



State of New Jersey  
2015-2016

Grade Span 06-08

23-5850-045  
MIDDLESEX  
WOODBIDGE TWP  
AVENEL MIDDLE SCHOOL  
WOODBINE AVENUE  
AVENEL, NJ 07001

## 2015-2016 School Performance Reports

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

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

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

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

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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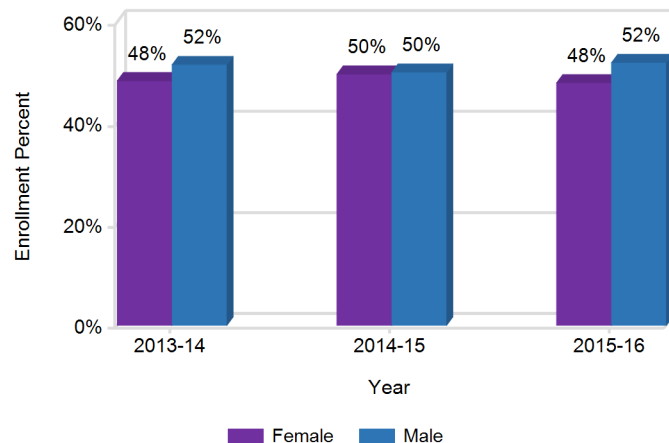
## Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 06	207	178	178
Grade 07	197	207	183
Grade 08	209	195	205
UG	19	19	30
<b>Total</b>	<b>632</b>	<b>599</b>	<b>596</b>

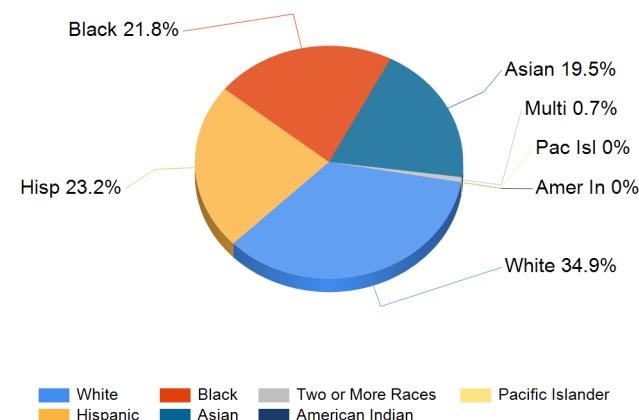
## Enrollment by Gender

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



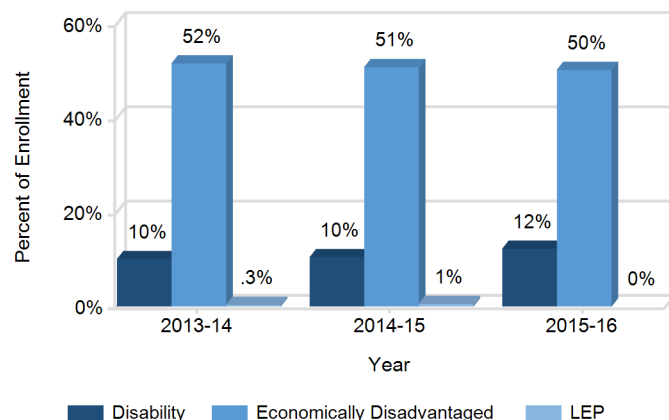
## Enrollment by Ethnic/ Racial Subgroup

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



## Enrollment Trends by Special Population

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



## Language Diversity

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

2015-2016	Percent
English	69.6%
Spanish	9.1%
Urdu	4.0%
Arabic	3.9%
Gujarati	2.2%
Other	11.3%

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



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

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

## Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	38%	25	22
Mathematics Met or Exceeded Expectations	28%	5	17

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	526	38%	22	91%	X	523	28%	17	91%	X
White	185	37%	12	89%	X	182	29%	12	88%	X
African American	107	33%	38	93%	X	107	22%	33	93%	X
Hispanic	123	28%	20	90%	X	123	15%	11	90%	X
American Indian	S	S	S	S		S	S	S	S	
Asian	106	57%	20	96%	✓	106	47%	12	96%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	71	1%	7	96%	✓	70	N	6	96%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	252	28%	28	91%	X	251	21%	27	90%	X



