custodians, secretaries and practitioners (general education, academic support instructors and special education) work at our school on a daily basis.</div>




Lincoln Elementary School
2016-2017
Grade Span PK-05

23-3530-080
MIDDLESEX
NEW BRUNSWICK CITY
66 BARTLETT STREET
NEW BRUNSWICK, NJ 08901-1152

School Narrative

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

<div>Other Information:</div>	<p>As part of a major technology initiative, our school infrastructure has been equipped with wireless Internet access in all classrooms. The Gifted and Talented students used Apple Computers, Chromebooks, a 3D printer, and creative technology apps as part of their investigative learning program. Laptop computers on mobile carts are available for staff and students in grades kindergarten to grade 2 to use to access the Internet and enhance the curriculum. Students have access to the IXL, Brain Pop, RazKids and SmartyAnts websites. These sites enable our staff to assess student progress on requisite skills. They also give our students an opportunity to further develop and practice the skills they need to succeed. In addition, many of our classrooms are equipped with Smartboard technology. We encourage instructional activities that are infused with technology.</p>
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Livingston Elementary School
2016-2017
Grade Span KG-05

23-3530-090
MIDDLESEX
NEW BRUNSWICK CITY
206 DELAVAN STREET
NEW BRUNSWICK, NJ 08901-3035

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

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

Navigating through the reports:

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

Other Resources:

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

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



Livingston Elementary School
2016-2017
Grade Span KG-05

23-3530-090
MIDDLESEX
NEW BRUNSWICK CITY
206 DELAVAN STREET
NEW BRUNSWICK, NJ 08901-3035

Footnotes

1. An "" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

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



Livingston Elementary School
2016-2017
Grade Span KG-05

23-3530-090
MIDDLESEX
NEW BRUNSWICK CITY
206 DELAVAN STREET
NEW BRUNSWICK, NJ 08901-3035

Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	113	97	98
1	130	104	99
2	113	78	85
3	76	54	50
4	86	74	74
5	54	54	54
Ungraded	9	7	9
Total	581	468	469

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	49%	48%
Male	52%	51%	53%
Economically Disadvantaged Students	89%	63%	94%
Students with Disabilities	10%	9%	10%
English Learners	22%	18%	20%
Homeless Students			2%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	91.7%
Black or African American	7.5%
Asian	0.9%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
White	0.0%
Two or More Races	0.0%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	110	97	98

Enrollment by Home Language

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

Home Language	% of Students
Spanish	76.8%
English	22.4%
Other	0.8%



Livingston Elementary School
2016-2017
Grade Span KG-05

23-3530-090
MIDDLESEX
NEW BRUNSWICK CITY
206 DELAVAN STREET
NEW BRUNSWICK, NJ 08901-3035

English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	186	100.0	25.30	26.00	54.90	25.3	31.1	Not Met
White	*	*	*	42.10	63.90	N	**	**
Hispanic	169	100.0	21.90	25.20	39.80	21.9	31	Not Met
Black or African American	14	100.0	57.10	*	35.20	57.1	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	25.00	53.70	N	**	**
Two or More Races	*	*	*	40.00	54.90	N	**	**
Female	90	100.0	24.40	31.20	62.20	24.4		
Male	96	100.0	26.00	21.00	48.10	26		
Economically Disadvantaged Students	*	*	*	*	36.20	*	30.3	Not Met
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	25	100.0	20.00	*	20.50	20	14.5	Met Target
Students without Disabilities	161	100.0	26.10	*	61.90	26.1		
English Learners	52	100.0	11.50	11.90	25.20	11.5	20.1	Not Met
Non-English Learners	134	100.0	30.60	31.00	57.40	30.6		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	*	23.00	N		

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

† Target was met within a confidence interval.



Livingston Elementary School
2016-2017

Grade Span KG-05

23-3530-090
MIDDLESEX
NEW BRUNSWICK CITY
206 DELAVAN STREET
NEW BRUNSWICK, NJ 08901-3035

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	54	733	721	749	22%	*	44%	*	*	20%	50%
White	N	N	N	759	N	N	N	N	N	N	61%
Hispanic	51	731	721	734	24%	*	47%	*	*	18%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	27	728	722	754	*	*	52%	*	*	11%	55%
Male	27	738	721	745	*	*	37%	*	*	30%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	10	706	701	709	*	*	*	*	*	*	11%
Non-English Learners	44	739	728	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



Livingston Elementary School
2016-2017

Grade Span KG-05

23-3530-090
MIDDLESEX
NEW BRUNSWICK CITY
206 DELAVAN STREET
NEW BRUNSWICK, NJ 08901-3035

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	733	730	753	*	38%	42%	16%	*	19%	56%
White	N	N	N	762	N	N	N	N	N	N	67%
Hispanic	69	732	730	740	*	38%	44%	16%	*	17%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	37	733	*	758	*	38%	43%	*	*	19%	61%
Male	37	733	*	749	*	38%	41%	*	*	19%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



Livingston Elementary School
2016-2017

Grade Span KG-05

23-3530-090
MIDDLESEX
NEW BRUNSWICK CITY
206 DELAVAN STREET
NEW BRUNSWICK, NJ 08901-3035

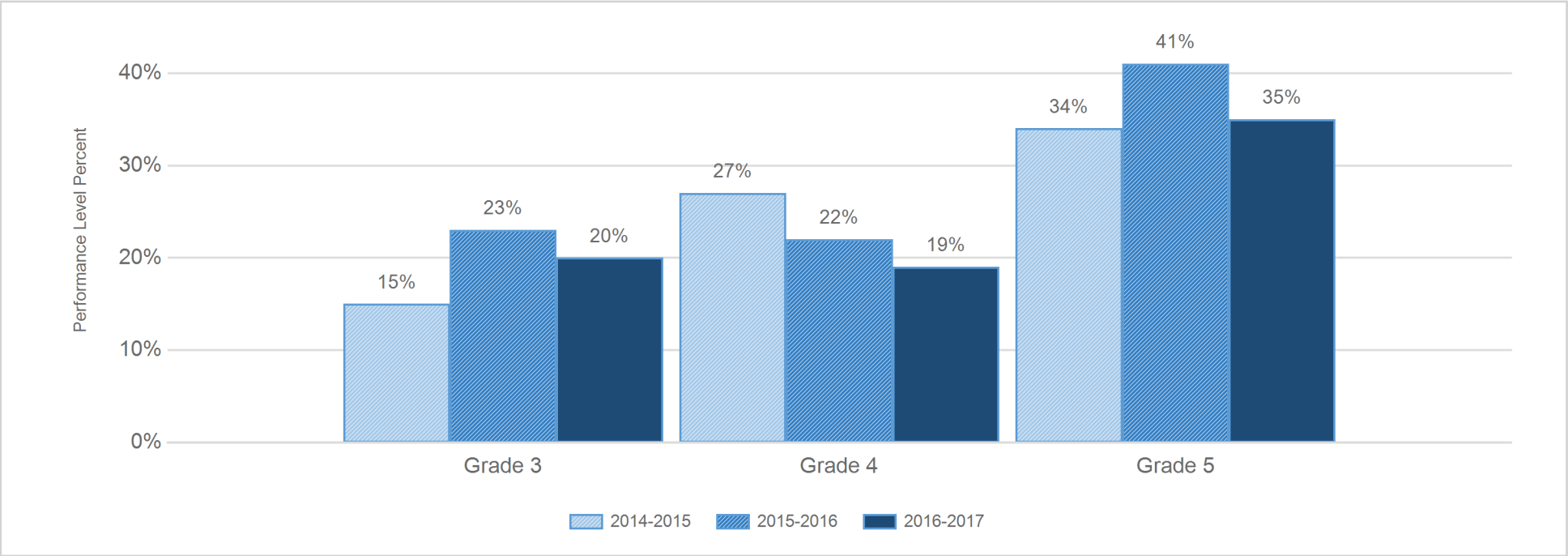
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	54	743	735	756	*	22%	37%	35%	*	35%	59%
White	N	N	N	763	N	N	N	N	N	N	69%
Hispanic	49	741	734	743	*	25%	37%	33%	*	33%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	26	746	741	761	*	*	39%	*	0%	42%	66%
Male	28	740	729	750	*	*	36%	*	0%	29%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

English Language Arts/Literacy Assessment - Performance Trends

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





Livingston Elementary School
2016-2017

Grade Span KG-05

23-3530-090
MIDDLESEX
NEW BRUNSWICK CITY
206 DELAVAN STREET
NEW BRUNSWICK, NJ 08901-3035

Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	186	100.0	27.40	19.10	43.50	27.4	32.6	Met Target†
White	*	*	*	33.40	52.40	N	**	**
Hispanic	169	100.0	24.90	19.30	27.60	24.9	33.2	Not Met
Black or African American	14	100.0	50.00	16.80	21.70	50	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	25.00	42.50	N	**	**
Two or More Races	*	*	*	10.00	44.90	N	**	**
Female	90	100.0	22.20	*	44.10	22.2		
Male	96	100.0	32.30	*	42.90	32.3		
Economically Disadvantaged Students	*	*	*	*	25.10	*	36.2	Not Met
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	25	100.0	12.00	*	16.50	12	21.6	Met Target†
Students without Disabilities	161	100.0	29.80	*	48.80	29.8		
English Learners	52	100.0	13.40	12.90	23.30	13.4	14.1	Met Target†
Non-English Learners	134	100.0	32.80	21.50	45.20	32.8		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	*	18.20	N		

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

† Target was met within a confidence interval.



Livingston Elementary School
2016-2017

Grade Span KG-05

23-3530-090
MIDDLESEX
NEW BRUNSWICK CITY
206 DELAVAN STREET
NEW BRUNSWICK, NJ 08901-3035

Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	54	742	733	751	*	*	33%	32%	*	41%	53%
White	N	N	N	759	N	N	N	N	N	N	63%
Hispanic	51	740	733	738	*	*	35%	29%	*	37%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	27	735	730	751	*	*	*	*	*	33%	52%
Male	27	749	736	751	*	*	*	*	*	48%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	10	721	720	724	*	*	*	*	*	20%	21%
Non-English Learners	44	747	737	753	*	*	*	*	*	46%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



Livingston Elementary School
2016-2017

Grade Span KG-05

23-3530-090
MIDDLESEX
NEW BRUNSWICK CITY
206 DELAVAN STREET
NEW BRUNSWICK, NJ 08901-3035

Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	735	731	747	*	28%	53%	16%	*	18%	47%
White	N	N	N	755	N	N	N	N	N	N	59%
Hispanic	69	735	732	734	*	28%	55%	16%	*	17%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	37	728	*	747	*	*	*	*	*	*	47%
Male	37	741	*	747	*	*	*	*	*	*	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



Livingston Elementary School
2016-2017
Grade Span KG-05

23-3530-090
MIDDLESEX
NEW BRUNSWICK CITY
206 DELAVAN STREET
NEW BRUNSWICK, NJ 08901-3035

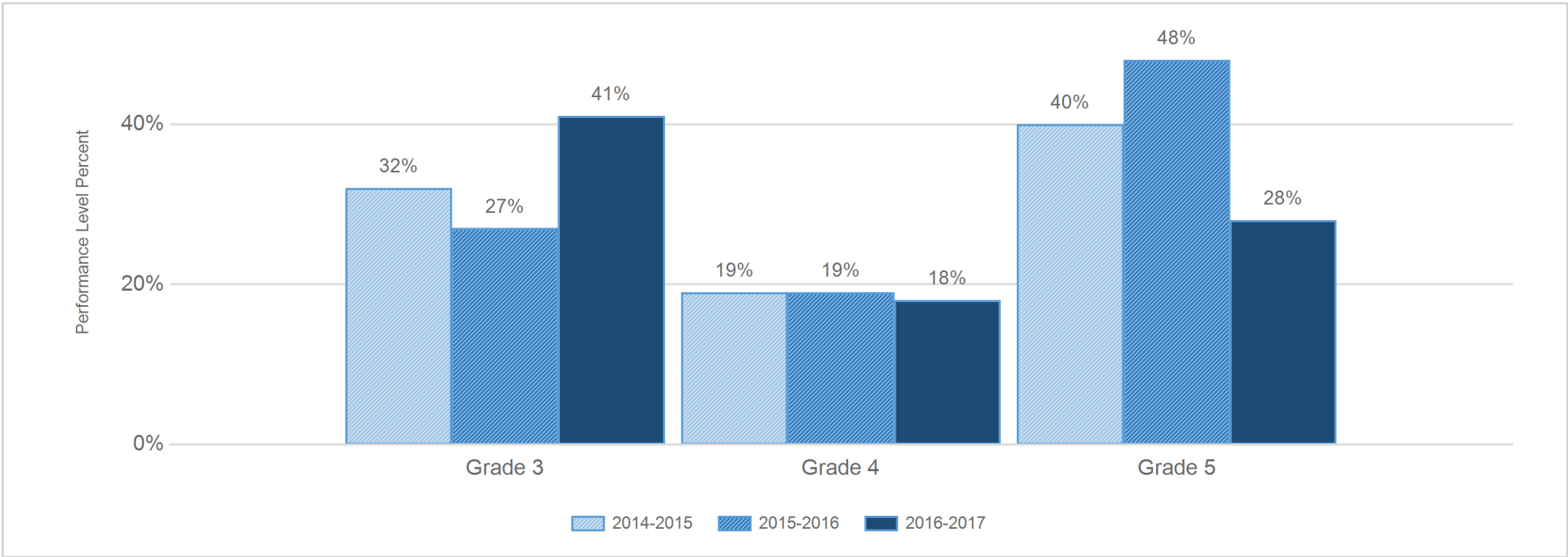
Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	54	743	735	747	0%	*	63%	26%	*	28%	46%
White	N	N	N	754	N	N	N	N	N	N	57%
Hispanic	49	742	*	735	*	*	65%	25%	*	25%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	26	742	737	747	0%	*	65%	*	*	27%	47%
Male	28	744	734	746	0%	*	61%	*	*	29%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

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





Livingston Elementary School
2016-2017
Grade Span KG-05

23-3530-090
MIDDLESEX
NEW BRUNSWICK CITY
206 DELAVAN STREET
NEW BRUNSWICK, NJ 08901-3035

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	12	*	*
2	23	*	*
3	25	*	*
4	15	*	*
5+	19	*	*



Livingston Elementary School
2016-2017
Grade Span KG-05

23-3530-090
MIDDLESEX
NEW BRUNSWICK CITY
206 DELAVAN STREET
NEW BRUNSWICK, NJ 08901-3035

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

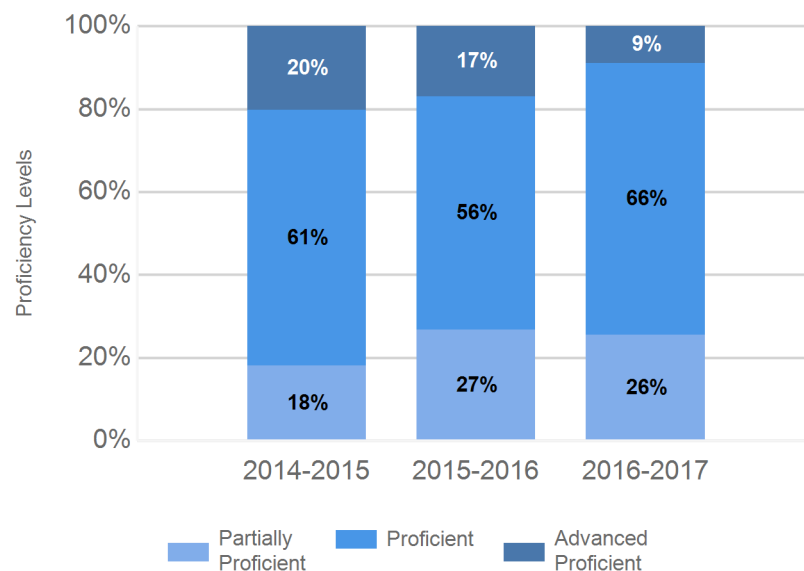
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	9%	66%	26%
White	N	N	N
Hispanic	*	*	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	8%	64%	28%
Students with Disabilities	8%	62%	31%
English Learners	18%	55%	27%

NJASK Science Assessment Performance Trends: Grade 4

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





Livingston Elementary School
2016-2017

Grade Span KG-05

23-3530-090
MIDDLESEX
NEW BRUNSWICK CITY
206 DELAVAN STREET
NEW BRUNSWICK, NJ 08901-3035

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

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

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

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	51	47	50	Met Target	65	47	50	Exceeds Target
White	N	N	N	N	N	N	N	N
Hispanic	50	47	49	Met Target	65	47	47	Exceeds Target
Black or African American	*	45.5	45	**	*	45	43	**
Asian, Native Hawaiian, or Pacific Islander	*	54	60	**	*	31.5	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	51.5	47	47	Met Target	65	47	46	Exceeds Target
Students with Disabilities	56	*	41	**	80.5	*	43	**
English Learners	35	*	53	Not Met	65	*	51	Exceeds Target

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



Livingston Elementary School
2016-2017

23-3530-090
MIDDLESEX
NEW BRUNSWICK CITY
206 DELAVAN STREET
NEW BRUNSWICK, NJ 08901-3035

Grade Span KG-05

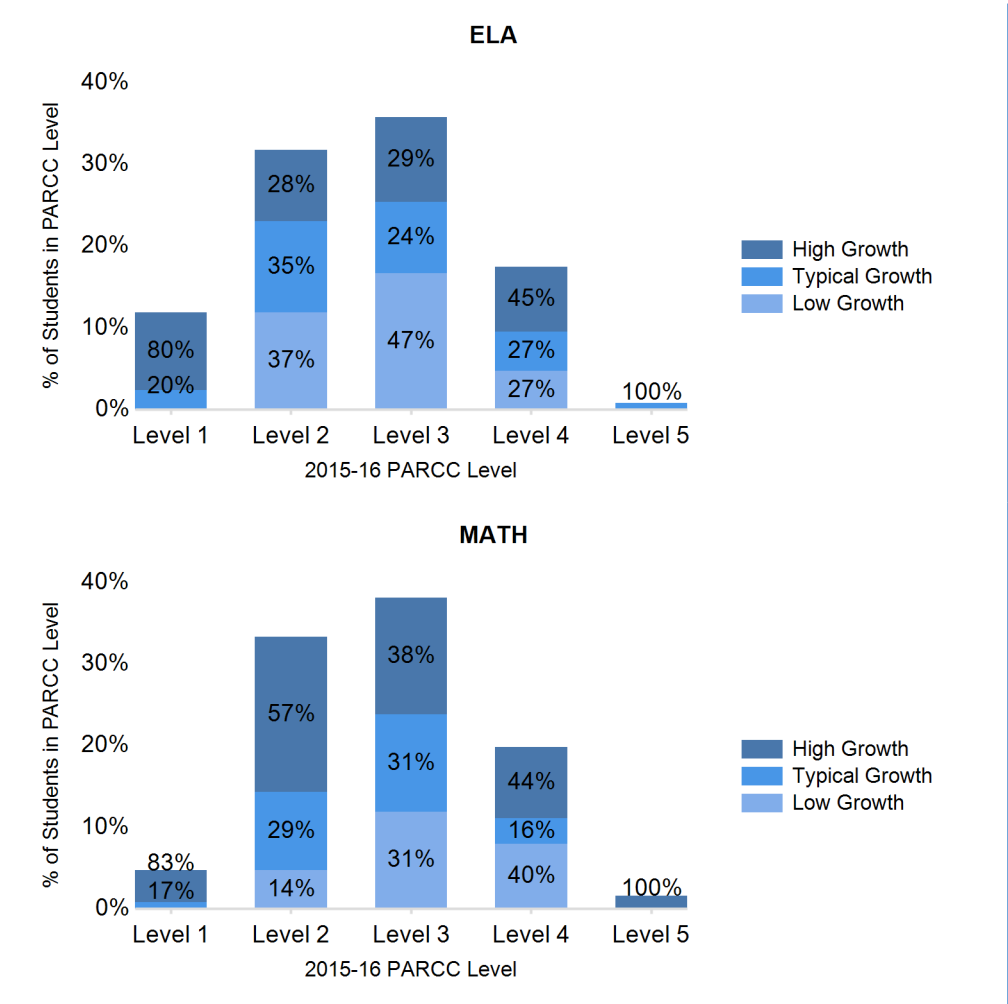
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

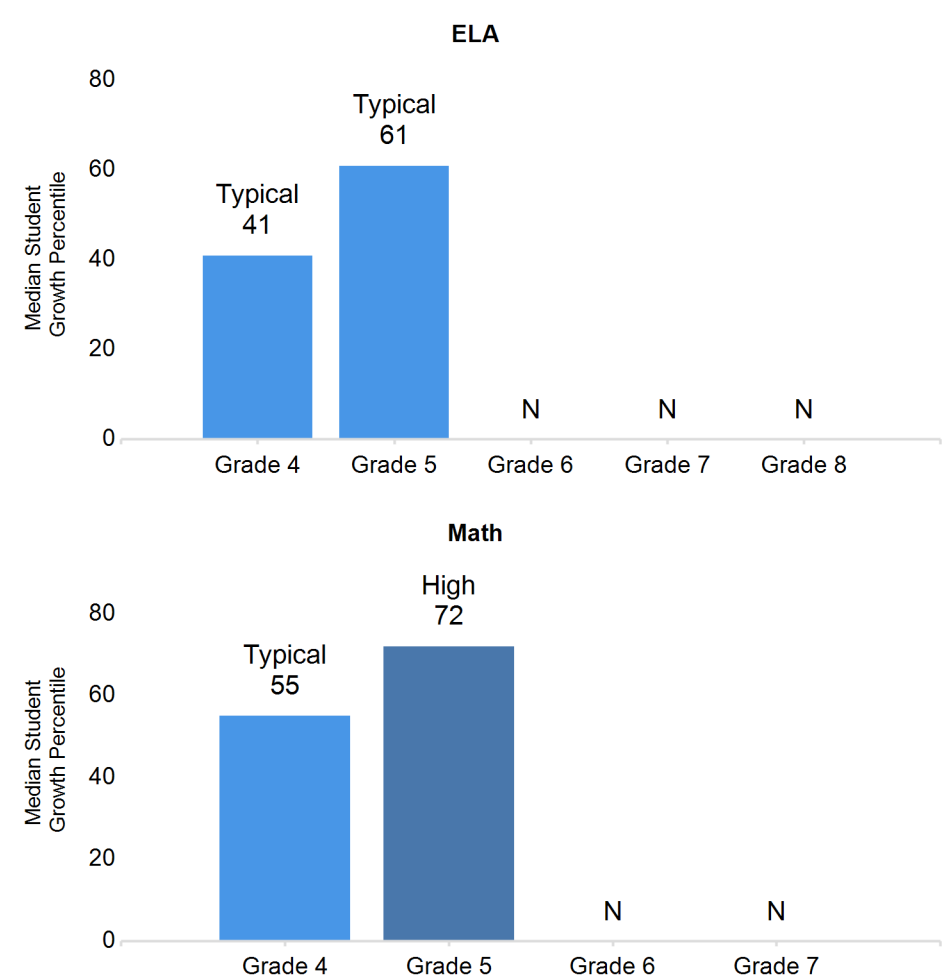
Student Growth by Performance Level

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



Student Growth by Grade

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





Livingston Elementary School
2016-2017

Grade Span KG-05

23-3530-090
MIDDLESEX
NEW BRUNSWICK CITY
206 DELAVAN STREET
NEW BRUNSWICK, NJ 08901-3035

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

Chronic Absenteeism

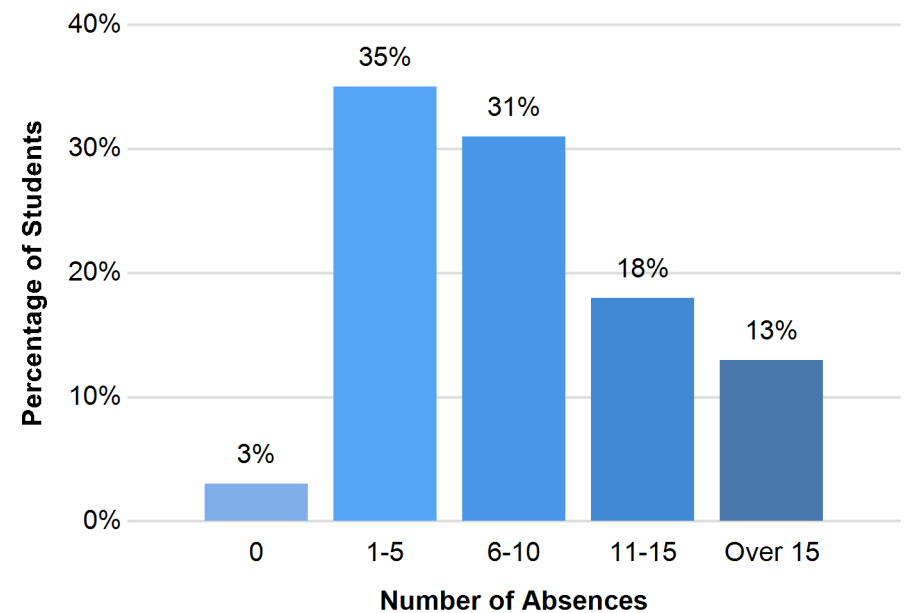
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	9.00	8.40	Not Met
White	N	**	**
Hispanic	8.20	8.40	Met Target
Black or African American	19.40	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	9.20	8.40	Not Met
Students with Disabilities	20.70	8.40	Not Met
English Learners	11.70	8.40	Not Met

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

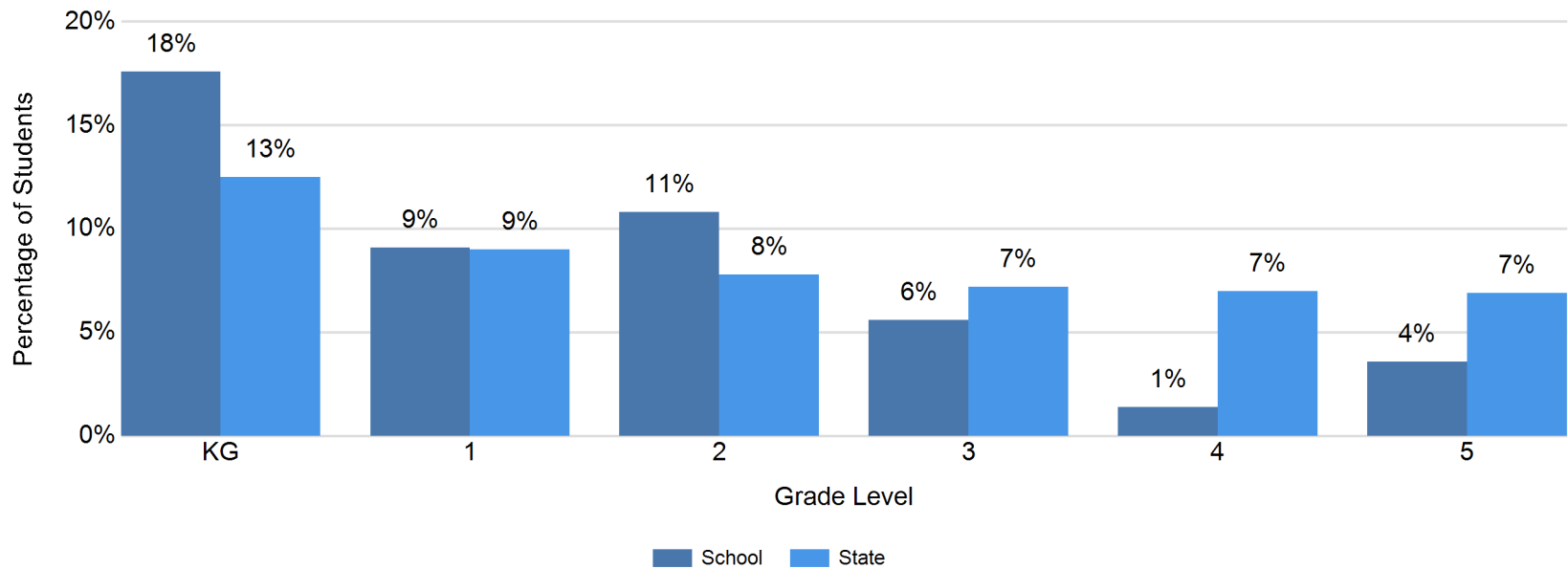
Days Absent

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



Chronic Absenteeism by Grade

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





Livingston Elementary School
2016-2017
Grade Span KG-05

23-3530-090
MIDDLESEX
NEW BRUNSWICK CITY
206 DELAVAN STREET
NEW BRUNSWICK, NJ 08901-3035

School Day

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

Category	School
Typical Start Time	8:40AM
Typical End Time	3:15PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 45 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	6
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	1.49

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	1.3%
Any Suspension	1.3%

Student Expulsions

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

Category	Number of Students
Expulsions	0



Livingston Elementary School
2016-2017
Grade Span KG-05

23-3530-090
MIDDLESEX
NEW BRUNSWICK CITY
206 DELAVAN STREET
NEW BRUNSWICK, NJ 08901-3035

Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.9:1	98.0 kbps	100 kbps	No	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$910	\$15,602	\$16,512



Livingston Elementary School
2016-2017
Grade Span KG-05

23-3530-090
MIDDLESEX
NEW BRUNSWICK CITY
206 DELAVAN STREET
NEW BRUNSWICK, NJ 08901-3035

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	39	120,724
Average years experience in public schools	11.6	11.8
Average years experience in district	8.7	10.5
Teachers in district for 4 or more years	74%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	56	9,506
Average years experience in public schools	13.8	15.9
Average years experience in district	8.2	11.6
Administrators in district for 4 or more years	70%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	13:1
Administrators	469:1	182:1
Librarian/Media Specialists		1134:1
Nurses		486:1
Counselors		537:1
Child Study Team		227:1



Livingston Elementary School
2016-2017
Grade Span KG-05

23-3530-090
MIDDLESEX
NEW BRUNSWICK CITY
206 DELAVAN STREET
NEW BRUNSWICK, NJ 08901-3035

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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

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

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



Livingston Elementary School
2016-2017
Grade Span KG-05

23-3530-090
MIDDLESEX
NEW BRUNSWICK CITY
206 DELAVAN STREET
NEW BRUNSWICK, NJ 08901-3035

Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	9.8	17.5%
Mathematics Proficiency	19.1	17.5%
English Language Arts Growth	43.9	25.0%
Mathematics Growth	91.0	25.0%
Chronic Absenteeism	26.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		42.8
Summative Rating: Percentile rank of Summative Score		38.5
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



Livingston Elementary School
2016-2017
Grade Span KG-05

23-3530-090
MIDDLESEX
NEW BRUNSWICK CITY
206 DELAVAN STREET
NEW BRUNSWICK, NJ 08901-3035

Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	42.8	11.9	No	Not Met	Met Target†	Not Met	Met Target	Exceeds Target	No
White	**	**	No	**	**	**	**	**	No
Hispanic	52.2	11.9	No	Not Met	Not Met	Met Target	Met Target	Exceeds Target	No
Black or African American	**	**	No	**	**	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	59.2	11.9	No	Not Met	Not Met	Not Met	Met Target	Exceeds Target	No
Students with Disabilities	**	**	No	Met Target	Met Target†	Not Met	**	**	No
English Learners	33.4	11.9	No	Not Met	Met Target†	Not Met	Not Met	Exceeds Target	No

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

† Target was met within a confidence interval.



Livingston Elementary School
2016-2017
Grade Span KG-05

23-3530-090
MIDDLESEX
NEW BRUNSWICK CITY
206 DELAVAN STREET
NEW BRUNSWICK, NJ 08901-3035

School General Info

Principal:	Mr. Negron	Email Address:	jose_negron@nbpsnj.net
Address:	206 DELAVAN STREET NEW BRUNSWICK, NJ 08901-3035	Website:	http://lv.nbpschools.net
Phone:	(732)745-5300	Facebook:	https://www.facebook.com/NewBrunswickPublicSchools
		Twitter:	https://twitter.com/LivingstonNBPS




School Narrative

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

Highlights:	<ul style="list-style-type: none"> • Technology is integrated, with grades 3-5 students utilizing 1:1 personal chromebooks and iPads in K-2 classrooms. • Curriculum includes the NJ Student Learning Standards, Next Gen Science Standards, and Tools of the Mind. • Our students receive high quality instruction through the use of complex texts and tasks, and high level questioning.
Mission, Vision, Theme:	<p>The New Brunswick Public Schools Vision Statement, "To Prepare, Empower and Inspire, Lifelong Learners and Leaders" is an important part of our school philosophy. At Livingston, our mission is to provide a nurturing environment where the entire community can collaborate to help students become engaged in their own learning, their environment, and the world.</p>
Awards, Recognition, Accomplishments:	<p>We take pride in the achievements of our students and work hard to ensure every student is provided a high quality education. Every marking period, students are honored for achieving high honor roll, honor roll, and perfect attendance. Recently, some of our students were recognized at a district board of education meeting for exceeding standards on the PARCC in both English and Language Arts, and NJASK Science.</p>

School Narrative

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

 <div> <div>Courses, Curriculum, Instruction:</div> </div>	<div>Our academic programs are taught utilizing a standards-based approach that involves ongoing assessment. The literacy program embraces a balanced approach to both reading and writing. Our math program utilizes a hands-on approach to learning. In both math and language arts our teachers utilize high level tasks and questioning strategies aimed at building students oral language, critical thinking, and problem solving skills while integrating technology and areas such as social studies and science.</div>
 <div> <div>Clubs and Activities:</div> </div>	<div>Our school wide enrichment model allows students to participate in a variety of arts, athletics, and academic programs outside of the classroom. These programs include chorus, band, strings, and creative dance classes for our second and third graders. Our third and fourth graders engage in theater production workshops which provide starting points for engaging in classroom discussion. Finally, our fourth graders partake in aquatics and water safety classes through a community program.</div>
 <div> <div>Before and After School Programs:</div> </div>	<div>Livingston Elementary School provides an early literacy extended school day program for our youngest learners in grades K-2 to build foundational skills for reading success. We also provide extended school day for our grades 3-5 students in core subject areas to support student achievement. Teachers participate and organize these programs and are dedicated to ensuring academic excellence for all students.</div>







Livingston Elementary School
2016-2017
Grade Span KG-05

23-3530-090
MIDDLESEX
NEW BRUNSWICK CITY
206 DELAVAN STREET
NEW BRUNSWICK, NJ 08901-3035



School Narrative

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

 Staff and Professional Learning:	<p>The faculty of Livingston Elementary School continue to strive for excellence by attending many district and state-sponsored professional learning sessions for best practices and instructional delivery. Grade-level meetings continue to be a constant where our teachers, literacy and math specialists, and the principals discuss ways to improve instruction and student achievement. The teams meet to make collaborative decisions for all students' increased levels of success.</p>
 Student Supports and Services:	<p>Livingston Elementary School provides intervention for students through the school's Response to Intervention (RTI) during the school day. We provide an Extended School Day Program to support our youngest learners with reading success and upper grade students in core subjects. We also partner with the community to provide tutoring services and after school programming. Our school also has a team of educators and specialists who help teachers provide supports and interventions for students.</p>
 Student Health and Wellness:	<p>Livingston School offers a counseling program which supports the district's social and emotional learning requirements and continues to utilize comprehensive anti-bullying through character education and conflict resolution strategies. Students engage in daily recess, as well as physical education and health classes on a weekly basis. Our Kindergarten students engage in play based activities as part of the Tools of the Mind curriculum.</p>
 Parent and Community Involvement:	<p>Collaboration and teamwork are the guiding principles in our school and enable us to reach our desired outcomes and achieve student academic progress. At Livingston Elementary School we value parental involvement and volunteerism. Our community of parents support our school sponsored events such as Halloween Monster Mash, Annual New Year's Celebration, Carnival, Literacy and Math Nights, Academic Fair, and Field Day.</p>

School Narrative

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

 <div>Climate Surveys:</div>	<div>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</div> <div>Livingston Elementary School provides a climate and culture survey to families, teachers, staff and students at various points during the year. This data is used to drive our school goals, student programming, and professional development. Our climate and culture data reveal that a majority of staff, students and parents feel safe at our school and in our classrooms. This data also shows that parents agree that school staff has a positive impact on their child's conduct and behavior.</div>
 <div>Facilities:</div>	<div>Livingston Elementary School is over 100 years old and has great architectural character and detail. Our school contains a multi-purpose room, art room, music room, media center, and classrooms. We also have air-conditioned trailers for our kindergarten classes.</div>




Livingston Elementary School
2016-2017
Grade Span KG-05

23-3530-090
MIDDLESEX
NEW BRUNSWICK CITY
206 DELAVAN STREET
NEW BRUNSWICK, NJ 08901-3035

School Narrative

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

<div>Other Information:</div>	<p>Collaboration and teamwork are the guiding principles in our school and enable us to reach our desired outcomes and achieve student academic progress. At our school, academic and social emotional learning, as well as the development of confidence, are facilitated by a highly-qualified professional staff and student-friendly learning environment. Our Kindergarten is utilizing Tools of the Mind curriculum to ensure our students are developing the social and emotional skills necessary to deepen learning. Our students in grades 1-5 are provided high quality instruction through the use of complex texts and tasks, and high level questioning. Technology is integrated everyday, in the classroom through use of student chromebooks and digital resources such as Newsela, Readworks digital, Khan Academy, Raz Plus, Thinkcentral, Brainpop, and Google Apps for Education, which allows our students to follow the district's mission of employing technology as a tool to deepen learning. Livingston Elementary School has begun to develop Digital Citizenship in our students and our focus is to continue utilizing technology to transform and personalize learning so our students are future ready.</p>
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Lord Stirling Elementary School
2016-2017
Grade Span PK-05

23-3530-100
MIDDLESEX
NEW BRUNSWICK CITY
101 REDMOND STREET
NEW BRUNSWICK, NJ 08901-1343

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

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

Navigating through the reports:

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

Other Resources:

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

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



Lord Stirling Elementary School
2016-2017
Grade Span PK-05

23-3530-100
MIDDLESEX
NEW BRUNSWICK CITY
101 REDMOND STREET
NEW BRUNSWICK, NJ 08901-1343

Footnotes

1. An "" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

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



Lord Stirling Elementary School
2016-2017
Grade Span PK-05

23-3530-100
MIDDLESEX
NEW BRUNSWICK CITY
101 REDMOND STREET
NEW BRUNSWICK, NJ 08901-1343

Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	15	15	15
KG	99	76	112
1	99	92	87
2	97	107	91
3	101	114	102
4	103	85	84
5	93	98	76
Ungraded	36	49	31
Total	643	636	598

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	48%	49%
Male	51%	52%	51%
Economically Disadvantaged Students	93%	71%	94%
Students with Disabilities	12%	16%	15%
English Learners	18%	17%	22%
Homeless Students			2%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	91.8%
Black or African American	7.5%
Asian	0.3%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.0%
White	0.0%
Two or More Races	0.2%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	15	15	15
KG - Half Day	0	0	0
KG - Full Day	99	76	112

Enrollment by Home Language

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

Home Language	% of Students
Spanish	76.9%
English	22.7%
Other	0.3%



Lord Stirling Elementary School
2016-2017
Grade Span PK-05

23-3530-100
MIDDLESEX
NEW BRUNSWICK CITY
101 REDMOND STREET
NEW BRUNSWICK, NJ 08901-1343

English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	275	98.3	20.40	26.00	54.90	20.4	16.3	Met Target
White	N	N	N	42.10	63.90	N	**	**
Hispanic	247	98.1	20.20	25.20	39.80	20.2	16.6	Met Target
Black or African American	25	100.0	24.00	*	35.20	24	10.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	136	98.0	23.50	31.20	62.20	23.5		
Male	139	98.6	17.30	21.00	48.10	17.3		
Economically Disadvantaged Students	188	99.0	19.10	25.30	36.20	19.1	13.2	Met Target
Non-Economically Disadvantaged Students	87	96.7	23.00	30.10	65.80	23		
Students with Disabilities	58	100.0	12.10	*	20.50	12.1	12.5	Met Target†
Students without Disabilities	217	97.8	22.60	*	61.90	22.6		
English Learners	74	98.7	*	11.90	25.20	*	9.7	Met Target†
Non-English Learners	201	98.1	*	31.00	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	*	23.00	N		

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

† Target was met within a confidence interval.