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## PARCC Performance Distribution - Grade 06

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	173	735	741	750	14%	21%	31%	32%	2%	35%	52%
White	59	733	739	756	14%	24%	31%	31%	2%	32%	61%
African American	38	729	734	732	16%	29%	24%	29%	3%	32%	31%
Hispanic	39	733	731	738	15%	21%	36%	26%	3%	28%	37%
Asian	S	S	755	772	S	S	S	S	S	S	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	729	755	S	S	S	S	S	S	60%
Students with Disability	S	S	708	719	S	S	S	S	S	S	15%
English Language Learners	S	S	721	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	77	727	731	735	20%	29%	27%	25%	N	25%	33%
PARCC MATH											
<b>Schoolwide</b>	173	730	740	743	13%	29%	33%	23%	2%	25%	43%
White	59	730	737	750	14%	22%	39%	24%	2%	25%	53%
African American	38	721	726	724	16%	37%	32%	16%	N	16%	20%
Hispanic	39	723	730	730	13%	44%	28%	15%	N	15%	26%
Asian	S	S	758	768	S	S	S	S	S	S	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	721	748	S	S	S	S	S	S	49%
Students with Disability	S	S	708	717	S	S	S	S	S	S	13%
English Language Learners	S	S	726	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	77	723	729	728	17%	35%	26%	21%	1%	22%	23%

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

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## PARCC Performance Distribution - Grade 07

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	189	738	744	753	20%	15%	23%	31%	11%	42%	56%
White	69	730	740	760	23%	17%	20%	35%	4%	39%	65%
African American	S	S	731	733	S	S	S	S	S	S	35%
Hispanic	42	732	730	739	19%	21%	24%	33%	2%	36%	41%
Asian	39	765	764	781	5%	8%	28%	31%	28%	59%	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	747	759	S	S	S	S	S	S	63%
Students with Disability	S	S	702	716	S	S	S	S	S	S	16%
English Language Learners	S	S	696	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	80	730	732	735	26%	15%	28%	26%	5%	31%	37%
PARCC MATH											
<b>Schoolwide</b>	188	731	740	740	15%	29%	29%	22%	5%	27%	39%
White	68	730	737	747	15%	28%	31%	24%	3%	27%	47%
African American	S	S	728	724	S	S	S	S	S	S	19%
Hispanic	42	721	724	729	17%	43%	26%	14%	N	14%	23%
Asian	39	752	761	763	3%	15%	31%	36%	15%	51%	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	738	744	S	S	S	S	S	S	44%
Students with Disability	S	S	706	713	S	S	S	S	S	S	9%
English Language Learners	S	S	710	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	80	722	730	727	18%	36%	29%	16%	1%	18%	21%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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## PARCC Performance Distribution - Grade 08

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	193	734	742	753	22%	18%	25%	31%	4%	35%	55%
White	61	737	741	759	20%	16%	25%	38%	2%	39%	63%
African American	45	730	728	732	22%	20%	29%	27%	2%	29%	34%
Hispanic	48	724	725	740	27%	23%	31%	19%	N	19%	43%
Asian	39	744	764	780	21%	10%	15%	39%	15%	54%	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	S	S	699	715	S	S	S	S	S	S	16%
English Language Learners	S	S	694	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	111	726	726	736	25%	22%	27%	24%	2%	26%	38%
**PARCC MATH											
<b>Schoolwide</b>	153	714	723	726	31%	35%	18%	16%	N	16%	26%
White	45	717	723	732	31%	27%	22%	20%	N	20%	32%
African American	38	708	707	712	34%	47%	8%	11%	N	11%	14%
Hispanic	S	S	713	721	S	S	S	S	S	S	20%
Asian	S	S	746	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	S	S	698	704	S	S	S	S	S	S	8%
English Language Learners	S	S	693	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	95	713	716	718	32%	37%	18%	14%	N	14%	18%