Lord Stirling Elementary School
2016-2017

Grade Span PK-05

23-3530-100
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NEW BRUNSWICK CITY
101 REDMOND STREET
NEW BRUNSWICK, NJ 08901-1343

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	104	723	721	749	26%	27%	*	24%	*	25%	50%
White	N	N	N	759	N	N	N	N	N	N	61%
Hispanic	93	722	721	734	28%	27%	*	26%	*	27%	35%
Black or African American	10	734	726	731	0%	*	*	*	0%	10%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	54	723	722	754	24%	26%	*	*	*	24%	55%
Male	50	723	721	745	28%	28%	*	*	*	26%	46%
Economically Disadvantaged Students	80	723	721	731	*	*	*	*	*	24%	31%
Non-Economically Disadvantaged Students	24	722	724	762	*	*	*	*	*	29%	63%
Students with Disabilities	16	694	697	720	*	*	*	*	*	*	24%
Students without Disabilities	88	728	725	755	*	*	*	*	*	*	55%
English Learners	19	699	701	709	*	*	*	*	*	*	11%
Non-English Learners	85	728	728	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



Lord Stirling Elementary School
2016-2017

Grade Span PK-05

23-3530-100
MIDDLESEX
NEW BRUNSWICK CITY
101 REDMOND STREET
NEW BRUNSWICK, NJ 08901-1343

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	719	730	753	26%	25%	35%	14%	0%	14%	56%
White	N	N	N	762	N	N	N	N	N	N	67%
Hispanic	86	719	730	740	27%	26%	35%	13%	0%	13%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	48	721	*	758	*	*	*	*	*	*	61%
Male	47	718	*	749	*	*	*	*	*	*	51%
Economically Disadvantaged Students	64	714	729	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	31	730	733	764	*	*	*	*	*	*	69%
Students with Disabilities	27	696	704	725	*	*	*	*	*	*	25%
Students without Disabilities	68	729	735	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



Lord Stirling Elementary School
2016-2017

Grade Span PK-05

23-3530-100
MIDDLESEX
NEW BRUNSWICK CITY
101 REDMOND STREET
NEW BRUNSWICK, NJ 08901-1343

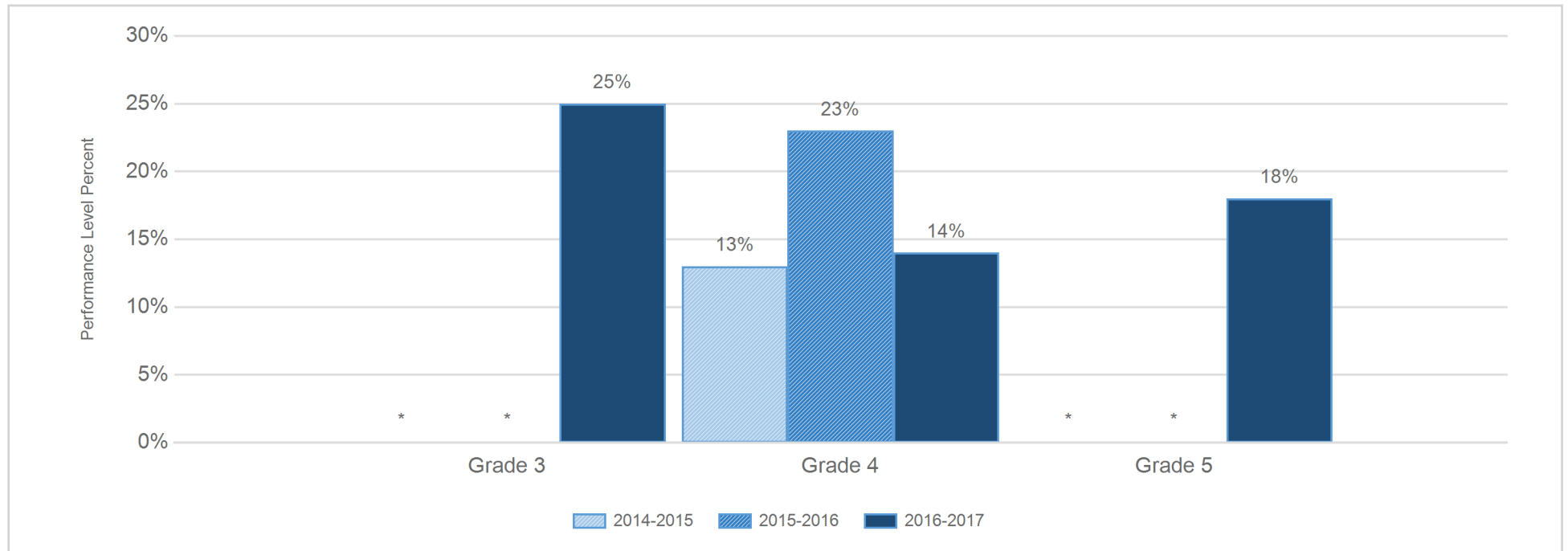
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	729	735	756	*	35%	35%	18%	*	18%	59%
White	N	N	N	763	N	N	N	N	N	N	69%
Hispanic	70	727	734	743	*	34%	37%	16%	*	16%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	41	734	741	761	*	39%	29%	*	*	24%	66%
Male	38	722	729	750	*	32%	42%	*	*	11%	53%
Economically Disadvantaged Students	45	725	734	740	*	40%	29%	*	0%	16%	40%
Non-Economically Disadvantaged Students	34	733	739	765	*	29%	44%	*	0%	21%	71%
Students with Disabilities	12	704	709	725	*	*	*	*	*	*	22%
Students without Disabilities	67	733	739	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

English Language Arts/Literacy Assessment - Performance Trends

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





Lord Stirling Elementary School
2016-2017

Grade Span PK-05

23-3530-100
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NEW BRUNSWICK CITY
101 REDMOND STREET
NEW BRUNSWICK, NJ 08901-1343

Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	274	98.3	15.70	19.10	43.50	15.7	15.7	Met Target
White	N	N	N	33.40	52.40	N	**	**
Hispanic	246	98.1	16.20	19.30	27.60	16.2	16.6	Met Target†
Black or African American	25	100.0	12.00	16.80	21.70	12	7.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	136	98.0	14.70	*	44.10	14.7		
Male	138	98.6	16.60	*	42.90	16.6		
Economically Disadvantaged Students	188	99.0	14.90	18.20	25.10	14.9	14.1	Met Target
Non-Economically Disadvantaged Students	86	96.7	17.50	24.90	54.30	17.5		
Students with Disabilities	58	100.0	*	*	16.50	*	9.1	Met Target†
Students without Disabilities	216	97.8	*	*	48.80	*		
English Learners	74	98.7	*	12.90	23.30	*	12	Not Met
Non-English Learners	200	98.1	*	21.50	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	*	18.20	N		

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

† Target was met within a confidence interval.



Lord Stirling Elementary School
2016-2017

Grade Span PK-05

23-3530-100
MIDDLESEX
NEW BRUNSWICK CITY
101 REDMOND STREET
NEW BRUNSWICK, NJ 08901-1343

Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	104	723	733	751	18%	33%	33%	*	*	16%	53%
White	N	N	N	759	N	N	N	N	N	N	63%
Hispanic	93	723	733	738	19%	28%	36%	*	*	17%	37%
Black or African American	10	715	725	733	*	*	*	*	0%	10%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	54	721	730	751	*	35%	30%	*	*	17%	52%
Male	50	724	736	751	*	30%	36%	*	*	16%	53%
Economically Disadvantaged Students	80	723	733	736	*	*	*	*	*	16%	34%
Non-Economically Disadvantaged Students	24	721	734	761	*	*	*	*	*	17%	65%
Students with Disabilities	16	695	715	729	*	*	*	*	*	*	29%
Students without Disabilities	88	728	735	755	*	*	*	*	*	*	57%
English Learners	19	719	720	724	*	*	*	*	*	11%	21%
Non-English Learners	85	723	737	753	*	*	*	*	*	18%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



Lord Stirling Elementary School
2016-2017

Grade Span PK-05

23-3530-100
MIDDLESEX
NEW BRUNSWICK CITY
101 REDMOND STREET
NEW BRUNSWICK, NJ 08901-1343

Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	724	731	747	15%	40%	34%	12%	0%	12%	47%
White	N	N	N	755	N	N	N	N	N	N	59%
Hispanic	86	724	732	734	14%	41%	34%	12%	0%	12%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	48	723	*	747	*	40%	35%	*	0%	10%	47%
Male	47	724	*	747	*	40%	32%	*	0%	13%	48%
Economically Disadvantaged Students	64	723	732	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	31	726	730	757	*	*	*	*	*	*	61%
Students with Disabilities	27	710	711	724	*	*	*	*	*	*	22%
Students without Disabilities	68	729	736	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



Lord Stirling Elementary School
2016-2017
Grade Span PK-05

23-3530-100
MIDDLESEX
NEW BRUNSWICK CITY
101 REDMOND STREET
NEW BRUNSWICK, NJ 08901-1343

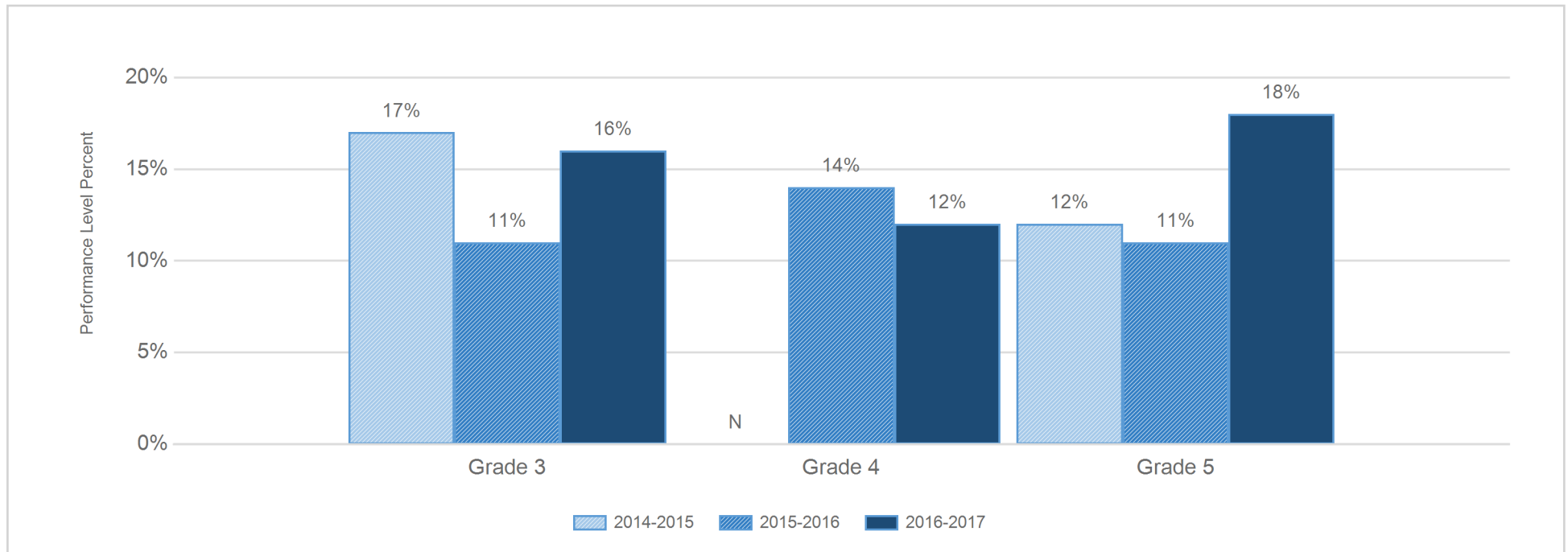
Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	78	726	735	747	*	35%	36%	18%	*	18%	46%
White	N	N	N	754	N	N	N	N	N	N	57%
Hispanic	69	727	*	735	*	33%	38%	19%	*	19%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	41	725	737	747	*	39%	32%	*	0%	17%	47%
Male	37	727	734	746	*	30%	41%	*	0%	19%	46%
Economically Disadvantaged Students	45	725	735	732	*	29%	36%	*	0%	20%	27%
Non-Economically Disadvantaged Students	33	728	737	756	*	42%	36%	*	0%	15%	59%
Students with Disabilities	12	716	720	725	*	*	*	*	*	*	19%
Students without Disabilities	66	728	738	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

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





Lord Stirling Elementary School
2016-2017
Grade Span PK-05

23-3530-100
MIDDLESEX
NEW BRUNSWICK CITY
101 REDMOND STREET
NEW BRUNSWICK, NJ 08901-1343

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	11	*	*
2	18	*	*
3	35	*	*
4	14	*	*
5+	36	*	*



Lord Stirling Elementary School
2016-2017
Grade Span PK-05

23-3530-100
MIDDLESEX
NEW BRUNSWICK CITY
101 REDMOND STREET
NEW BRUNSWICK, NJ 08901-1343

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

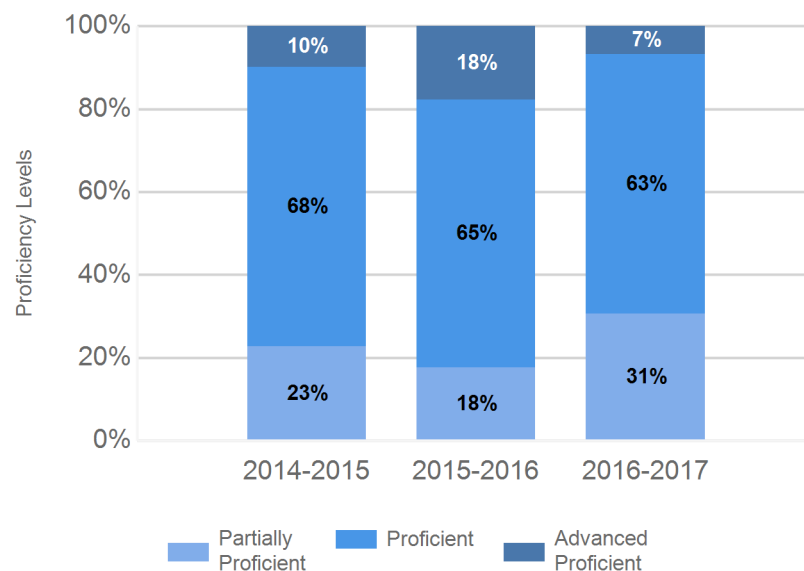
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	7%	63%	31%
White	N	N	N
Hispanic	7%	*	*
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	7%	60%	33%
Students with Disabilities	5%	45%	50%
English Learners	N	50%	50%

NJASK Science Assessment Performance Trends: Grade 4

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





Lord Stirling Elementary School
2016-2017

Grade Span PK-05

23-3530-100
MIDDLESEX
NEW BRUNSWICK CITY
101 REDMOND STREET
NEW BRUNSWICK, NJ 08901-1343

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

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

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

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	40.5	47	50	Met Target	45	47	50	Met Target
White	N	N	N	N	N	N	N	N
Hispanic	41	47	49	Met Target	47	47	47	Met Target
Black or African American	35	45.5	45	**	42.5	45	43	**
Asian, Native Hawaiian, or Pacific Islander	*	54	60	**	*	31.5	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	38	47	47	Not Met	48	47	46	Met Target
Students with Disabilities	26	*	41	Not Met	44	*	43	Met Target
English Learners	41.5	*	53	Met Target	37.5	*	51	Not Met

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



Lord Stirling Elementary School
2016-2017

Grade Span PK-05

23-3530-100
MIDDLESEX
NEW BRUNSWICK CITY
101 REDMOND STREET
NEW BRUNSWICK, NJ 08901-1343

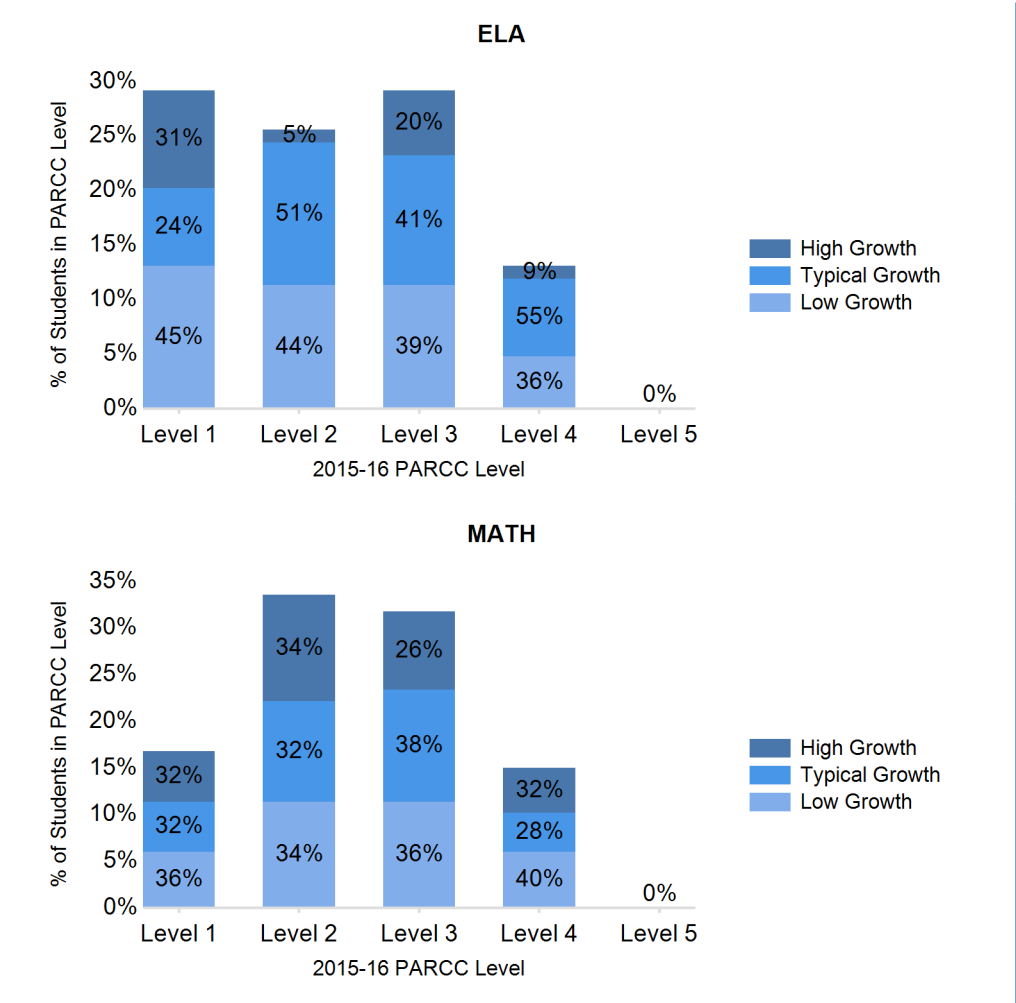
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

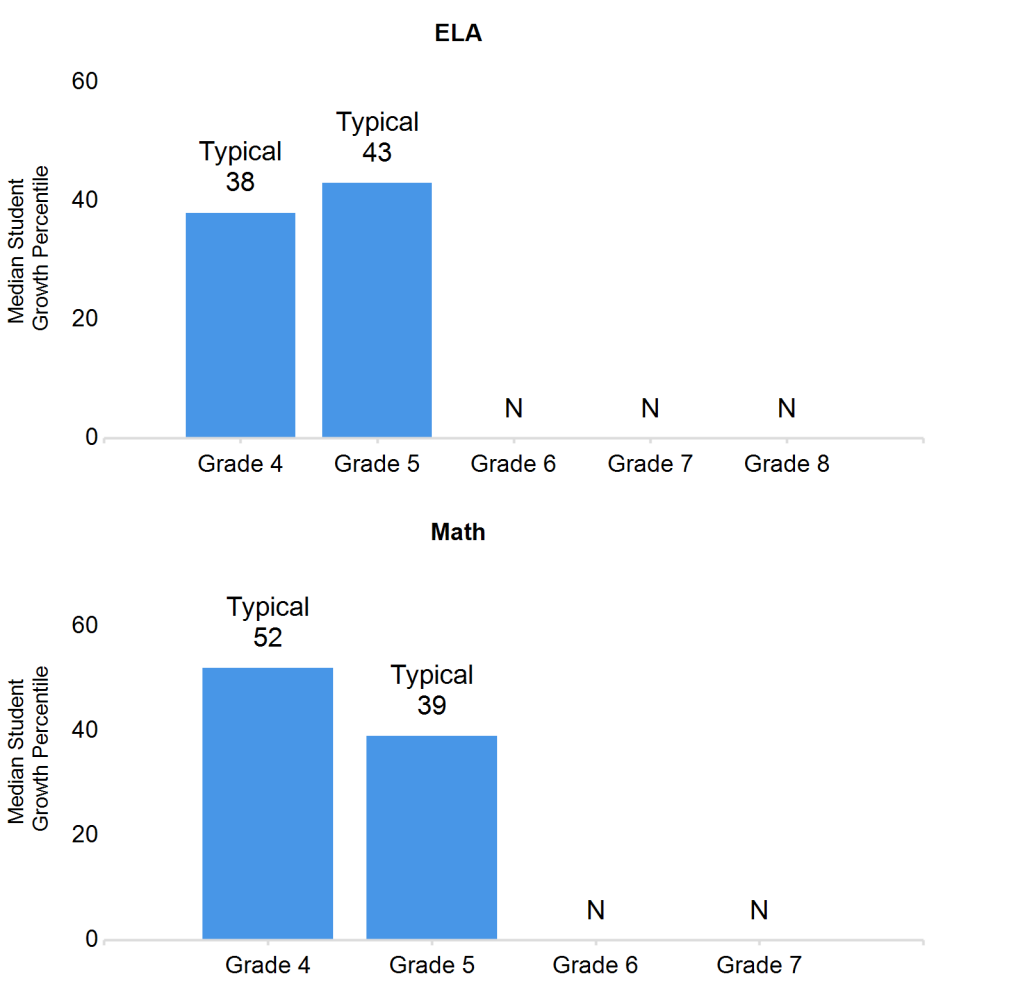
Student Growth by Performance Level

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



Student Growth by Grade

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





Lord Stirling Elementary School
2016-2017

Grade Span PK-05

23-3530-100
MIDDLESEX
NEW BRUNSWICK CITY
101 REDMOND STREET
NEW BRUNSWICK, NJ 08901-1343

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

Chronic Absenteeism

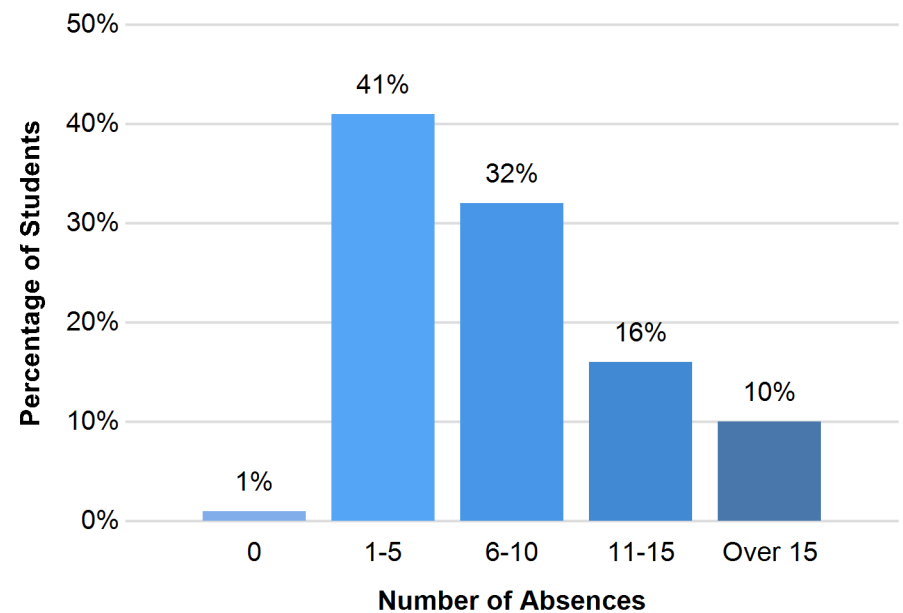
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.90	8.40	Met Target
White	N	**	**
Hispanic	5.80	8.40	Met Target
Black or African American	17.00	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	5.90	8.40	Met Target
Students with Disabilities	12.40	8.40	Not Met
English Learners	6.90	8.40	Met Target

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

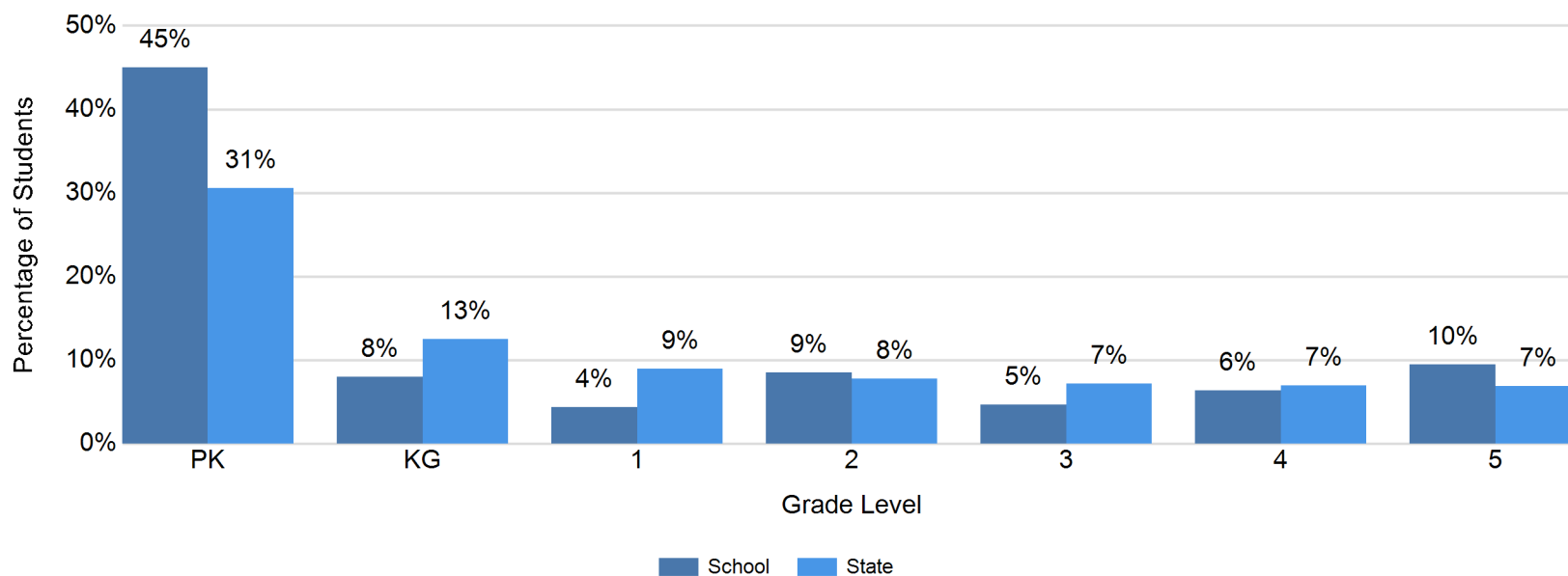
Days Absent

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



Chronic Absenteeism by Grade

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





Lord Stirling Elementary School
2016-2017
Grade Span PK-05

23-3530-100
MIDDLESEX
NEW BRUNSWICK CITY
101 REDMOND STREET
NEW BRUNSWICK, NJ 08901-1343

School Day

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

Category	School
Typical Start Time	8:40AM
Typical End Time	3:15PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 45 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	5
Vandalism	0
Weapons	7
Substances	0
Harassment, Intimidation, Bullying (HIB)	10
Total Unique Incidents	21
Incidents Per 100 Students Enrolled	3.51

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	2.5%
Any Suspension	2.5%

Student Expulsions

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

Category	Number of Students
Expulsions	0



Lord Stirling Elementary School
2016-2017
Grade Span PK-05

23-3530-100
MIDDLESEX
NEW BRUNSWICK CITY
101 REDMOND STREET
NEW BRUNSWICK, NJ 08901-1343

Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.5:1	98.0 kbps	100 kbps	No	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$910	\$15,602	\$16,512



Lord Stirling Elementary School
2016-2017

Grade Span PK-05

23-3530-100
MIDDLESEX
NEW BRUNSWICK CITY
101 REDMOND STREET
NEW BRUNSWICK, NJ 08901-1343

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	51	120,724
Average years experience in public schools	10.6	11.8
Average years experience in district	9.4	10.5
Teachers in district for 4 or more years	71%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	56	9,506
Average years experience in public schools	13.8	15.9
Average years experience in district	8.2	11.6
Administrators in district for 4 or more years	70%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	13:1
Administrators	299:1	182:1
Librarian/Media Specialists		1134:1
Nurses		486:1
Counselors		537:1
Child Study Team		227:1



Lord Stirling Elementary School
2016-2017
Grade Span PK-05

23-3530-100
MIDDLESEX
NEW BRUNSWICK CITY
101 REDMOND STREET
NEW BRUNSWICK, NJ 08901-1343

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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

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

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



Lord Stirling Elementary School
2016-2017
Grade Span PK-05

23-3530-100
MIDDLESEX
NEW BRUNSWICK CITY
101 REDMOND STREET
NEW BRUNSWICK, NJ 08901-1343

Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	6.2	17.5%
Mathematics Proficiency	7.1	17.5%
English Language Arts Growth	13.6	25.0%
Mathematics Growth	34.5	25.0%
Chronic Absenteeism	50.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		21.9
Summative Rating: Percentile rank of Summative Score		11.3
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



Lord Stirling Elementary School
2016-2017

Grade Span PK-05

23-3530-100
MIDDLESEX
NEW BRUNSWICK CITY
101 REDMOND STREET
NEW BRUNSWICK, NJ 08901-1343

Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	21.9	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	**	**	No	**	**	**	**	**	No
Hispanic	32.0	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Black or African American	**	**	No	Met Target	Met Target	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	34.4	11.9	No	Met Target	Met Target	Met Target	Not Met	Met Target	No
Students with Disabilities	29.9	11.9	No	Met Target†	Met Target†	Not Met	Not Met	Met Target	No
English Learners	18.9	11.9	No	Met Target†	Not Met	Met Target	Met Target	Not Met	No

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

† Target was met within a confidence interval.



Lord Stirling Elementary School
2016-2017
Grade Span PK-05

23-3530-100
MIDDLESEX
NEW BRUNSWICK CITY
101 REDMOND STREET
NEW BRUNSWICK, NJ 08901-1343

School General Info

Principal:	Mr. Cabrera	Email Address:	cesar_cabrera@nbpsnj.net
Address:	101 REDMOND STREET NEW BRUNSWICK, NJ 08901-1343	Website:	http://ls.nbpschools.net
Phone:	(732)745-5300	Facebook:	https://www.facebook.com/NewBrunswickPublicSchools
		Twitter:	https://twitter.com/nbpschools

School Narrative

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

Highlights:	<ul style="list-style-type: none"> • The Lord Stirling community School's instructional plans and goals are aligned to the NJ Student Learning Standards. • Connection to the community is an essential component of Lord Stirling Community School's emphasis. • Technology is a part of each school day with students in Grades 3-5 utilizing 1:1 personal Chromebooks.
Mission, Vision, Theme:	<p>Lord Stirling Community School is alive with innovation and vision. Within the classroom and beyond, we challenge all students to recognize their talents and maximize their potential. An important strength of Lord Stirling School is our daily work to embody the district's vision to Prepare, Empower and Inspire students to be lifelong learners as well as to provide high level and rigorous academic programs, in a safe and inviting community environment.</p>
Awards, Recognition, Accomplishments:	<p>Lord Stirling Community School recognizes a Teacher of the Year every school year. Students are recognized every marking period for Honor Roll and attendance.</p>





Lord Stirling Elementary School
2016-2017
Grade Span PK-05

23-3530-100
MIDDLESEX
NEW BRUNSWICK CITY
101 REDMOND STREET
NEW BRUNSWICK, NJ 08901-1343

School Narrative

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 Courses, Curriculum, Instruction:	Lord Stirling Community School’s instructional plans and goals are aligned to the New Brunswick School District curriculum and the New Jersey Student Learning Standards. The plan includes an interdisciplinary approach to Language Arts Literacy and Mathematics that is integrated in all K-5 classes. A teacher teaming approach in grades 3rd-5th is being implemented where teachers concentrate in instruction in either English Language Arts and Social Studies or Mathematics and Science.
 Before and After School Programs:	Before and After School activities include YSS and Civic League after school partner programs, the Nature Thru Nurture extended day program, and Extended School Day programs designed to enhance student proficiency in Language Arts Literacy and Parental involvement through a PTO leadership team.







Lord Stirling Elementary School
2016-2017
Grade Span PK-05

23-3530-100
MIDDLESEX
NEW BRUNSWICK CITY
101 REDMOND STREET
NEW BRUNSWICK, NJ 08901-1343

School Narrative

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 Staff and Professional Learning:	<p>Administrators and teachers participate in professional learning activities throughout the school year. The professional learning plan drives rigorous instruction, age appropriate learning strategies and ongoing professional development for instructional staff in an effort to enhance student learning and improve overall student outcomes. We continuously provide teaching staff with job-embedded and relevant professional development opportunities.</p>
 Student Supports and Services:	<p>Student support is provided throughout the school day as well as before and after school. Intervention and Referral Services (I&RS) and Bilingual and ESL Instructional Program are examples of how support is provided to the students. The Extended School Day Program along with tutoring programs supported by community agencies also assist students who are in need academic support. The school's counseling program supports social emotional learning and character education.</p>
 Student Health and Wellness:	<p>Breakfast is provided to all students each morning. All students participate in physical education, recess and health classes throughout the week. Fourth grade students participate in an aquatics program which is supported by Robert Wood Johnson. During this time, they learn about water safety and are given swimming lessons by certified lifeguards and swim coaches.</p>
 Parent and Community Involvement:	<p>A committed group of individuals composed of teachers, parents, and administration are a part of the PTO who meet monthly. Parents are also invited to attend Special Education Parent Advisory Meetings. The school maintains partnerships with the community, including the Law firm of Hoagland, Longo, Moran, Dunst & Doukas, American Repertory Ballet, George Street Playhouse and Robert Wood Johnson. These organizations provide our students with opportunities to enhance academic achievement.</p>



Lord Stirling Elementary School
2016-2017
Grade Span PK-05

23-3530-100
MIDDLESEX
NEW BRUNSWICK CITY
101 REDMOND STREET
NEW BRUNSWICK, NJ 08901-1343

School Narrative

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



Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers

The NJ School Climate Survey is given in the Spring of the school year to staff, parents and students in grades 3-5. The survey consists of the following domains: Physical Environment, Teaching and Learning, Morale in the School Community, Relationships, Parental Support and Engagement, Safety, Emotional Environment, and Administrative Support. The results are interpreted by the school's Climate and Culture Committee and then presented to the staff for review and discussion.



Facilities:

Lord Stirling Community School has embodied the values and traditions of community education, service and family since its inception in 2002. The school campus is located at 101 Redmond Street and borders George Street and Commercial Avenue, which are major thoroughfares through the heart of New Brunswick. The building is comprised of classrooms for Pre K - 5, a gymnasium, cafeteria, auditorium, library, as well as art and music rooms.




Lord Stirling Elementary School
2016-2017
Grade Span PK-05

23-3530-100
MIDDLESEX
NEW BRUNSWICK CITY
101 REDMOND STREET
NEW BRUNSWICK, NJ 08901-1343

School Narrative

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

<div>Other Information:</div>	<p>Lord Stirling Community School has expanded its student population and diversity over the years: An increase in cultural diversity is evidenced by an expanding English as Second Language program. Lord Stirling is a Pre-Kindergarten through fifth grade school with thirty homerooms and additional classrooms to provide special education, resource, basic skills and ESL instruction. District technology initiatives have allowed for one-to-one Chromebooks for students in grades 3rd-5th. The vision that we share for our students along with the committed efforts of our staff have allowed Lord Stirling Community School to grow and enrich the lives of the members of our school community. The overall school program supports academic achievement and social development. Our school community provides students with a positive and nurturing learning environment where they can grow academically, emotionally, and socially thereby ensuring our students are “Prepared, Empowered and Inspired” to be lifelong learners and leaders.</p>
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Mckinley Community School
2016-2017
Grade Span PK-08

23-3530-110
MIDDLESEX
NEW BRUNSWICK CITY
15 VAN DYKE AVE
NEW BRUNSWICK, NJ 08901-3255

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

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

Navigating through the reports:

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

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



Mckinley Community School
2016-2017
Grade Span PK-08

23-3530-110
MIDDLESEX
NEW BRUNSWICK CITY
15 VAN DYKE AVE
NEW BRUNSWICK, NJ 08901-3255

Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

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



Mckinley Community School
2016-2017

Grade Span PK-08

23-3530-110
MIDDLESEX
NEW BRUNSWICK CITY
15 VAN DYKE AVE
NEW BRUNSWICK, NJ 08901-3255

Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	147	145	154
KG	63	64	50
1	50	74	55
2	81	42	62
3	63	67	44
4	71	59	49
5	68	163	44
6	89	80	48
7	71	90	51
8	85	58	81
Ungraded	87	113	124
Total	875	955	762

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	51%	49%	49%
Male	49%	51%	51%
Economically Disadvantaged Students	89%	64%	81%
Students with Disabilities	19%	24%	28%
English Learners	2%	10%	14%
Homeless Students			3%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	73.4%
Black or African American	25.5%
Asian	0.3%
White	0.3%
American Indian or Alaska Native	0.1%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.5%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	160	145	154
KG - Half Day	0	0	0
KG - Full Day	68	64	50

Enrollment by Home Language

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

Home Language	% of Students
Spanish	52.2%
English	47.1%
Other	0.5%



Mckinley Community School
2016-2017
Grade Span PK-08

23-3530-110
MIDDLESEX
NEW BRUNSWICK CITY
15 VAN DYKE AVE
NEW BRUNSWICK, NJ 08901-3255

English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	371	99.0	25.90	26.00	54.90	25.9	21.6	Met Target
White	*	*	*	42.10	63.90	N	**	**
Hispanic	272	99.3	27.20	25.20	39.80	27.2	22	Met Target
Black or African American	98	98.1	22.50	*	35.20	22.5	19.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	32.00	80.70	N	**	**
American Indian or Alaska Native	*	*	*	25.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	186	99.5	37.10	31.20	62.20	37.1		
Male	185	98.5	14.60	21.00	48.10	14.6		
Economically Disadvantaged Students	312	99.1	24.70	25.30	36.20	24.7	18.3	Met Target
Non-Economically Disadvantaged Students	59	98.6	32.20	30.10	65.80	32.2		
Students with Disabilities	113	97.5	*	*	20.50	*	5.6	Met Target†
Students without Disabilities	258	99.6	*	*	61.90	*		
English Learners	39	100.0	23.10	11.90	25.20	23.1	17.3	Met Target
Non-English Learners	332	98.9	26.20	31.00	57.40	26.2		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	*	*	*	*	23.00	*		

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

† Target was met within a confidence interval.



Mckinley Community School

2016-2017

Grade Span PK-08

23-3530-110

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NEW BRUNSWICK CITY

15 VAN DYKE AVE

NEW BRUNSWICK, NJ 08901-3255

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	729	721	749	*	32%	34%	23%	*	23%	50%
White	N	N	N	759	N	N	N	N	N	N	61%
Hispanic	29	731	721	734	*	35%	*	*	0%	24%	35%
Black or African American	15	726	726	731	*	*	*	*	0%	20%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	16	741	722	754	*	*	*	*	0%	38%	55%
Male	28	722	721	745	*	*	*	*	0%	14%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	44	729	728	752	*	32%	34%	23%	*	23%	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	*	*	*	734	*	*	*	*	*	*	29%



Mckinley Community School
2016-2017
Grade Span PK-08

23-3530-110
MIDDLESEX
NEW BRUNSWICK CITY
15 VAN DYKE AVE
NEW BRUNSWICK, NJ 08901-3255

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	732	730	753	*	36%	21%	32%	*	32%	56%
White	N	N	N	762	N	N	N	N	N	N	67%
Hispanic	34	738	730	740	*	38%	*	41%	0%	41%	40%
Black or African American	19	721	729	737	*	*	*	*	0%	16%	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	30	737	*	758	*	*	*	*	*	37%	61%
Male	23	725	*	749	*	*	*	*	*	26%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	13	712	704	725	*	*	*	*	0%	15%	25%
Students without Disabilities	40	738	735	759	*	*	*	*	0%	38%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



Mckinley Community School
2016-2017
Grade Span PK-08

23-3530-110
MIDDLESEX
NEW BRUNSWICK CITY
15 VAN DYKE AVE
NEW BRUNSWICK, NJ 08901-3255

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	739	735	756	*	20%	29%	35%	*	37%	59%
White	N	N	N	763	N	N	N	N	N	N	69%
Hispanic	35	742	734	743	*	*	34%	34%	*	37%	44%
Black or African American	14	731	742	740	*	*	*	*	0%	36%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	28	750	741	761	*	*	*	*	*	46%	66%
Male	21	724	729	750	*	*	*	*	*	24%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	49	739	735	757	*	20%	29%	35%	*	37%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



Mckinley Community School
2016-2017
Grade Span PK-08

23-3530-110
MIDDLESEX
NEW BRUNSWICK CITY
15 VAN DYKE AVE
NEW BRUNSWICK, NJ 08901-3255

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	60	733	726	752	*	32%	28%	23%	*	27%	54%
White	*	*	*	758	*	*	*	*	*	*	63%
Hispanic	40	736	725	740	*	*	35%	25%	*	30%	38%
Black or African American	19	723	728	736	*	53%	*	*	0%	16%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	776	N	N	N	N	N	N	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	29	740	731	758	*	*	*	*	*	41%	61%
Male	31	726	721	746	*	*	*	*	*	13%	46%
Economically Disadvantaged Students	44	732	725	737	*	*	*	*	*	25%	34%
Non-Economically Disadvantaged Students	16	736	730	761	*	*	*	*	*	31%	65%
Students with Disabilities	18	704	706	722	*	*	*	*	*	*	17%
Students without Disabilities	42	745	730	758	*	*	*	*	*	*	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	60	733	727	753	*	32%	28%	23%	*	27%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



Mckinley Community School
2016-2017
Grade Span PK-08

23-3530-110
MIDDLESEX
NEW BRUNSWICK CITY
15 VAN DYKE AVE
NEW BRUNSWICK, NJ 08901-3255

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	72	723	730	756	40%	*	28%	*	*	22%	59%
White	N	N	N	764	N	N	N	N	N	N	69%
Hispanic	53	722	731	742	42%	*	25%	*	*	25%	44%
Black or African American	18	724	725	737	*	*	*	*	*	17%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	784	N	N	N	N	N	N	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	37	738	736	764	*	*	*	*	*	32%	68%
Male	35	707	726	749	*	*	*	*	*	11%	51%
Economically Disadvantaged Students	61	718	*	739	*	*	*	*	*	18%	40%
Non-Economically Disadvantaged Students	11	746	*	766	*	*	*	*	*	46%	70%
Students with Disabilities	34	695	702	719	*	*	*	*	*	*	19%
Students without Disabilities	38	747	737	763	*	*	*	*	*	*	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	72	723	734	758	40%	*	28%	*	*	22%	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



Mckinley Community School
2016-2017
Grade Span PK-08

23-3530-110
MIDDLESEX
NEW BRUNSWICK CITY
15 VAN DYKE AVE
NEW BRUNSWICK, NJ 08901-3255

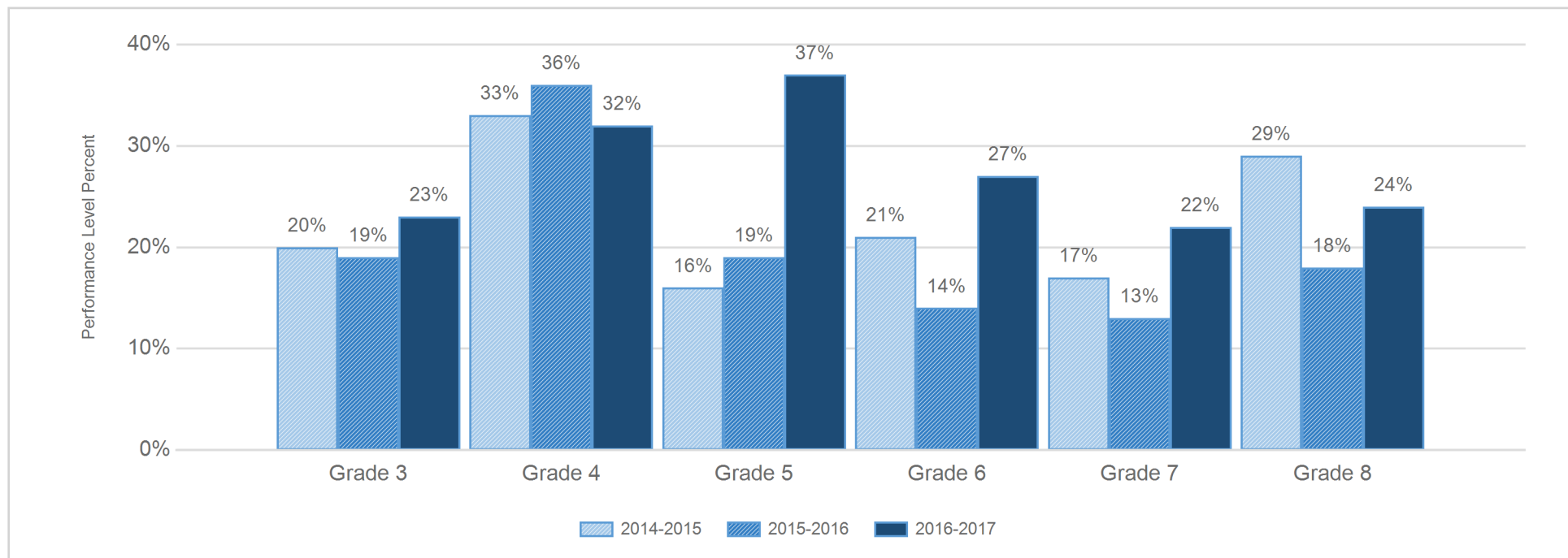
English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	99	726	724	757	22%	*	36%	22%	*	24%	59%
White	N	N	N	764	N	N	N	N	N	N	68%
Hispanic	86	725	723	742	22%	*	36%	*	*	22%	44%
Black or African American	13	728	725	738	*	0%	*	*	0%	39%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	786	N	N	N	N	N	N	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	N	N	N	758	N	N	N	N	N	N	60%
Female	49	732	731	766	*	*	33%	*	*	35%	68%
Male	50	719	716	749	*	*	40%	*	*	14%	50%
Economically Disadvantaged Students	78	725	724	739	*	*	*	*	*	24%	40%
Non-Economically Disadvantaged Students	21	726	723	766	*	*	*	*	*	24%	69%
Students with Disabilities	26	693	699	718	*	*	*	*	*	*	18%
Students without Disabilities	73	737	730	764	*	*	*	*	*	*	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	99	726	728	759	22%	*	36%	22%	*	24%	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

English Language Arts/Literacy Assessment - Performance Trends

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





Mckinley Community School
2016-2017
Grade Span PK-08

23-3530-110
MIDDLESEX
NEW BRUNSWICK CITY
15 VAN DYKE AVE
NEW BRUNSWICK, NJ 08901-3255

Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	371	99.2	24.80	19.10	43.50	24.8	22	Met Target
White	*	*	*	33.40	52.40	N	**	**
Hispanic	273	99.7	25.20	19.30	27.60	25.2	23.6	Met Target
Black or African American	97	98.1	23.70	16.80	21.70	23.7	14.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	34.60	75.60	N	**	**
American Indian or Alaska Native	*	*	*	25.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	185	99.5	27.00	*	44.10	27		
Male	186	99.0	22.50	*	42.90	22.5		
Economically Disadvantaged Students	312	99.4	23.00	18.20	25.10	23	19.7	Met Target
Non-Economically Disadvantaged Students	59	98.6	33.90	24.90	54.30	33.9		
Students with Disabilities	113	98.3	*	*	16.50	*	4.8	Met Target†
Students without Disabilities	258	99.6	*	*	48.80	*		
English Learners	39	100.0	17.90	12.90	23.30	17.9	21.1	Met Target†
Non-English Learners	332	99.2	25.60	21.50	45.20	25.6		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	*	*	*	*	18.20	*		

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

† Target was met within a confidence interval.