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

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

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



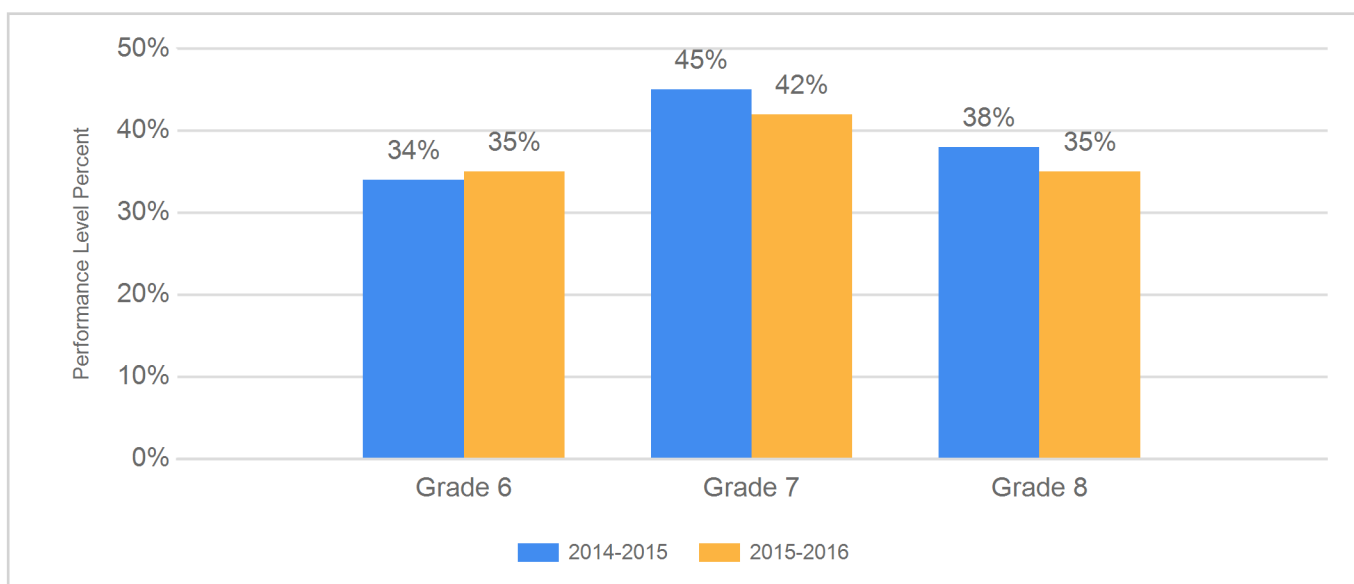
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### PARCC ELA Performance Trends

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





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## PARCC Performance Distribution - Algebra I

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>39</b>	<b>766</b>	<b>789</b>	<b>769</b>	<b>N</b>	<b>N</b>	<b>18%</b>	<b>82%</b>	<b>N</b>	<b>82%</b>	<b>41%</b>
White	15	761	777	772	N	N	13%	87%	N	87%	51%
African American	S	S	778	748	S	S	S	S	S	S	20%
Hispanic	S	S	773	746	S	S	S	S	S	S	25%
Asian	11	766	805	789	N	N	36%	64%	N	64%	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	15	766	770	746	N	N	20%	80%	N	80%	23%

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



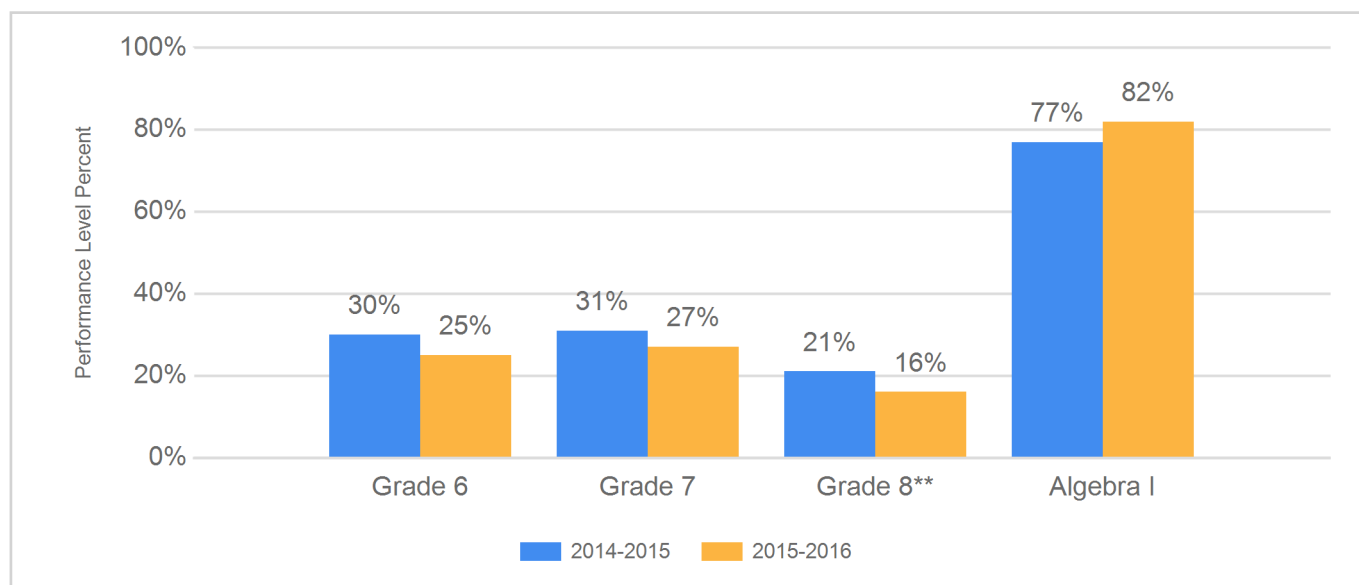
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## PARCC Math Performance Trends