Mckinley Community School
2016-2017
Grade Span PK-08

23-3530-110
MIDDLESEX
NEW BRUNSWICK CITY
15 VAN DYKE AVE
NEW BRUNSWICK, NJ 08901-3255

Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	732	733	751	*	27%	29%	31%	*	31%	53%
White	N	N	N	759	N	N	N	N	N	N	63%
Hispanic	30	733	733	738	*	*	*	33%	0%	33%	37%
Black or African American	15	731	725	733	*	*	*	*	0%	27%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	17	731	730	751	*	*	*	*	0%	24%	52%
Male	28	733	736	751	*	*	*	*	0%	36%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	*	*	*	726	*	*	*	*	*	*	35%



Mckinley Community School
2016-2017

Grade Span PK-08

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	731	731	747	19%	23%	28%	30%	0%	30%	47%
White	N	N	N	755	N	N	N	N	N	N	59%
Hispanic	34	735	732	734	*	*	38%	29%	0%	29%	30%
Black or African American	19	723	725	729	*	*	*	*	0%	32%	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	30	735	*	747	*	*	*	*	0%	33%	47%
Male	23	725	*	747	*	*	*	*	0%	26%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	13	701	711	724	*	*	*	*	*	*	22%
Students without Disabilities	40	740	736	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



Mckinley Community School
2016-2017

Grade Span PK-08

23-3530-110
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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	735	735	747	*	*	35%	39%	0%	39%	46%
White	N	N	N	754	N	N	N	N	N	N	57%
Hispanic	35	739	*	735	*	*	29%	46%	0%	46%	30%
Black or African American	14	725	732	729	*	*	*	*	0%	21%	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	28	741	737	747	*	*	*	*	0%	43%	47%
Male	21	728	734	746	*	*	*	*	0%	33%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	49	735	735	748	*	*	35%	39%	0%	39%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



Mckinley Community School
2016-2017

Grade Span PK-08

23-3530-110
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NEW BRUNSWICK, NJ 08901-3255

Mathematics Assessment - Performance by Grade: Grade 6**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	60	724	722	743	22%	30%	25%	23%	0%	23%	44%
White	*	*	*	751	*	*	*	*	*	*	54%
Hispanic	40	730	722	731	*	30%	30%	28%	*	28%	27%
Black or African American	19	711	717	724	*	*	*	*	0%	16%	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	771	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	29	727	722	745	*	*	*	*	0%	31%	45%
Male	31	721	722	742	*	*	*	*	0%	16%	43%
Economically Disadvantaged Students	44	723	722	728	*	*	*	*	0%	23%	24%
Non-Economically Disadvantaged Students	16	728	722	752	*	*	*	*	0%	25%	56%
Students with Disabilities	18	697	708	717	*	*	*	*	*	*	13%
Students without Disabilities	42	736	725	748	*	*	*	*	*	*	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	60	724	724	745	22%	30%	25%	23%	0%	23%	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



Mckinley Community School
2016-2017

Grade Span PK-08

23-3530-110
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Mathematics Assessment - Performance by Grade: Grade 7**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	66	717	725	741	27%	35%	23%	15%	0%	15%	40%
White	N	N	N	748	N	N	N	N	N	N	49%
Hispanic	47	716	726	730	23%	40%	21%	*	*	15%	23%
Black or African American	18	718	719	726	*	*	*	*	0%	17%	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	764	N	N	N	N	N	N	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	32	724	725	743	*	34%	*	*	0%	19%	41%
Male	34	709	726	740	*	35%	*	*	0%	12%	38%
Economically Disadvantaged Students	56	714	*	729	*	*	*	*	*	13%	22%
Non-Economically Disadvantaged Students	10	728	*	749	*	*	*	*	*	30%	50%
Students with Disabilities	34	700	706	716	*	*	*	*	*	*	11%
Students without Disabilities	32	734	730	746	*	*	*	*	*	*	45%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	66	717	727	742	27%	35%	23%	15%	0%	15%	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



Mckinley Community School
2016-2017

Grade Span PK-08

23-3530-110
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Mathematics Assessment - Performance by Grade: Grade 8**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	712	714	728	36%	24%	29%	*	*	11%	28%
White	N	N	N	736	N	N	N	N	N	N	35%
Hispanic	73	714	715	721	34%	26%	29%	*	*	11%	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	N	N	N	726	N	N	N	N	N	N	28%
Female	40	712	715	730	*	*	*	*	*	*	30%
Male	43	713	714	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	64	713	714	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	19	711	712	734	*	*	*	*	*	*	34%
Students with Disabilities	27	685	697	705	*	*	*	*	*	*	*
Students without Disabilities	56	726	719	734	*	*	*	*	*	*	*
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	83	712	716	729	36%	24%	29%	*	*	11%	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



Mckinley Community School
2016-2017

Grade Span PK-08

23-3530-110
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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	23	759	720	743	0%	*	*	57%	*	61%	42%
White	N	N	N	751	N	N	N	N	N	N	52%
Hispanic	20	757	*	728	0%	*	*	50%	*	55%	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	*	*	*	744	*	*	*	*	*	*	43%
Male	*	*	*	741	*	*	*	*	*	*	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	23	759	*	747	0%	*	*	57%	*	61%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	23	759	*	745	0%	*	*	57%	*	61%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



Mckinley Community School
2016-2017

Grade Span PK-08

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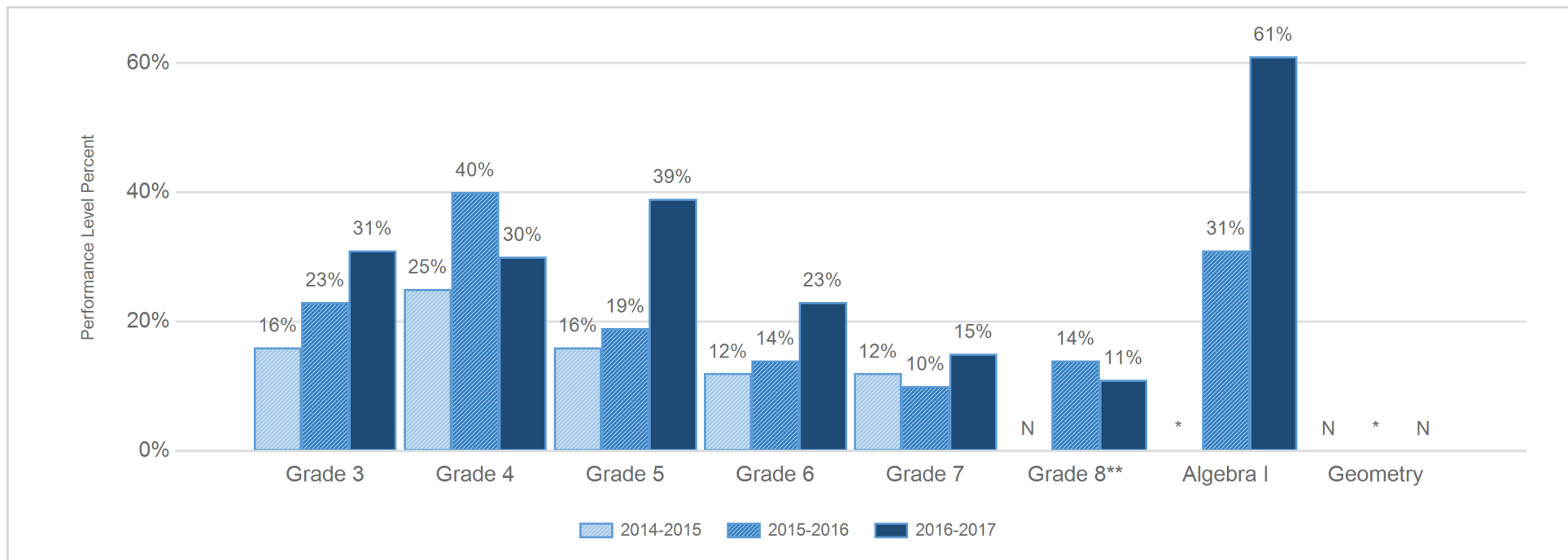
Mathematics Assessment - Performance by Test: Geometry

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

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

Mathematics Assessment – Performance Trends

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



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



Mckinley Community School
2016-2017

Grade Span PK-08

23-3530-110
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NEW BRUNSWICK, NJ 08901-3255

Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	N	N
6	*	*
7	*	*
8	*	*

English Language Proficiency Test - Participation and Performance

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

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



Mckinley Community School
2016-2017
Grade Span PK-08

23-3530-110
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NEW BRUNSWICK CITY
15 VAN DYKE AVE
NEW BRUNSWICK, NJ 08901-3255

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

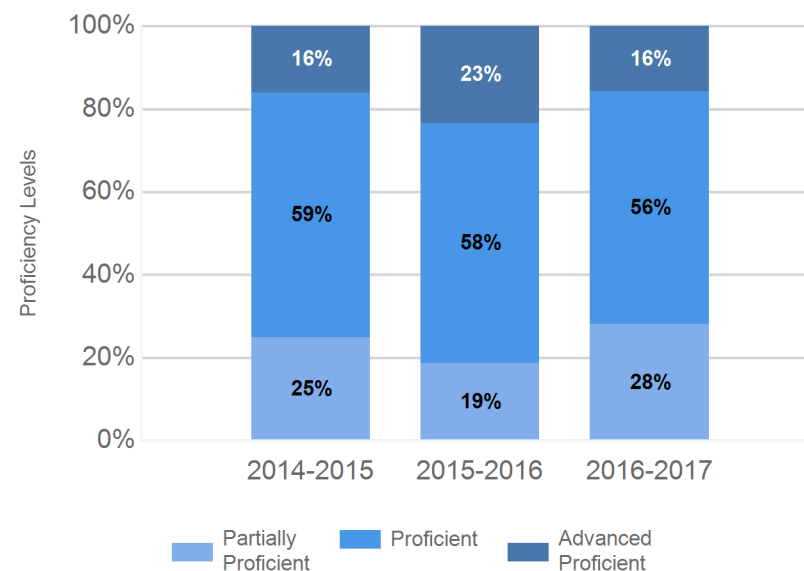
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	16%	56%	28%
White	N	N	N
Hispanic	19%	57%	24%
Black or African American	10%	55%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	18%	54%	28%
Students with Disabilities	7%	43%	50%
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 4

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





Mckinley Community School
2016-2017
Grade Span PK-08

23-3530-110
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NEW BRUNSWICK CITY
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NEW BRUNSWICK, NJ 08901-3255

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

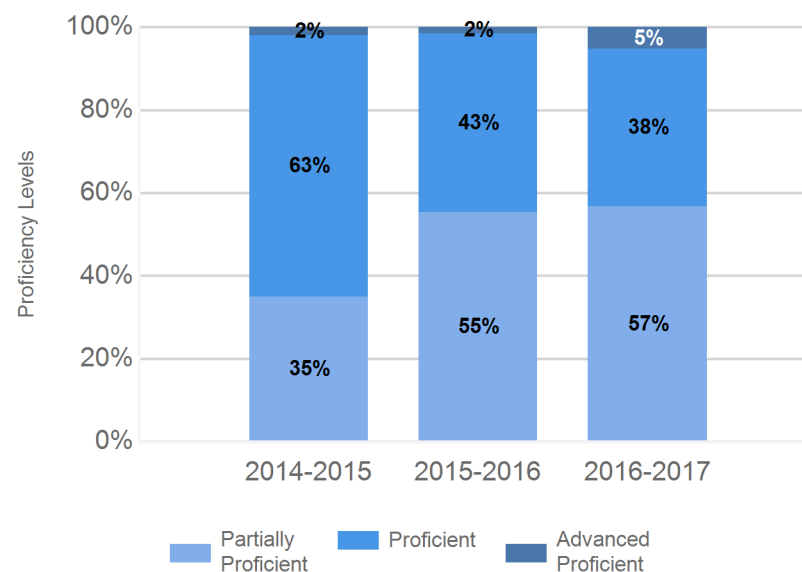
NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	5%	38%	57%
White	N	N	N
Hispanic	5%	38%	57%
Black or African American	8%	39%	54%
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	4%	40%	56%
Students with Disabilities	5%	11%	84%
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 8

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





Mckinley Community School
2016-2017

Grade Span PK-08

23-3530-110
MIDDLESEX
NEW BRUNSWICK CITY
15 VAN DYKE AVE
NEW BRUNSWICK, NJ 08901-3255

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	49	47	50	Met Target	56	47	50	Met Target
White	N	N	N	N	N	N	N	N
Hispanic	48	47	49	Met Target	56	47	47	Met Target
Black or African American	*	45.5	45	Met Target	*	45	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	47	47	47	Met Target	56	47	46	Met Target
Students with Disabilities	34.5	*	41	Not Met	35	*	43	Not Met
English Learners	54	*	53	Met Target	56	*	51	Met Target

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



Mckinley Community School
2016-2017

23-3530-110
MIDDLESEX
NEW BRUNSWICK CITY
15 VAN DYKE AVE
NEW BRUNSWICK, NJ 08901-3255

Grade Span PK-08

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

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

Low Growth: Less than 35

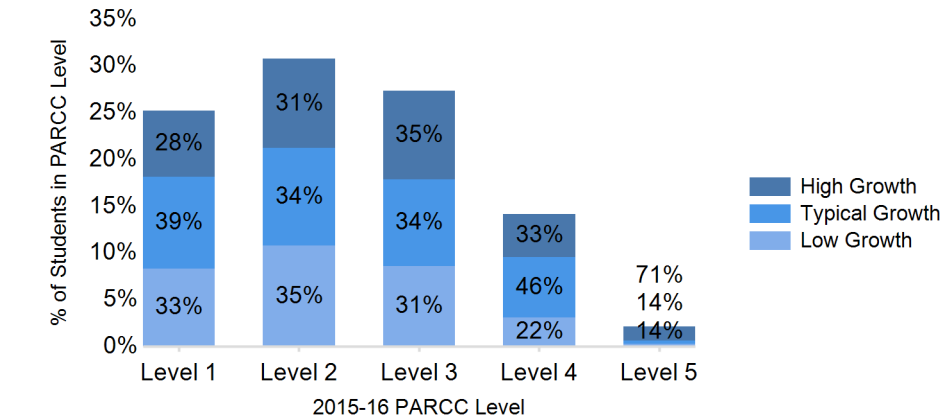
Typical Growth: Between 35 and 65

High Growth: Greater than 65

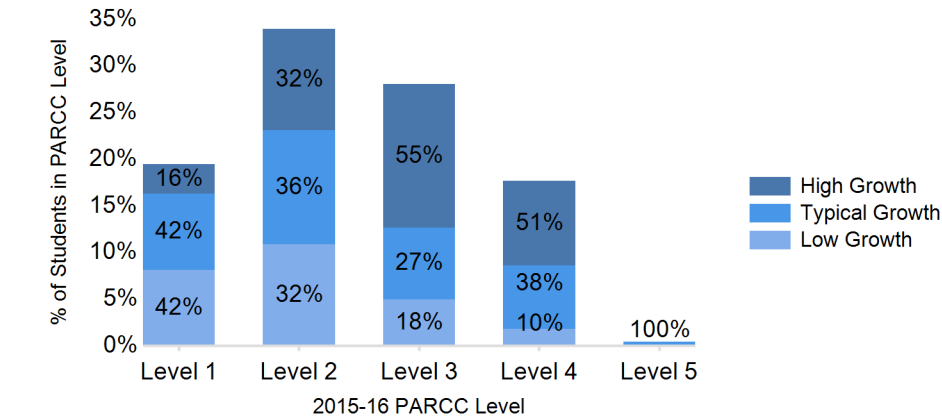
Student Growth by Performance Level

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

ELA



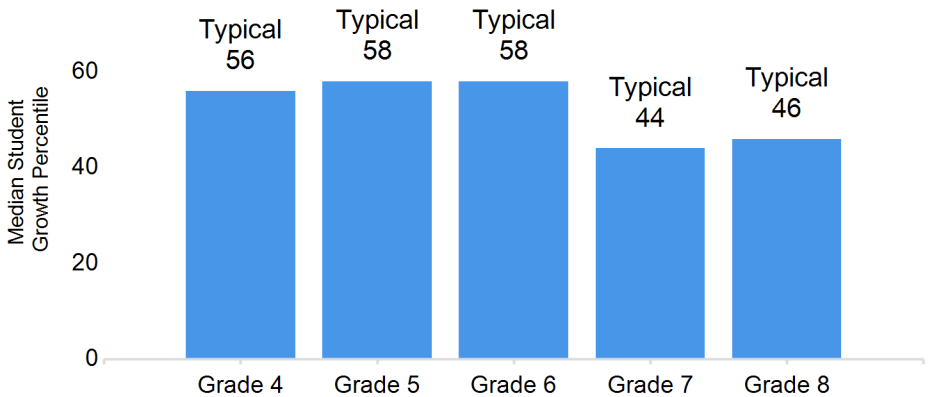
MATH



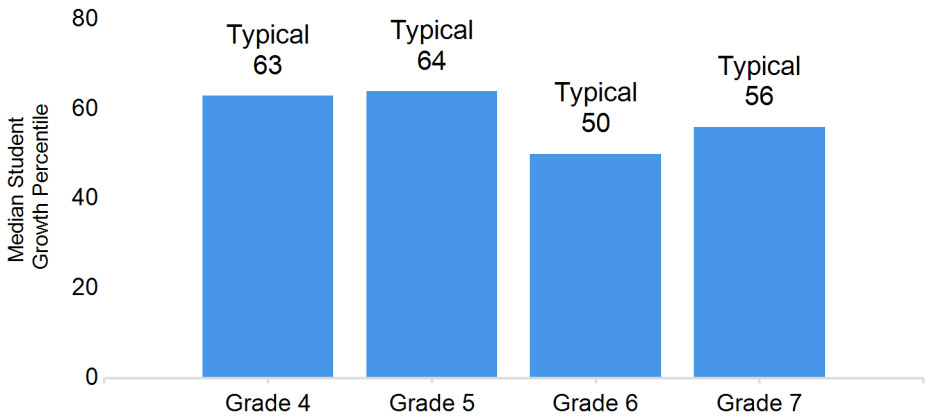
Student Growth by Grade

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

ELA



Math





Mckinley Community School
2016-2017
Grade Span PK-08

23-3530-110
MIDDLESEX
NEW BRUNSWICK CITY
15 VAN DYKE AVE
NEW BRUNSWICK, NJ 08901-3255

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	62
7	0	0	73
8	17	0	85
Schoolwide	17	0	220

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	53	0	0	0	0	0	0
7	60	0	0	0	0	0	0
8	86	0	0	0	0	0	0
Schoolwide	199	0	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



Mckinley Community School
2016-2017

Grade Span PK-08

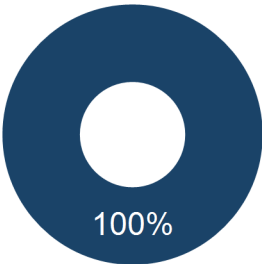
23-3530-110
MIDDLESEX
NEW BRUNSWICK CITY
15 VAN DYKE AVE
NEW BRUNSWICK, NJ 08901-3255

Visual and Performing Arts – Course Participation

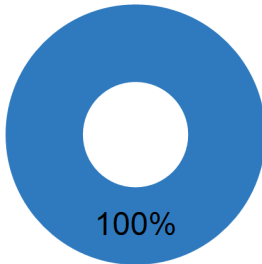
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

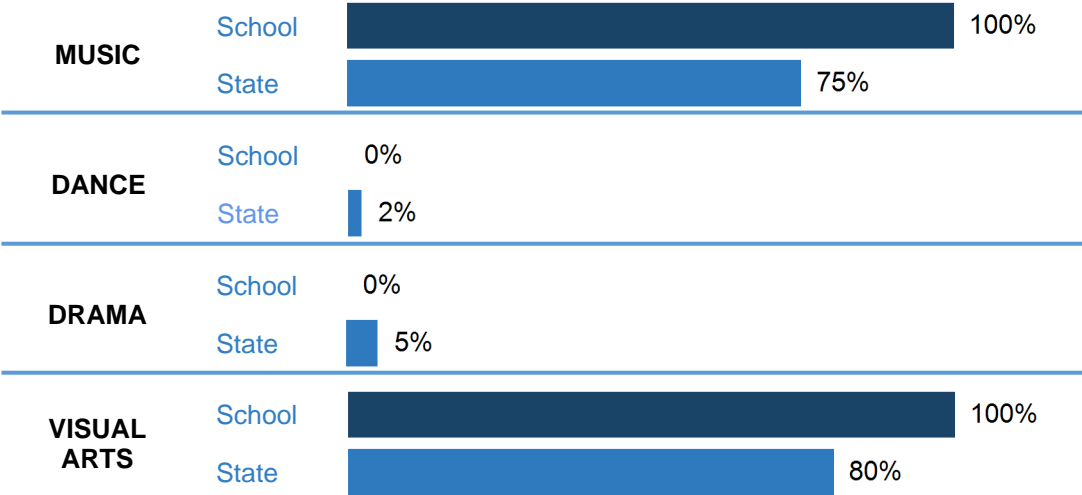


School



State

Students enrolled in one or more classes by discipline:





Mckinley Community School
2016-2017

Grade Span PK-08

23-3530-110
MIDDLESEX
NEW BRUNSWICK CITY
15 VAN DYKE AVE
NEW BRUNSWICK, NJ 08901-3255

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

Chronic Absenteeism

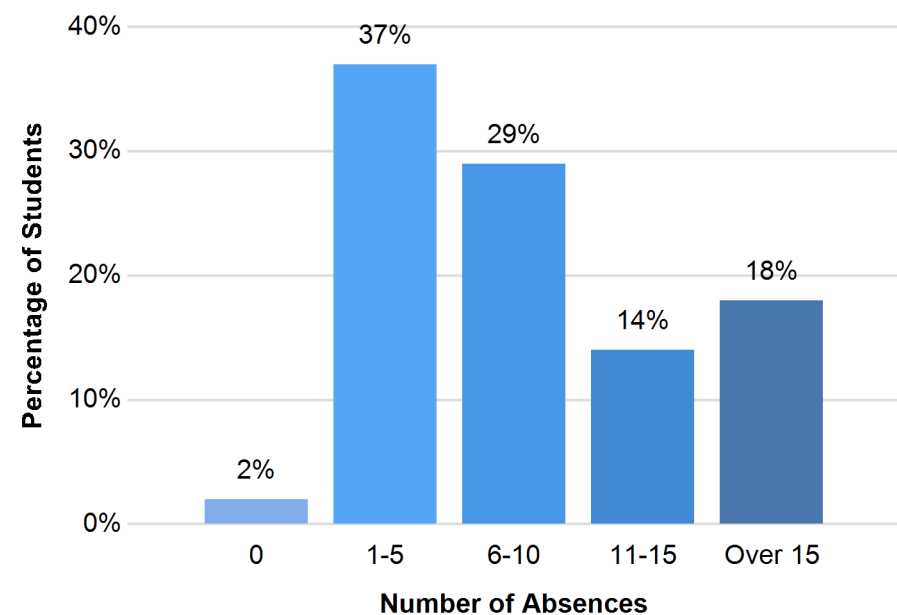
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	14.30	8.50	Not Met
White	N	**	**
Hispanic	12.20	8.50	Not Met
Black or African American	19.80	8.50	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	15.10	8.50	Not Met
Students with Disabilities	27.40	8.50	Not Met
English Learners	N	**	**

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

Days Absent

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





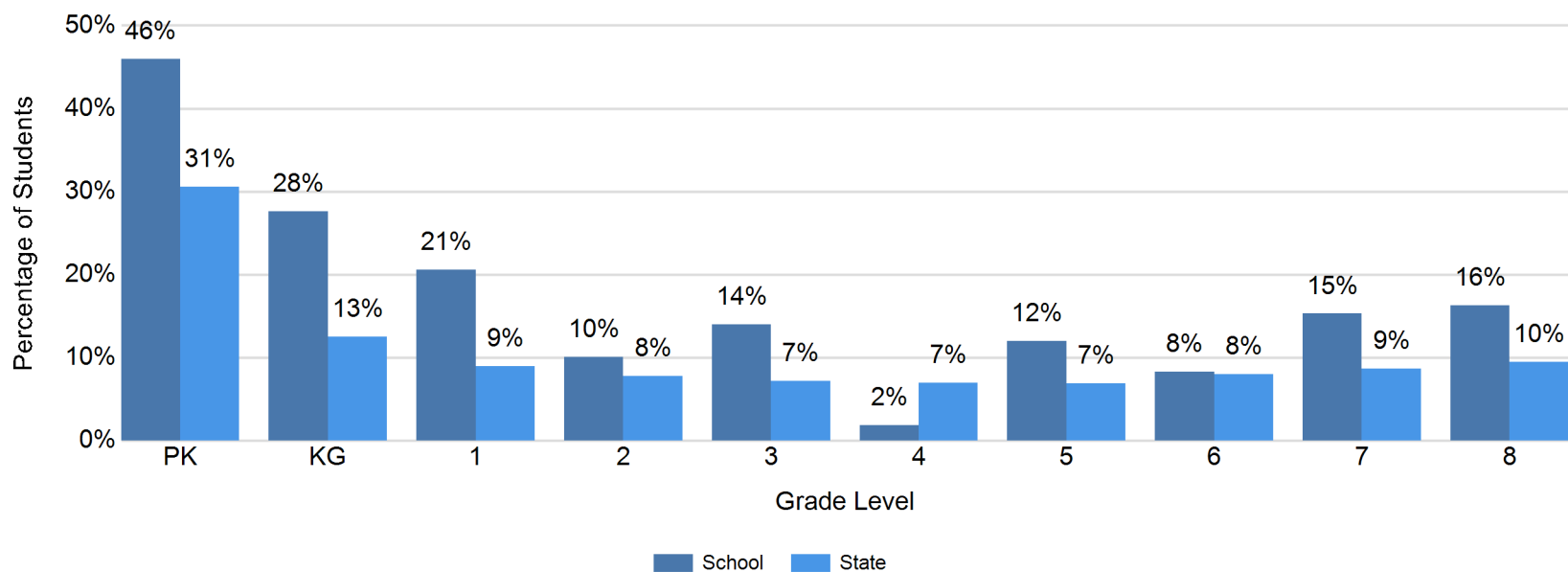
Mckinley Community School
2016-2017

23-3530-110
MIDDLESEX
NEW BRUNSWICK CITY
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NEW BRUNSWICK, NJ 08901-3255

Grade Span PK-08

Chronic Absenteeism by Grade

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





Mckinley Community School

2016-2017

23-3530-110

MIDDLESEX

NEW BRUNSWICK CITY

15 VAN DYKE AVE

NEW BRUNSWICK, NJ 08901-3255

Grade Span PK-08

School Day

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

Category	School
Typical Start Time	8:40AM
Typical End Time	3:15PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 45 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	3
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.39

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.1%
Out-of-School Suspensions	7.1%
Any Suspension	7.1%

Student Expulsions

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

Category	Number of Students
Expulsions	0



Mckinley Community School

2016-2017

Grade Span PK-08

23-3530-110

MIDDLESEX

NEW BRUNSWICK CITY

15 VAN DYKE AVE

NEW BRUNSWICK, NJ 08901-3255

Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.1:1	98.0 kbps	100 kbps	No	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$910	\$15,602	\$16,512



Mckinley Community School

2016-2017

Grade Span PK-08

23-3530-110

MIDDLESEX

NEW BRUNSWICK CITY

15 VAN DYKE AVE

NEW BRUNSWICK, NJ 08901-3255

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	75	120,724
Average years experience in public schools	12.2	11.8
Average years experience in district	9.6	10.5
Teachers in district for 4 or more years	72%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	56	9,506
Average years experience in public schools	13.8	15.9
Average years experience in district	8.2	11.6
Administrators in district for 4 or more years	70%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	13:1
Administrators	254:1	182:1
Librarian/Media Specialists		1134:1
Nurses		486:1
Counselors		537:1
Child Study Team		227:1



Mckinley Community School

2016-2017

Grade Span PK-08

23-3530-110

MIDDLESEX

NEW BRUNSWICK CITY

15 VAN DYKE AVE

NEW BRUNSWICK, NJ 08901-3255

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

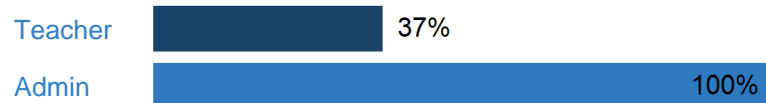
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

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

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



Mckinley Community School

2016-2017

Grade Span PK-08

23-3530-110

MIDDLESEX

NEW BRUNSWICK CITY

15 VAN DYKE AVE

NEW BRUNSWICK, NJ 08901-3255

Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	10.1	17.5%
Mathematics Proficiency	16.8	17.5%
English Language Arts Growth	47.3	25.0%
Mathematics Growth	69.0	25.0%
Chronic Absenteeism	11.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		35.5
Summative Rating: Percentile rank of Summative Score		26.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



Mckinley Community School
2016-2017

Grade Span PK-08

23-3530-110
MIDDLESEX
NEW BRUNSWICK CITY
15 VAN DYKE AVE
NEW BRUNSWICK, NJ 08901-3255

Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	35.5	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
White	**	**	No	**	**	**	**	**	No
Hispanic	43.4	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Black or African American	57.7	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	45.0	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	16.9	11.9	No	Met Target†	Met Target†	Not Met	Not Met	Not Met	No
English Learners	52.6	11.9	No	Met Target	Met Target†	**	Met Target	Met Target	No

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

† Target was met within a confidence interval.



McKinley Community School
2016-2017
Grade Span PK-08



23-3530-110
MIDDLESEX
NEW BRUNSWICK CITY
15 VAN DYKE AVE
NEW BRUNSWICK, NJ 08901-3255

School General Info

Principal:	Ms. Rodriguez	Email Address:	janene_rodriguez@nbpsnj.net
Address:	15 VAN DYKE AVE NEW BRUNSWICK, NJ 08901-3255	Website:	http://mk.nbpschools.net
Phone:	(732)745-5300	Facebook:	https://www.facebook.com/NewBrunswickPublicSchools
		Twitter:	https://twitter.com/nbpschools

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Students participate in our AVID Classes, RIME Program, Safety Patrol and Student Council. • Students are involved in S.T.E.M., Environmental Studies, Leadership and Civic activities. • Students in grades 4-8 participate in Student Led Conferences.
 Mission, Vision, Theme:	<p>McKinley Community School's mission is to Prepare, Empower, and Inspire lifelong learners and leaders. Students develop problem- solving and critical thinking skills and learn to apply them to complex challenges. Additionally, our students participate in project based learning, working for an extended period of time to investigate and respond to an authentic, engaging and complex questions, problems, or challenges.</p>







McKinley Community School
2016-2017
Grade Span PK-08

23-3530-110
MIDDLESEX
NEW BRUNSWICK CITY
15 VAN DYKE AVE
NEW BRUNSWICK, NJ 08901-3255

School Narrative

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

 Courses, Curriculum, Instruction:	<p>Students have the opportunity to be involved in S.T.E.M., Environmental Studies, Leadership and Civic activities. Students participate in our AVID Classes, RIME Program, Safety Patrol, Student Council and Nurture thru Nature with our partnership Rutgers University School of Environmental and Biological Sciences.</p>
 Sports and Athletics:	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Football (Boys), Soccer (Girls), Track and Field - Spring (Boys & Girls), Volleyball (Girls), Wrestling (Boys)</p>
 Clubs and Activities:	<p>Students have the opportunity to be involved in S.T.E.M., Environmental Studies, Leadership and Civic activities. Students participate in our AVID Classes, RIME Program, Safety Patrol, Student Council and Nurture thru Nature with our partnership Rutgers University School of Environmental and Biological Sciences.</p>
 Before and After School Programs:	<p>There are several morning and afternoon programs. Our Morning Reading Enrichment Program is offered to kids in grades Kindergarten, First and Second grades. Additionally, McKinley offers an afterschool Skills Building Program for students in Third thru Eighth grades.</p>







McKinley Community School
2016-2017
Grade Span PK-08

23-3530-110
MIDDLESEX
NEW BRUNSWICK CITY
15 VAN DYKE AVE
NEW BRUNSWICK, NJ 08901-3255

School Narrative

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

 Staff and Professional Learning:	<p>Teachers have the opportunity to work collaboratively once a month in CPTs. Additionally, teachers receive district and school led Professional Development twice a month. Teachers also serve on Teacher Led Committee Meetings whose goal is to sustain the positive culture in the building.</p>
 Student Supports and Services:	<p>Students who are struggling are encouraged to attend our afterschool Skills builder Program. Our Intervention and Referral Team meets monthly to provide additional assistance for students.</p>
 Student Health and Wellness:	<p>Our Social Emotional Learning program focuses on the importance of building character and community. We encourage this with our monthly character focus as well as Caught Showing Good Character initiative. Students are recognized by all adults in the building when they engage in acts of Good Character. Next year, McKinley School will be a PBSIS school (Positive Behavior Supports in Schools) where the school community will work to build positive character in all of its members.</p>
 Parent and Community Involvement:	<p>Parents and the community are vital to the success of our students. The PTA works collaboratively with our faculty to solidify our partnership in educating our children. Our PTA continues to sponsor events such as the Book Fair, Clothing Drive, Eighth Grade Picnic, Teacher Appreciation Week and academic focused class trips.</p>



Mckinley Community School
2016-2017
Grade Span PK-08

23-3530-110
MIDDLESEX
NEW BRUNSWICK CITY
15 VAN DYKE AVE
NEW BRUNSWICK, NJ 08901-3255

School Narrative

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



Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers

Our school survey supported the mantra that students come first. Students, as well as parents, indicate that they believe their teachers care about them and work to build strong relationships. In addition to the parents, our teachers feel comfortable working collaboratively and believe that Administration is here to support them in educating our students.



Facilities:

Our technology room was redesigned last year. The technology room features new Mac Computers. This year students in grades 3-5 will be learning basic CODE.




Mckinley Community School
2016-2017
Grade Span PK-08

23-3530-110
MIDDLESEX
NEW BRUNSWICK CITY
15 VAN DYKE AVE
NEW BRUNSWICK, NJ 08901-3255

School Narrative

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

<div>Other Information:</div>	<p>In addition to our academic program, students participate in a wide variety of activities. Some activities for which our students can choose from are: Yearbook, Read Across America, Spelling Bee, Multiplication March Madness, March Attendance Madness, Winter and Spring Music Concerts, Chorus, Athletic Sports Teams, Academic Fair/Arts Festival, 100 Book Challenge as well as clubs during our school Enrichment Day where they have the opportunity to learn a new skill or activity. Activities include Chess, Quilting, performance Choir, Legos, Chocolate Making, Journal just to name a few.</p>
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New Brunswick High School
2016-2017
Grade Span PK-12

23-3530-050
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NEW BRUNSWICK, NJ 08901-3309

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

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

Navigating through the reports:

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

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



New Brunswick High School

2016-2017

Grade Span PK-12

23-3530-050

MIDDLESEX

NEW BRUNSWICK CITY

1000 SOMERSET ST

NEW BRUNSWICK, NJ 08901-3309

Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

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



New Brunswick High School
2016-2017
Grade Span PK-12

23-3530-050
MIDDLESEX
NEW BRUNSWICK CITY
1000 SOMERSET ST
NEW BRUNSWICK, NJ 08901-3309

Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	13	14	6
KG	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	559	594	617
10	409	408	460
11	361	346	397
12	335	343	355
Ungraded	88	90	107
Total	1764	1795	1942

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	52%	50%
Male	52%	48%	50%
Economically Disadvantaged Students	86%	43%	87%
Students with Disabilities	15%	14%	16%
English Learners	12%	14%	16%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	86.4%
Black or African American	12.4%
White	0.8%
Asian	0.4%
American Indian or Alaska Native	0.1%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.1%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	14	14	6
KG - Half Day	0	0	0
KG - Full Day	0	0	0

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	1939
Shared Time Students	5
Full Time Equivalent	1942

Enrollment by Home Language

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

Home Language	% of Students
Spanish	63.9%
English	35.8%
Other	0.6%



New Brunswick High School
2016-2017
Grade Span PK-12

23-3530-050
MIDDLESEX
NEW BRUNSWICK CITY
1000 SOMERSET ST
NEW BRUNSWICK, NJ 08901-3309

English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	998	97.9	31.20	26.00	54.90	31.2	31.6	Met Target†
White	*	*	*	*	63.90	*	**	**
Hispanic	874	98.0	29.10	25.20	39.80	29.1	32.3	Not Met
Black or African American	108	97.0	45.40	*	35.20	45.4	27.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	25.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	480	98.2	37.90	31.20	62.20	37.9		
Male	518	97.5	24.90	21.00	48.10	24.9		
Economically Disadvantaged Students	908	98.8	31.20	25.30	36.20	*	28.1	Met Target
Non-Economically Disadvantaged Students	90	92.0	31.10	30.10	65.80	*		
Students with Disabilities	188	97.1	*	*	20.50	*	6.4	Met Target
Students without Disabilities	810	98.0	*	*	61.90	*		
English Learners	185	96.2	*	11.90	25.20	*	6.9	Met Target
Non-English Learners	813	98.3	*	31.00	57.40	*		
Homeless Students	13	100.0	15.40	18.30	26.40	15.4		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	*	23.00	N		

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

† Target was met within a confidence interval.



New Brunswick High School
2016-2017
Grade Span PK-12

23-3530-050
MIDDLESEX
NEW BRUNSWICK CITY
1000 SOMERSET ST
NEW BRUNSWICK, NJ 08901-3309

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	N	749	N	N	N	N	N	N	50%
White	N	N	N	759	N	N	N	N	N	N	61%
Hispanic	N	N	N	734	N	N	N	N	N	N	35%
Black or African American	N	N	N	731	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	N	N	N	754	N	N	N	N	N	N	55%
Male	N	N	N	745	N	N	N	N	N	N	46%
Economically Disadvantaged Students	N	N	N	731	N	N	N	N	N	N	31%
Non-Economically Disadvantaged Students	N	N	N	762	N	N	N	N	N	N	63%
Students with Disabilities	N	N	N	720	N	N	N	N	N	N	24%
Students without Disabilities	N	N	N	755	N	N	N	N	N	N	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	N	N	N	752	N	N	N	N	N	N	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



New Brunswick High School
2016-2017
Grade Span PK-12

23-3530-050
MIDDLESEX
NEW BRUNSWICK CITY
1000 SOMERSET ST
NEW BRUNSWICK, NJ 08901-3309

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	N	753	N	N	N	N	N	N	56%
White	N	N	N	762	N	N	N	N	N	N	67%
Hispanic	N	N	N	740	N	N	N	N	N	N	40%
Black or African American	N	N	N	737	N	N	N	N	N	N	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	N	N	N	758	N	N	N	N	N	N	61%
Male	N	N	N	749	N	N	N	N	N	N	51%
Economically Disadvantaged Students	N	N	N	737	N	N	N	N	N	N	36%
Non-Economically Disadvantaged Students	N	N	N	764	N	N	N	N	N	N	69%
Students with Disabilities	N	N	N	725	N	N	N	N	N	N	25%
Students without Disabilities	N	N	N	759	N	N	N	N	N	N	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	N	N	N	755	N	N	N	N	N	N	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



New Brunswick High School
2016-2017
Grade Span PK-12

23-3530-050
MIDDLESEX
NEW BRUNSWICK CITY
1000 SOMERSET ST
NEW BRUNSWICK, NJ 08901-3309

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	N	756	N	N	N	N	N	N	59%
White	N	N	N	763	N	N	N	N	N	N	69%
Hispanic	N	N	N	743	N	N	N	N	N	N	44%
Black or African American	N	N	N	740	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	N	N	N	761	N	N	N	N	N	N	66%
Male	N	N	N	750	N	N	N	N	N	N	53%
Economically Disadvantaged Students	N	N	N	740	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	N	N	N	765	N	N	N	N	N	N	71%
Students with Disabilities	N	N	N	725	N	N	N	N	N	N	22%
Students without Disabilities	N	N	N	762	N	N	N	N	N	N	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	N	N	N	757	N	N	N	N	N	N	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



New Brunswick High School
2016-2017
Grade Span PK-12

23-3530-050
MIDDLESEX
NEW BRUNSWICK CITY
1000 SOMERSET ST
NEW BRUNSWICK, NJ 08901-3309

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	N	752	N	N	N	N	N	N	54%
White	N	N	N	758	N	N	N	N	N	N	63%
Hispanic	N	N	N	740	N	N	N	N	N	N	38%
Black or African American	N	N	N	736	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	776	N	N	N	N	N	N	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	N	N	N	758	N	N	N	N	N	N	61%
Male	N	N	N	746	N	N	N	N	N	N	46%
Economically Disadvantaged Students	N	N	N	737	N	N	N	N	N	N	34%
Non-Economically Disadvantaged Students	N	N	N	761	N	N	N	N	N	N	65%
Students with Disabilities	N	N	N	722	N	N	N	N	N	N	17%
Students without Disabilities	N	N	N	758	N	N	N	N	N	N	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	N	N	N	753	N	N	N	N	N	N	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



New Brunswick High School
2016-2017
Grade Span PK-12

23-3530-050
MIDDLESEX
NEW BRUNSWICK CITY
1000 SOMERSET ST
NEW BRUNSWICK, NJ 08901-3309

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	N	756	N	N	N	N	N	N	59%
White	N	N	N	764	N	N	N	N	N	N	69%
Hispanic	N	N	N	742	N	N	N	N	N	N	44%
Black or African American	N	N	N	737	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	784	N	N	N	N	N	N	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	N	N	N	764	N	N	N	N	N	N	68%
Male	N	N	N	749	N	N	N	N	N	N	51%
Economically Disadvantaged Students	N	N	N	739	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	N	N	N	766	N	N	N	N	N	N	70%
Students with Disabilities	N	N	N	719	N	N	N	N	N	N	19%
Students without Disabilities	N	N	N	763	N	N	N	N	N	N	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	N	N	N	758	N	N	N	N	N	N	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



New Brunswick High School
2016-2017
Grade Span PK-12

23-3530-050
MIDDLESEX
NEW BRUNSWICK CITY
1000 SOMERSET ST
NEW BRUNSWICK, NJ 08901-3309

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	N	757	N	N	N	N	N	N	59%
White	N	N	N	764	N	N	N	N	N	N	68%
Hispanic	N	N	N	742	N	N	N	N	N	N	44%
Black or African American	N	N	N	738	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	786	N	N	N	N	N	N	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	N	N	N	758	N	N	N	N	N	N	60%
Female	N	N	N	766	N	N	N	N	N	N	68%
Male	N	N	N	749	N	N	N	N	N	N	50%
Economically Disadvantaged Students	N	N	N	739	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	N	N	N	766	N	N	N	N	N	N	69%
Students with Disabilities	N	N	N	718	N	N	N	N	N	N	18%
Students without Disabilities	N	N	N	764	N	N	N	N	N	N	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	N	N	N	759	N	N	N	N	N	N	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%



New Brunswick High School
2016-2017
Grade Span PK-12

23-3530-050
MIDDLESEX
NEW BRUNSWICK CITY
1000 SOMERSET ST
NEW BRUNSWICK, NJ 08901-3309

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	654	720	720	749	34%	20%	22%	22%	3%	25%	52%
White	*	*	*	757	*	*	*	*	*	*	62%
Hispanic	569	719	719	733	35%	20%	21%	21%	3%	24%	35%
Black or African American	77	727	727	730	25%	*	27%	31%	*	33%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	291	728	728	756	28%	15%	24%	*	*	33%	60%
Male	363	714	714	741	38%	23%	20%	*	*	19%	43%
Economically Disadvantaged Students	558	723	723	731	29%	*	*	24%	*	26%	32%
Non-Economically Disadvantaged Students	96	705	705	758	59%	*	*	14%	*	18%	62%
Students with Disabilities	117	696	696	714	*	*	*	*	*	*	13%
Students without Disabilities	537	726	726	754	*	*	*	*	*	*	58%
English Learners	119	680	680	690	*	*	*	*	*	*	*
Non-English Learners	535	729	729	752	*	*	*	*	*	*	*
Homeless Students	10	723	723	719	*	*	*	*	0%	30%	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



New Brunswick High School
2016-2017
Grade Span PK-12

23-3530-050
MIDDLESEX
NEW BRUNSWICK CITY
1000 SOMERSET ST
NEW BRUNSWICK, NJ 08901-3309

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	476	728	728	743	29%	18%	18%	28%	6%	35%	46%
White	*	*	*	749	*	*	*	*	*	*	52%
Hispanic	417	727	727	728	30%	18%	19%	28%	5%	33%	34%
Black or African American	49	736	736	725	27%	*	*	35%	*	49%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	252	737	737	752	21%	18%	*	30%	*	40%	54%
Male	224	717	717	734	39%	18%	*	26%	*	29%	39%
Economically Disadvantaged Students	422	728	728	726	28%	*	*	28%	*	35%	32%
Non-Economically Disadvantaged Students	54	722	722	751	37%	*	*	28%	*	35%	54%
Students with Disabilities	71	690	690	704	*	*	*	*	*	*	12%
Students without Disabilities	405	734	734	749	*	*	*	*	*	*	52%
English Learners	73	682	682	681	*	*	*	*	*	*	*
Non-English Learners	403	736	736	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



New Brunswick High School
2016-2017
Grade Span PK-12

23-3530-050
MIDDLESEX
NEW BRUNSWICK CITY
1000 SOMERSET ST
NEW BRUNSWICK, NJ 08901-3309

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	343	736	736	736	22%	16%	23%	31%	8%	39%	38%
White	*	*	*	738	*	*	*	*	*	*	40%
Hispanic	295	735	735	731	23%	16%	21%	32%	8%	40%	34%
Black or African American	45	738	738	728	*	*	40%	24%	*	33%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	*	*	*	731	*	*	*	*	*	*	30%
Two or More Races	N	N	N	731	N	N	N	N	N	N	36%
Female	168	742	742	744	17%	*	21%	33%	*	45%	46%
Male	175	729	729	729	26%	*	26%	30%	*	34%	31%
Economically Disadvantaged Students	304	737	737	729	20%	*	22%	*	*	41%	32%
Non-Economically Disadvantaged Students	39	723	723	740	31%	*	31%	*	*	26%	42%
Students with Disabilities	38	696	696	709	*	*	*	*	*	*	12%
Students without Disabilities	305	741	741	741	*	*	*	*	*	*	43%
English Learners	65	699	699	699	*	*	*	*	*	*	*
Non-English Learners	278	744	744	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

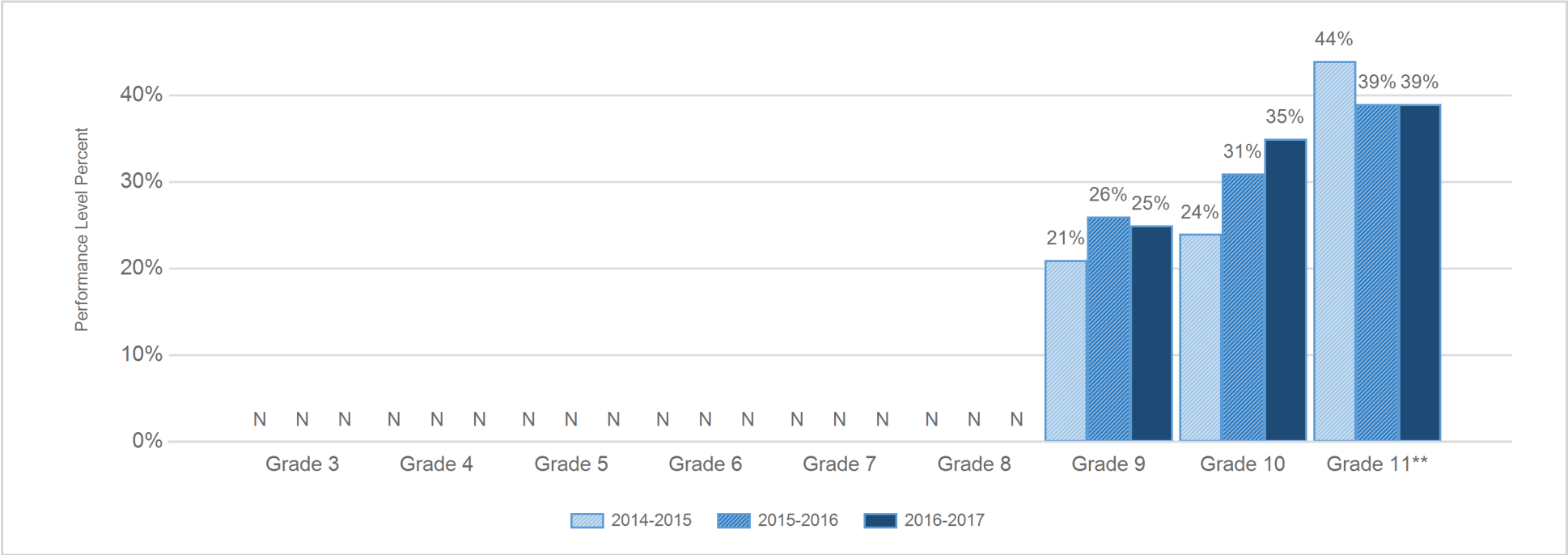


New Brunswick High School
2016-2017
Grade Span PK-12

23-3530-050
MIDDLESEX
NEW BRUNSWICK CITY
1000 SOMERSET ST
NEW BRUNSWICK, NJ 08901-3309

English Language Arts/Literacy Assessment - Performance Trends

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



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



New Brunswick High School
2016-2017
Grade Span PK-12

23-3530-050
MIDDLESEX
NEW BRUNSWICK CITY
1000 SOMERSET ST
NEW BRUNSWICK, NJ 08901-3309

Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	1047	97.7	10.10	19.10	43.50	10.1	16.7	Not Met
White	10	100.0	40.00	33.40	52.40	40	**	**
Hispanic	919	97.8	10.30	19.30	27.60	10.3	17.1	Not Met
Black or African American	110	96.3	*	16.80	21.70	*	14.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	25.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	496	97.8	*	*	44.10	*		
Male	551	97.7	*	*	42.90	*		
Economically Disadvantaged Students	952	98.6	10.00	18.20	25.10	*	15.9	Not Met
Non-Economically Disadvantaged Students	95	92.4	11.60	24.90	54.30	*		
Students with Disabilities	192	96.7	*	*	16.50	*	4.8	Not Met
Students without Disabilities	855	97.9	*	*	48.80	*		
English Learners	194	97.4	*	12.90	23.30	*	7.5	Not Met
Non-English Learners	853	97.8	*	21.50	45.20	*		
Homeless Students	14	100.0	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	*	18.20	N		

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

† Target was met within a confidence interval.



New Brunswick High School
2016-2017
Grade Span PK-12

23-3530-050
MIDDLESEX
NEW BRUNSWICK CITY
1000 SOMERSET ST
NEW BRUNSWICK, NJ 08901-3309

Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	N	751	N	N	N	N	N	N	53%
White	N	N	N	759	N	N	N	N	N	N	63%
Hispanic	N	N	N	738	N	N	N	N	N	N	37%
Black or African American	N	N	N	733	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	N	N	N	751	N	N	N	N	N	N	52%
Male	N	N	N	751	N	N	N	N	N	N	53%
Economically Disadvantaged Students	N	N	N	736	N	N	N	N	N	N	34%
Non-Economically Disadvantaged Students	N	N	N	761	N	N	N	N	N	N	65%
Students with Disabilities	N	N	N	729	N	N	N	N	N	N	29%
Students without Disabilities	N	N	N	755	N	N	N	N	N	N	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	N	N	N	753	N	N	N	N	N	N	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



New Brunswick High School
2016-2017
Grade Span PK-12

23-3530-050
MIDDLESEX
NEW BRUNSWICK CITY
1000 SOMERSET ST
NEW BRUNSWICK, NJ 08901-3309

Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	N	747	N	N	N	N	N	N	47%
White	N	N	N	755	N	N	N	N	N	N	59%
Hispanic	N	N	N	734	N	N	N	N	N	N	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	N	N	N	747	N	N	N	N	N	N	47%
Male	N	N	N	747	N	N	N	N	N	N	48%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	N	N	N	757	N	N	N	N	N	N	61%
Students with Disabilities	N	N	N	724	N	N	N	N	N	N	22%
Students without Disabilities	N	N	N	751	N	N	N	N	N	N	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	N	N	N	749	N	N	N	N	N	N	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



New Brunswick High School
2016-2017
Grade Span PK-12

23-3530-050
MIDDLESEX
NEW BRUNSWICK CITY
1000 SOMERSET ST
NEW BRUNSWICK, NJ 08901-3309

Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	N	747	N	N	N	N	N	N	46%
White	N	N	N	754	N	N	N	N	N	N	57%
Hispanic	N	N	N	735	N	N	N	N	N	N	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	N	N	N	747	N	N	N	N	N	N	47%
Male	N	N	N	746	N	N	N	N	N	N	46%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	N	N	N	756	N	N	N	N	N	N	59%
Students with Disabilities	N	N	N	725	N	N	N	N	N	N	19%
Students without Disabilities	N	N	N	751	N	N	N	N	N	N	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	N	N	N	748	N	N	N	N	N	N	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



New Brunswick High School
2016-2017
Grade Span PK-12

23-3530-050
MIDDLESEX
NEW BRUNSWICK CITY
1000 SOMERSET ST
NEW BRUNSWICK, NJ 08901-3309

Mathematics Assessment - Performance by Grade: Grade 6**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	N	743	N	N	N	N	N	N	44%
White	N	N	N	751	N	N	N	N	N	N	54%
Hispanic	N	N	N	731	N	N	N	N	N	N	27%
Black or African American	N	N	N	724	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	771	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	N	N	N	745	N	N	N	N	N	N	45%
Male	N	N	N	742	N	N	N	N	N	N	43%
Economically Disadvantaged Students	N	N	N	728	N	N	N	N	N	N	24%
Non-Economically Disadvantaged Students	N	N	N	752	N	N	N	N	N	N	56%
Students with Disabilities	N	N	N	717	N	N	N	N	N	N	13%
Students without Disabilities	N	N	N	748	N	N	N	N	N	N	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	N	N	N	745	N	N	N	N	N	N	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



New Brunswick High School
2016-2017
Grade Span PK-12

23-3530-050
MIDDLESEX
NEW BRUNSWICK CITY
1000 SOMERSET ST
NEW BRUNSWICK, NJ 08901-3309

Mathematics Assessment - Performance by Grade: Grade 7**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	N	741	N	N	N	N	N	N	40%
White	N	N	N	748	N	N	N	N	N	N	49%
Hispanic	N	N	N	730	N	N	N	N	N	N	23%
Black or African American	N	N	N	726	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	764	N	N	N	N	N	N	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	N	N	N	740	N	N	N	N	N	N	39%
Female	N	N	N	743	N	N	N	N	N	N	41%
Male	N	N	N	740	N	N	N	N	N	N	38%
Economically Disadvantaged Students	N	N	N	729	N	N	N	N	N	N	22%
Non-Economically Disadvantaged Students	N	N	N	749	N	N	N	N	N	N	50%
Students with Disabilities	N	N	N	716	N	N	N	N	N	N	11%
Students without Disabilities	N	N	N	746	N	N	N	N	N	N	45%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	N	N	N	742	N	N	N	N	N	N	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



New Brunswick High School
2016-2017
Grade Span PK-12

23-3530-050
MIDDLESEX
NEW BRUNSWICK CITY
1000 SOMERSET ST
NEW BRUNSWICK, NJ 08901-3309

Mathematics Assessment - Performance by Grade: Grade 8**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	N	728	N	N	N	N	N	N	28%
White	N	N	N	736	N	N	N	N	N	N	35%
Hispanic	N	N	N	721	N	N	N	N	N	N	21%
Black or African American	N	N	N	715	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	N	N	N	726	N	N	N	N	N	N	28%
Female	N	N	N	730	N	N	N	N	N	N	30%
Male	N	N	N	725	N	N	N	N	N	N	26%
Economically Disadvantaged Students	N	N	N	719	N	N	N	N	N	N	19%
Non-Economically Disadvantaged Students	N	N	N	734	N	N	N	N	N	N	34%
Students with Disabilities	N	N	N	705	N	N	N	N	N	N	*
Students without Disabilities	N	N	N	734	N	N	N	N	N	N	*
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	N	N	N	729	N	N	N	N	N	N	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



New Brunswick High School
2016-2017
Grade Span PK-12

23-3530-050
MIDDLESEX
NEW BRUNSWICK CITY
1000 SOMERSET ST
NEW BRUNSWICK, NJ 08901-3309

Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	615	714	720	743	*	*	*	*	*	*	42%
White	*	*	*	751	*	*	*	*	*	*	52%
Hispanic	538	714	*	728	31%	37%	22%	10%	0%	10%	24%
Black or African American	71	715	721	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	258	716	722	744	*	*	*	*	*	*	43%
Male	357	713	717	741	*	*	*	*	*	*	40%
Economically Disadvantaged Students	523	716	721	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	92	703	710	751	*	*	*	*	*	*	52%
Students with Disabilities	114	703	*	714	*	*	*	*	*	*	10%
Students without Disabilities	501	717	*	747	*	*	*	*	*	*	47%
English Learners	128	699	*	708	*	*	*	*	*	*	*
Non-English Learners	487	718	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



New Brunswick High School
2016-2017
Grade Span PK-12

23-3530-050
MIDDLESEX
NEW BRUNSWICK CITY
1000 SOMERSET ST
NEW BRUNSWICK, NJ 08901-3309

Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	558	716	716	734	*	*	*	*	*	*	30%
White	*	*	*	740	*	*	*	*	*	*	38%
Hispanic	495	716	716	722	*	*	*	*	*	*	14%
Black or African American	47	717	717	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	282	716	716	735	*	*	*	*	*	*	31%
Male	276	716	716	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	491	716	716	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	67	716	716	740	*	*	*	*	*	*	39%
Students with Disabilities	82	704	704	711	*	*	*	*	*	*	*
Students without Disabilities	476	718	718	738	*	*	*	*	*	*	*
English Learners	107	706	706	710	*	*	*	*	*	*	*
Non-English Learners	451	718	718	735	*	*	*	*	*	*	*
Homeless Students	10	706	706	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



New Brunswick High School
2016-2017
Grade Span PK-12

23-3530-050
MIDDLESEX
NEW BRUNSWICK CITY
1000 SOMERSET ST
NEW BRUNSWICK, NJ 08901-3309

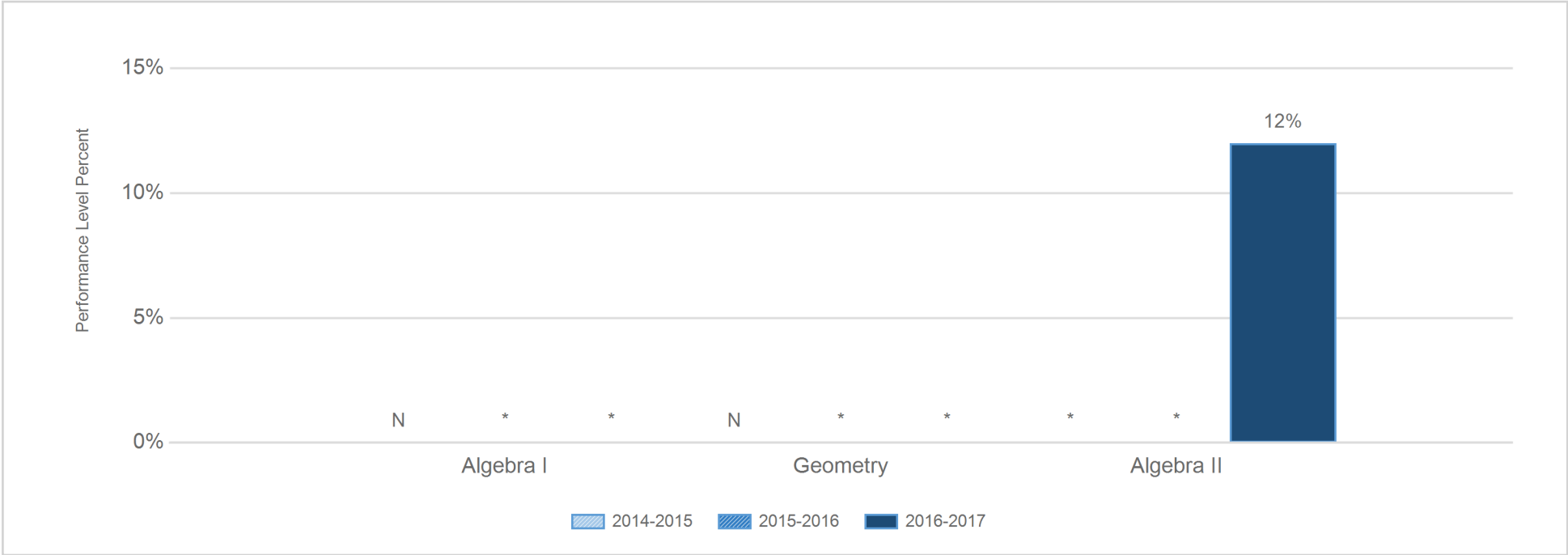
Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	338	710	710	725	41%	30%	17%	*	*	12%	28%
White	*	*	*	731	*	*	*	*	*	*	33%
Hispanic	282	710	710	710	42%	30%	17%	*	*	11%	14%
Black or African American	53	709	709	703	42%	32%	*	*	0%	11%	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	183	710	710	725	42%	30%	19%	*	*	10%	27%
Male	155	710	710	725	41%	30%	16%	*	*	13%	29%
Economically Disadvantaged Students	300	710	710	708	43%	29%	*	*	*	12%	13%
Non-Economically Disadvantaged Students	38	712	712	733	32%	40%	*	*	*	11%	35%
Students with Disabilities	42	686	686	692	*	*	*	*	*	*	*
Students without Disabilities	296	713	713	729	*	*	*	*	*	*	*
English Learners	28	690	690	692	*	*	*	*	*	*	*
Non-English Learners	310	712	712	726	*	*	*	*	*	*	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

Mathematics Assessment – Performance Trends

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





New Brunswick High School
2016-2017
Grade Span PK-12

23-3530-050
MIDDLESEX
NEW BRUNSWICK CITY
1000 SOMERSET ST
NEW BRUNSWICK, NJ 08901-3309

Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	N	N
6	N	N
7	N	N
8	N	N
9	N	N
10	N	N
11	14	14

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	95	*	*
2	68	*	*
3	56	*	*
4	40	*	*
5+	18	*	*



New Brunswick High School
2016-2017
Grade Span PK-12

23-3530-050
MIDDLESEX
NEW BRUNSWICK CITY
1000 SOMERSET ST
NEW BRUNSWICK, NJ 08901-3309

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

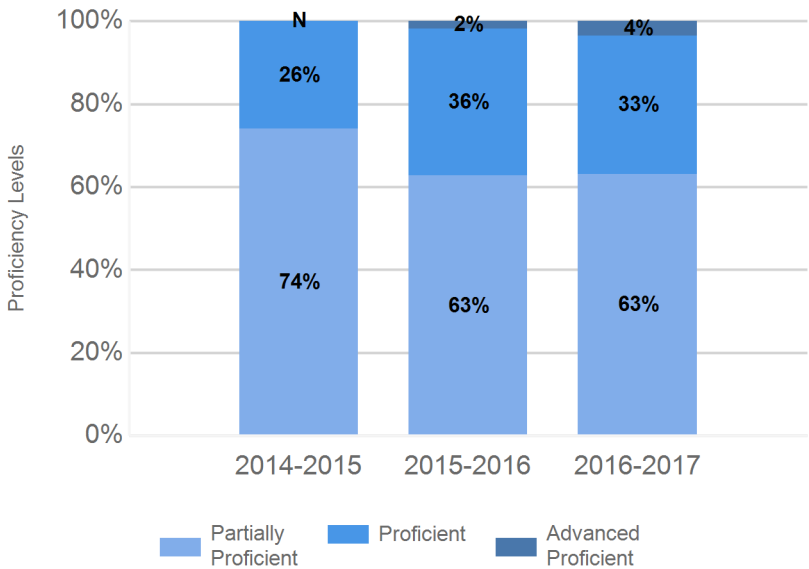
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	4%	33%	63%
White	*	*	*
Hispanic	*	34%	62%
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	3%	30%	67%
Students with Disabilities	N	*	*
English Learners	N	13%	87%

Biology Assessment - Proficiency Trends

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





**New Brunswick High School
2016-2017**

Grade Span PK-12

**23-3530-050
MIDDLESEX
NEW BRUNSWICK CITY
1000 SOMERSET ST
NEW BRUNSWICK, NJ 08901-3309**

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

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	100.0%	89.4%
Percentage of students taking the SAT	68.7%	70.0%
Percentage of students taking the ACT	7.9%	28.3%

PSAT/SAT/ACT - Performance

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

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	395	481	Varies By Grade	38%	67%
PSAT - Math	418	483	Varies By Grade	24%	49%
SAT - Reading and Writing	490	551	480	56%	77%
SAT - Math	502	552	530	40%	58%
ACT - Reading	17	24	22	25%	65%
ACT - English	16	24	18	36%	79%
ACT - Math	19	24	22	32%	65%
ACT - Science	17	23	23	*	54%



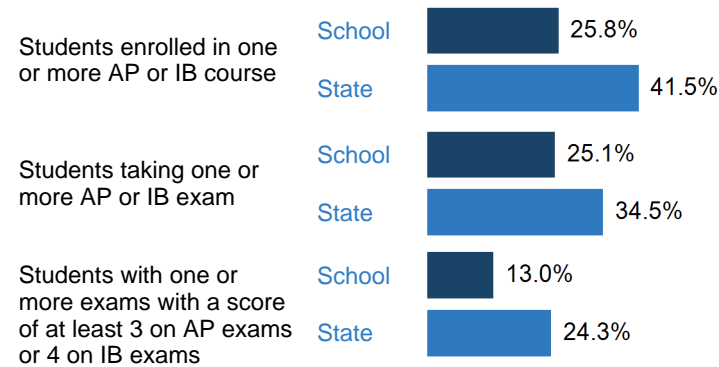
New Brunswick High School
2016-2017
Grade Span PK-12

23-3530-050
MIDDLESEX
NEW BRUNSWICK CITY
1000 SOMERSET ST
NEW BRUNSWICK, NJ 08901-3309

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

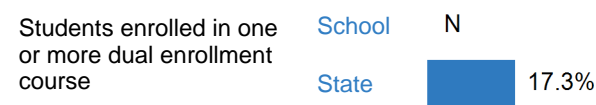
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	46	44
AP Calculus AB	35	31
AP Calculus BC	6	6
AP Chemistry	19	17
AP English Language and Composition	59	56
AP English Literature and Composition	67	66
AP Physics C	5	0
AP Physics C: Electricity and Magnetism	0	1
AP Physics C: Mechanics	0	6
AP Psychology	0	1
AP Spanish Language	29	61
AP Statistics	0	1
AP U.S. Government and Politics	0	1
AP U.S. History	6	48
Total Exams Taken		339
Exams with scores of at least 3 on AP exams or 4 on IB exams		125



New Brunswick High School
2016-2017
Grade Span PK-12

23-3530-050
MIDDLESEX
NEW BRUNSWICK CITY
1000 SOMERSET ST
NEW BRUNSWICK, NJ 08901-3309

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

Career and Technical Education Participation

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

CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

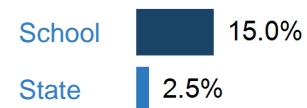
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

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

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



New Brunswick High School
2016-2017

Grade Span PK-12

23-3530-050
MIDDLESEX
NEW BRUNSWICK CITY
1000 SOMERSET ST
NEW BRUNSWICK, NJ 08901-3309

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
6	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
9	603	120	3	0	0	0	4
10	46	365	93	9	0	0	3
11	10	86	260	78	7	0	45
12	1	29	75	76	62	0	97
Schoolwide	660	600	431	163	69	0	149
Enrolled in AP/IB Course					41	0	0



New Brunswick High School
2016-2017

Grade Span PK-12

23-3530-050
MIDDLESEX
NEW BRUNSWICK CITY
1000 SOMERSET ST
NEW BRUNSWICK, NJ 08901-3309

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	70	59	0	0	516	2
10	32	430	0	0	41	18
11	233	78	0	3	113	27
12	116	41	0	6	22	44
Schoolwide	451	608	0	9	692	91
Enrolled in AP/IB Course	46	19		0	5	0



New Brunswick High School
2016-2017
Grade Span PK-12

23-3530-050
MIDDLESEX
NEW BRUNSWICK CITY
1000 SOMERSET ST
NEW BRUNSWICK, NJ 08901-3309

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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	613	42	4	6	0	12
10	49	445	2	16	0	47
11	29	409	6	24	0	75
12	12	83	7	41	0	97
Schoolwide	703	979	19	87	0	231
Enrolled in AP/IB Course	0	6	0	0	0	0



New Brunswick High School
2016-2017

Grade Span PK-12

23-3530-050
MIDDLESEX
NEW BRUNSWICK CITY
1000 SOMERSET ST
NEW BRUNSWICK, NJ 08901-3309

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
9	281	72	0	0	0	0	34
10	288	71	0	0	0	0	53
11	213	26	0	0	0	0	23
12	45	10	0	0	0	0	9
Schoolwide	827	179	0	0	0	0	119
Enrolled in AP/IB Course	29	0	0	0	0	0	0
Enrolled in Level 3 or Higher	283	19	0	0	0	0	8
Earned Seal of Biliteracy	48	*	0	0	0	0	0



New Brunswick High School
2016-2017
Grade Span PK-12

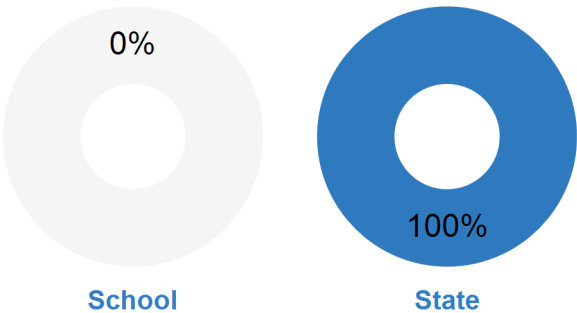
23-3530-050
MIDDLESEX
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1000 SOMERSET ST
NEW BRUNSWICK, NJ 08901-3309

Visual and Performing Arts – Course Participation

This chart shows the percentages of students in the school and across the state that were enrolled in one or more **Visual and Performing Arts** classes with separate rates for grades 6-8 and grades 9-12. The chart also shows the percentage of students in the school and across the state that were enrolled in one or more courses within each of the four arts disciplines.

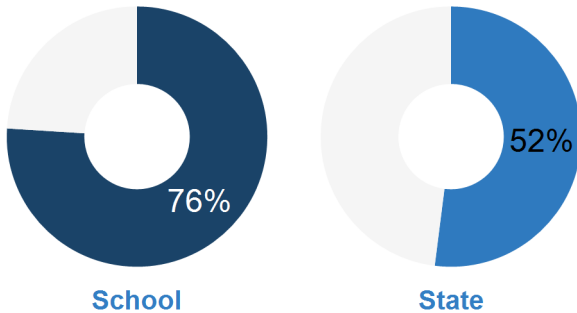
Grades 6-8:

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

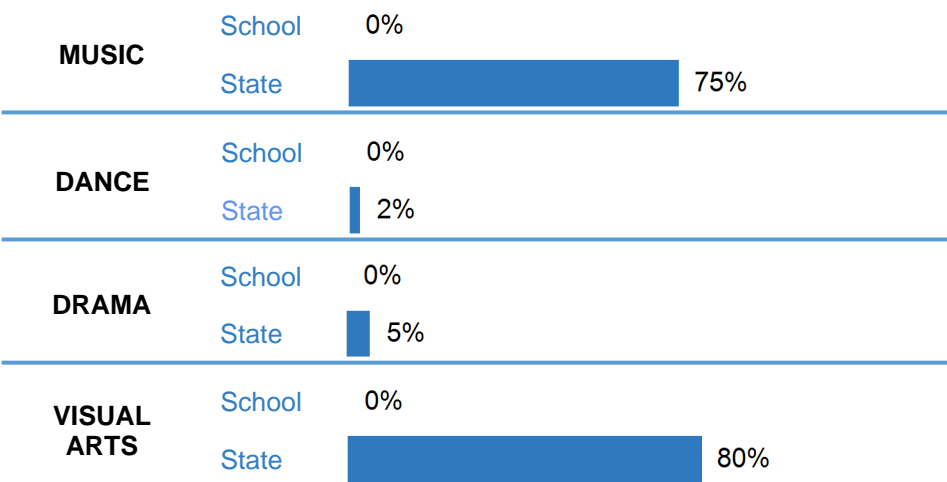


Grades 9-12:

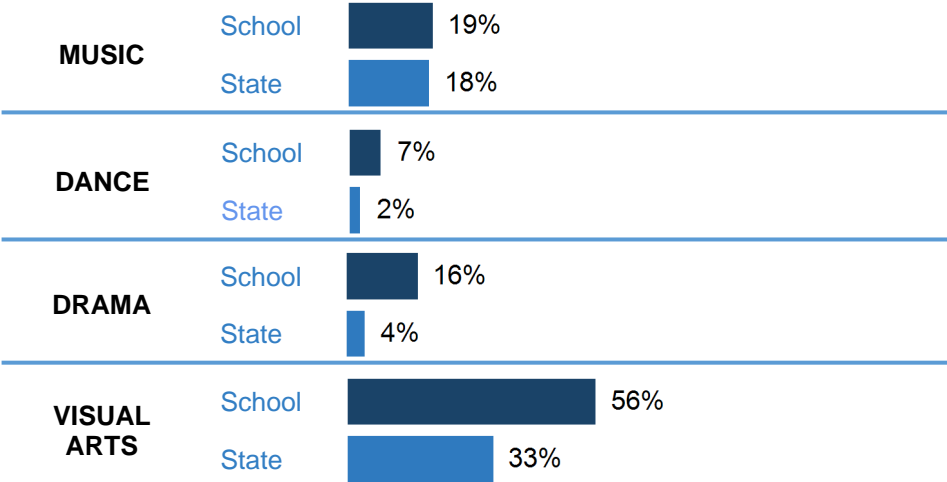
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:





New Brunswick High School
2016-2017
Grade Span PK-12

23-3530-050
MIDDLESEX
NEW BRUNSWICK CITY
1000 SOMERSET ST
NEW BRUNSWICK, NJ 08901-3309

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

Graduation Rates

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	68.7%	90.5%	75.9%	91.8%	69.5%	69.8%	Not Met	73.0%	70.3%	Met Target
White	*	94.5%	*	95.1%	*	**	**	*	**	**
Hispanic	68.7%	84.3%	75.8%	86.3%	68.6%	69.9%	Not Met	73.4%	70.3%	Met Target
Black or African American	69.9%	83.4%	74.4%	85.3%	71.8%	66.7%	Met Target	68.6%	71.1%	Not Met
Asian, Native Hawaiian or Pacific Islander	*	96.6%	*	97.5%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	71.6%	83.9%	76.8%	85.6%	70.9%	73.2%	Not Met	75.9%	73.0%	Met Target
Students with Disabilities	64.7%	78.8%	65.8%	82.1%	58.8%	56.6%	Met Target	60.2%	58.9%	Met Target
English Learners	38.6%	76.1%	55.3%	79.7%	41.6%	44.1%	Not Met	50.9%	48.8%	Met Target
Homeless Students	*	73.2%	*	74.4%	*	*	N	*		

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

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	68.7%	-
2016	69.5%	75.9%
2015	68.5%	73.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	2%	1.1%
2015-2016	2.7%	1.1%
2014-2015	3.2%	1.1%



New Brunswick High School
2016-2017
Grade Span PK-12

23-3530-050
MIDDLESEX
NEW BRUNSWICK CITY
1000 SOMERSET ST
NEW BRUNSWICK, NJ 08901-3309

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

Postsecondary Enrollment Rates: Fall

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

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	54%	49.7%	50.3%
White	*	*	*
Hispanic	51.3%	51.4%	48.6%
Black or African American	66.7%	41.7%	58.3%
Asian, Native Hawaiian, or Pacific Islander	0%	0%	0%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	0%
Economically Disadvantaged Students	50%	53.5%	46.5%
Students with Disabilities	42.9%	85.7%	14.3%
English Learners	22.7%	100%	0%

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	59.9%	53.5%	46.5%	86.1%	13.9%	93.1%	6.9%
White	*	*	*	*	*	*	*
Hispanic	60.1%	53.9%	46.1%	84.4%	15.6%	95.8%	4.2%
Black or African American	57.4%	51.6%	48.4%	93.6%	6.5%	77.4%	22.6%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	49.6%	51.7%	48.3%	88.3%	11.7%	90%	10%
Students with Disabilities	27.3%	83.3%	16.7%	91.7%	8.3%	100%	0%
English Learners	29.4%	60%	40%	80%	20%	100%	0%



New Brunswick High School
2016-2017
Grade Span PK-12

23-3530-050
MIDDLESEX
NEW BRUNSWICK CITY
1000 SOMERSET ST
NEW BRUNSWICK, NJ 08901-3309

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

Chronic Absenteeism

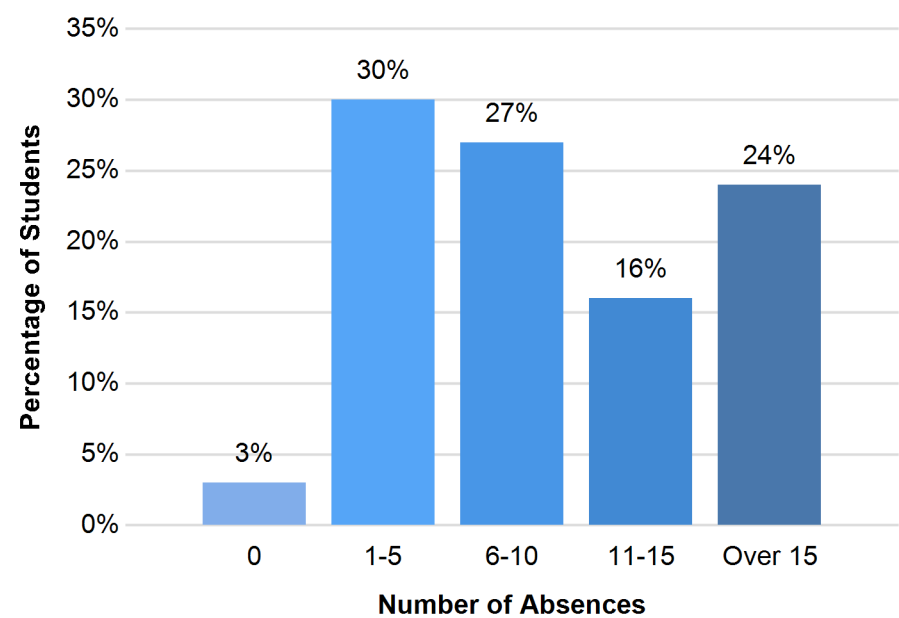
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	21.10	14.30	Not Met
White	N	**	**
Hispanic	20.30	14.30	Not Met
Black or African American	26.20	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	19.70	14.30	Not Met
Students with Disabilities	30.00	14.30	Not Met
English Learners	20.50	14.30	Not Met

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

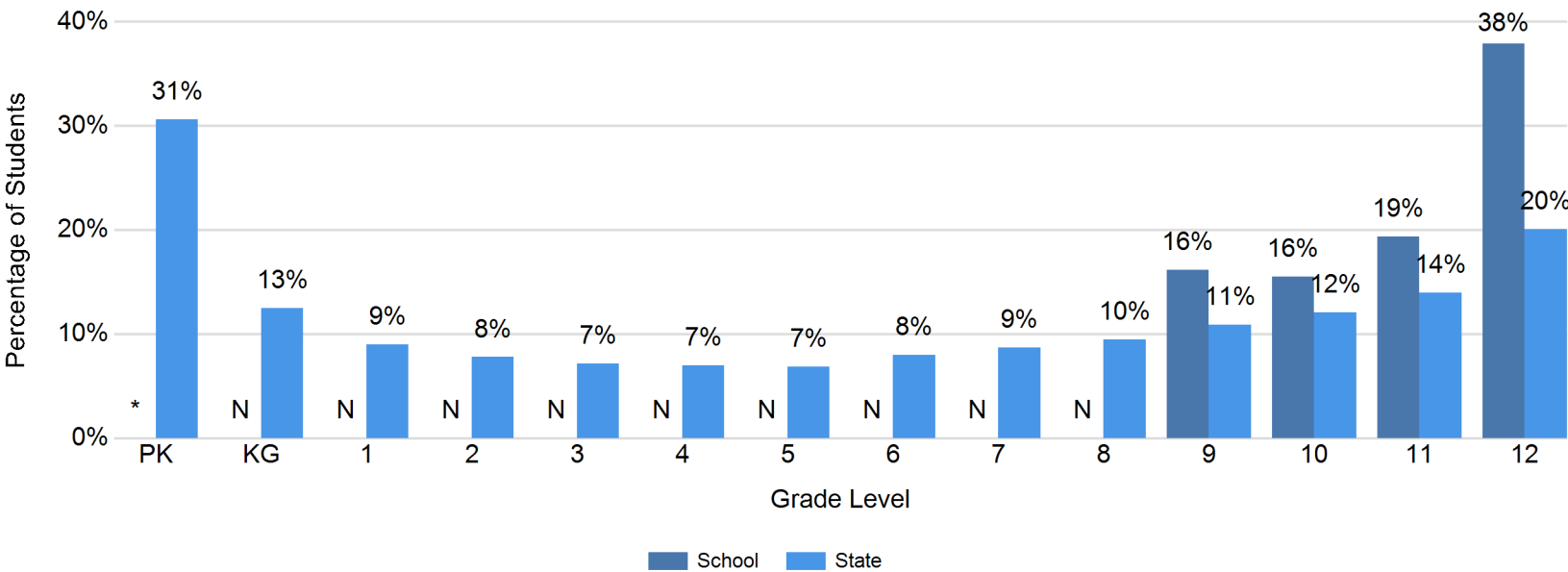
Days Absent

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



Chronic Absenteeism by Grade

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





New Brunswick High School
2016-2017
Grade Span PK-12

23-3530-050
MIDDLESEX
NEW BRUNSWICK CITY
1000 SOMERSET ST
NEW BRUNSWICK, NJ 08901-3309

School Day

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

Category	School
Typical Start Time	7:55AM
Typical End Time	2:25PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 55 Mins.
Shared Time - Instructional Time	3 Hrs. 42 Mins.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	7
Vandalism	3
Weapons	3
Substances	33
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	48
Incidents Per 100 Students Enrolled	2.47

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	33.2%
Out-of-School Suspensions	10.1%
Any Suspension	35.7%

Student Expulsions

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

Category	Number of Students
Expulsions	0



New Brunswick High School
2016-2017
Grade Span PK-12

23-3530-050
MIDDLESEX
NEW BRUNSWICK CITY
1000 SOMERSET ST
NEW BRUNSWICK, NJ 08901-3309

Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.1:1	98.0 kbps	100 kbps	No	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$910	\$15,602	\$16,512



New Brunswick High School
2016-2017
Grade Span PK-12

23-3530-050
MIDDLESEX
NEW BRUNSWICK CITY
1000 SOMERSET ST
NEW BRUNSWICK, NJ 08901-3309

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	149	120,724
Average years experience in public schools	9.7	11.8
Average years experience in district	7.3	10.5
Teachers in district for 4 or more years	62%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	56	9,506
Average years experience in public schools	13.8	15.9
Average years experience in district	8.2	11.6
Administrators in district for 4 or more years	70%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	13:1
Administrators	216:1	182:1
Librarian/Media Specialists		1134:1
Nurses		486:1
Counselors		537:1
Child Study Team		227:1



New Brunswick High School
2016-2017
Grade Span PK-12

23-3530-050
MIDDLESEX
NEW BRUNSWICK CITY
1000 SOMERSET ST
NEW BRUNSWICK, NJ 08901-3309

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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

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

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



New Brunswick High School
2016-2017
Grade Span PK-12

23-3530-050
MIDDLESEX
NEW BRUNSWICK CITY
1000 SOMERSET ST
NEW BRUNSWICK, NJ 08901-3309

Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	30.6	17.5%
Mathematics Proficiency	21.1	17.5%
Graduation - 4-Year	3.1	25.0%
Graduation - 5-Year	4.0	25.0%
Chronic Absenteeism	22.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		14.2
Summative Rating: Percentile rank of Summative Score		11.3
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



New Brunswick High School
2016-2017
Grade Span PK-12

23-3530-050
MIDDLESEX
NEW BRUNSWICK CITY
1000 SOMERSET ST
NEW BRUNSWICK, NJ 08901-3309

Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	14.2	6.2	No	Met Target†	Not Met	Not Met	Not Met	Met Target	No
White	**	**	No	**	**	**	**	**	No
Hispanic	17.0	6.2	No	Not Met	Not Met	Not Met	Not Met	Met Target	No
Black or African American	28.7	6.2	No	Met Target	Not Met	Not Met	Met Target	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	25.3	6.2	No	Met Target	Not Met	Not Met	Not Met	Met Target	No
Students with Disabilities	17.3	6.2	No	Met Target	Not Met	Not Met	Met Target	Met Target	No
English Learners	24.7	6.2	No	Met Target	Not Met	Not Met	Not Met	Met Target	No

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

† Target was met within a confidence interval.