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



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



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

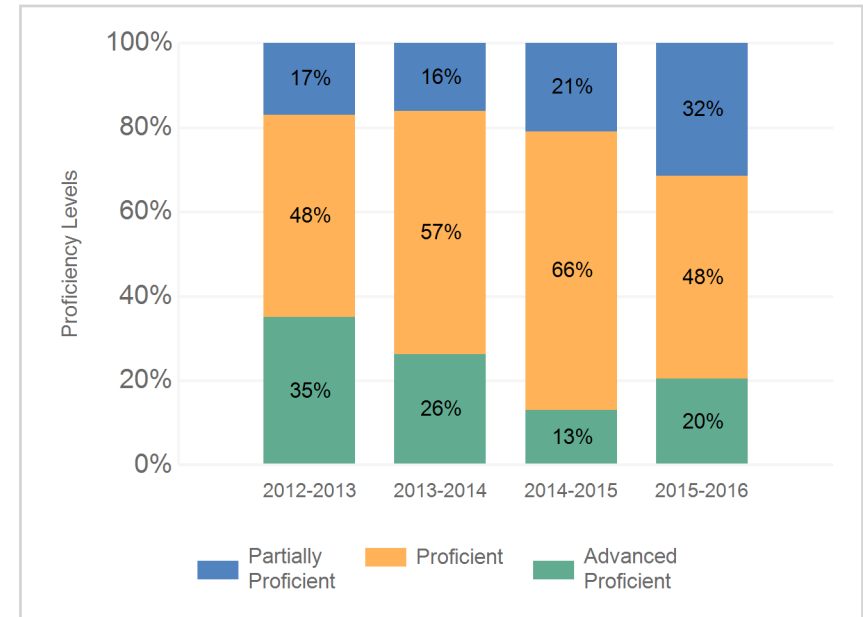
### NJASK Results Science - Grade Level 08

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	20%	48%	32%
White	24%	47%	29%
African American	19%	40%	42%
Hispanic	6%	61%	33%
American Indian	N	N	N
Asian	34%	44%	22%
Two or More Races	N	N	N
Students with Disability	N	17%	83%
English Language Learners	S	S	S
Economically Disadvantaged Students	14%	50%	37%

### NJASK Proficiency Trends Science - Grade Level 08

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





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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



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

### Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	29	37	50
Student Growth on Math	28	47	50

### Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	9%	3%	1%
Partially Met (L2)	11%	3%	4%
Approached (L3)	15%	7%	4%
Met (L4)	16%	10%	7%
Exceeded (L5)	6%	2%	1%

### Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	5%	3%	1%
Partially Met (L2)	15%	7%	5%
Approached (L3)	23%	6%	5%
Met (L4)	12%	11%	4%
Exceeded (L5)	0%	3%	1%



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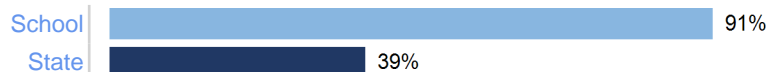
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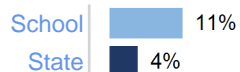
## Visual and Performing Arts