New Brunswick High School
2016-2017
Grade Span PK-12




23-3530-050
MIDDLESEX
NEW BRUNSWICK CITY
1000 SOMERSET ST
NEW BRUNSWICK, NJ 08901-3309

School General Info

Principal:	Mr. Redler	Email Address:	ken_redler@nbpsnj.net
Address:	1000 SOMERSET ST NEW BRUNSWICK, NJ 08901-3309	Website:	http://hs.nbpschools.net
Phone:	(732)745-5300	Facebook:	https://www.facebook.com/NewBrunswickPublicSchools
		Twitter:	https://twitter.com/nbpschools

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • New Brunswick High School's smaller learning communities include the freshman and sophomore academies. • Our themed institutes include iSTEAM, STEM, Humanities, and Fine, Visual & Performing Arts. • NBHS offers Culinary Arts, Digital Music, Digital & Fine Arts TV Production, Theater, Dance, & various CTE courses
 Mission, Vision, Theme:	<p>Our Vision: To Empower, Prepare and Inspire Lifelong Learners and Leaders. Teachers will implement standards-based instructional strategies to meet the diverse needs of all students. Students will engage in developmentally-appropriate, research-based learning activities that foster critical thinking skills and high self-esteem. The ongoing, multifaceted parent involvement initiatives will acknowledge the value that is placed on the meaningful involvement of community and family members.</p>
 Awards, Recognition, Accomplishments:	<p>Students at NBHS have been accepted to local, distant and Ivy League colleges including Princeton University, Cornell University. Our students excel academically as well in athletics and in the community. Many students have received full academic and athletic scholarships to universities including Princeton, Cornell, Rutgers, Monmouth, Pittsburgh, College of New Jersey, Kean University, and NJIT. Our AVID program has been recognized for helping students achieve academically.</p>



New Brunswick High School
2016-2017

Grade Span PK-12

23-3530-050
MIDDLESEX
NEW BRUNSWICK CITY
1000 SOMERSET ST
NEW BRUNSWICK, NJ 08901-3309

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Courses, Curriculum, Instruction:

NBHS has agreements with NJIT supporting our Advanced Manufacturing Program. Students enrolled in our Introduction to Engineering course are able, upon successful completion of the course, to enter college with advanced standing. Middlesex County College offers college credits in English. Students enrolled in English classes have the opportunity to elect to earn college credits by completing specified course work while earning high school credit concurrently.



Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Football (Boys), Golf (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Co-ed)

NBHS has a highly competitive and active sports program. We offer a co-ed wrestling program. Our Freshman Boys Soccer team has been GMC champions three years consecutively. The boys' basketball team has seen double digit increases in participation over the past two years.



Clubs and Activities:

At NBHS students participate in the Robotics, National Honor Society, National Arts Honor Society, African-American Club, Art Club, Gentlemen's Club, Hispanic Cultural Club, Dance and Drama, Student Council, Culinary Arts Club, Finance Club, Yearbook, Newspaper Club, LGBTQ Group, Peer Leadership, Spectrum Literary Magazine, Video Club, Garden Club, Book Club, Music Club, Play it Smart Tutoring Program, ESDP and JROTC and a newly formed Boys Volleyball Club.








New Brunswick High School
2016-2017
Grade Span PK-12

23-3530-050
 MIDDLESEX
 NEW BRUNSWICK CITY
 1000 SOMERSET ST
 NEW BRUNSWICK, NJ 08901-3309

School Narrative

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 Staff and Professional Learning:	<p>We are continually working to add rigor to our curriculum and work with our teaching staff facilitating job-embedded professional development. IFL professional development is on-going and focuses on student voice, student</p>
 Postsecondary Information:	<p>We work closely with community partners such as Rutgers, Middlesex County College, NJIT, Johnson and Johnson, PRAB and Robert Wood University Hospital. These partners offer tutoring programs, student assistant grants, and assistance for students in completing college applications and workshops to help student make college and career decisions. A large majority of our students participate in taking the SAT, ASVAB and ACT assessments.</p>
 Student Supports and Services:	<p>We offer ESL and Bilingual classes that are rigorous and academically challenging. A newcomer program is in place for students who are new to our country. Tutoring programs are available before and after school to support our students. Intervention programs are in place when students require assistance. School Based Services facilitated by PRAB are available during the school day and after school.</p>
 Student Health and Wellness:	<p>Both breakfast and lunch are offered to all students in the high school at no charge. Our food services program provides meals that nutritionally balanced and appealing to our diverse student population. Students learn about nutrition, health and wellness as it is included in our high school Health and Physical Education program.</p>
 Parent and Community Involvement:	<p>Our student's families attend our Back to School Night, Parent Teacher Conferences, Student Led Conferences, Arts performances and Showcase events such as Festival of the Arts, Senior Convocation Financial Aid Workshops, College Fairs, and Health and Wellness Programs. Parents are fully involved and informed as to their children's academic progress throughout the school year. They are encouraged to provide feedback and suggestions as stakeholders in our high school and the larger community.</p>



New Brunswick High School
2016-2017
Grade Span PK-12

23-3530-050
MIDDLESEX
NEW BRUNSWICK CITY
1000 SOMERSET ST
NEW BRUNSWICK, NJ 08901-3309

School Narrative

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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>We have a state of the art building featuring advanced technology. The school has over 1700 Chromebooks allowing for a one-to-one access in all core classes. All classrooms have Internet access, an integrated LCD projector and SMART board technologies. We house a fully equipped television production studio, video editing classroom, and numerous computer labs are part of the facility. Our staff has incorporated varied uses of interactive technology that enhance overall learning experiences</p>
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New Brunswick High School
2016-2017
Grade Span PK-12

23-3530-050
MIDDLESEX
NEW BRUNSWICK CITY
1000 SOMERSET ST
NEW BRUNSWICK, NJ 08901-3309

School Narrative

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



Other Information:

New Brunswick High School was established in 1863. The school has served the City of New Brunswick well through its long tradition of achievement and service to the community. New Brunswick High School has been located at several locations over its 150 years. In January 2010 New Brunswick moved into its newest facility, a four hundred thousand square foot building that occupies twenty six acres of land. New Brunswick High School is a place where students have the opportunity to excel, both academically and personally, in an environment that acknowledges their individual needs and develops their unique strengths. The physical building houses a 1,000 seat professional theater, a black-box theater, a professional Culinary Arts kitchen, a digital music room, three fully equipped art rooms for Digital Arts programs, Graphic Arts and Photography. Each room has Apple Mac Computers with cutting-edge software installed in each. In addition, New Brunswick High School houses a 2,000 seat Gymnasium and a separate wrestling room. New Brunswick offers the following Advanced Placement courses: AP English Literature and Composition, AP Literature and Composition, AP Calculus AB, AP Calculus BC, AP Biology, AP Chemistry, AP U.S. History, and AP Spanish. Students study and participate in science enrichment programs offered by the University of Medicine and Dentistry of New Jersey at Robert Wood Johnson University Hospital. A number of students also participate in a variety of work study programs that are designed to develop their employment skills and prepare them for the rigors of post-secondary education. At New Brunswick High School, deep pride is shared by our students, staff and community. The New Brunswick "Zebras" have a rich tradition of academics, activities, and athletics.




New Brunswick Middle School
2016-2017
Grade Span 06-08

23-3530-055
MIDDLESEX
NEW BRUNSWICK CITY
1125 LIVINGSTON AVENUE
NEW BRUNSWICK, NJ 08901

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

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

Navigating through the reports:

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

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



New Brunswick Middle School
2016-2017
Grade Span 06-08

23-3530-055
MIDDLESEX
NEW BRUNSWICK CITY
1125 LIVINGSTON AVENUE
NEW BRUNSWICK, NJ 08901

Footnotes

1. An "" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

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



New Brunswick Middle School
2016-2017
Grade Span 06-08

23-3530-055
MIDDLESEX
NEW BRUNSWICK CITY
1125 LIVINGSTON AVENUE
NEW BRUNSWICK, NJ 08901

Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
6	466	504	401
7	409	437	407
8	407	396	454
Ungraded	83	72	83
Total	1364	1409	1345

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	47%	47%
Male	52%	53%	53%
Economically Disadvantaged Students	93%	56%	89%
Students with Disabilities	16%	16%	17%
English Learners	13%	14%	15%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	92.4%
Black or African American	6.6%
Asian	0.6%
American Indian or Alaska Native	0.1%
Native Hawaiian or Pacific Islander	0.1%
White	0.1%
Two or More Races	0.1%

Enrollment by Home Language

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

Home Language	% of Students
Spanish	78.2%
English	21.8%



New Brunswick Middle School

2016-2017

Grade Span 06-08

23-3530-055

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NEW BRUNSWICK CITY

1125 LIVINGSTON AVENUE

NEW BRUNSWICK, NJ 08901

English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	1276	99.5	21.70	26.00	54.90	21.7	25.8	Not Met
White	*	*	*	*	63.90	*	**	**
Hispanic	1181	99.5	22.20	25.20	39.80	22.2	25.5	Not Met
Black or African American	83	98.9	16.80	*	35.20	16.8	25.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	605	99.4	26.60	31.20	62.20	26.6		
Male	671	99.6	17.30	21.00	48.10	17.3		
Economically Disadvantaged Students	1171	99.6	21.70	25.30	36.20	21.7	22	Met Target†
Non-Economically Disadvantaged Students	105	98.4	21.90	30.10	65.80	21.9		
Students with Disabilities	237	99.2	*	*	20.50	*	7.3	Met Target†
Students without Disabilities	1039	99.5	*	*	61.90	*		
English Learners	371	98.7	11.30	11.90	25.20	11.3	13.2	Met Target†
Non-English Learners	905	99.8	26.00	31.00	57.40	26		
Homeless Students	13	100.0	23.10	18.30	26.40	23.1		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	*	23.00	N		

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

† Target was met within a confidence interval.



New Brunswick Middle School
2016-2017
Grade Span 06-08

23-3530-055
MIDDLESEX
NEW BRUNSWICK CITY
1125 LIVINGSTON AVENUE
NEW BRUNSWICK, NJ 08901

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	420	720	726	752	21%	36%	31%	12%	0%	12%	54%
White	N	N	N	758	N	N	N	N	N	N	63%
Hispanic	391	720	725	740	21%	37%	31%	12%	0%	12%	38%
Black or African American	26	722	728	736	*	*	39%	*	0%	12%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	204	724	731	758	*	*	*	*	*	*	61%
Male	216	717	721	746	*	*	*	*	*	*	46%
Economically Disadvantaged Students	383	721	725	737	20%	36%	*	*	0%	12%	34%
Non-Economically Disadvantaged Students	37	714	730	761	30%	38%	*	*	0%	16%	65%
Students with Disabilities	75	704	706	722	*	*	*	*	*	*	17%
Students without Disabilities	345	724	730	758	*	*	*	*	*	*	61%
English Learners	44	705	705	710	*	*	*	*	*	*	*
Non-English Learners	376	722	727	753	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



New Brunswick Middle School
2016-2017
Grade Span 06-08

23-3530-055
MIDDLESEX
NEW BRUNSWICK CITY
1125 LIVINGSTON AVENUE
NEW BRUNSWICK, NJ 08901

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	422	731	730	756	22%	19%	27%	25%	7%	32%	59%
White	*	*	*	764	*	*	*	*	*	*	69%
Hispanic	388	731	731	742	22%	18%	27%	26%	7%	33%	44%
Black or African American	27	729	725	737	*	*	*	*	*	26%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	189	736	736	764	16%	17%	31%	29%	8%	37%	68%
Male	233	726	726	749	27%	22%	23%	22%	6%	28%	51%
Economically Disadvantaged Students	378	731	*	739	22%	19%	27%	*	*	33%	40%
Non-Economically Disadvantaged Students	44	727	*	766	23%	25%	25%	*	*	27%	70%
Students with Disabilities	70	703	702	719	*	*	*	*	*	*	19%
Students without Disabilities	352	736	737	763	*	*	*	*	*	*	67%
English Learners	45	686	686	701	*	*	*	*	*	*	*
Non-English Learners	377	736	734	758	*	*	*	*	*	*	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



New Brunswick Middle School
2016-2017
Grade Span 06-08

23-3530-055
MIDDLESEX
NEW BRUNSWICK CITY
1125 LIVINGSTON AVENUE
NEW BRUNSWICK, NJ 08901

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	468	722	724	757	27%	24%	31%	*	*	19%	59%
White	N	N	N	764	N	N	N	N	N	N	68%
Hispanic	426	722	723	742	26%	24%	30%	*	*	20%	44%
Black or African American	38	719	725	738	34%	*	32%	*	*	16%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	52%
Two or More Races	N	N	N	758	N	N	N	N	N	N	60%
Female	233	730	731	766	*	20%	34%	*	*	27%	68%
Male	235	714	716	749	*	27%	27%	*	*	12%	50%
Economically Disadvantaged Students	422	723	724	739	25%	*	31%	*	*	20%	40%
Non-Economically Disadvantaged Students	46	718	723	766	41%	*	24%	*	*	17%	69%
Students with Disabilities	84	698	699	718	*	*	*	*	*	*	18%
Students without Disabilities	384	727	730	764	*	*	*	*	*	*	67%
English Learners	69	691	691	701	*	*	*	*	*	*	*
Non-English Learners	399	727	728	759	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

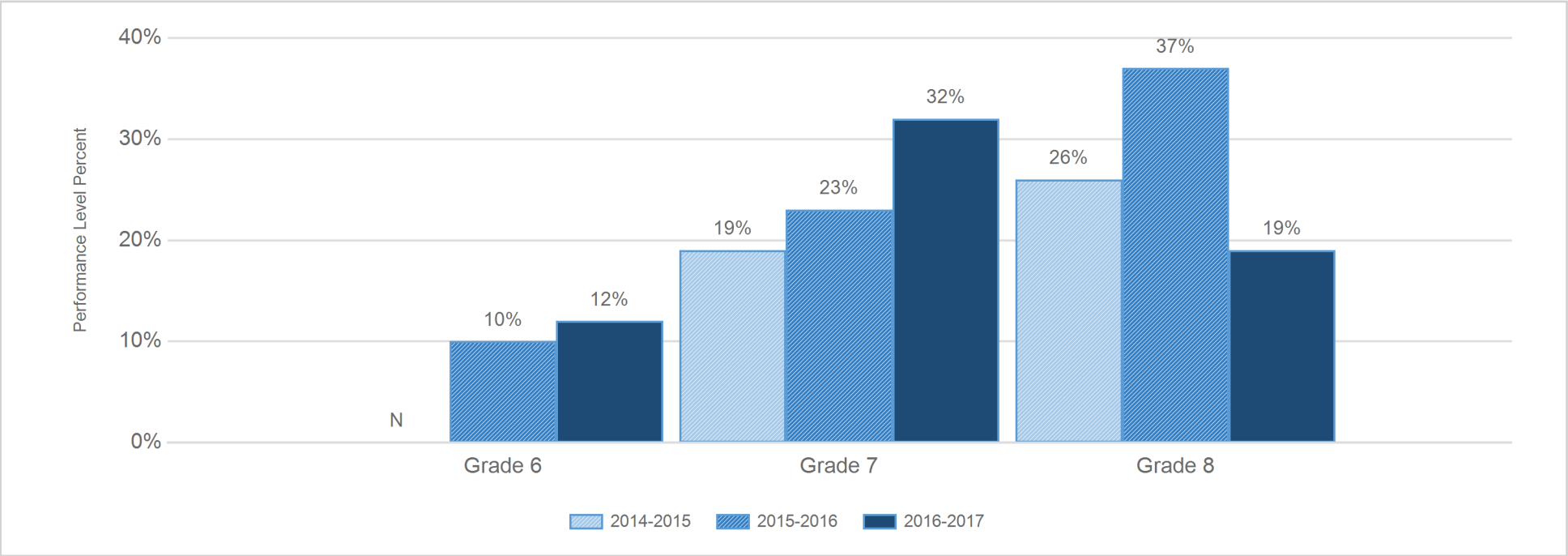


New Brunswick Middle School
2016-2017
Grade Span 06-08

23-3530-055
MIDDLESEX
NEW BRUNSWICK CITY
1125 LIVINGSTON AVENUE
NEW BRUNSWICK, NJ 08901

English Language Arts/Literacy Assessment - Performance Trends

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





New Brunswick Middle School

2016-2017

Grade Span 06-08

23-3530-055

MIDDLESEX

NEW BRUNSWICK CITY

1125 LIVINGSTON AVENUE

NEW BRUNSWICK, NJ 08901

Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	1276	99.3	15.20	19.10	43.50	15.2	18.7	Not Met
White	*	*	*	*	52.40	*	**	**
Hispanic	1181	99.3	15.60	19.30	27.60	15.6	19.3	Not Met
Black or African American	83	98.9	12.00	16.80	21.70	12	12.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	605	99.2	13.10	*	44.10	13.1		
Male	671	99.3	17.10	*	42.90	17.1		
Economically Disadvantaged Students	1171	99.5	15.10	18.20	25.10	15.1	15.8	Met Target†
Non-Economically Disadvantaged Students	105	97.4	16.20	24.90	54.30	16.2		
Students with Disabilities	236	99.6	*	*	16.50	*	7.7	Not Met
Students without Disabilities	1040	99.2	*	*	48.80	*		
English Learners	372	98.4	*	12.90	23.30	*	14.4	Not Met
Non-English Learners	904	99.7	*	21.50	45.20	*		
Homeless Students	13	100.0	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	*	18.20	N		

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

† Target was met within a confidence interval.



New Brunswick Middle School
2016-2017
Grade Span 06-08

23-3530-055
MIDDLESEX
NEW BRUNSWICK CITY
1125 LIVINGSTON AVENUE
NEW BRUNSWICK, NJ 08901

Mathematics Assessment - Performance by Grade: Grade 6**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	433	719	722	743	22%	39%	29%	10%	0%	10%	44%
White	N	N	N	751	N	N	N	N	N	N	54%
Hispanic	404	719	722	731	23%	36%	30%	11%	0%	11%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	209	718	722	745	*	*	*	*	*	*	45%
Male	224	719	722	742	*	*	*	*	*	*	43%
Economically Disadvantaged Students	389	720	722	728	19%	*	*	*	0%	10%	24%
Non-Economically Disadvantaged Students	44	708	722	752	50%	*	*	*	0%	11%	56%
Students with Disabilities	77	709	708	717	*	*	*	*	*	*	13%
Students without Disabilities	356	721	725	748	*	*	*	*	*	*	50%
English Learners	57	701	701	710	*	*	*	*	*	*	*
Non-English Learners	376	722	724	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



New Brunswick Middle School

2016-2017

Grade Span 06-08

23-3530-055

MIDDLESEX

NEW BRUNSWICK CITY

1125 LIVINGSTON AVENUE

NEW BRUNSWICK, NJ 08901

Mathematics Assessment - Performance by Grade: Grade 7**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	438	727	725	741	*	37%	35%	16%	*	17%	40%
White	*	*	*	748	*	*	*	*	*	*	49%
Hispanic	404	727	726	730	*	36%	36%	16%	*	17%	23%
Black or African American	27	722	719	726	*	48%	*	*	0%	15%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	193	726	725	743	*	38%	38%	13%	*	14%	41%
Male	245	727	726	740	*	36%	33%	18%	*	19%	38%
Economically Disadvantaged Students	386	727	*	729	*	37%	36%	*	*	17%	22%
Non-Economically Disadvantaged Students	52	721	*	749	*	40%	31%	*	*	12%	50%
Students with Disabilities	70	706	706	716	*	*	*	*	*	*	11%
Students without Disabilities	368	731	730	746	*	*	*	*	*	*	45%
English Learners	61	711	711	712	*	*	*	*	*	*	*
Non-English Learners	377	729	727	742	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



New Brunswick Middle School
2016-2017
Grade Span 06-08

23-3530-055
MIDDLESEX
NEW BRUNSWICK CITY
1125 LIVINGSTON AVENUE
NEW BRUNSWICK, NJ 08901

Mathematics Assessment - Performance by Grade: Grade 8**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	418	713	714	728	36%	29%	25%	11%	0%	11%	28%
White	N	N	N	736	N	N	N	N	N	N	35%
Hispanic	387	714	715	721	34%	30%	25%	11%	0%	11%	21%
Black or African American	30	701	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	N	N	N	726	N	N	N	N	N	N	28%
Female	197	714	715	730	*	*	*	*	*	*	30%
Male	221	712	714	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	373	714	714	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	45	705	712	734	*	*	*	*	*	*	34%
Students with Disabilities	81	700	697	705	*	*	*	*	*	*	*
Students without Disabilities	337	716	719	734	*	*	*	*	*	*	*
English Learners	78	702	702	703	*	*	*	*	*	*	*
Non-English Learners	340	716	716	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	*	*	*	705	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



New Brunswick Middle School

2016-2017

Grade Span 06-08

23-3530-055

MIDDLESEX

NEW BRUNSWICK CITY

1125 LIVINGSTON AVENUE

NEW BRUNSWICK, NJ 08901

Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	62	750	720	743	*	*	34%	53%	0%	53%	42%
White	N	N	N	751	N	N	N	N	N	N	52%
Hispanic	51	751	*	728	*	*	37%	55%	0%	55%	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	42	747	722	744	*	*	*	48%	0%	48%	43%
Male	20	757	717	741	*	*	*	65%	0%	65%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

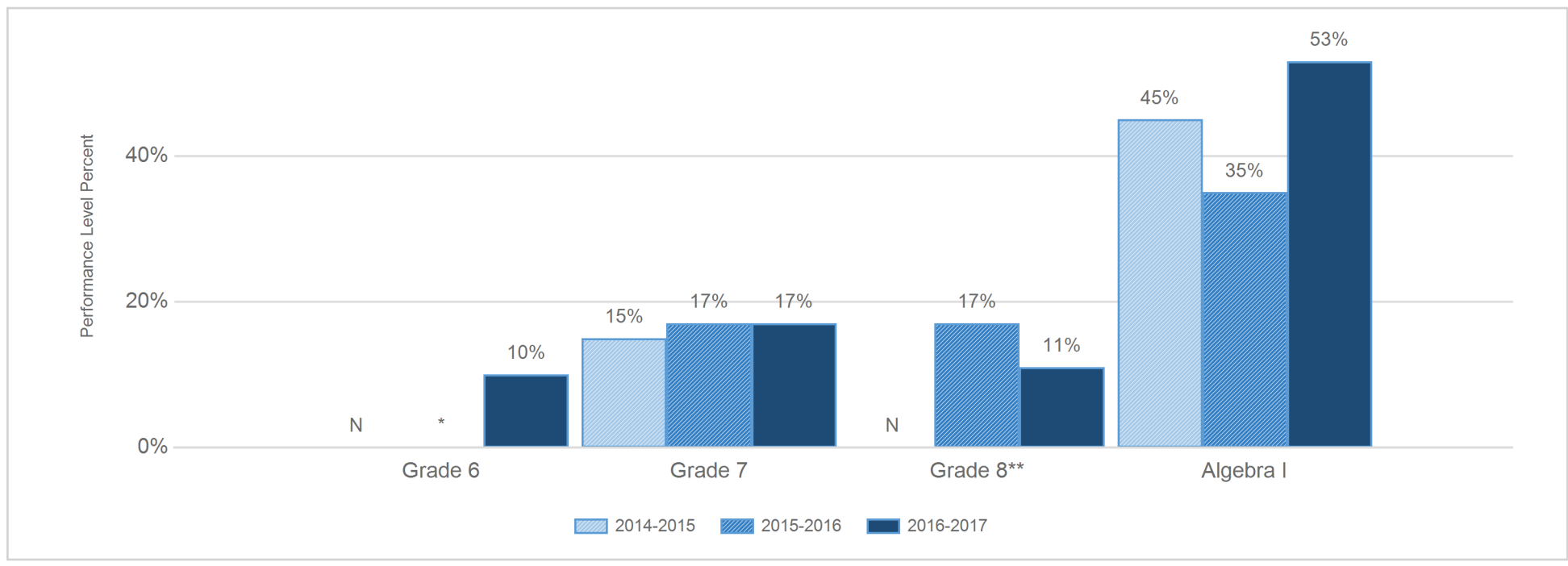


New Brunswick Middle School
2016-2017
Grade Span 06-08

23-3530-055
MIDDLESEX
NEW BRUNSWICK CITY
1125 LIVINGSTON AVENUE
NEW BRUNSWICK, NJ 08901

Mathematics Assessment – Performance Trends

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



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



New Brunswick Middle School
2016-2017
Grade Span 06-08

23-3530-055
MIDDLESEX
NEW BRUNSWICK CITY
1125 LIVINGSTON AVENUE
NEW BRUNSWICK, NJ 08901

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	51	*	*
2	61	*	*
3	28	*	*
4	29	*	*
5+	21	*	*



New Brunswick Middle School
2016-2017
Grade Span 06-08

23-3530-055
MIDDLESEX
NEW BRUNSWICK CITY
1125 LIVINGSTON AVENUE
NEW BRUNSWICK, NJ 08901

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

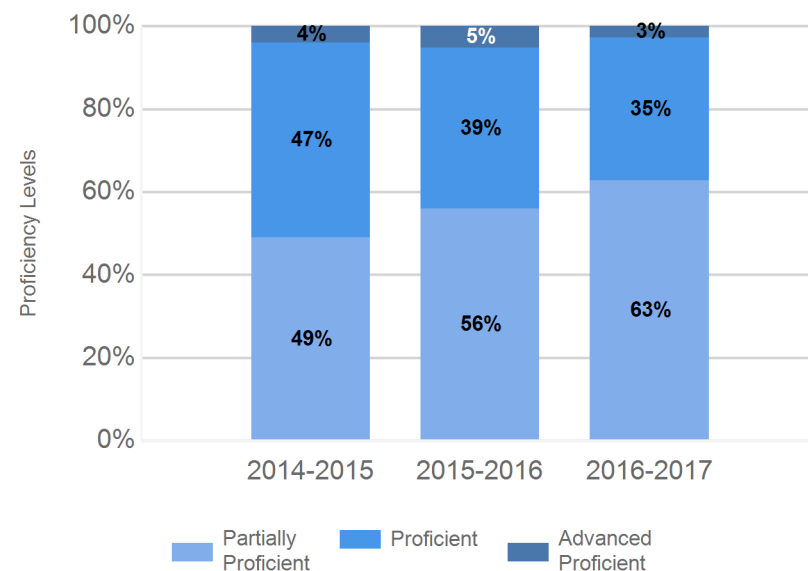
NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	3%	35%	63%
White	N	N	N
Hispanic	2%	35%	63%
Black or African American	*	*	62%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	*
Two or More Races	N	N	N
Economically Disadvantaged Students	2%	35%	63%
Students with Disabilities	N	18%	82%
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 8

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





New Brunswick Middle School
2016-2017
Grade Span 06-08

23-3530-055
MIDDLESEX
NEW BRUNSWICK CITY
1125 LIVINGSTON AVENUE
NEW BRUNSWICK, NJ 08901

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	46	47	50	Met Target	44.5	47	50	Met Target
White	*	35	50	**	*	40.5	52	**
Hispanic	45	47	49	Met Target	45.5	47	47	Met Target
Black or African American	48	45.5	45	Met Target	36	45	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	54	60	**	*	31.5	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	46	47	47	Met Target	45	47	46	Met Target
Students with Disabilities	37	*	41	Not Met	30	*	43	Not Met
English Learners	48	*	53	Met Target	41.5	*	51	Met Target

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



New Brunswick Middle School
2016-2017

Grade Span 06-08

23-3530-055
MIDDLESEX
NEW BRUNSWICK CITY
1125 LIVINGSTON AVENUE
NEW BRUNSWICK, NJ 08901

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

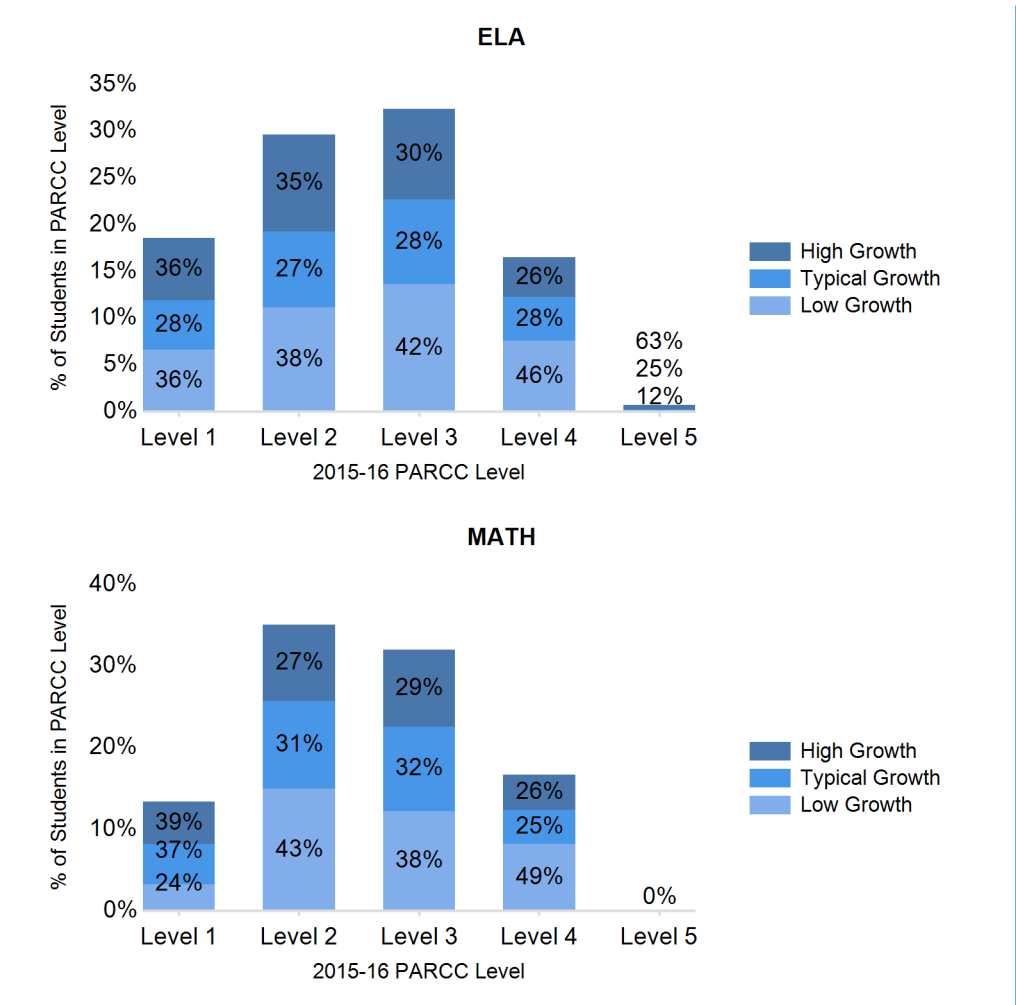
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

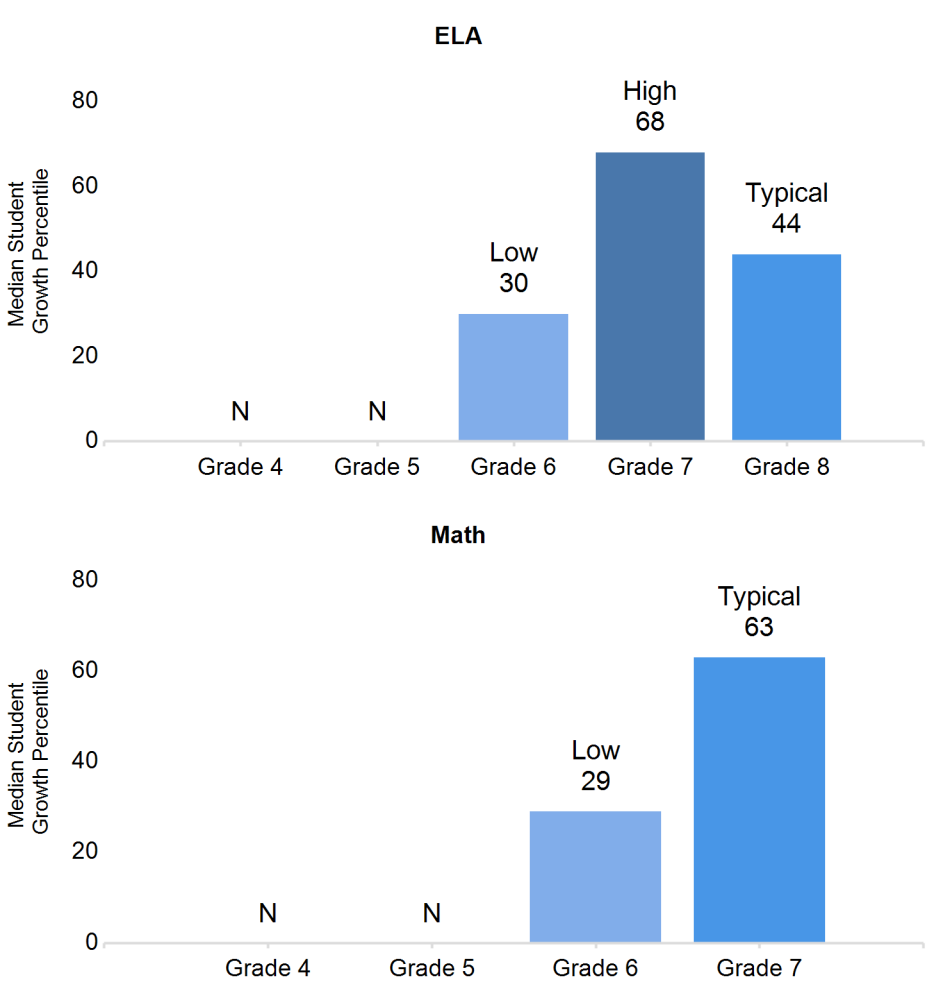
Student Growth by Performance Level

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



Student Growth by Grade

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





New Brunswick Middle School

2016-2017

Grade Span 06-08

23-3530-055

MIDDLESEX

NEW BRUNSWICK CITY

1125 LIVINGSTON AVENUE

NEW BRUNSWICK, NJ 08901

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	451
7	0	0	452
8	63	0	444
Schoolwide	63	0	1347

World Languages - Course Participation

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

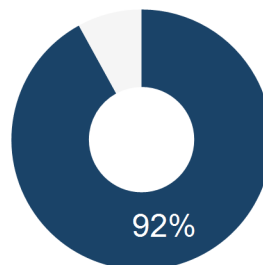
Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	380
7	0	0	0	0	0	0	377
8	0	0	0	0	0	0	407
Schoolwide	0	0	0	0	0	0	1164
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N

Visual and Performing Arts – Course Participation

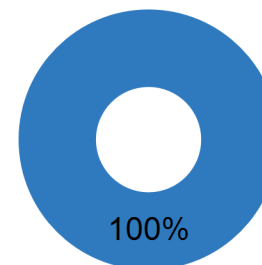
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

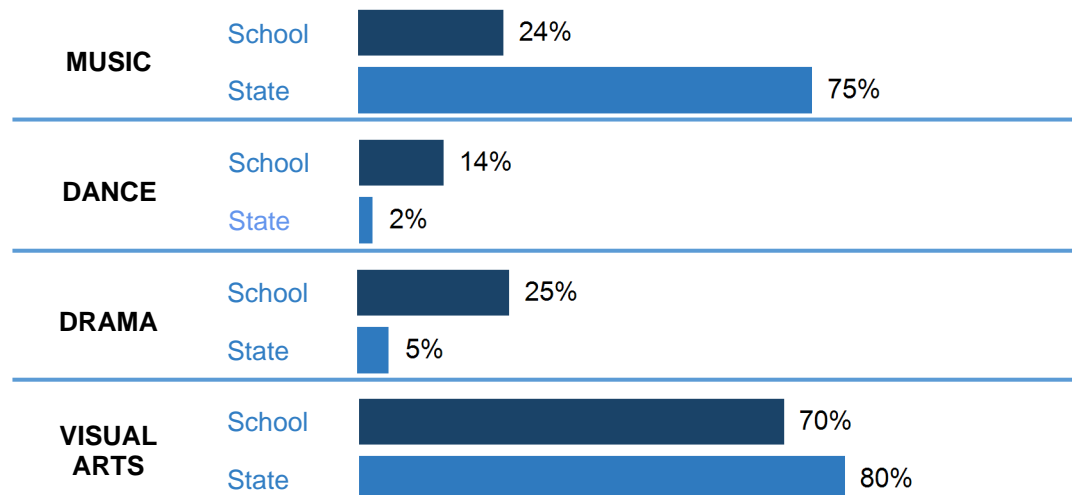


School



State

Students enrolled in one or more classes by discipline:





New Brunswick Middle School

2016-2017

Grade Span 06-08

23-3530-055

MIDDLESEX

NEW BRUNSWICK CITY

1125 LIVINGSTON AVENUE

NEW BRUNSWICK, NJ 08901

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

Chronic Absenteeism

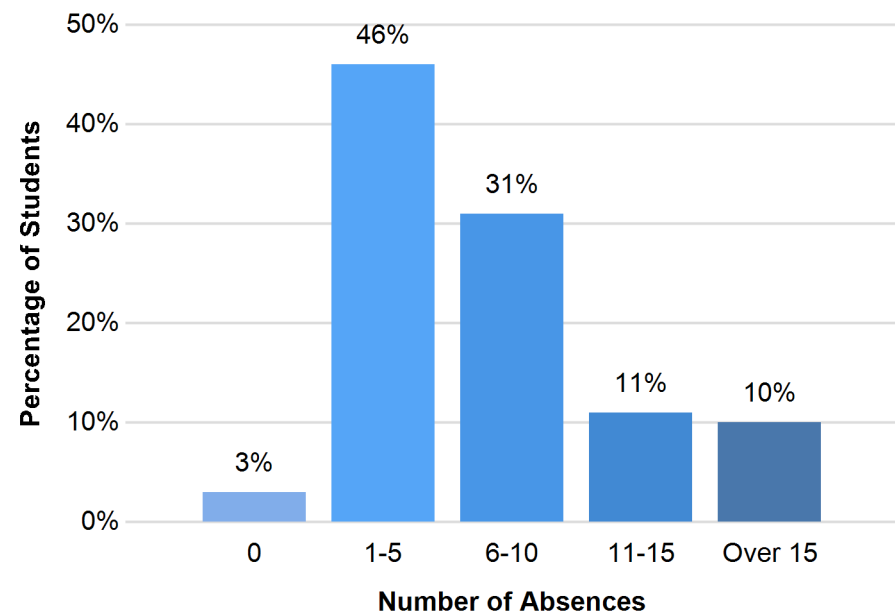
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.80	8.70	Met Target
White	N	**	**
Hispanic	7.20	8.70	Met Target
Black or African American	15.80	8.70	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	7.40	8.70	Met Target
Students with Disabilities	10.60	8.70	Not Met
English Learners	6.50	8.70	Met Target

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

Days Absent

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



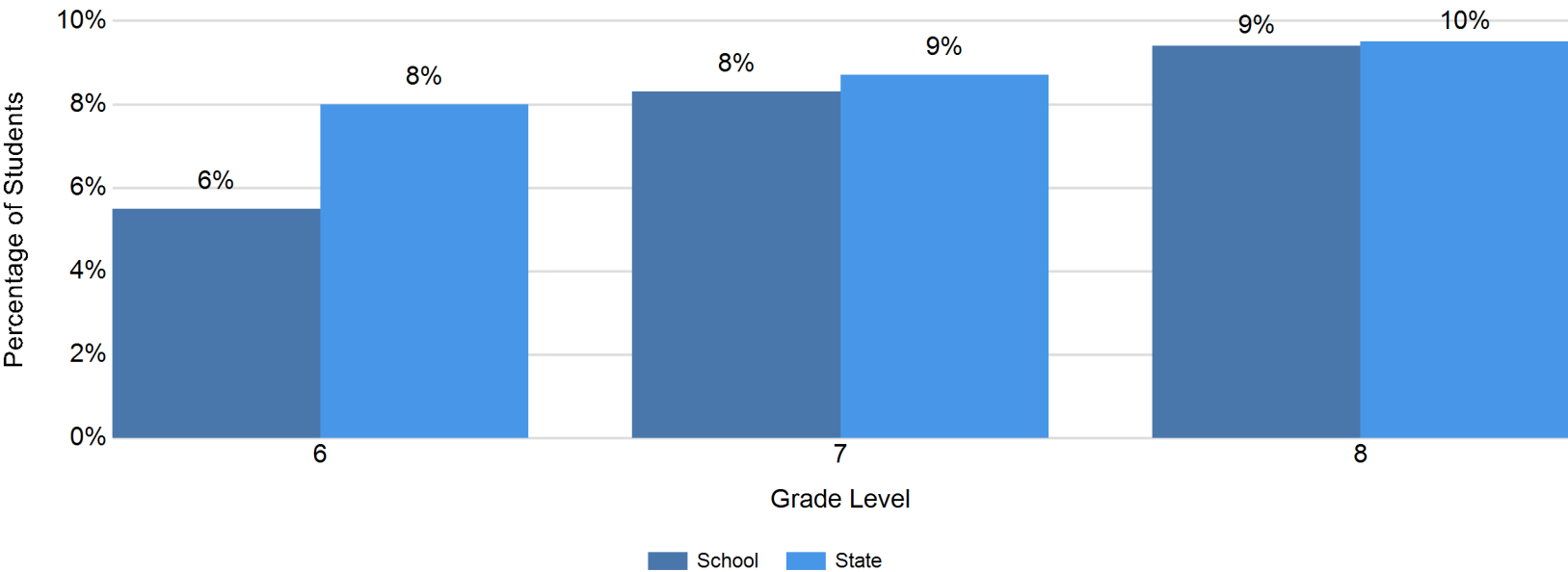


New Brunswick Middle School
2016-2017
Grade Span 06-08

23-3530-055
MIDDLESEX
NEW BRUNSWICK CITY
1125 LIVINGSTON AVENUE
NEW BRUNSWICK, NJ 08901

Chronic Absenteeism by Grade

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





New Brunswick Middle School
2016-2017
Grade Span 06-08

23-3530-055
MIDDLESEX
NEW BRUNSWICK CITY
1125 LIVINGSTON AVENUE
NEW BRUNSWICK, NJ 08901

School Day

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

Category	School
Typical Start Time	8:00AM
Typical End Time	2:35PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 45 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	27
Vandalism	3
Weapons	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	38
Total Unique Incidents	69
Incidents Per 100 Students Enrolled	5.13

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	24.1%
Out-of-School Suspensions	11.4%
Any Suspension	27.7%

Student Expulsions

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

Category	Number of Students
Expulsions	0



New Brunswick Middle School
2016-2017
Grade Span 06-08

23-3530-055
MIDDLESEX
NEW BRUNSWICK CITY
1125 LIVINGSTON AVENUE
NEW BRUNSWICK, NJ 08901

Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	98.0 kbps	100 kbps	No	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$910	\$15,602	\$16,512



New Brunswick Middle School
2016-2017
Grade Span 06-08

23-3530-055
 MIDDLESEX
 NEW BRUNSWICK CITY
 1125 LIVINGSTON AVENUE
 NEW BRUNSWICK, NJ 08901

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	114	120,724
Average years experience in public schools	11.2	11.8
Average years experience in district	9.0	10.5
Teachers in district for 4 or more years	72%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	56	9,506
Average years experience in public schools	13.8	15.9
Average years experience in district	8.2	11.6
Administrators in district for 4 or more years	70%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	13:1
Administrators	336:1	182:1
Librarian/Media Specialists		1134:1
Nurses		486:1
Counselors		537:1
Child Study Team		227:1



New Brunswick Middle School
2016-2017
Grade Span 06-08

23-3530-055
MIDDLESEX
NEW BRUNSWICK CITY
1125 LIVINGSTON AVENUE
NEW BRUNSWICK, NJ 08901

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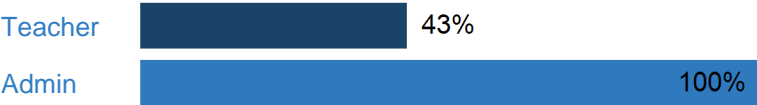
Teachers and Administrators - Level of Education

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

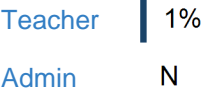
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

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

Faculty Attendance

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

School Year	% Days Present
2016-17	95%



New Brunswick Middle School

2016-2017

Grade Span 06-08

23-3530-055

MIDDLESEX

NEW BRUNSWICK CITY

1125 LIVINGSTON AVENUE

NEW BRUNSWICK, NJ 08901

Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	6.3	17.5%
Mathematics Proficiency	6.6	17.5%
English Language Arts Growth	36.1	25.0%
Mathematics Growth	27.1	25.0%
Chronic Absenteeism	45.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		24.9
Summative Rating: Percentile rank of Summative Score		13.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



New Brunswick Middle School

2016-2017

Grade Span 06-08

23-3530-055

MIDDLESEX

NEW BRUNSWICK CITY

1125 LIVINGSTON AVENUE

NEW BRUNSWICK, NJ 08901

Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	24.9	11.9	No	Not Met	Not Met	Met Target	Met Target	Met Target	No
White	**	**	No	**	**	**	**	**	No
Hispanic	32.9	11.9	No	Not Met	Not Met	Met Target	Met Target	Met Target	No
Black or African American	32.1	11.9	No	Not Met	Met Target†	Not Met	Met Target	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	38.1	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Students with Disabilities	24.8	11.9	No	Met Target†	Not Met	Not Met	Not Met	Not Met	No
English Learners	29.0	11.9	No	Met Target†	Not Met	Met Target	Met Target	Met Target	No

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

† Target was met within a confidence interval.



New Brunswick Middle School
2016-2017
Grade Span 06-08




23-3530-055
MIDDLESEX
NEW BRUNSWICK CITY
1125 LIVINGSTON AVENUE
NEW BRUNSWICK, NJ 08901

School General Info

Principal:	Mr. Clifford	Email Address:	jeremiah_clifford@nbpsnj.net
Address:	1125 LIVINGSTON AVENUE NEW BRUNSWICK, NJ 08901	Website:	http://ms.nbpschools.net/
Phone:	(732)745-5300		

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • New Jersey School of Character and National School of Character • Poetry Artist in Residence, Drama Residence, Music Partnership with the NJSL • PARCC scores are increasing each year
 Mission, Vision, Theme:	<p>New Brunswick Middle School will prepare, empower, and inspire students to become engaged in their own learning, their environment, and the world. Students will develop their creative problem solving skills to innovate solutions to complex challenges. The entire community will collaborate to create a nurturing environment that allows students to reach their goals.</p>
 Awards, Recognition, Accomplishments:	<p>New Jersey School of Character, National School of Character</p>







New Brunswick Middle School
2016-2017
Grade Span 06-08

23-3530-055
MIDDLESEX
NEW BRUNSWICK CITY
1125 LIVINGSTON AVENUE
NEW BRUNSWICK, NJ 08901

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 Courses, Curriculum, Instruction:	<p>New Brunswick Middle Schools offers Honors courses in English Language Arts, Math, and Social Studies. Our curriculum encompasses the most current teaching methodologies.</p>
 Sports and Athletics:	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Football (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Volleyball (Girls), Wrestling (Boys & Girls)</p> <p>All students are encouraged to become involved in a sports activity which promotes a healthy lifestyle.</p>
 Clubs and Activities:	<p>NBMS offers clubs such as Robotics, Jazz ensemble, Art, Youth in Action, Coding, Nature to Nurture, Student Council</p>
 Before and After School Programs:	<p>The Civic League of New Brunswick and the Puerto Rican Action Board offer a five day a week after-school program that includes, tutoring, homework help, physical activity component, social skills and a daily snack.</p>



New Brunswick Middle School
2016-2017
Grade Span 06-08

23-3530-055
MIDDLESEX
NEW BRUNSWICK CITY
1125 LIVINGSTON AVENUE
NEW BRUNSWICK, NJ 08901

School Narrative

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



Staff and Professional Learning:

New Brunswick Middle School teachers and administrators receive professional development from the Institute for Learning. Teachers have a daily period to collaborate with their colleagues.



Student Supports and Services:

NBMS offers a complete bilingual and ESL program for students who are learning English. It offers three levels of Special Education.




New Brunswick Middle School
2016-2017
Grade Span 06-08

23-3530-055
MIDDLESEX
NEW BRUNSWICK CITY
1125 LIVINGSTON AVENUE
NEW BRUNSWICK, NJ 08901

School Narrative

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

<div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>NBMS is proud of the data that demonstrates the school has made a turn-around and all stakeholders rate the school as a safe nurturing environment where teachers and administrators care for the students.</p>
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Paul Robeson Community School for the Arts
2016-2017
Grade Span PK-06

23-3530-123
MIDDLESEX
NEW BRUNSWICK CITY
199 COMMERCIAL AVE
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

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

Navigating through the reports:

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

Other Resources:

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

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



Paul Robeson Community School for the Arts
2016-2017
Grade Span PK-06

23-3530-123
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NEW BRUNSWICK CITY
199 COMMERCIAL AVE
NEW BRUNSWICK, NJ 08901-2734

Footnotes

1. An "" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

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



Paul Robeson Community School for the Arts
2016-2017
Grade Span PK-06

23-3530-123
MIDDLESEX
NEW BRUNSWICK CITY
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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	74	69	0
KG	98	101	80
1	103	105	76
2	73	73	86
3	67	72	74
4	67	61	58
5	68	53	50
6	0	0	52
Ungraded	25	29	35
Total	575	563	511

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	46%	43%	46%
Male	54%	57%	54%
Economically Disadvantaged Students	89%	62%	89%
Students with Disabilities	13%	16%	15%
English Learners	11%	21%	15%
Homeless Students			2%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	89.0%
Black or African American	10.4%
American Indian or Alaska Native	0.2%
White	0.2%
Asian	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.2%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	75	69	0
KG - Half Day	0	0	0
KG - Full Day	96	101	80

Enrollment by Home Language

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

Home Language	% of Students
Spanish	74.2%
English	25.6%
Other	0.2%



Paul Robeson Community School for the Arts
2016-2017

Grade Span PK-06

23-3530-123
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NEW BRUNSWICK CITY
199 COMMERCIAL AVE
NEW BRUNSWICK, NJ 08901-2734

English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	231	99.6	38.50	26.00	54.90	38.5	28.8	Met Target
White	N	N	N	42.10	63.90	N	**	**
Hispanic	202	99.5	38.10	25.20	39.80	38.1	27.8	Met Target
Black or African American	29	100.0	41.30	*	35.20	41.3	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	32.00	80.70	N	**	**
American Indian or Alaska Native	N	N	N	25.00	53.70	N	**	**
Two or More Races	N	N	N	40.00	54.90	N	**	**
Female	108	100.0	40.80	31.20	62.20	40.8		
Male	123	99.2	36.60	21.00	48.10	36.6		
Economically Disadvantaged Students	204	99.5	37.80	25.30	36.20	37.8	30.3	Met Target
Non-Economically Disadvantaged Students	27	100.0	44.40	30.10	65.80	44.4		
Students with Disabilities	23	100.0	*	*	20.50	*	N	N
Students without Disabilities	208	99.5	*	*	61.90	*		
English Learners	53	98.1	26.40	11.90	25.20	26.4	23.4	Met Target
Non-English Learners	178	100.0	42.10	31.00	57.40	42.1		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	*	23.00	N		

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

† Target was met within a confidence interval.



Paul Robeson Community School for the Arts
2016-2017

Grade Span PK-06

23-3530-123
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NEW BRUNSWICK CITY
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NEW BRUNSWICK, NJ 08901-2734

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	73	725	721	749	26%	23%	25%	26%	0%	26%	50%
White	N	N	N	759	N	N	N	N	N	N	61%
Hispanic	63	725	721	734	24%	25%	24%	27%	0%	27%	35%
Black or African American	10	725	726	731	*	*	*	*	0%	20%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	31	728	722	754	*	*	*	*	0%	23%	55%
Male	42	723	721	745	*	*	*	*	0%	29%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



Paul Robeson Community School for the Arts
2016-2017
Grade Span PK-06

23-3530-123
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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	740	730	753	*	25%	24%	37%	*	42%	56%
White	N	N	N	762	N	N	N	N	N	N	67%
Hispanic	54	740	730	740	*	26%	22%	37%	*	43%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	21	748	*	758	*	*	*	*	*	48%	61%
Male	38	736	*	749	*	*	*	*	*	40%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



Paul Robeson Community School for the Arts
2016-2017
Grade Span PK-06

23-3530-123
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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	51	748	735	756	*	*	35%	55%	0%	55%	59%
White	N	N	N	763	N	N	N	N	N	N	69%
Hispanic	42	747	734	743	*	*	38%	52%	0%	52%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	29	748	741	761	*	*	*	55%	*	55%	66%
Male	22	748	729	750	*	*	*	55%	*	55%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



Paul Robeson Community School for the Arts
2016-2017

Grade Span PK-06

23-3530-123
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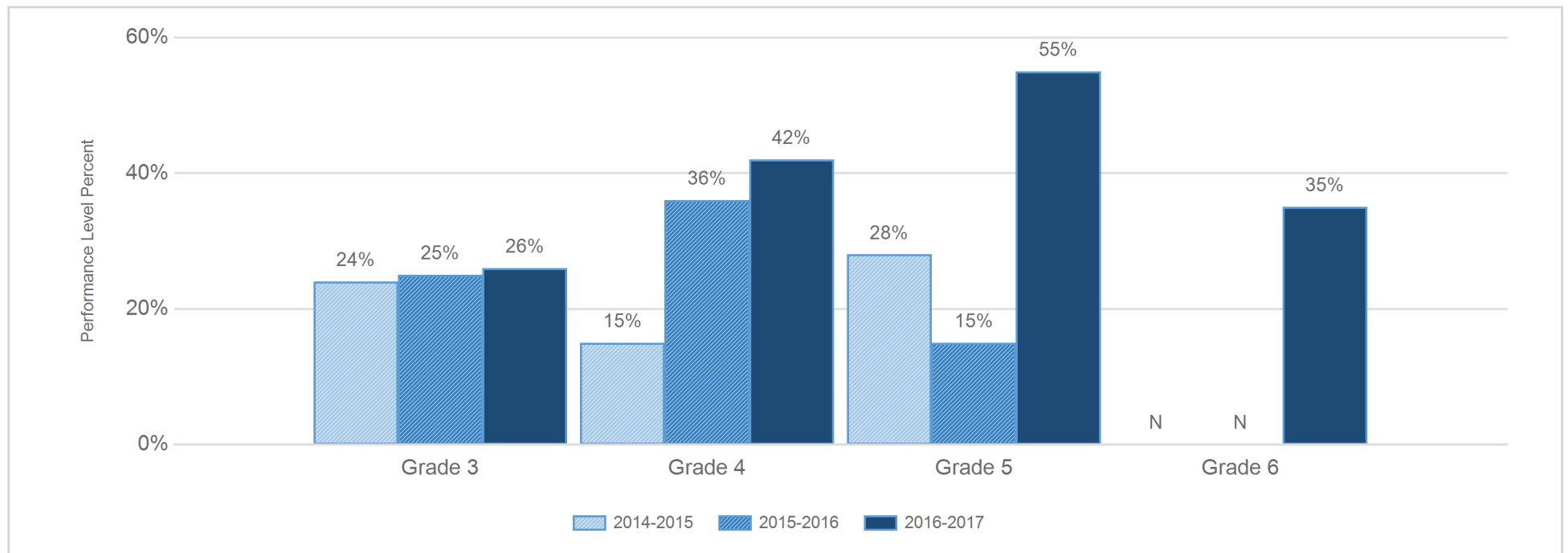
English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	52	742	726	752	*	21%	44%	33%	*	35%	54%
White	N	N	N	758	N	N	N	N	N	N	63%
Hispanic	47	741	725	740	0%	21%	45%	34%	0%	34%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	776	N	N	N	N	N	N	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	28	744	731	758	0%	*	39%	*	*	39%	61%
Male	24	740	721	746	0%	*	50%	*	*	29%	46%
Economically Disadvantaged Students	42	743	725	737	0%	*	*	*	*	31%	34%
Non-Economically Disadvantaged Students	10	741	730	761	0%	*	*	*	*	50%	65%
Students with Disabilities	*	*	*	722	*	*	*	*	*	*	17%
Students without Disabilities	*	*	*	758	*	*	*	*	*	*	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	52	742	727	753	*	21%	44%	33%	*	35%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

English Language Arts/Literacy Assessment - Performance Trends

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





Paul Robeson Community School for the Arts
2016-2017
Grade Span PK-06

23-3530-123
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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	230	99.6	38.70	19.10	43.50	38.7	45.3	Not Met
White	N	N	N	33.40	52.40	N	**	**
Hispanic	201	99.5	39.80	19.30	27.60	39.8	45.1	Met Target†
Black or African American	29	100.0	31.00	16.80	21.70	31	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	34.60	75.60	N	**	**
American Indian or Alaska Native	N	N	N	25.00	42.50	N	**	**
Two or More Races	N	N	N	10.00	44.90	N	**	**
Female	108	100.0	35.20	*	44.10	35.2		
Male	122	99.2	41.80	*	42.90	41.8		
Economically Disadvantaged Students	203	99.5	38.90	18.20	25.10	38.9	43	Met Target†
Non-Economically Disadvantaged Students	27	100.0	37.00	24.90	54.30	37		
Students with Disabilities	23	100.0	13.00	*	16.50	13	N	N
Students without Disabilities	207	99.5	41.60	*	48.80	41.6		
English Learners	53	100.0	32.10	12.90	23.30	32.1	38.9	Met Target†
Non-English Learners	177	99.5	40.70	21.50	45.20	40.7		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	*	18.20	N		

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

† Target was met within a confidence interval.



Paul Robeson Community School for the Arts
2016-2017

Grade Span PK-06

23-3530-123
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NEW BRUNSWICK, NJ 08901-2734

Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	72	748	733	751	*	19%	32%	43%	*	49%	53%
White	N	N	N	759	N	N	N	N	N	N	63%
Hispanic	62	750	733	738	*	16%	32%	45%	*	52%	37%
Black or African American	10	734	725	733	0%	*	*	*	0%	30%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	31	738	730	751	*	*	*	36%	*	36%	52%
Male	41	755	736	751	*	*	*	49%	*	59%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



Paul Robeson Community School for the Arts
2016-2017
Grade Span PK-06

23-3530-123
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NEW BRUNSWICK CITY
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NEW BRUNSWICK, NJ 08901-2734

Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	742	731	747	*	27%	29%	39%	*	39%	47%
White	N	N	N	755	N	N	N	N	N	N	59%
Hispanic	54	743	732	734	*	28%	28%	41%	*	41%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	21	749	*	747	*	*	*	*	0%	43%	47%
Male	38	738	*	747	*	*	*	*	0%	37%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



Paul Robeson Community School for the Arts
2016-2017
Grade Span PK-06

23-3530-123
MIDDLESEX
NEW BRUNSWICK CITY
199 COMMERCIAL AVE
NEW BRUNSWICK, NJ 08901-2734

Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	51	747	735	747	*	*	49%	35%	*	41%	46%
White	N	N	N	754	N	N	N	N	N	N	57%
Hispanic	42	748	*	735	*	*	52%	33%	*	41%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	29	748	737	747	*	*	*	*	*	41%	47%
Male	22	747	734	746	*	*	*	*	*	41%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



Paul Robeson Community School for the Arts
2016-2017
Grade Span PK-06

23-3530-123
MIDDLESEX
NEW BRUNSWICK CITY
199 COMMERCIAL AVE
NEW BRUNSWICK, NJ 08901-2734

Mathematics Assessment - Performance by Grade: Grade 6**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	52	735	722	743	*	23%	46%	23%	*	23%	44%
White	N	N	N	751	N	N	N	N	N	N	54%
Hispanic	47	735	722	731	*	*	49%	23%	0%	23%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	771	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	28	736	722	745	*	*	43%	*	0%	25%	45%
Male	24	734	722	742	*	*	50%	*	0%	21%	43%
Economically Disadvantaged Students	42	735	722	728	*	*	*	*	0%	21%	24%
Non-Economically Disadvantaged Students	10	736	722	752	*	*	*	*	0%	30%	56%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	52	735	724	745	*	23%	46%	23%	*	23%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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

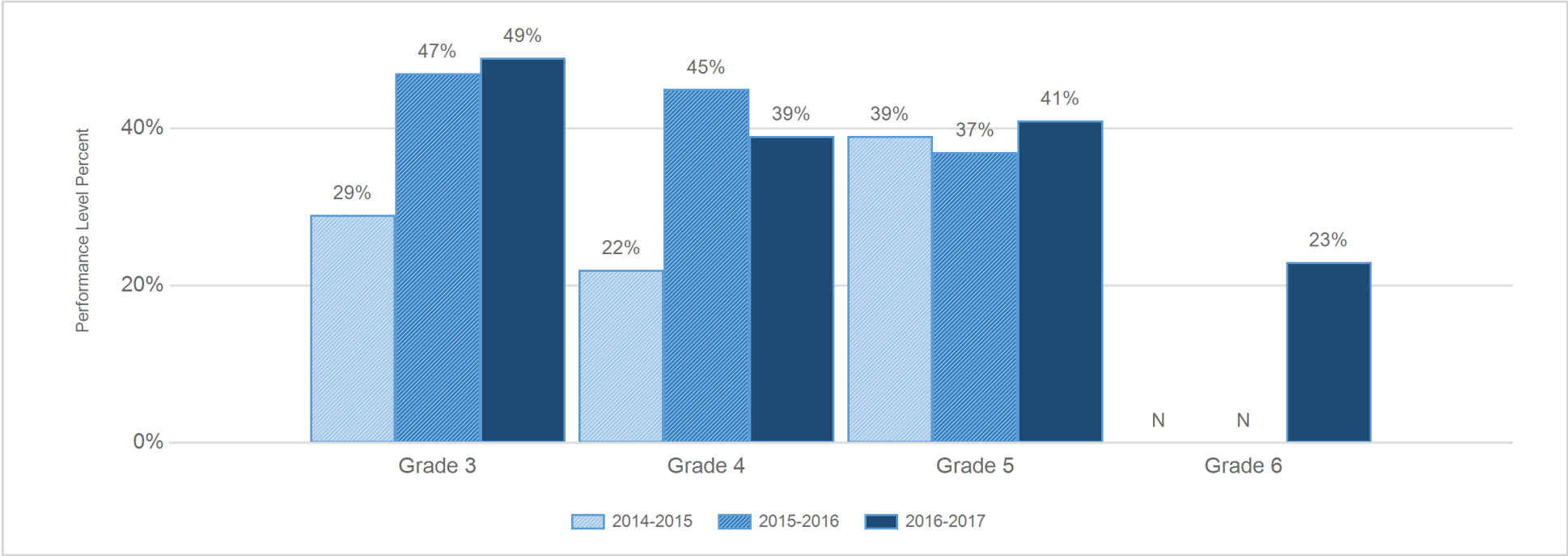


Paul Robeson Community School for the Arts
2016-2017
Grade Span PK-06

23-3530-123
MIDDLESEX
NEW BRUNSWICK CITY
199 COMMERCIAL AVE
NEW BRUNSWICK, NJ 08901-2734

Mathematics Assessment – Performance Trends

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



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



Paul Robeson Community School for the Arts
2016-2017

Grade Span PK-06

23-3530-123
MIDDLESEX
NEW BRUNSWICK CITY
199 COMMERCIAL AVE
NEW BRUNSWICK, NJ 08901-2734

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	19	*	*
2	*	*	*
3	19	*	*
4	15	*	*
5+	16	*	*



Paul Robeson Community School for the Arts
2016-2017
Grade Span PK-06

23-3530-123
MIDDLESEX
NEW BRUNSWICK CITY
199 COMMERCIAL AVE
NEW BRUNSWICK, NJ 08901-2734

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

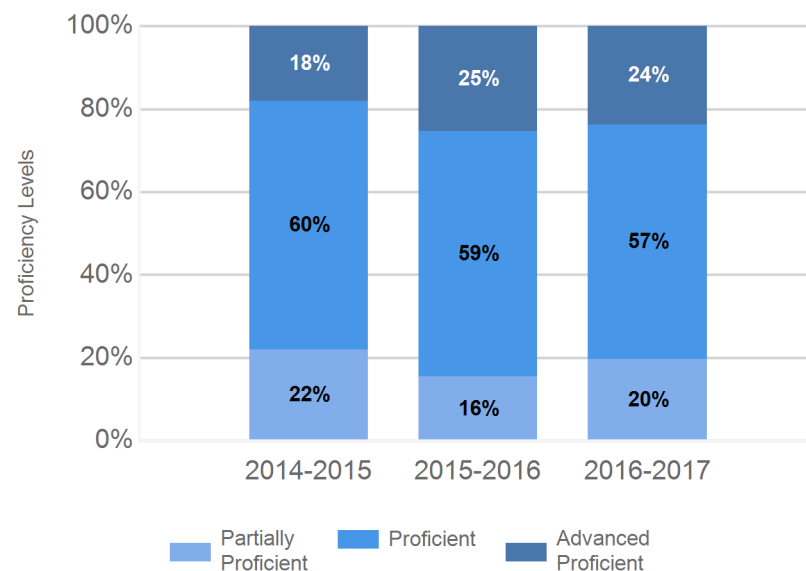
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	24%	57%	20%
White	N	*	N
Hispanic	21%	57%	21%
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	24%	57%	19%
Students with Disabilities	8%	50%	42%
English Learners	8%	62%	31%

NJASK Science Assessment Performance Trends: Grade 4

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





Paul Robeson Community School for the Arts
2016-2017
Grade Span PK-06

23-3530-123
MIDDLESEX
NEW BRUNSWICK CITY
199 COMMERCIAL AVE
NEW BRUNSWICK, NJ 08901-2734

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

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

Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

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

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	58.5	47	50	Met Target	46	47	50	Met Target
White	N	N	N	N	N	N	N	N
Hispanic	59.5	47	49	Met Target	47	47	47	Met Target
Black or African American	56	45.5	45	**	45.5	45	43	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	56	47	47	Met Target	45.5	47	46	Met Target
Students with Disabilities	39	*	41	**	26	*	43	**
English Learners	64	*	53	Exceeds Target	54.5	*	51	Met Target

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



Paul Robeson Community School for the Arts
2016-2017

Grade Span PK-06

23-3530-123
MIDDLESEX
NEW BRUNSWICK CITY
199 COMMERCIAL AVE
NEW BRUNSWICK, NJ 08901-2734

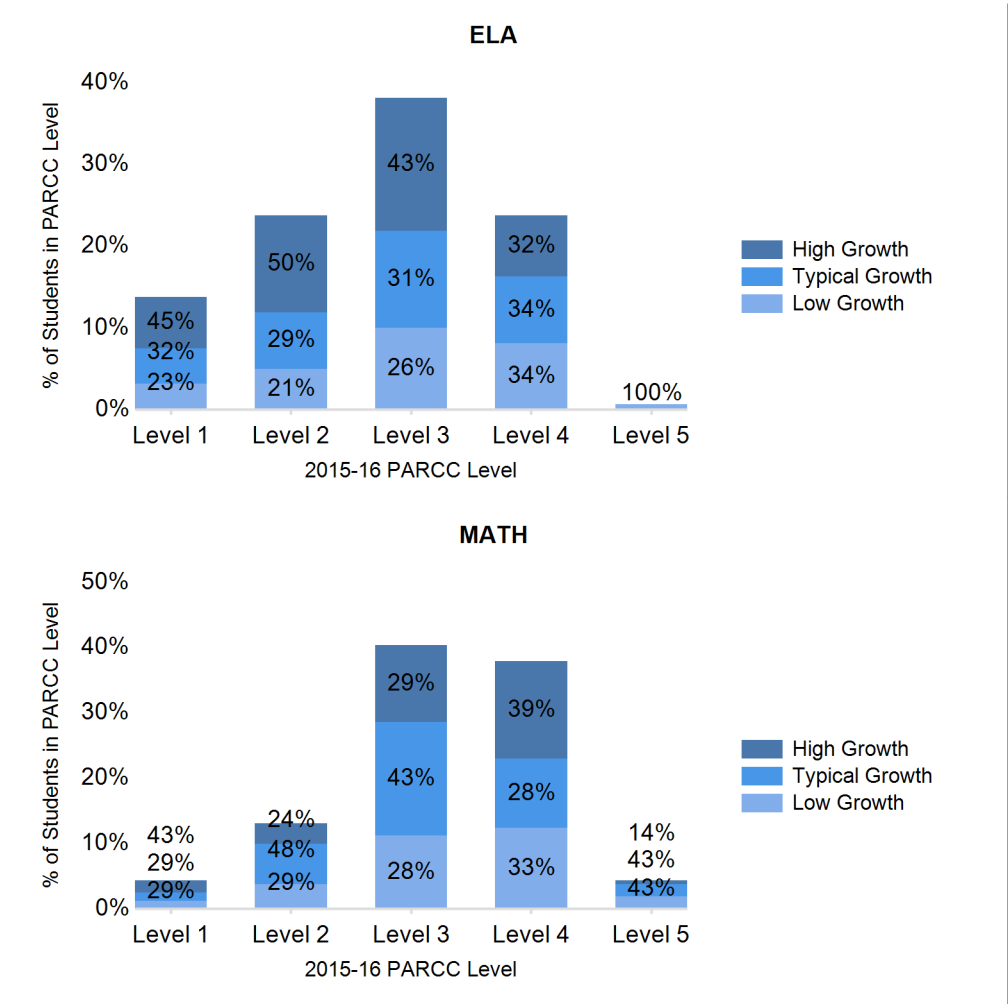
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

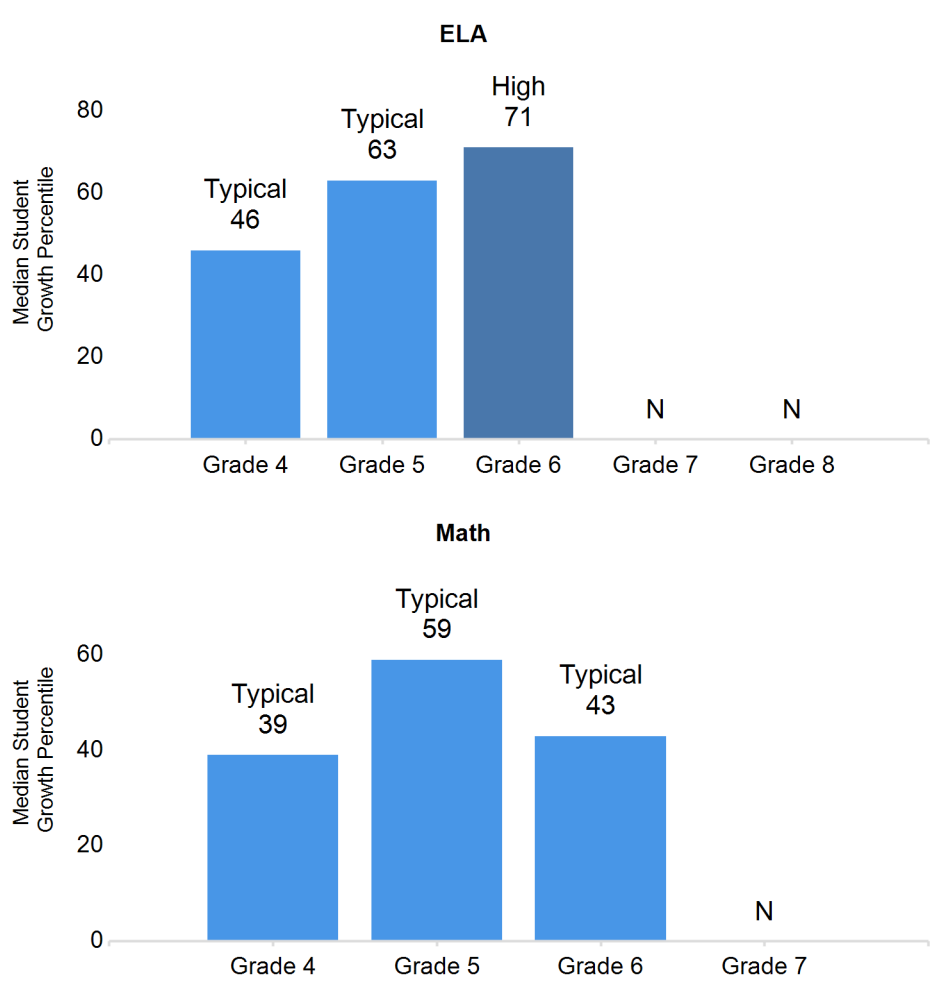
Student Growth by Performance Level

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



Student Growth by Grade

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





Paul Robeson Community School for the Arts
2016-2017

Grade Span PK-06

23-3530-123
MIDDLESEX
NEW BRUNSWICK CITY
199 COMMERCIAL AVE
NEW BRUNSWICK, NJ 08901-2734

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

Chronic Absenteeism

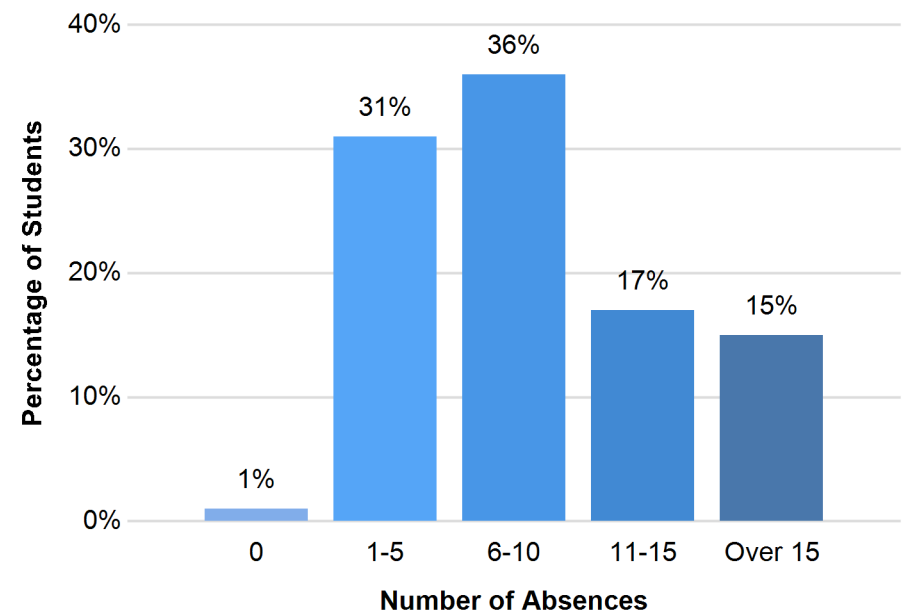
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	10.00	8.40	Not Met
White	N	**	**
Hispanic	9.90	8.40	Not Met
Black or African American	11.30	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	10.00	8.40	Not Met
Students with Disabilities	8.50	8.40	Not Met
English Learners	16.00	8.40	Not Met

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

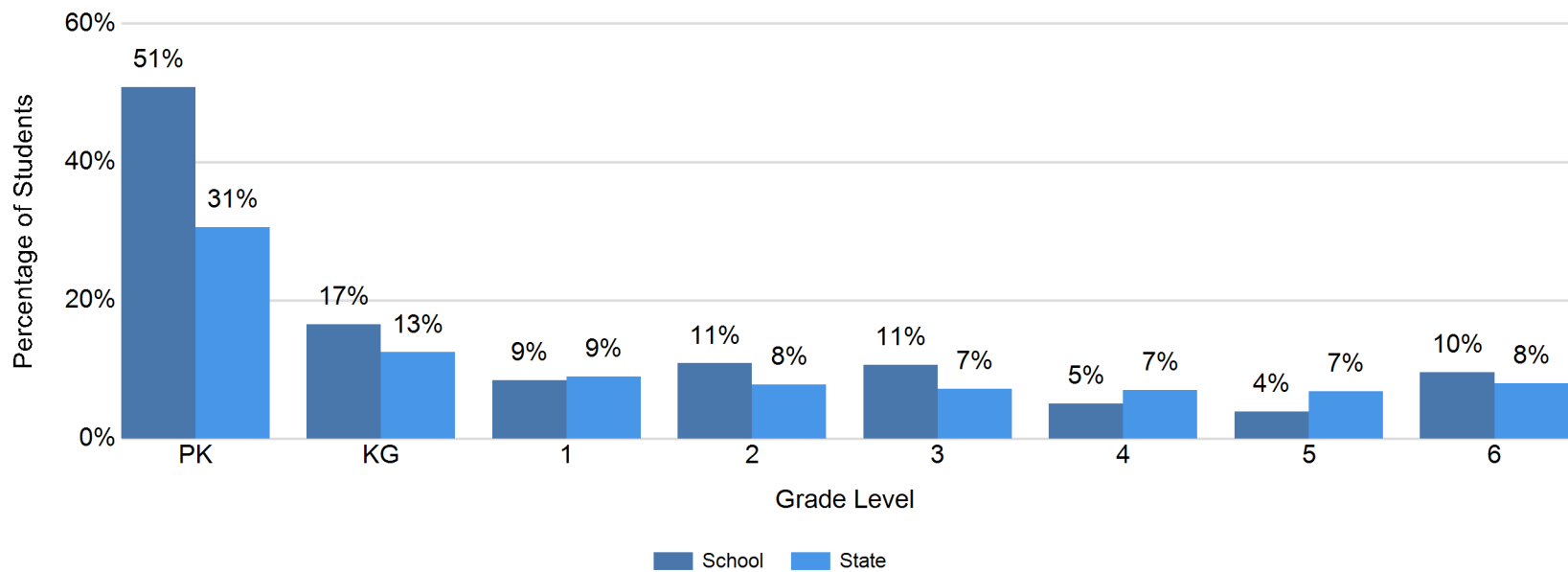
Days Absent

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



Chronic Absenteeism by Grade

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





Paul Robeson Community School for the Arts
2016-2017
Grade Span PK-06

23-3530-123
MIDDLESEX
NEW BRUNSWICK CITY
199 COMMERCIAL AVE
NEW BRUNSWICK, NJ 08901-2734

School Day

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

Category	School
Typical Start Time	8:40AM
Typical End Time	3:15PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 45 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	11
Total Unique Incidents	11
Incidents Per 100 Students Enrolled	2.15

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.2%
Out-of-School Suspensions	1.6%
Any Suspension	1.6%

Student Expulsions

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

Category	Number of Students
Expulsions	0



Paul Robeson Community School for the Arts
2016-2017
Grade Span PK-06

23-3530-123
MIDDLESEX
NEW BRUNSWICK CITY
199 COMMERCIAL AVE
NEW BRUNSWICK, NJ 08901-2734

Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.0:1	98.0 kbps	100 kbps	No	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$910	\$15,602	\$16,512



Paul Robeson Community School for the Arts
2016-2017

Grade Span PK-06

23-3530-123
MIDDLESEX
NEW BRUNSWICK CITY
199 COMMERCIAL AVE
NEW BRUNSWICK, NJ 08901-2734

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	46	120,724
Average years experience in public schools	9.0	11.8
Average years experience in district	7.3	10.5
Teachers in district for 4 or more years	63%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	56	9,506
Average years experience in public schools	13.8	15.9
Average years experience in district	8.2	11.6
Administrators in district for 4 or more years	70%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	13:1
Administrators	170:1	182:1
Librarian/Media Specialists		1134:1
Nurses		486:1
Counselors		537:1
Child Study Team		227:1



Paul Robeson Community School for the Arts
2016-2017

Grade Span PK-06

23-3530-123
MIDDLESEX
NEW BRUNSWICK CITY
199 COMMERCIAL AVE
NEW BRUNSWICK, NJ 08901-2734

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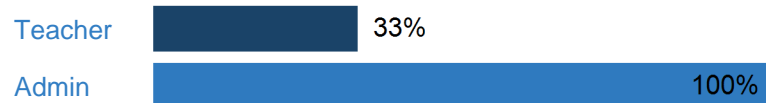
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

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

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



Paul Robeson Community School for the Arts
2016-2017
Grade Span PK-06

23-3530-123
MIDDLESEX
NEW BRUNSWICK CITY
199 COMMERCIAL AVE
NEW BRUNSWICK, NJ 08901-2734

Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	24.8	17.5%
Mathematics Proficiency	44.1	17.5%
English Language Arts Growth	81.7	25.0%
Mathematics Growth	43.3	25.0%
Chronic Absenteeism	28.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		47.5
Summative Rating: Percentile rank of Summative Score		45.7
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



Paul Robeson Community School for the Arts
2016-2017
Grade Span PK-06

23-3530-123
MIDDLESEX
NEW BRUNSWICK CITY
199 COMMERCIAL AVE
NEW BRUNSWICK, NJ 08901-2734

Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	47.5	11.9	No	Met Target	Not Met	Not Met	Met Target	Met Target	No
White	**	**	No	**	**	**	**	**	No
Hispanic	58.2	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Black or African American	**	**	No	N	N	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	63.0	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Students with Disabilities	**	**	No	N	N	Not Met	**	**	No
English Learners	59.6	11.9	No	Met Target	Met Target†	Not Met	Exceeds Target	Met Target	No

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

† Target was met within a confidence interval.



Paul Robeson Community School for the Arts
2016-2017
Grade Span PK-06



23-3530-123
 MIDDLESEX
 NEW BRUNSWICK CITY
 199 COMMERCIAL AVE
 NEW BRUNSWICK, NJ 08901-2734

School General Info

Principal:	Mr. Mooring	Email Address:	kelly_mooring@nbpsnj.net
Address:	199 COMMERCIAL AVE NEW BRUNSWICK, NJ 08901-2734	Website:	http://pr.nbpschools.net
Phone:	(732)745-5300	Facebook:	https://www.facebook.com/NewBrunswickPublicSchools
		Twitter:	https://twitter.com/nbpschools

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Paul Robeson Community School for the Arts is a themed school for the Arts in Grades K - 6. • Our students in Grades 3 - 7 have 1 to 1 access to chromebooks and laptops are available for K-2 classrooms. • Students participate in 10 week residencies with artists from George Street Playhouse integrating Theater and ELA.
 Mission, Vision, Theme:	<p>New Brunswick Public Schools will prepare, empower, and inspire students to become engaged in their own learning, their environment, and the world. Students will develop their creative problem-solving and critical thinking skills to innovate solutions to complex challenges. The entire community will collaborate to create a nurturing environment that allows students to reach these goals.</p>



Paul Robeson Community School for the Arts

2016-2017

Grade Span PK-06

23-3530-123

MIDDLESEX




NEW BRUNSWICK CITY

199 COMMERCIAL AVE

NEW BRUNSWICK, NJ 08901-2734

School Narrative

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

 <div>Courses, Curriculum, Instruction:</div>	Paul Robeson Community School for the Arts integrates arts into the established district curriculum by providing opportunities for students to participate in academic units integrated with the Arts. Teachers and staff participate in professional development activities that support teachers in integrating the Academic Arts Standards into instruction and also in providing students with rigorous, and challenging activities that include high level tasks that promote student achievement.
 <div>Clubs and Activities:</div>	Student Council, Science Environmental Club, Civic League Ambassadors Program.
 <div>Before and After School Programs:</div>	Civic League of Greater New Brunswick After School Program.







Paul Robeson Community School for the Arts
2016-2017
Grade Span PK-06

23-3530-123
MIDDLESEX
NEW BRUNSWICK CITY
199 COMMERCIAL AVE
NEW BRUNSWICK, NJ 08901-2734

School Narrative

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 Staff and Professional Learning:	Integrating the use of High Level tasks into Academic instruction in the areas of math and English Language Arts. Teachers are also learning how to integrate the Arts into the Academic curricular program in order to enhance both and support student achievement.
 Student Supports and Services:	Basic Skill Instructional Support for identified students; Extended School Day Program to support students in need of additional academic support; Summer Academy that targeted primary students in need of additional literacy support; Individual Education plans for students with identified learning disabilities; Intervention & Referral Services to provide additional teaching strategies and supports to teachers and families of students in need of additional assistance.
 Student Health and Wellness:	School Based Counseling Services; School Social Worker; School Counselor; School Psychologist; Students participate in 160 minutes of Physical Education and Health Education weekly along with 20 minutes of recess daily; Students can receive a breakfast daily in the classroom at the start of the school day.
 Parent and Community Involvement:	Regular PTO Meetings are offered by the school Parent Teacher Organization; Parents have access to the Parent Portal through the school information system where they can check student grades and track student progress. The school partners with the Community Food Bank of New Jersey.

School Narrative

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



Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers

Parents, Students, Teachers, Staff are surveyed annually to assess the overall climate of the school community. The results support the school in identifying activities and initiatives that support the school and staff members in providing an optimal setting for learning.



Facilities:

The building housing the school is a temporary facility that is being utilized until the school's primary location is completed. The existing structure at 199 Commercial Avenue is undergoing an expansion and interior renovation. The current facility at 40 Van Dyke is a spacious facility with air conditioned classrooms and carpeted floors.