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

### MUSIC



### DRAMA



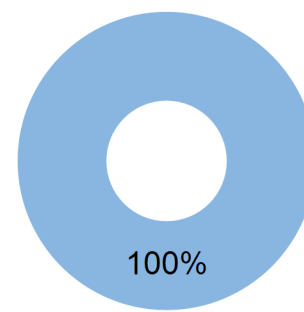
### DANCE



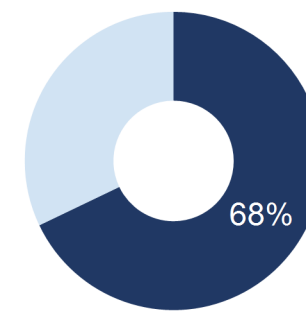
### VISUAL ARTS



### Any Visual and Performing Arts



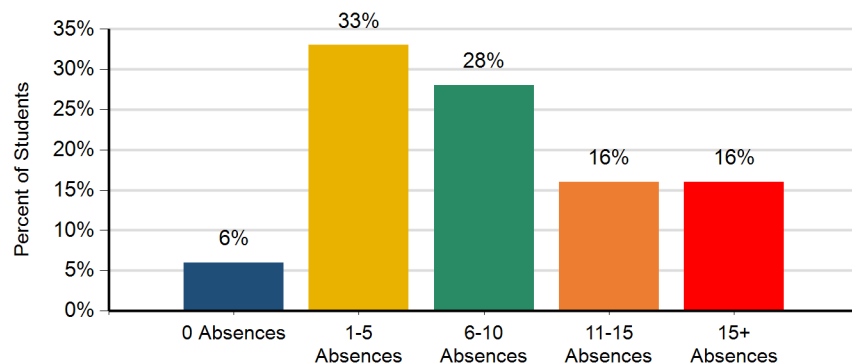
School



State

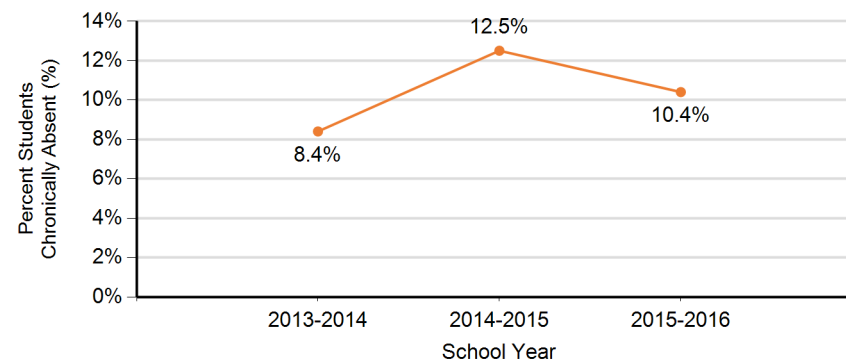
## Absenteeism

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



## Chronic Absenteeism Trend

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





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WOODBIDGE TWP  
AVENEL MIDDLE SCHOOL  
WOODBINE AVENUE  
AVENEL, NJ 07001

### Length of School Day

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

	School
2015-16	6 Hrs. 50 Mins.

### Instructional Time

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

2015-16	School
Full Time	5 Hrs. 46 Mins.
Shared Time	2 Hrs. 53 Mins.

### Student to Staff Ratio

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

2015-16	School
Faculty	9:1
Administrator	199:1

### Student Suspension Rate

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

	School
2015-16	5.9%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	96%



State of New Jersey  
2015-2016

Grade Span KH-05

23-5850-100  
MIDDLESEX  
WOODBIDGE TWP  
AVENEL STREET ELEMENTARY SCHOOL  
AVENEL STREET  
AVENEL, NJ 07001-1411

## 2015-2016 School Performance Reports

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

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

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

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



State of New Jersey  
2015-2016

Grade Span KH-05

23-5850-100  
MIDDLESEX  
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AVENEL STREET ELEMENTARY SCHOOL  
AVENEL STREET  
AVENEL, NJ 07001-1411