Paul Robeson Community School for the Arts
2016-2017
Grade Span PK-06

23-3530-123
MIDDLESEX
NEW BRUNSWICK CITY
199 COMMERCIAL AVE
NEW BRUNSWICK, NJ 08901-2734

School Narrative

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



Other Information:

Paul Robeson Community School for the Arts integrates arts into the established district curriculum by providing opportunities for students to participate in English Language Arts, Math, Science, and Social Studies through academic units integrated with at least one of the following new Academic Arts standards. Teachers and staff participate in professional development activities that support teachers in both integrating the Academic Arts Standards into instruction and also in providing students with rigorous activities that include high level tasks promoting student achievement. Classroom teachers focus on providing students with engaging, high level tasks that promote the development of independent thinking and reasoning skills in Math. After working to solve the high level tasks independently, students work in small groups with classmates to identify optimal solutions to problems and then share their findings and techniques for solving the problem with their classmates and teacher. Teachers seek to support students in developing fluency with numbers and mathematical operations. As the school transitions into a fully formed theme school for the arts over the next several years, we are excited to continue our existing partnerships with groups such as George Street Playhouse with whom we have in-school theater residencies with teaching artists. Students and teachers continue partnerships with the American Repertory Ballet and the New Jersey Symphony Orchestra. Our students will benefit from these and other experiences with professionals in the world of the arts as we provide students from Kindergarten through Grade 8 (in our expanded school after the two year expansion and renovation project) opportunities to be Prepared, Empowered, and Inspired Leaders and Lifelong Learners.




Roosevelt Elementary School
2016-2017
Grade Span PK-05

23-3530-125
MIDDLESEX
NEW BRUNSWICK CITY
83 LIVINGSTON AVE
NEW BRUNSWICK, NJ 08901-2522

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

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

Navigating through the reports:

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

Other Resources:

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

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



Roosevelt Elementary School
2016-2017
Grade Span PK-05

23-3530-125
MIDDLESEX
NEW BRUNSWICK CITY
83 LIVINGSTON AVE
NEW BRUNSWICK, NJ 08901-2522

Footnotes

1. An "" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

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



Roosevelt Elementary School
2016-2017
Grade Span PK-05

23-3530-125
MIDDLESEX
NEW BRUNSWICK CITY
83 LIVINGSTON AVE
NEW BRUNSWICK, NJ 08901-2522

Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	15	0	0
KG	146	153	116
1	160	148	163
2	120	152	150
3	143	148	159
4	137	139	133
5	128	125	105
Ungraded	29	41	40
Total	878	906	866

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	50%	52%	54%
Male	50%	48%	46%
Economically Disadvantaged Students	90%	65%	93%
Students with Disabilities	11%	14%	12%
English Learners	30%	28%	29%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	96.1%
Black or African American	3.3%
White	0.5%
Asian	0.1%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.0%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	15	0	0
KG - Half Day	0	0	0
KG - Full Day	141	153	116

Enrollment by Home Language

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

Home Language	% of Students
Spanish	85.5%
English	14.4%
Other	0.1%



Roosevelt Elementary School
2016-2017
Grade Span PK-05

23-3530-125
MIDDLESEX
NEW BRUNSWICK CITY
83 LIVINGSTON AVE
NEW BRUNSWICK, NJ 08901-2522

English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	392	98.8	19.90	26.00	54.90	19.9	19.4	Met Target
White	*	*	*	*	63.90	*	**	**
Hispanic	377	98.7	19.60	25.20	39.80	19.6	19.1	Met Target
Black or African American	14	100.0	28.60	*	35.20	28.6	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	32.00	80.70	N	**	**
American Indian or Alaska Native	*	*	*	25.00	53.70	N	**	**
Two or More Races	*	*	*	40.00	54.90	N	**	**
Female	195	97.6	22.00	31.20	62.20	22		
Male	197	100.0	17.80	21.00	48.10	17.8		
Economically Disadvantaged Students	375	98.7	19.70	25.30	36.20	19.7	18.3	Met Target
Non-Economically Disadvantaged Students	17	100.0	23.50	30.10	65.80	23.5		
Students with Disabilities	67	98.6	*	*	20.50	*	8.7	Met Target†
Students without Disabilities	325	98.8	*	*	61.90	*		
English Learners	170	100.0	*	11.90	25.20	*	11.5	Not Met
Non-English Learners	222	97.9	*	31.00	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	*	23.00	N		

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

† Target was met within a confidence interval.



Roosevelt Elementary School
2016-2017

Grade Span PK-05

23-3530-125
MIDDLESEX
NEW BRUNSWICK CITY
83 LIVINGSTON AVE
NEW BRUNSWICK, NJ 08901-2522

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	155	719	721	749	28%	28%	26%	*	*	18%	50%
White	N	N	N	759	N	N	N	N	N	N	61%
Hispanic	149	717	721	734	30%	28%	26%	*	*	17%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	94	720	722	754	23%	30%	28%	*	*	19%	55%
Male	61	717	721	745	36%	25%	23%	*	*	16%	46%
Economically Disadvantaged Students	143	719	721	731	*	*	*	*	*	17%	31%
Non-Economically Disadvantaged Students	12	717	724	762	*	*	*	*	*	33%	63%
Students with Disabilities	14	695	697	720	*	*	*	*	*	*	24%
Students without Disabilities	141	721	725	755	*	*	*	*	*	*	55%
English Learners	58	703	701	709	*	*	*	*	*	*	11%
Non-English Learners	97	728	728	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



Roosevelt Elementary School
2016-2017

Grade Span PK-05

23-3530-125
MIDDLESEX
NEW BRUNSWICK CITY
83 LIVINGSTON AVE
NEW BRUNSWICK, NJ 08901-2522

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	132	724	730	753	24%	23%	34%	*	*	19%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	126	724	730	740	23%	24%	35%	*	*	18%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	65	727	*	758	25%	*	32%	*	*	25%	61%
Male	67	722	*	749	24%	*	36%	*	*	13%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	21	702	704	725	*	*	*	*	*	*	25%
Students without Disabilities	111	728	735	759	*	*	*	*	*	*	62%
English Learners	29	699	709	711	*	*	*	*	*	*	10%
Non-English Learners	103	731	732	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



Roosevelt Elementary School
2016-2017

Grade Span PK-05

23-3530-125
MIDDLESEX
NEW BRUNSWICK CITY
83 LIVINGSTON AVE
NEW BRUNSWICK, NJ 08901-2522

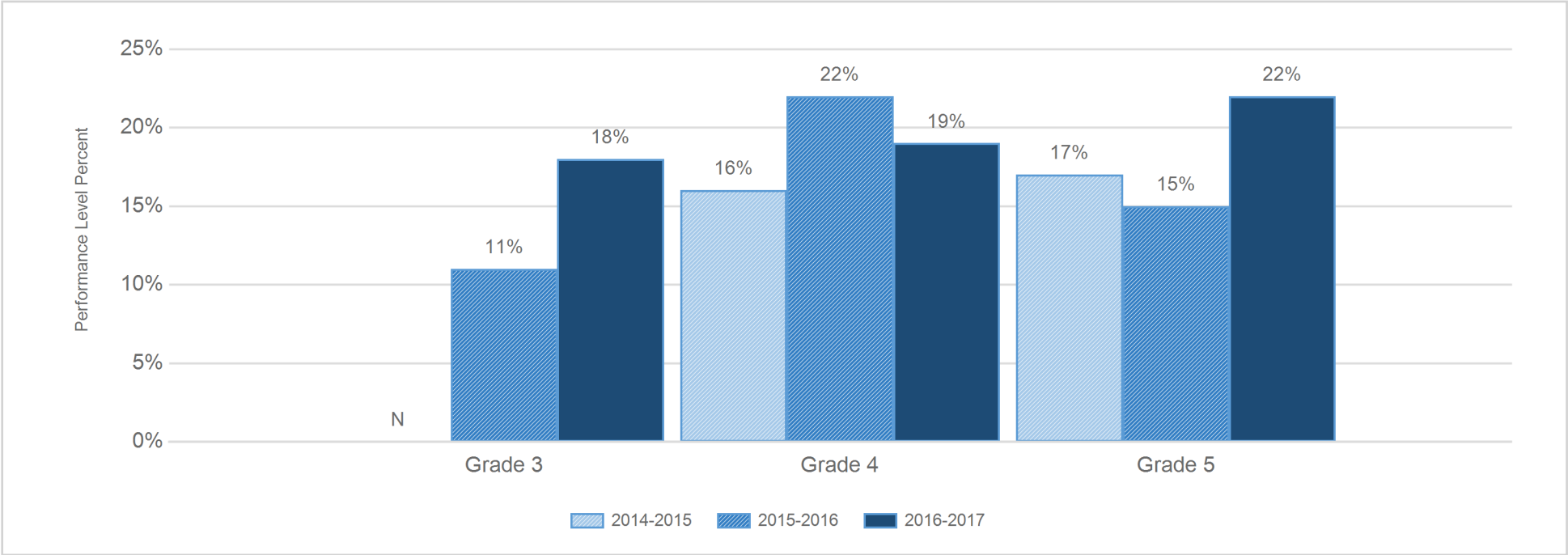
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	110	730	735	756	*	27%	39%	21%	*	22%	59%
White	N	N	N	763	N	N	N	N	N	N	69%
Hispanic	106	730	734	743	*	26%	39%	22%	*	23%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	43	737	741	761	*	*	49%	23%	*	26%	66%
Male	67	725	729	750	*	*	33%	19%	*	19%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	27	711	709	725	*	*	*	*	*	*	22%
Students without Disabilities	83	736	739	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	110	730	735	757	*	27%	39%	21%	*	22%	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

English Language Arts/Literacy Assessment - Performance Trends

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





Roosevelt Elementary School
2016-2017
Grade Span PK-05

23-3530-125
MIDDLESEX
NEW BRUNSWICK CITY
83 LIVINGSTON AVE
NEW BRUNSWICK, NJ 08901-2522

Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	394	98.6	27.40	19.10	43.50	27.4	31.2	Not Met
White	*	*	*	*	52.40	*	**	**
Hispanic	379	98.6	27.20	19.30	27.60	27.2	31.5	Not Met
Black or African American	14	100.0	35.70	16.80	21.70	35.7	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	34.60	75.60	N	**	**
American Indian or Alaska Native	*	*	*	25.00	42.50	N	**	**
Two or More Races	*	*	*	10.00	44.90	N	**	**
Female	195	97.7	25.70	*	44.10	25.7		
Male	199	99.5	29.10	*	42.90	29.1		
Economically Disadvantaged Students	377	98.8	27.60	18.20	25.10	27.6	32.8	Not Met
Non-Economically Disadvantaged Students	17	96.9	23.50	24.90	54.30	23.5		
Students with Disabilities	67	98.6	14.90	*	16.50	14.9	17.1	Met Target†
Students without Disabilities	327	98.6	30.00	*	48.80	30		
English Learners	172	99.5	16.90	12.90	23.30	16.9	19.4	Met Target†
Non-English Learners	222	97.9	35.60	21.50	45.20	35.6		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	*	18.20	N		

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

† Target was met within a confidence interval.



Roosevelt Elementary School
2016-2017

Grade Span PK-05

23-3530-125
MIDDLESEX
NEW BRUNSWICK CITY
83 LIVINGSTON AVE
NEW BRUNSWICK, NJ 08901-2522

Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	167	735	733	751	*	23%	35%	27%	*	32%	53%
White	N	N	N	759	N	N	N	N	N	N	63%
Hispanic	161	735	733	738	*	24%	34%	27%	*	32%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	99	733	730	751	*	24%	36%	25%	*	28%	52%
Male	68	739	736	751	*	21%	34%	29%	*	37%	53%
Economically Disadvantaged Students	150	737	733	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	17	715	734	761	*	*	*	*	*	*	65%
Students with Disabilities	14	720	715	729	*	*	*	*	*	21%	29%
Students without Disabilities	153	736	735	755	*	*	*	*	*	33%	57%
English Learners	70	719	720	724	*	34%	30%	16%	*	16%	21%
Non-English Learners	97	746	737	753	*	14%	39%	35%	*	43%	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



Roosevelt Elementary School
2016-2017

Grade Span PK-05

23-3530-125
MIDDLESEX
NEW BRUNSWICK CITY
83 LIVINGSTON AVE
NEW BRUNSWICK, NJ 08901-2522

Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	144	733	731	747	7%	29%	40%	24%	0%	24%	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	138	733	732	734	*	30%	42%	23%	*	23%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	70	737	*	747	*	21%	47%	24%	*	24%	47%
Male	74	730	*	747	*	37%	34%	23%	*	23%	48%
Economically Disadvantaged Students	133	734	732	732	*	*	*	*	*	23%	27%
Non-Economically Disadvantaged Students	11	723	730	757	*	*	*	*	*	27%	61%
Students with Disabilities	21	715	711	724	*	*	*	*	*	*	22%
Students without Disabilities	123	736	736	751	*	*	*	*	*	*	52%
English Learners	41	722	721	716	*	*	*	*	*	*	12%
Non-English Learners	103	738	733	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



Roosevelt Elementary School
2016-2017

Grade Span PK-05

23-3530-125
MIDDLESEX
NEW BRUNSWICK CITY
83 LIVINGSTON AVE
NEW BRUNSWICK, NJ 08901-2522

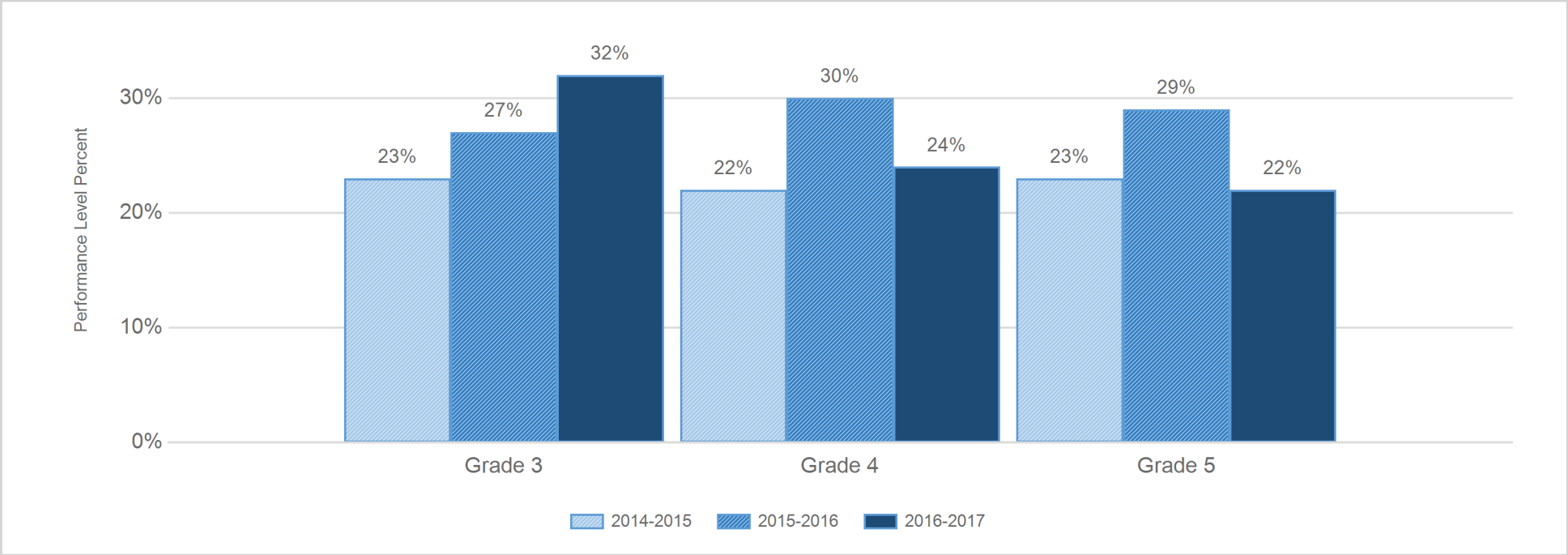
Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	111	733	735	747	*	27%	48%	21%	*	22%	46%
White	N	N	N	754	N	N	N	N	N	N	57%
Hispanic	107	733	*	735	*	25%	50%	21%	*	22%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	43	737	737	747	*	*	65%	*	*	16%	47%
Male	68	731	734	746	*	*	37%	*	*	25%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	27	728	720	725	*	41%	44%	*	*	15%	19%
Students without Disabilities	84	735	738	751	*	23%	49%	*	*	24%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

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





Roosevelt Elementary School
2016-2017
Grade Span PK-05

23-3530-125
MIDDLESEX
NEW BRUNSWICK CITY
83 LIVINGSTON AVE
NEW BRUNSWICK, NJ 08901-2522

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	43	*	*
2	50	*	*
3	42	*	*
4	43	*	*
5+	69	*	*



Roosevelt Elementary School
2016-2017
Grade Span PK-05

23-3530-125
MIDDLESEX
NEW BRUNSWICK CITY
83 LIVINGSTON AVE
NEW BRUNSWICK, NJ 08901-2522

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

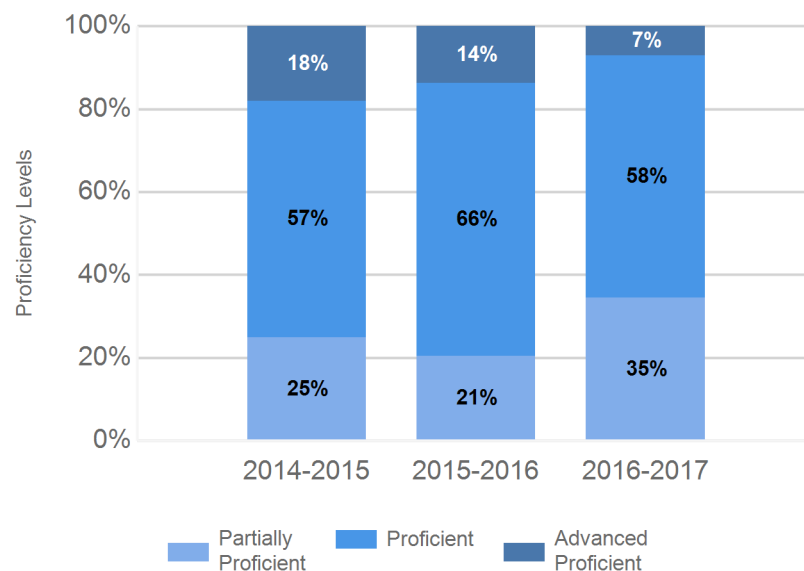
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	7%	58%	35%
White	N	*	N
Hispanic	8%	57%	*
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	9%	56%	35%
Students with Disabilities	5%	52%	43%
English Learners	N	40%	60%

NJASK Science Assessment Performance Trends: Grade 4

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





Roosevelt Elementary School
2016-2017
Grade Span PK-05

23-3530-125
MIDDLESEX
NEW BRUNSWICK CITY
83 LIVINGSTON AVE
NEW BRUNSWICK, NJ 08901-2522

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

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

Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

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

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	43	47	50	Met Target	47	47	50	Met Target
White	*	35	50	**	*	40.5	52	**
Hispanic	43	47	49	Met Target	47	47	47	Met Target
Black or African American	*	45.5	45	**	*	45	43	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	43	47	47	Met Target	47	47	46	Met Target
Students with Disabilities	41	*	41	Met Target	52.5	*	43	Met Target
English Learners	48	*	53	Met Target	51	*	51	Met Target

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



Roosevelt Elementary School
2016-2017

Grade Span PK-05

23-3530-125
MIDDLESEX
NEW BRUNSWICK CITY
83 LIVINGSTON AVE
NEW BRUNSWICK, NJ 08901-2522

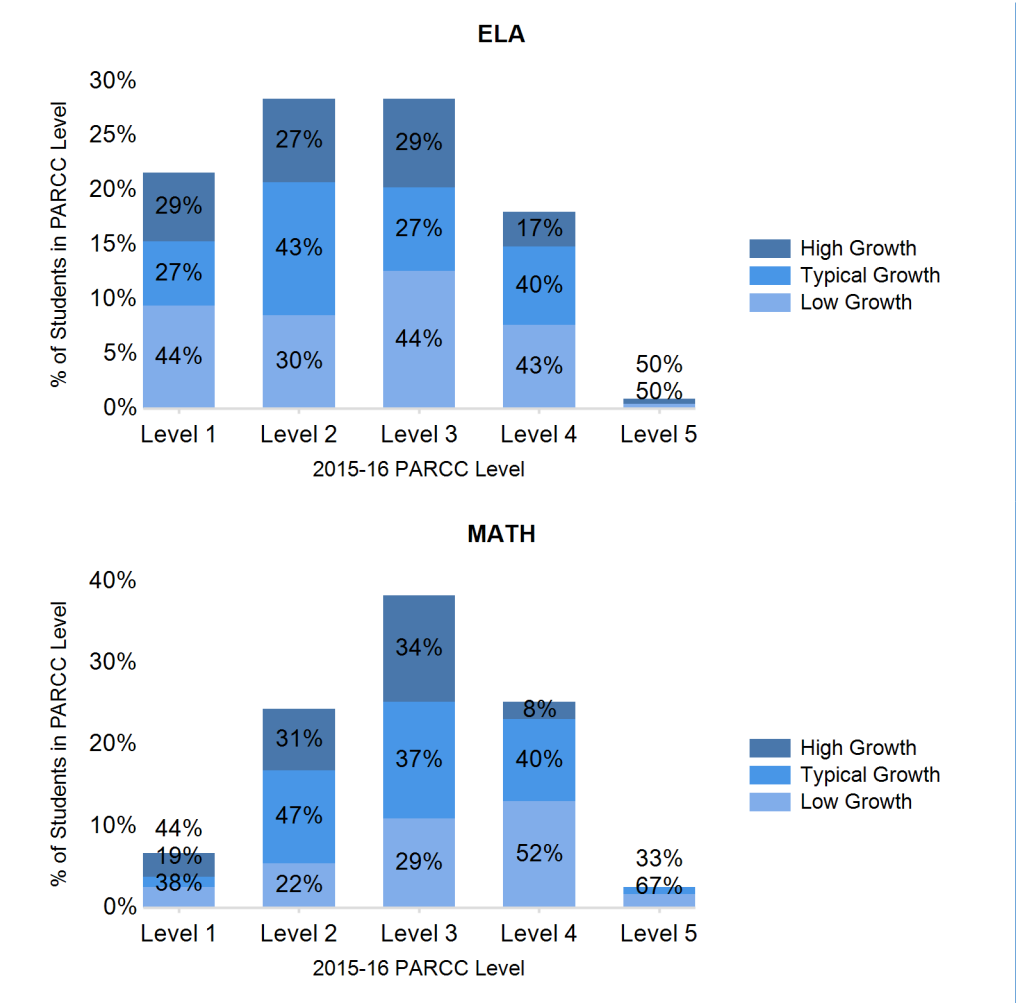
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

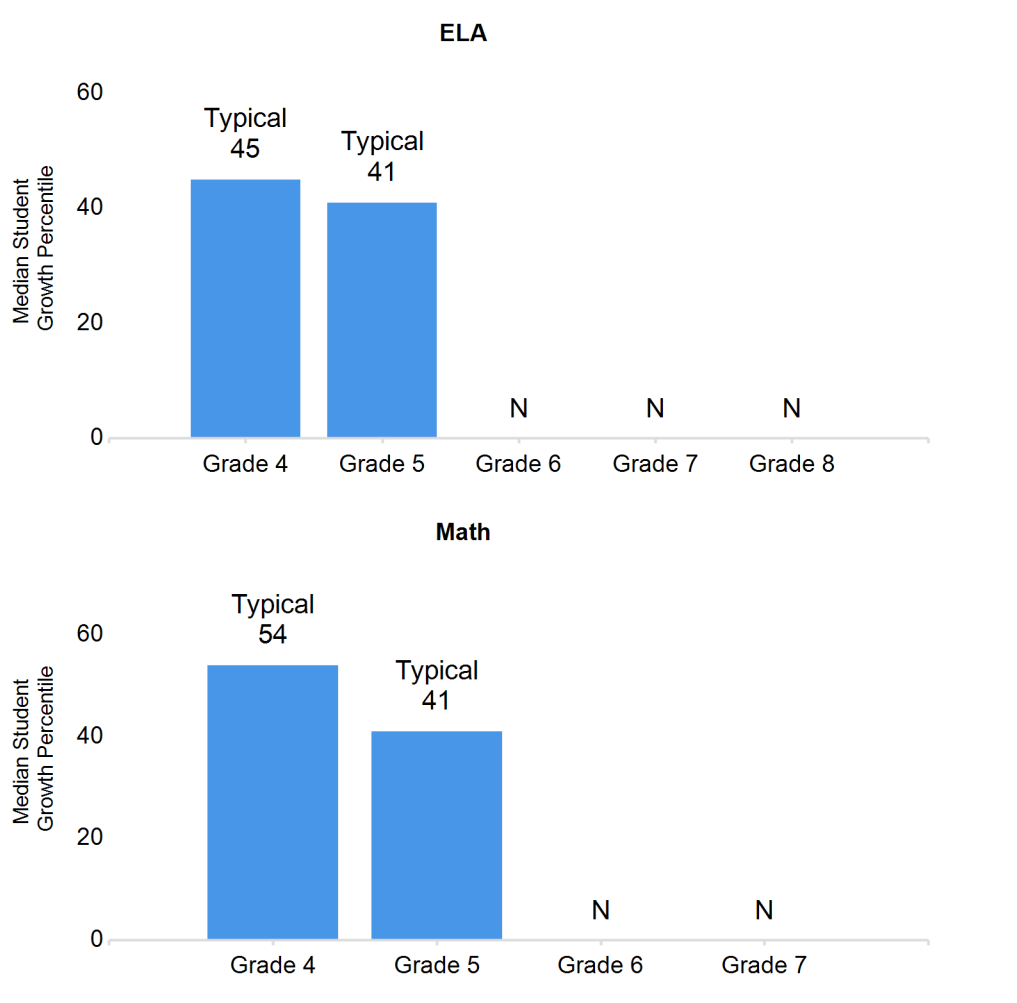
Student Growth by Performance Level

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



Student Growth by Grade

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





Roosevelt Elementary School
2016-2017

Grade Span PK-05

23-3530-125
MIDDLESEX
NEW BRUNSWICK CITY
83 LIVINGSTON AVE
NEW BRUNSWICK, NJ 08901-2522

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

Chronic Absenteeism

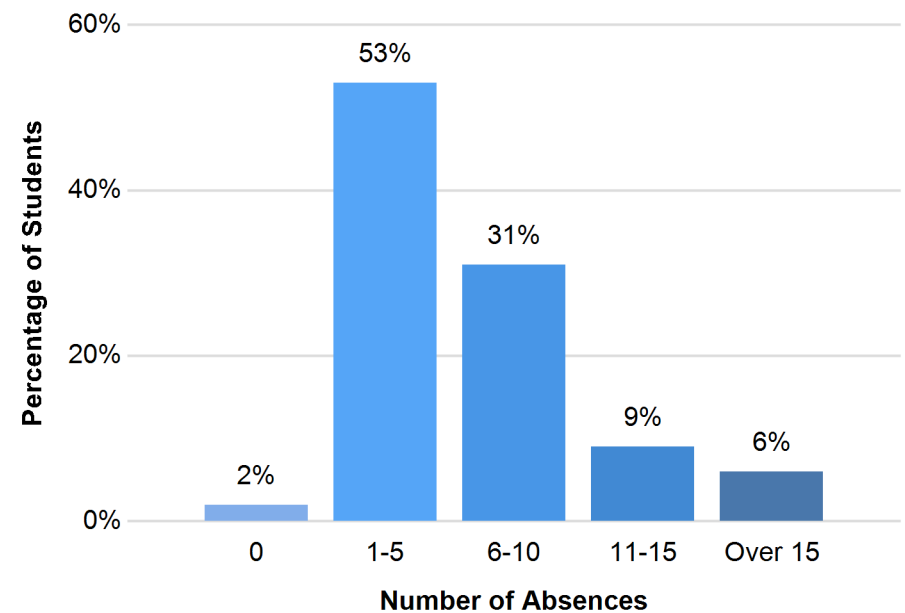
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.90	8.40	Met Target
White	N	**	**
Hispanic	4.70	8.40	Met Target
Black or African American	13.30	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	4.10	8.40	Met Target
Students with Disabilities	6.10	8.40	Met Target
English Learners	8.40	8.40	Met Target

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

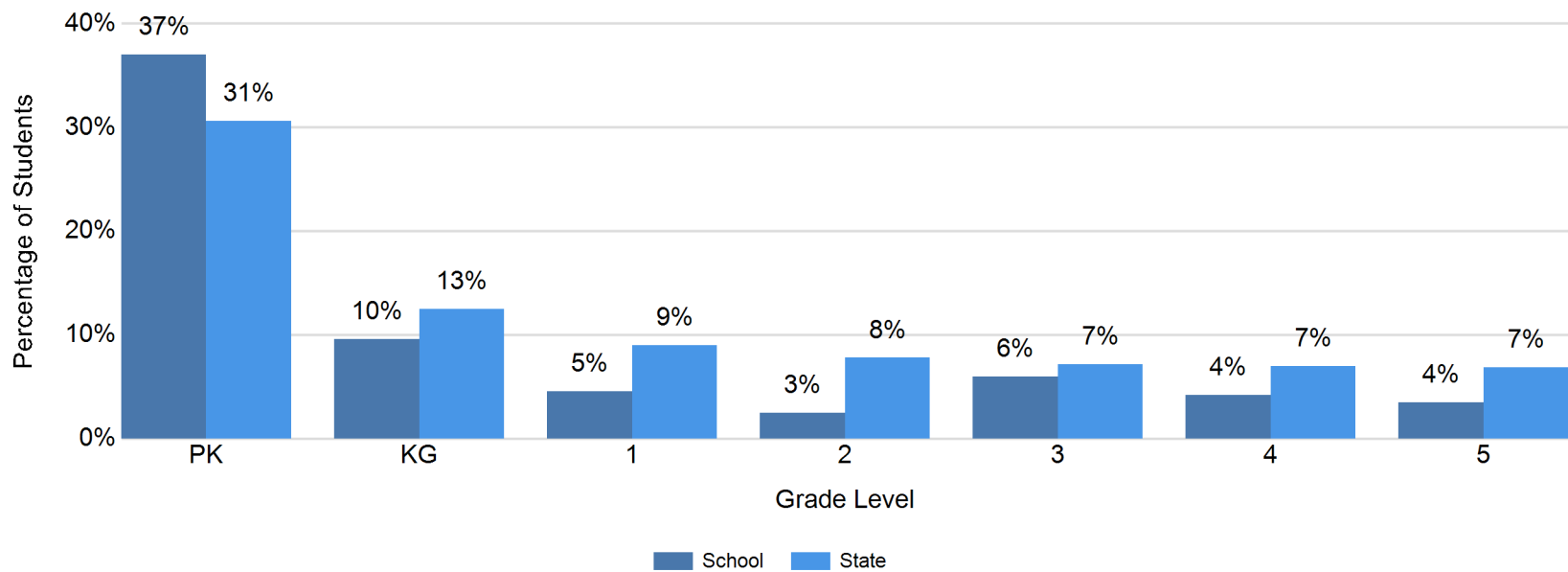
Days Absent

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



Chronic Absenteeism by Grade

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





Roosevelt Elementary School
2016-2017
Grade Span PK-05

23-3530-125
MIDDLESEX
NEW BRUNSWICK CITY
83 LIVINGSTON AVE
NEW BRUNSWICK, NJ 08901-2522

School Day

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

Category	School
Typical Start Time	8:40AM
Typical End Time	2:15PM
Length of School Day	5 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 45 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	0.69

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



Roosevelt Elementary School
2016-2017
Grade Span PK-05

23-3530-125
MIDDLESEX
NEW BRUNSWICK CITY
83 LIVINGSTON AVE
NEW BRUNSWICK, NJ 08901-2522

Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.7:1	98.0 kbps	100 kbps	No	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$910	\$15,602	\$16,512



Roosevelt Elementary School
2016-2017
Grade Span PK-05

23-3530-125
MIDDLESEX
NEW BRUNSWICK CITY
83 LIVINGSTON AVE
NEW BRUNSWICK, NJ 08901-2522

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	69	120,724
Average years experience in public schools	8.0	11.8
Average years experience in district	6.6	10.5
Teachers in district for 4 or more years	58%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	56	9,506
Average years experience in public schools	13.8	15.9
Average years experience in district	8.2	11.6
Administrators in district for 4 or more years	70%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	13:1
Administrators	433:1	182:1
Librarian/Media Specialists		1134:1
Nurses		486:1
Counselors		537:1
Child Study Team		227:1



Roosevelt Elementary School
2016-2017
Grade Span PK-05

23-3530-125
MIDDLESEX
NEW BRUNSWICK CITY
83 LIVINGSTON AVE
NEW BRUNSWICK, NJ 08901-2522

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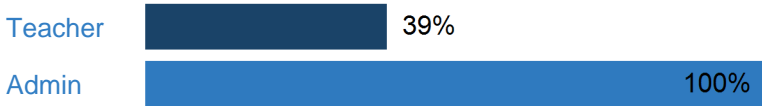
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

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

Faculty Attendance

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

School Year	% Days Present
2016-17	95%



Roosevelt Elementary School
2016-2017
Grade Span PK-05

23-3530-125
MIDDLESEX
NEW BRUNSWICK CITY
83 LIVINGSTON AVE
NEW BRUNSWICK, NJ 08901-2522

Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	4.9	17.5%
Mathematics Proficiency	22.4	17.5%
English Language Arts Growth	26.2	25.0%
Mathematics Growth	46.6	25.0%
Chronic Absenteeism	69.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		33.4
Summative Rating: Percentile rank of Summative Score		23.4
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



Roosevelt Elementary School
2016-2017

Grade Span PK-05

23-3530-125
MIDDLESEX
NEW BRUNSWICK CITY
83 LIVINGSTON AVE
NEW BRUNSWICK, NJ 08901-2522

Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	33.4	11.9	No	Met Target	Not Met	Met Target	Met Target	Met Target	No
White	**	**	No	**	**	**	**	**	No
Hispanic	39.0	11.9	No	Met Target	Not Met	Met Target	Met Target	Met Target	No
Black or African American	**	**	No	**	**	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	45.4	11.9	No	Met Target	Not Met	Met Target	Met Target	Met Target	No
Students with Disabilities	54.5	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
English Learners	34.4	11.9	No	Not Met	Met Target†	Met Target	Met Target	Met Target	No

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

† Target was met within a confidence interval.



Roosevelt Elementary School
2016-2017
Grade Span PK-05




23-3530-125
MIDDLESEX
NEW BRUNSWICK CITY
83 LIVINGSTON AVE
NEW BRUNSWICK, NJ 08901-2522

School General Info

Principal:	Ms. Gonzalez	Email Address:	georgette_gonzalez@nbpsnj.net
Address:	83 LIVINGSTON AVE NEW BRUNSWICK, NJ 08901-2522	Website:	http://rs.nbpschools.net
Phone:	(732)745-5300	Facebook:	https://www.facebook.com/NewBrunswickPublicSchools
		Twitter:	https://twitter.com/nbpschools




School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • 2nd and 3rd grade are involved in a Dance Power Program through the American Repertory Princeton Ballet School. • George Street Playhouse host a residency for our 3rd and 4th grade students to learn theatrical performance. • Chrome Books were issued to students in which it has become an integral part of their instruction.
 Mission, Vision, Theme:	Mission: NBPS will prepare, empower and inspire students to become engaged in their own learning, their environment and the world. Students will develop their creative problem-solving and critical thinking skills to innovate solutions to complex challenges. The entire community will collaborate to create a nurturing environment that allows students to reach these goals. Vision: To prepare, empower and inspire life-long learners and leaders.
 Awards, Recognition, Accomplishments:	We lead the district in the highest student attendance. Two of our 5th grade students were nominated to attend the National Junior Youth Leadership Conference in June 2017.

School Narrative

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 <div> Courses, Curriculum, Instruction: </div>	<p>During our academy periods, students receive both intervention and enrichment in the content areas of Language Arts and Mathematics. Students are identified and placed into groups using various data points, which determine the focus of instruction. Since data is analyzed approximately every six weeks, students are regrouped based on their current learning needs, which makes the academy block fluid.</p>
 <div> Clubs and Activities: </div>	<p>Our Music Department has expanded tremendously over the part three years; our instrumental music program has increased by 150% since 2014-2015 school year. In addition, we offer a string program to our students in 4th and 5th grade and our 3rd grade students are introduced to the recorders in the 2nd marking period.</p>
 <div> Before and After School Programs: </div>	<p>Roosevelt School has a Game Club for first grade students to teach critical thinking, strategies in Math and Literacy through play.</p>







Roosevelt Elementary School
2016-2017
Grade Span PK-05

23-3530-125
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NEW BRUNSWICK, NJ 08901-2522

School Narrative

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 Staff and Professional Learning:	<p>We have developed a professional learning community where we share and learn from one another. By doing so, we ensure rigorous high level tasks during our delivery of instruction, which is aligned to the New Jersey Student Learning Objectives. Our teachers are enrolled and engaged in professional development that focuses on the latest educational trends and best practices.</p>
 Student Supports and Services:	<p>There is a vast array of tutoring programs available for our Roosevelt Students. The Youth Empowerment Service Program services 1st-3rd grade students. The Puerto Rican Action Board tutors services 3rd grade students. Rutgers Tutors services students in 4th and 5th grade. The Youth Service System assists students with their homework and provides recreational activities, which develops team building.</p>
 Student Health and Wellness:	<p>NBPS has a partnership with RWJ Wellness Center to teach 4th grade students to swim.</p>
 Parent and Community Involvement:	<p>We work to provide Parent Workshops that prepare and empower our parent to better assist their children at home. We encourage our staff, parents and students to work as a family not only to celebrate our accomplishments, but also to learn from our challenges in order to make us stronger and better able to conquer our dreams.</p>



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2016-2017
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23-3530-125
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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers

Our School Climate Survey demonstrates a strong and positive cultural throughout our building. We provide an atmosphere conducive to learning. Parents, students and teachers feel safe in our school.



Facilities:

Our school was built in 1919 and it is filled with charm and unique historic architectural elements. Our hallways are decorated with many murals and art displays created by our artistic staff and students.




Roosevelt Elementary School
2016-2017
Grade Span PK-05

23-3530-125
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School Narrative

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

<div>Other Information:</div>	<p>Roosevelt Elementary School is located in the heart of New Brunswick. The school has an enrollment of 846 students in Kindergarten through 5th grade. The town is culturally diverse and the home of Rutgers University. Roosevelt School is committed to Preparing, Empowering and Inspiring life-long learners and leaders. We strive to build strong relationships with students, parents and the community at large. Our dedicated staff works diligently to ensure that our students are immersed in a learning environment that is engaging, challenging and supportive. It is our core practice "Through learning, We grow." This denotes the desire to improve and achieve our goals. This core practice is aligned to our district statement "To Prepare, Empower and Inspire life-longer learners and leaders. Roosevelt School has developed a culture for learning through the collaboration of all stakeholders. Roosevelt School is dedicated to foster the growth of our students as a whole.</p>
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Woodrow Wilson Elementary School
2016-2017
Grade Span PK-08

23-3530-140
MIDDLESEX
NEW BRUNSWICK CITY
133 TUNISON RD
NEW BRUNSWICK, NJ 08901-1652

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

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

Navigating through the reports:

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

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



Woodrow Wilson Elementary School
2016-2017
Grade Span PK-08

23-3530-140
MIDDLESEX
NEW BRUNSWICK CITY
133 TUNISON RD
NEW BRUNSWICK, NJ 08901-1652

Footnotes

- 1. An "" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
- 2. ** ESSA accountability targets are only included if data is available for at least 20 students.

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



Woodrow Wilson Elementary School
2016-2017

Grade Span PK-08

23-3530-140
MIDDLESEX
NEW BRUNSWICK CITY
133 TUNISON RD
NEW BRUNSWICK, NJ 08901-1652

Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	27	26	26
KG	49	39	43
1	50	52	43
2	39	43	46
3	37	42	41
4	50	44	44
5	43	47	37
6	50	49	49
7	45	47	47
8	37	43	49
Ungraded	16	33	33
Total	443	465	458

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	47%	48%
Male	52%	53%	52%
Economically Disadvantaged Students	68%	32%	68%
Students with Disabilities	15%	20%	19%
English Learners	3%	4%	5%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	69.9%
Black or African American	19.9%
White	8.3%
Asian	1.5%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.4%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	30	26	26
KG - Half Day	0	0	0
KG - Full Day	49	39	43

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	62.4%
Spanish	35.8%
Other	1.6%



Woodrow Wilson Elementary School
2016-2017
Grade Span PK-08

23-3530-140
MIDDLESEX
NEW BRUNSWICK CITY
133 TUNISON RD
NEW BRUNSWICK, NJ 08901-1652

English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	254	98.9	43.30	26.00	54.90	43.3	40.6	Met Target
White	24	92.9	41.60	42.10	63.90	41.6	46.2	Met Target†
Hispanic	180	99.5	41.70	25.20	39.80	41.7	38.4	Met Target
Black or African American	46	100.0	47.80	*	35.20	47.8	42.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	25.00	53.70	N	**	**
Two or More Races	*	*	*	40.00	54.90	N	**	**
Female	129	98.5	52.00	31.20	62.20	52		
Male	125	99.3	34.40	21.00	48.10	34.4		
Economically Disadvantaged Students	169	99.4	41.50	25.30	36.20	41.5	27.8	Met Target
Non-Economically Disadvantaged Students	85	97.9	47.10	30.10	65.80	47.1		
Students with Disabilities	50	98.1	*	*	20.50	*	19.4	Not Met
Students without Disabilities	204	99.1	*	*	61.90	*		
English Learners	17	100.0	35.30	11.90	25.20	35.3	**	**
Non-English Learners	237	98.8	43.90	31.00	57.40	43.9		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	*	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



Woodrow Wilson Elementary School
2016-2017
Grade Span PK-08

23-3530-140
MIDDLESEX
NEW BRUNSWICK CITY
133 TUNISON RD
NEW BRUNSWICK, NJ 08901-1652

English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	40	741	721	749	*	*	25%	45%	0%	45%	50%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	31	739	721	734	*	*	*	42%	0%	42%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	21	744	722	754	*	*	*	*	0%	52%	55%
Male	19	737	721	745	*	*	*	*	0%	37%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



Woodrow Wilson Elementary School
2016-2017
Grade Span PK-08

23-3530-140
MIDDLESEX
NEW BRUNSWICK CITY
133 TUNISON RD
NEW BRUNSWICK, NJ 08901-1652

English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	753	730	753	*	*	*	52%	*	64%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	33	750	730	740	*	*	*	58%	*	64%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	24	755	*	758	*	*	*	46%	*	63%	61%
Male	20	751	*	749	*	*	*	60%	*	65%	51%
Economically Disadvantaged Students	28	755	729	737	*	*	*	*	*	68%	36%
Non-Economically Disadvantaged Students	16	750	733	764	*	*	*	*	*	56%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	44	753	732	755	*	*	*	52%	*	64%	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



Woodrow Wilson Elementary School
2016-2017
Grade Span PK-08

23-3530-140
MIDDLESEX
NEW BRUNSWICK CITY
133 TUNISON RD
NEW BRUNSWICK, NJ 08901-1652

English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	38	748	735	756	*	*	29%	45%	*	50%	59%
White	*	*	*	763	*	*	*	*	*	*	69%
Hispanic	24	741	734	743	*	*	*	42%	0%	42%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	19	752	741	761	*	*	*	*	*	63%	66%
Male	19	744	729	750	*	*	*	*	*	37%	53%
Economically Disadvantaged Students	20	738	734	740	*	*	*	*	*	40%	40%
Non-Economically Disadvantaged Students	18	759	739	765	*	*	*	*	*	61%	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	38	748	735	757	*	*	29%	45%	*	50%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



Woodrow Wilson Elementary School
2016-2017
Grade Span PK-08

23-3530-140
MIDDLESEX
NEW BRUNSWICK CITY
133 TUNISON RD
NEW BRUNSWICK, NJ 08901-1652

English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	744	726	752	*	*	33%	35%	*	42%	54%
White	*	*	*	758	*	*	*	*	*	*	63%
Hispanic	29	745	725	740	*	*	*	41%	*	45%	38%
Black or African American	12	744	728	736	*	*	*	*	*	42%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	776	N	N	N	N	N	N	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	21	752	731	758	*	*	*	*	*	62%	61%
Male	27	738	721	746	*	*	*	*	*	26%	46%
Economically Disadvantaged Students	35	740	725	737	*	*	*	*	*	37%	34%
Non-Economically Disadvantaged Students	13	754	730	761	*	*	*	*	*	54%	65%
Students with Disabilities	*	*	*	722	*	*	*	*	*	*	17%
Students without Disabilities	*	*	*	758	*	*	*	*	*	*	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	48	744	727	753	*	*	33%	35%	*	42%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



Woodrow Wilson Elementary School
2016-2017
Grade Span PK-08

23-3530-140
MIDDLESEX
NEW BRUNSWICK CITY
133 TUNISON RD
NEW BRUNSWICK, NJ 08901-1652

English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	732	730	756	*	29%	29%	29%	*	29%	59%
White	*	*	*	764	*	*	*	*	*	*	69%
Hispanic	37	734	731	742	*	27%	30%	30%	*	30%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	26	737	736	764	*	*	*	*	0%	39%	68%
Male	22	726	726	749	*	*	*	*	0%	18%	51%
Economically Disadvantaged Students	30	725	*	739	*	*	*	*	0%	17%	40%
Non-Economically Disadvantaged Students	18	744	*	766	*	*	*	*	0%	50%	70%
Students with Disabilities	13	716	702	719	*	*	*	*	*	*	19%
Students without Disabilities	35	738	737	763	*	*	*	*	*	*	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	48	732	734	758	*	29%	29%	29%	*	29%	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



Woodrow Wilson Elementary School
2016-2017
Grade Span PK-08

23-3530-140
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NEW BRUNSWICK CITY
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NEW BRUNSWICK, NJ 08901-1652

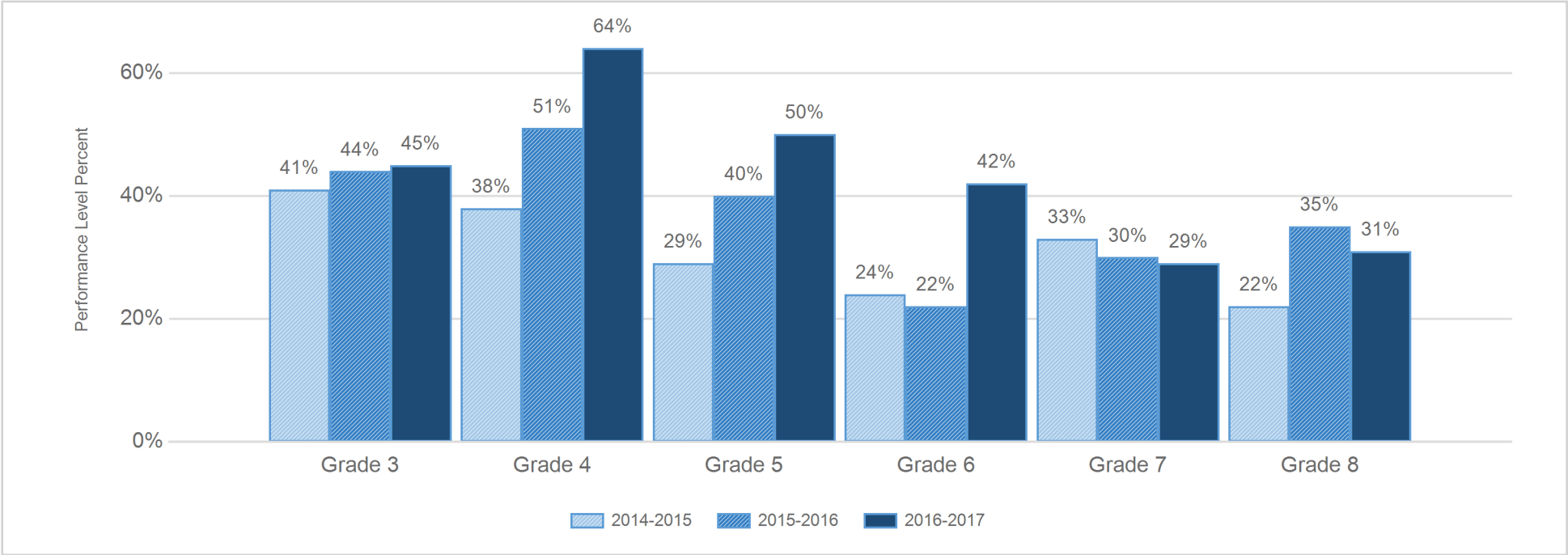
English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	51	737	724	757	*	22%	39%	31%	*	31%	59%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	33	733	723	742	*	*	42%	*	0%	27%	44%
Black or African American	13	740	725	738	0%	*	*	*	0%	39%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	N	N	N	758	N	N	N	N	N	N	60%
Female	24	741	731	766	*	*	42%	*	0%	38%	68%
Male	27	734	716	749	*	*	37%	*	0%	26%	50%
Economically Disadvantaged Students	32	739	724	739	*	*	*	*	0%	38%	40%
Non-Economically Disadvantaged Students	19	733	723	766	*	*	*	*	0%	21%	69%
Students with Disabilities	10	723	699	718	*	*	*	*	0%	10%	18%
Students without Disabilities	41	741	730	764	*	*	*	*	0%	37%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	51	737	728	759	*	22%	39%	31%	*	31%	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Woodrow Wilson Elementary School
2016-2017
Grade Span PK-08

23-3530-140
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NEW BRUNSWICK CITY
133 TUNISON RD
NEW BRUNSWICK, NJ 08901-1652

Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	254	98.9	25.20	19.10	43.50	25.2	33.8	Not Met
White	24	92.9	33.30	33.40	52.40	33.3	46.2	Met Target†
Hispanic	180	99.5	24.40	19.30	27.60	24.4	31.6	Not Met
Black or African American	46	100.0	19.60	16.80	21.70	19.6	32.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	25.00	42.50	N	**	**
Two or More Races	*	*	*	10.00	44.90	N	**	**
Female	129	98.5	28.70	*	44.10	28.7		
Male	125	99.3	21.60	*	42.90	21.6		
Economically Disadvantaged Students	169	99.4	24.30	18.20	25.10	24.3	21.9	Met Target
Non-Economically Disadvantaged Students	85	97.9	27.10	24.90	54.30	27.1		
Students with Disabilities	50	98.1	*	*	16.50	*	8.7	Not Met
Students without Disabilities	204	99.1	*	*	48.80	*		
English Learners	17	100.0	35.30	12.90	23.30	35.3	N	N
Non-English Learners	237	98.8	24.50	21.50	45.20	24.5		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	*	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



Woodrow Wilson Elementary School
2016-2017
Grade Span PK-08

23-3530-140
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NEW BRUNSWICK CITY
133 TUNISON RD
NEW BRUNSWICK, NJ 08901-1652

Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	41	743	733	751	*	*	39%	39%	*	42%	53%
White	*	*	*	759	*	*	*	*	*	*	63%
Hispanic	31	745	733	738	*	*	45%	36%	*	39%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	21	750	730	751	*	*	*	*	*	48%	52%
Male	20	736	736	751	*	*	*	*	*	35%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



Woodrow Wilson Elementary School
2016-2017

Grade Span PK-08

23-3530-140
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NEW BRUNSWICK CITY
133 TUNISON RD
NEW BRUNSWICK, NJ 08901-1652

Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	738	731	747	*	25%	36%	36%	*	36%	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	33	734	732	734	*	*	42%	*	0%	27%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	24	738	*	747	*	*	*	*	0%	38%	47%
Male	20	738	*	747	*	*	*	*	0%	35%	48%
Economically Disadvantaged Students	28	739	732	732	*	*	*	*	*	36%	27%
Non-Economically Disadvantaged Students	16	735	730	757	*	*	*	*	*	38%	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	44	738	733	749	*	25%	36%	36%	*	36%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



Woodrow Wilson Elementary School
2016-2017

Grade Span PK-08

23-3530-140
MIDDLESEX
NEW BRUNSWICK CITY
133 TUNISON RD
NEW BRUNSWICK, NJ 08901-1652

Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	38	737	735	747	*	*	58%	*	0%	21%	46%
White	*	*	*	754	*	*	*	*	*	*	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	19	734	737	747	*	*	53%	*	0%	21%	47%
Male	19	739	734	746	*	*	63%	*	0%	21%	46%
Economically Disadvantaged Students	20	732	735	732	*	*	*	*	0%	10%	27%
Non-Economically Disadvantaged Students	18	742	737	756	*	*	*	*	0%	33%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	38	737	735	748	*	*	58%	*	0%	21%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



Woodrow Wilson Elementary School
2016-2017

Grade Span PK-08

23-3530-140
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NEW BRUNSWICK CITY
133 TUNISON RD
NEW BRUNSWICK, NJ 08901-1652

Mathematics Assessment - Performance by Grade: Grade 6**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	734	722	743	*	23%	48%	*	*	21%	44%
White	*	*	*	751	*	*	*	*	*	*	54%
Hispanic	29	735	722	731	*	*	48%	*	*	21%	27%
Black or African American	12	731	717	724	*	*	*	*	*	17%	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	771	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	21	733	722	745	*	*	*	*	*	29%	45%
Male	27	735	722	742	*	*	*	*	*	15%	43%
Economically Disadvantaged Students	35	732	722	728	*	*	*	*	*	20%	24%
Non-Economically Disadvantaged Students	13	742	722	752	*	*	*	*	*	23%	56%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	48	734	724	745	*	23%	48%	*	*	21%	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Woodrow Wilson Elementary School
2016-2017
Grade Span PK-08

23-3530-140
MIDDLESEX
NEW BRUNSWICK CITY
133 TUNISON RD
NEW BRUNSWICK, NJ 08901-1652

Mathematics Assessment - Performance by Grade: Grade 7**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	730	725	741	*	33%	46%	*	0%	15%	40%
White	*	*	*	748	*	*	*	*	*	*	49%
Hispanic	37	731	726	730	*	35%	41%	*	0%	19%	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	N	N	N	740	N	N	N	N	N	N	39%
Female	26	733	725	743	*	*	*	*	*	*	41%
Male	22	725	726	740	*	*	*	*	*	*	38%
Economically Disadvantaged Students	30	725	*	729	*	*	*	*	*	*	22%
Non-Economically Disadvantaged Students	18	737	*	749	*	*	*	*	*	*	50%
Students with Disabilities	13	723	706	716	*	*	*	*	*	*	11%
Students without Disabilities	35	732	730	746	*	*	*	*	*	*	45%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	48	730	727	742	*	33%	46%	*	0%	15%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

**Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Woodrow Wilson Elementary School
2016-2017

Grade Span PK-08

23-3530-140
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NEW BRUNSWICK CITY
133 TUNISON RD
NEW BRUNSWICK, NJ 08901-1652

Mathematics Assessment - Performance by Grade: Grade 8**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	40	728	714	728	*	*	43%	*	0%	15%	28%
White	*	*	*	736	*	*	*	*	*	*	35%
Hispanic	26	727	715	721	*	*	*	*	0%	19%	21%
Black or African American	12	731	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	N	N	N	726	N	N	N	N	N	N	28%
Female	18	728	715	730	*	*	*	*	0%	11%	30%
Male	22	729	714	725	*	*	*	*	0%	18%	26%
Economically Disadvantaged Students	23	728	714	719	*	*	*	*	0%	17%	19%
Non-Economically Disadvantaged Students	17	729	712	734	*	*	*	*	0%	12%	34%
Students with Disabilities	10	706	697	705	*	*	0%	*	0%	10%	*
Students without Disabilities	30	736	719	734	*	*	57%	*	0%	17%	*
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	40	728	716	729	*	*	43%	*	0%	15%	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

**Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Woodrow Wilson Elementary School
2016-2017

Grade Span PK-08

23-3530-140
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NEW BRUNSWICK CITY
133 TUNISON RD
NEW BRUNSWICK, NJ 08901-1652

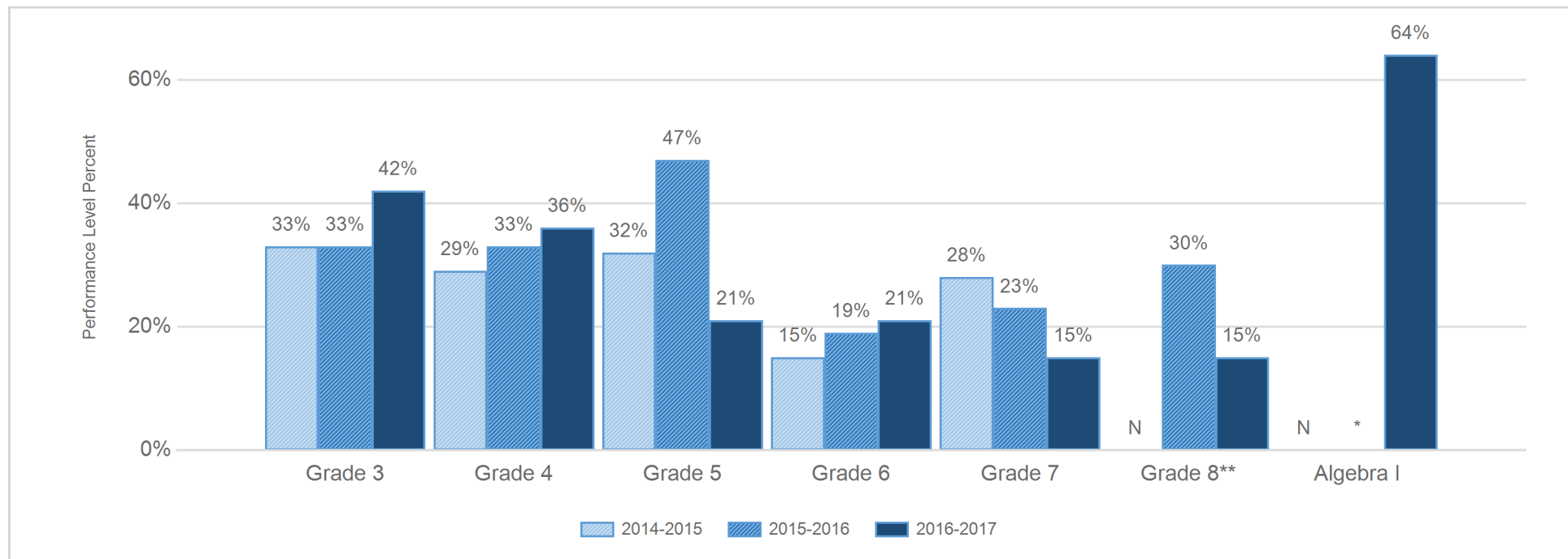
Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	11	753	720	743	0%	0%	*	*	0%	64%	42%
White	*	*	*	751	*	*	*	*	*	*	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	*	*	*	744	*	*	*	*	*	*	43%
Male	*	*	*	741	*	*	*	*	*	*	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	11	753	*	747	0%	0%	*	*	0%	64%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	11	753	*	745	0%	0%	*	*	0%	64%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Woodrow Wilson Elementary School
2016-2017
Grade Span PK-08

23-3530-140
MIDDLESEX
NEW BRUNSWICK CITY
133 TUNISON RD
NEW BRUNSWICK, NJ 08901-1652

Alternate Assessments - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	N	N
5	N	N
6	N	N
7	N	N
8	N	N

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency. The table also shows the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	N	N	N
4	N	N	N
5+	N	N	N



Woodrow Wilson Elementary School
2016-2017
Grade Span PK-08

23-3530-140
MIDDLESEX
NEW BRUNSWICK CITY
133 TUNISON RD
NEW BRUNSWICK, NJ 08901-1652

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

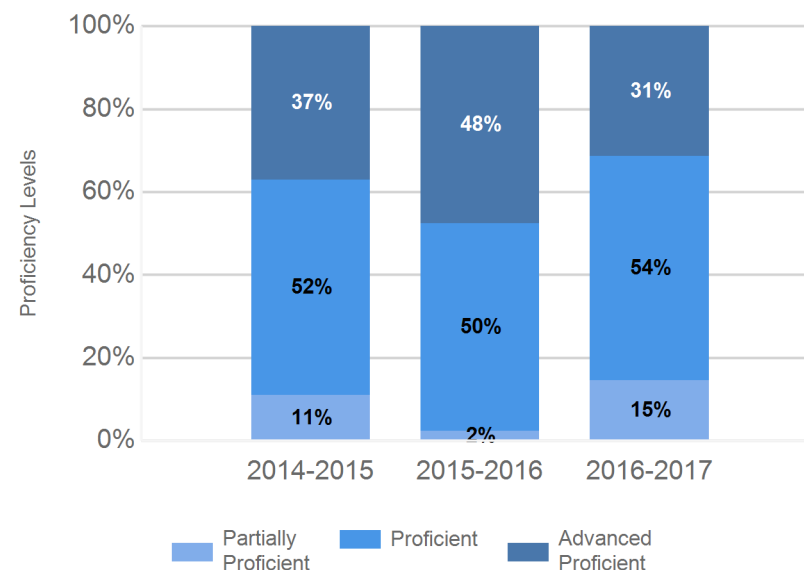
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	31%	54%	15%
White	*	*	N
Hispanic	28%	58%	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	30%	55%	15%
Students with Disabilities	N	*	*
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





Woodrow Wilson Elementary School
2016-2017
Grade Span PK-08

23-3530-140
MIDDLESEX
NEW BRUNSWICK CITY
133 TUNISON RD
NEW BRUNSWICK, NJ 08901-1652

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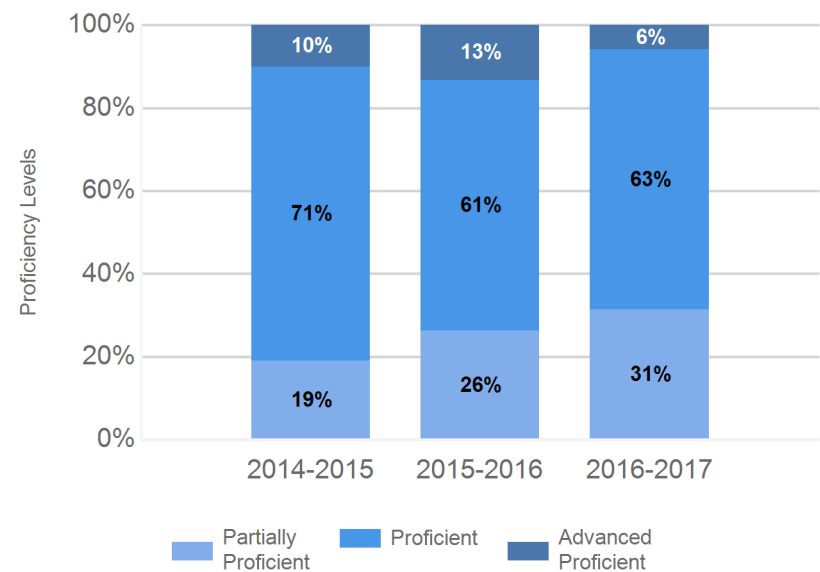
NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	6%	63%	31%
White	*	*	N
Hispanic	*	61%	33%
Black or African American	N	62%	39%
Asian, Native Hawaiian, or Pacific Islander	N	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	6%	63%	31%
Students with Disabilities	10%	30%	60%
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 8

This graph shows the percentage of students by proficiency category for the past three school years.





Woodrow Wilson Elementary School
2016-2017
Grade Span PK-08

23-3530-140
MIDDLESEX
NEW BRUNSWICK CITY
133 TUNISON RD
NEW BRUNSWICK, NJ 08901-1652

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	42	47	50	Met Target	43	47	50	Met Target
White	*	35	50	Not Met	*	40.5	52	**
Hispanic	45	47	49	Met Target	43	47	47	Met Target
Black or African American	37	45.5	45	Not Met	36	45	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	54	60	**	*	31.5	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	39	47	47	Not Met	43	47	46	Met Target
Students with Disabilities	40	*	41	Met Target	45.5	*	43	Met Target
English Learners	49	*	53	**	49	*	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



Woodrow Wilson Elementary School
2016-2017

23-3530-140
MIDDLESEX
NEW BRUNSWICK CITY
133 TUNISON RD
NEW BRUNSWICK, NJ 08901-1652

Grade Span PK-08

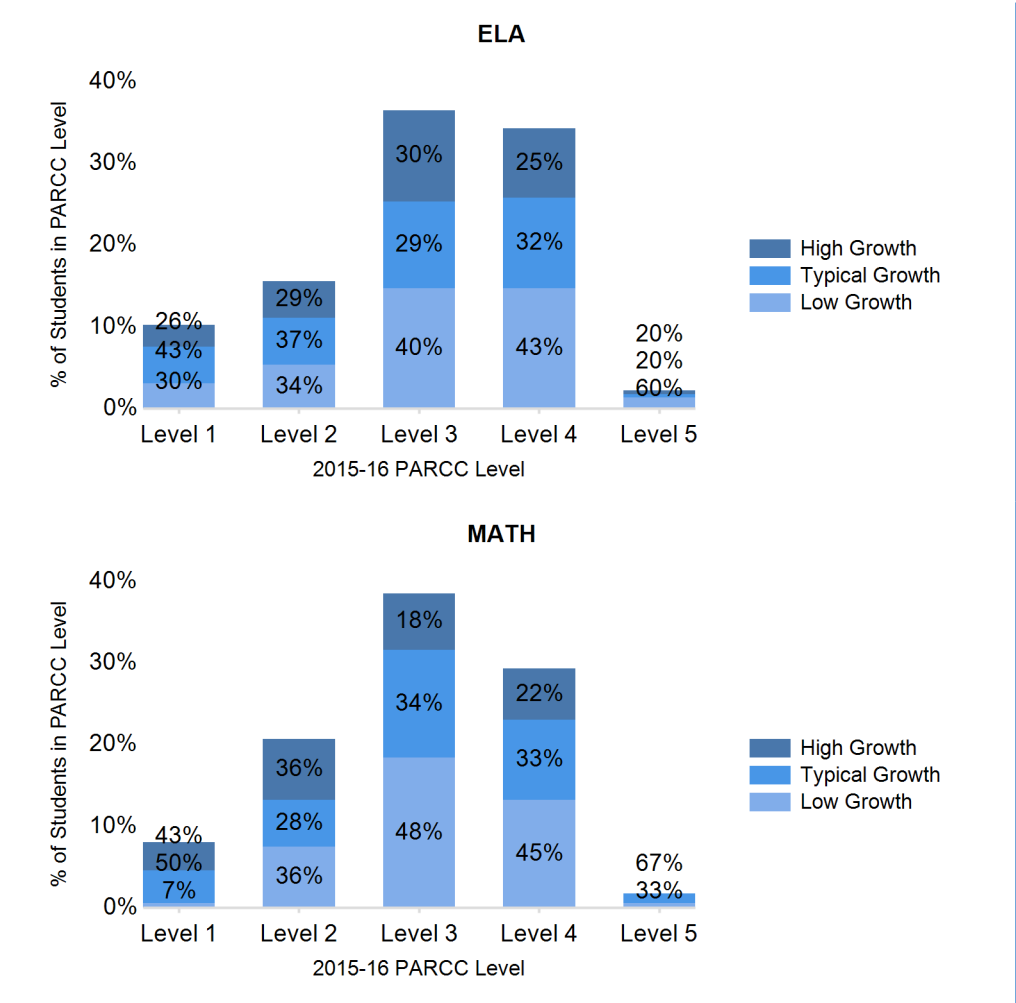
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- Low Growth: Less than 35
- Typical Growth: Between 35 and 65
- High Growth: Greater than 65

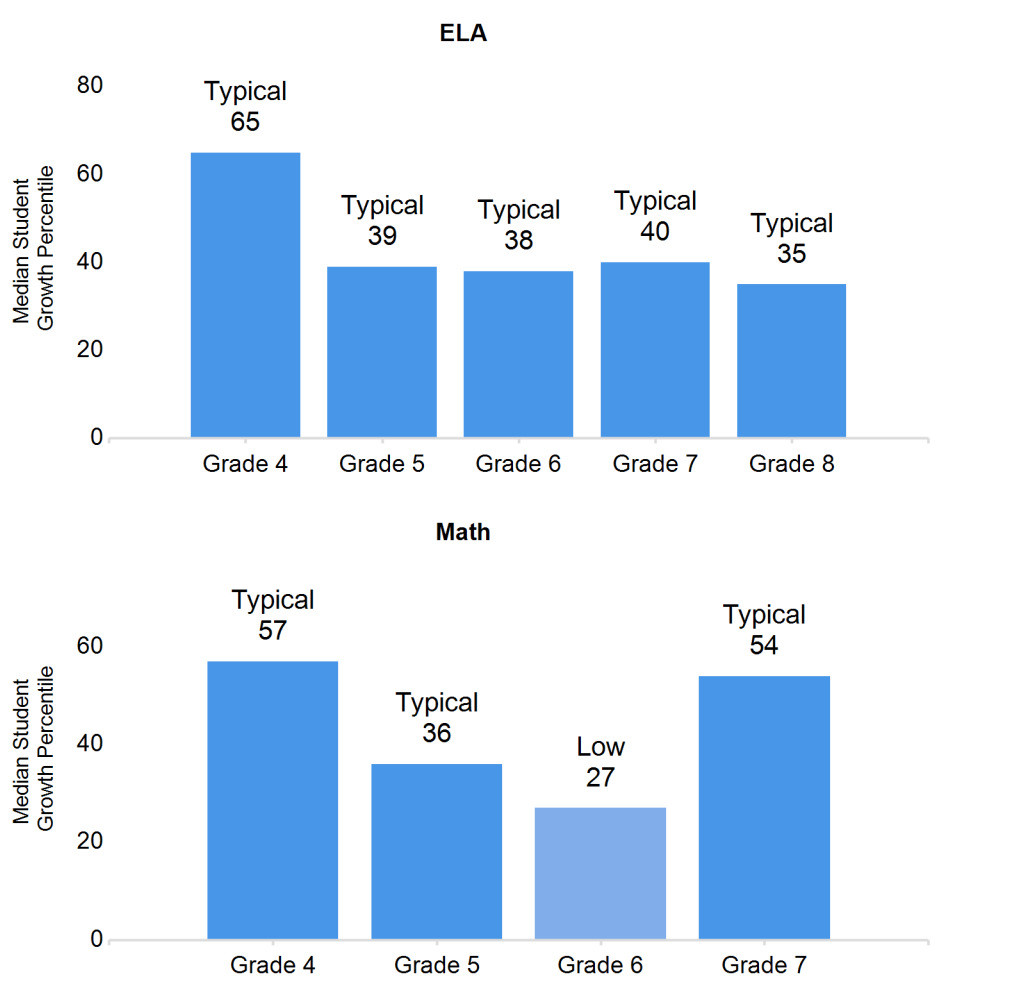
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





Woodrow Wilson Elementary School
2016-2017
Grade Span PK-08

23-3530-140
MIDDLESEX
NEW BRUNSWICK CITY
133 TUNISON RD
NEW BRUNSWICK, NJ 08901-1652

This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	59
7	0	0	58
8	11	0	46
Schoolwide	11	0	163

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	59
7	0	0	0	0	0	0	58
8	0	0	0	0	0	0	56
Schoolwide	0	0	0	0	0	0	173
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



Woodrow Wilson Elementary School
2016-2017
Grade Span PK-08

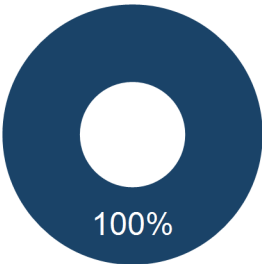
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MIDDLESEX
NEW BRUNSWICK CITY
133 TUNISON RD
NEW BRUNSWICK, NJ 08901-1652

Visual and Performing Arts – Course Participation

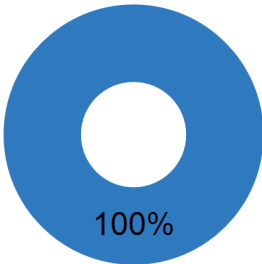
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

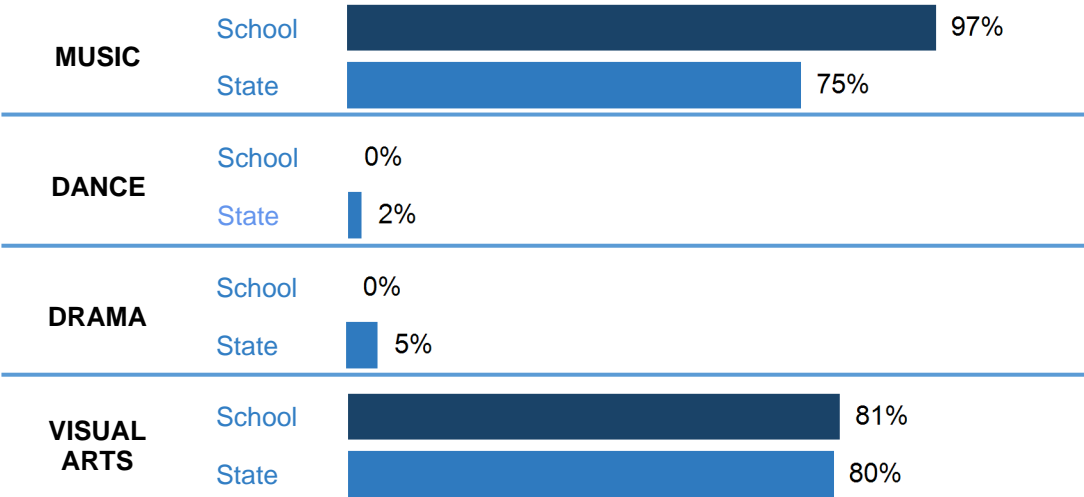


School



State

Students enrolled in one or more classes by discipline:





Woodrow Wilson Elementary School
2016-2017

Grade Span PK-08

23-3530-140
MIDDLESEX
NEW BRUNSWICK CITY
133 TUNISON RD
NEW BRUNSWICK, NJ 08901-1652

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

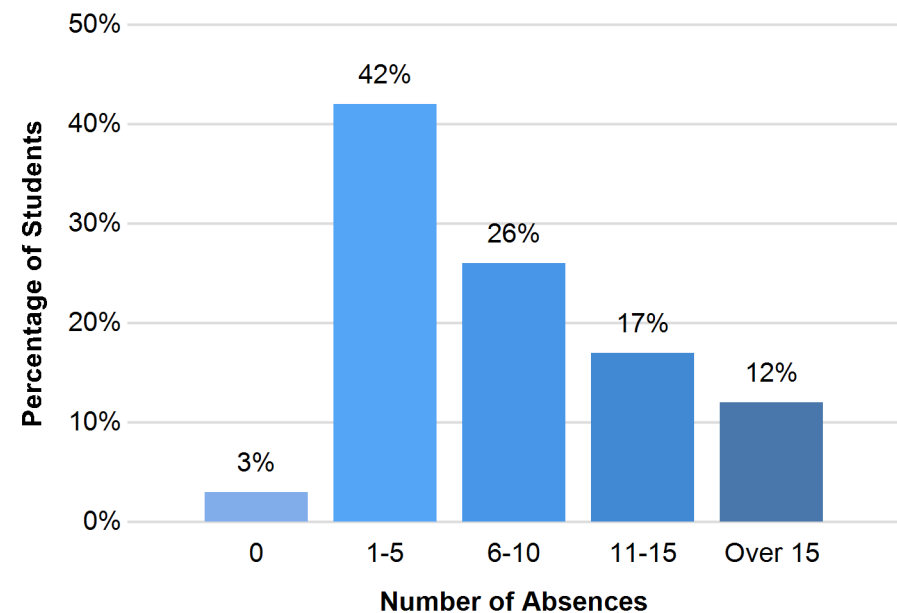
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.00	8.50	Met Target
White	10.30	8.50	Not Met
Hispanic	7.30	8.50	Met Target
Black or African American	9.10	8.50	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	9.60	8.50	Not Met
Students with Disabilities	10.50	8.50	Not Met
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



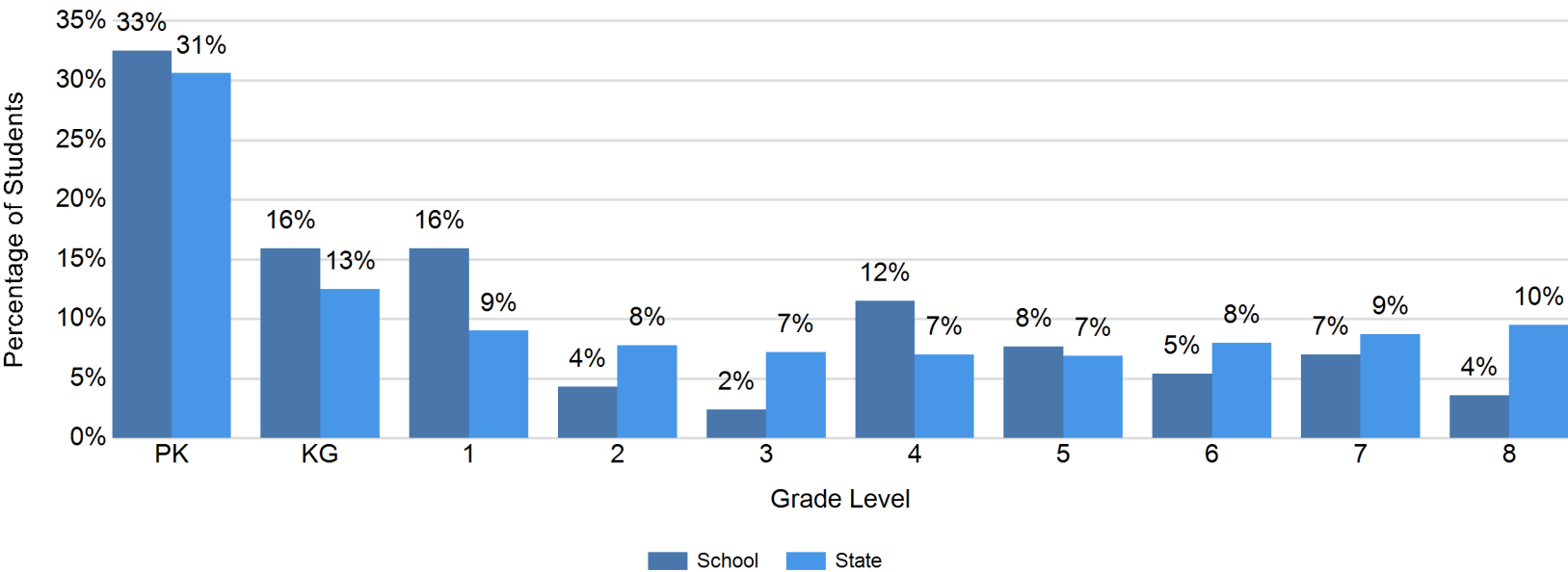


Woodrow Wilson Elementary School
2016-2017
Grade Span PK-08

23-3530-140
MIDDLESEX
NEW BRUNSWICK CITY
133 TUNISON RD
NEW BRUNSWICK, NJ 08901-1652

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Woodrow Wilson Elementary School
2016-2017

Grade Span PK-08

23-3530-140
MIDDLESEX
NEW BRUNSWICK CITY
133 TUNISON RD
NEW BRUNSWICK, NJ 08901-1652

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:40AM
Typical End Time	3:15PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 45 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	1
Vandalism	4
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	13
Total Unique Incidents	18
Incidents Per 100 Students Enrolled	3.93

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	5.0%
Out-of-School Suspensions	8.1%
Any Suspension	11.4%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



Woodrow Wilson Elementary School
2016-2017
Grade Span PK-08

23-3530-140
MIDDLESEX
NEW BRUNSWICK CITY
133 TUNISON RD
NEW BRUNSWICK, NJ 08901-1652

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.3:1	98.0 kbps	100 kbps	No	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$910	\$15,602	\$16,512



Woodrow Wilson Elementary School
2016-2017
Grade Span PK-08

23-3530-140
MIDDLESEX
NEW BRUNSWICK CITY
133 TUNISON RD
NEW BRUNSWICK, NJ 08901-1652

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	41	120,724
Average years experience in public schools	10.4	11.8
Average years experience in district	8.4	10.5
Teachers in district for 4 or more years	66%	74%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	56	9,506
Average years experience in public schools	13.8	15.9
Average years experience in district	8.2	11.6
Administrators in district for 4 or more years	70%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	13:1
Administrators	229:1	182:1
Librarian/Media Specialists		1134:1
Nurses		486:1
Counselors		537:1
Child Study Team		227:1



Woodrow Wilson Elementary School
2016-2017
Grade Span PK-08

23-3530-140
MIDDLESEX
NEW BRUNSWICK CITY
133 TUNISON RD
NEW BRUNSWICK, NJ 08901-1652

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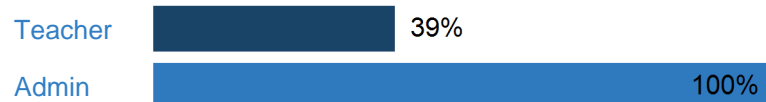
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree

Teacher	N
Admin	N

Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	91%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	97%



Woodrow Wilson Elementary School

2016-2017

Grade Span PK-08

23-3530-140

MIDDLESEX

NEW BRUNSWICK CITY

133 TUNISON RD

NEW BRUNSWICK, NJ 08901-1652

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	26.7	17.5%
Mathematics Proficiency	16.4	17.5%
English Language Arts Growth	20.3	25.0%
Mathematics Growth	29.8	25.0%
Chronic Absenteeism	40.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		26.2
Summative Rating: Percentile rank of Summative Score		15.3
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



Woodrow Wilson Elementary School
2016-2017
Grade Span PK-08

23-3530-140
MIDDLESEX
NEW BRUNSWICK CITY
133 TUNISON RD
NEW BRUNSWICK, NJ 08901-1652

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	26.2	11.9	Targeted	Met Target	Not Met	Met Target	Met Target	Met Target	No
White	9.9	11.9	Targeted	Met Target†	Met Target†	Not Met	Not Met	**	No
Hispanic	39.8	11.9	No	Met Target	Not Met	Met Target	Met Target	Met Target	No
Black or African American	43.3	11.9	No	Met Target	Not Met	Not Met	Not Met	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	41.0	11.9	No	Met Target	Met Target	Not Met	Not Met	Met Target	No
Students with Disabilities	37.0	11.9	No	Not Met	Not Met	Not Met	Met Target	Met Target	No
English Learners	**	**	No	**	N	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



Woodrow Wilson Elementary School
2016-2017
Grade Span PK-08




23-3530-140
MIDDLESEX
NEW BRUNSWICK CITY
133 TUNISON RD
NEW BRUNSWICK, NJ 08901-1652

School General Info

Principal:	Ms. Smith	Email Address:	william_smith@nbpsnj.net
Address:	133 TUNISON RD NEW BRUNSWICK, NJ 08901-1652	Website:	http://www.nbpschools.net
Phone:	(732)745-5300	Facebook:	https://www.facebook.com/NewBrunswickPublicSchools
		Twitter:	https://twitter.com/nbpschools

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

 Highlights:	<ul style="list-style-type: none"> • Social Emotional Learning. • Community Partnerships providing both academic and social growth opportunities. • Athletic team sports available to all 6th 7th and 8th grade boys and girls.
 Mission, Vision, Theme:	<p>The mission for New Brunswick Schools is to Prepare, Empower, and Inspire students to become engaged in their own learning, their environment, and the world. Students will develop their creative problem-solving and critical thinking skills to innovate solutions to complex challenges. The entire community will collaborate to create a nurturing environment that allows students to reach these goals.</p>
 Awards, Recognition, Accomplishments:	<p>Project Unified program which allows regular education and SPED students to engage in a variety of activities that build lasting character and understanding of differences. Read Across America; Battle of the Books; Multiplication March Madness; Spelling Bee, Winter and Spring musical concerts; Untagged Gents-Ladies of Vision-Step Up and Leadership clubs.</p>







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 Courses, Curriculum, Instruction:	AVID courses, Advanced Algebra course for Grade 8 students, Coding courses from Kindergarten to 8th Grade.
 Sports and Athletics:	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Football (Boys), Soccer (Boys & Girls), Softball (Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Volleyball (Girls), Wrestling (Boys)</p> <p>Recently offered athletic programs for students in Grades 6 - 8. Team sports for both boys and girls including Football, Tennis, Track and Field, Boys/Girls Soccer, Baseball, Softball and Volleyball. Interest has begun for the inclusion of Lacrosse.</p>
 Clubs and Activities:	Mentoring program for Boys and Girls (UnTagged Gents, Ladies of Vision, Leadership, and Step-up) with the support of the Greater New Brunswick Civic League. Student Council, Yearbook Committee, Book Club.
 Before and After School Programs:	Extended day after school tutoring for K-2 students in Language Arts, Extended day after school tutoring for PARCC readiness open to students in Grades 3 - 8.







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 Staff and Professional Learning:	IFL Math and Language Arts Professional Development sessions throughout the school year. Learning Walks, Danielson Professional Development.
 Student Supports and Services:	ESL for students tested for Non English Speaking Students. Child Study Team committee for implementing possible IEP plans as well as a 504 program.
 Student Health and Wellness:	Full free breakfast and lunch program with detailed online menu which lists the ingredients, calories, carbohydrates and other important information to safeguard students with any food allergies.
 Parent and Community Involvement:	Fully staffed Parent Teacher Organization with monthly meetings. Events such as Clothing Drives, Spaghetti family nights, Quarterly Book Fairs, Teacher appreciation luncheons, Costume Walks and Field Day.

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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers

School Climate Survey is given to all middle school students and all parents at the start of the school year. Climate data is used by the school SCIP team to analyze and identify trends from the survey data and provide areas of improvement.



Facilities:

School was built in 1954; 63 years old. Renovations included a wing addition to house middle grade students 6-8 as well as eight (8) portable classrooms in the rear of the school. Full functioning library/media center, Art room, Music room and a multi purpose room which houses our gymnasium and cafeteria.. We do not have an auditorium, all school events are held in the multi purpose room.




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<div><div>Other Information:</div></div>	<p>We offer two security drills each month, one fire drill and a lock down drill. We have a bus safety evacuation drill which is held twice a year for all students who ride the bus. Nine instructional periods each day consisting of 40 minute block periods. One homeroom period which acts as an SEL and school climate session each day. All current school events can be located on our school web site. All electronic devices are collected by the home room teacher and returned to the students at the end of the school day. We have a uniform dress code which is mandatory. Boys with Polo shirts in light blue, dark blue, yellow or white. Navy blue or khaki pants, but no jeans. Girls with Polo shirts same colors as boys with Navy blue or khaki dress, pants skirts or Jumpers. Attendance and Promptness to class are very important. Students who are absent more than 10% of the time will be required to show medical reasons for their absences.</p>
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