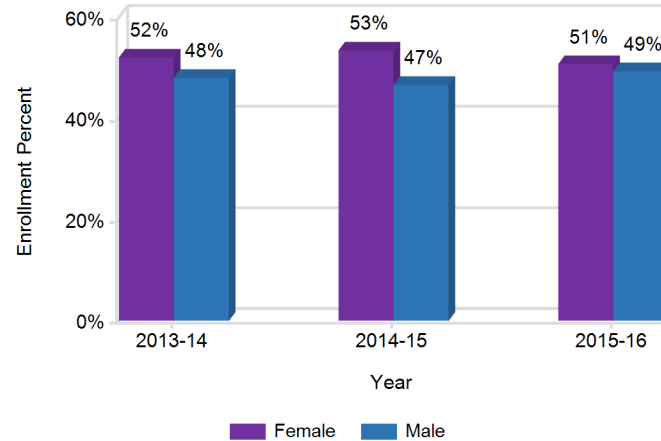
## Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade KG	81	50	59
Grade 01	93	88	67
Grade 02	80	92	99
Grade 03	77	71	92
Grade 04	76	83	76
Grade 05	72	75	86
UG	0	0	0
Total	479	459	479

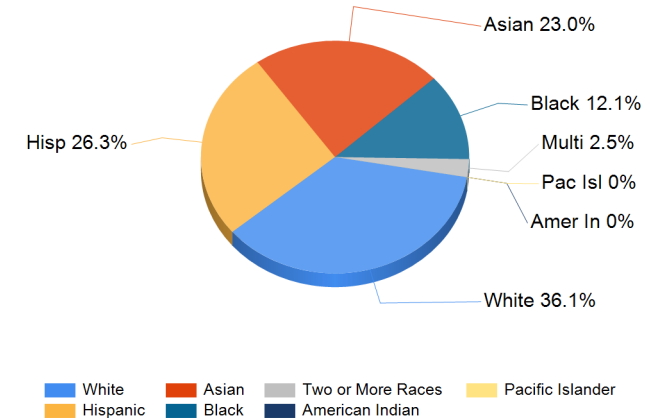
## Enrollment by Gender

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



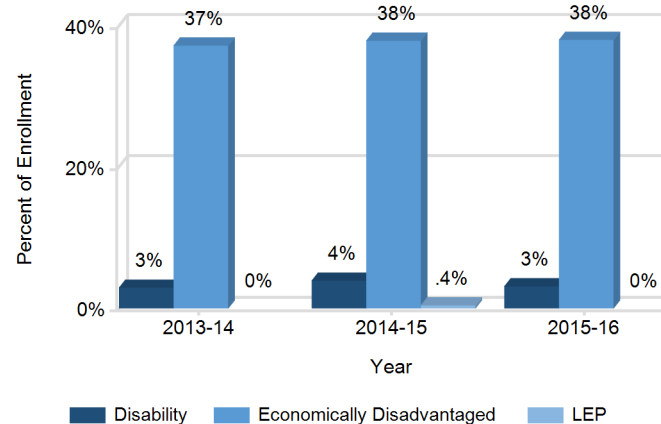
## Enrollment by Ethnic/ Racial Subgroup

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



## Enrollment Trends by Special Population

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



## Language Diversity

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

2015-2016	Percent
English	69.5%
Spanish	8.6%
Polish	3.8%
Urdu	3.1%
Hindi	2.1%
Other	12.7%

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



State of New Jersey  
2015-2016

Grade Span KH-05

23-5850-100

MIDDLESEX

WOODBRIIDGE TWP

AVENEL STREET ELEMENTARY SCHOOL

AVENEL STREET

AVENEL, NJ 07001-1411

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

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

## Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	39%	40	25
Mathematics Met or Exceeded Expectations	40%	25	36

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	237	39%	25	94%	X	236	40%	36	94%	X
White	91	40%	14	93%	X	91	40%	22	93%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	61	23%	15	93%	X	61	26%	32	93%	X
American Indian	N	N	N	N		N	N	N	N	
Asian	53	60%	23	100%	✓	53	64%	29	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	99	25%	28	94%	X	99	25%	39	94%	X



State of New Jersey  
2015-2016

Grade Span KH-05

23-5850-100

MIDDLESEX

WOODBIDGE TWP

AVENEL STREET ELEMENTARY SCHOOL

AVENEL STREET

AVENEL, NJ 07001-1411

## PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	88	744	745	746	9%	21%	27%	40%	3%	43%	48%
White	37	739	743	756	14%	14%	35%	38%	N	38%	58%
African American	S	S	729	727	S	S	S	S	S	S	30%
Hispanic	22	736	728	730	9%	32%	36%	18%	5%	23%	31%
Asian	15	766	762	772	N	13%	7%	73%	7%	80%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	743	753	S	S	S	S	S	S	55%
Students with Disability	S	S	S	718	S	S	S	S	S	S	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	45	735	726	727	13%	27%	31%	24%	4%	29%	28%
PARCC MATH											
<b>Schoolwide</b>	88	744	752	749	8%	15%	34%	36%	7%	43%	52%
White	37	737	747	757	14%	16%	32%	35%	3%	38%	63%
African American	S	S	734	730	S	S	S	S	S	S	31%
Hispanic	22	737	733	736	9%	23%	41%	23%	5%	27%	35%
Asian	15	768	772	777	N	N	20%	60%	20%	80%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	747	754	S	S	S	S	S	S	57%
Students with Disability	S	S	716	727	S	S	S	S	S	S	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	45	735	734	732	13%	13%	42%	29%	2%	31%	32%

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



State of New Jersey  
2015-2016

Grade Span KH-05

23-5850-100

MIDDLESEX

WOODBIDGE TWP

AVENEL STREET ELEMENTARY SCHOOL

AVENEL STREET

AVENEL, NJ 07001-1411

## PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	80	744	747	750	9%	15%	29%	44%	4%	48%	54%
White	26	745	746	759	8%	12%	39%	42%	N	42%	64%
African American	S	S	738	733	S	S	S	S	S	S	33%
Hispanic	21	740	738	737	19%	14%	19%	38%	10%	48%	37%
Asian	21	749	758	773	5%	14%	19%	57%	5%	62%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	740	756	S	S	S	S	S	S	62%
Students with Disability	S	S	713	723	S	S	S	S	S	S	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	30	735	735	734	13%	17%	30%	40%	N	40%	33%
PARCC MATH											
<b>Schoolwide</b>	80	745	750	745	8%	19%	30%	38%	6%	44%	47%
White	26	741	747	752	8%	23%	31%	35%	4%	39%	57%
African American	S	S	732	727	S	S	S	S	S	S	24%
Hispanic	21	739	737	733	5%	33%	24%	38%	N	38%	30%
Asian	21	763	767	771	5%	5%	24%	48%	19%	67%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	744	750	S	S	S	S	S	S	54%
Students with Disability	S	S	723	724	S	S	S	S	S	S	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	30	732	736	730	13%	27%	33%	27%	N	27%	27%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



State of New Jersey  
2015-2016

Grade Span KH-05

23-5850-100

MIDDLESEX

WOODBIDGE TWP

AVENEL STREET ELEMENTARY SCHOOL

AVENEL STREET

AVENEL, NJ 07001-1411

## PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	77	733	745	751	14%	22%	36%	25%	3%	27%	53%
White	29	739	744	758	7%	24%	31%	35%	3%	38%	64%
African American	S	S	728	733	S	S	S	S	S	S	32%
Hispanic	S	S	735	738	S	S	S	S	S	S	37%
Asian	18	743	759	773	22%	6%	33%	33%	6%	39%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	731	759	S	S	S	S	S	S	63%
Students with Disability	S	S	712	723	S	S	S	S	S	S	20%
English Language Learners	S	S	722	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	28	719	734	735	21%	39%	29%	11%	N	11%	33%
PARCC MATH											
<b>Schoolwide</b>	77	736	750	747	12%	25%	33%	27%	4%	31%	47%
White	29	737	748	753	7%	28%	24%	38%	3%	41%	57%
African American	S	S	730	728	S	S	S	S	S	S	24%
Hispanic	21	721	739	735	29%	24%	33%	14%	N	14%	31%
Asian	18	753	768	774	6%	11%	39%	33%	11%	44%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	736	754	S	S	S	S	S	S	56%
Students with Disability	S	S	724	725	S	S	S	S	S	S	19%
English Language Learners	S	S	742	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	28	724	740	732	18%	32%	36%	14%	N	14%	28%

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



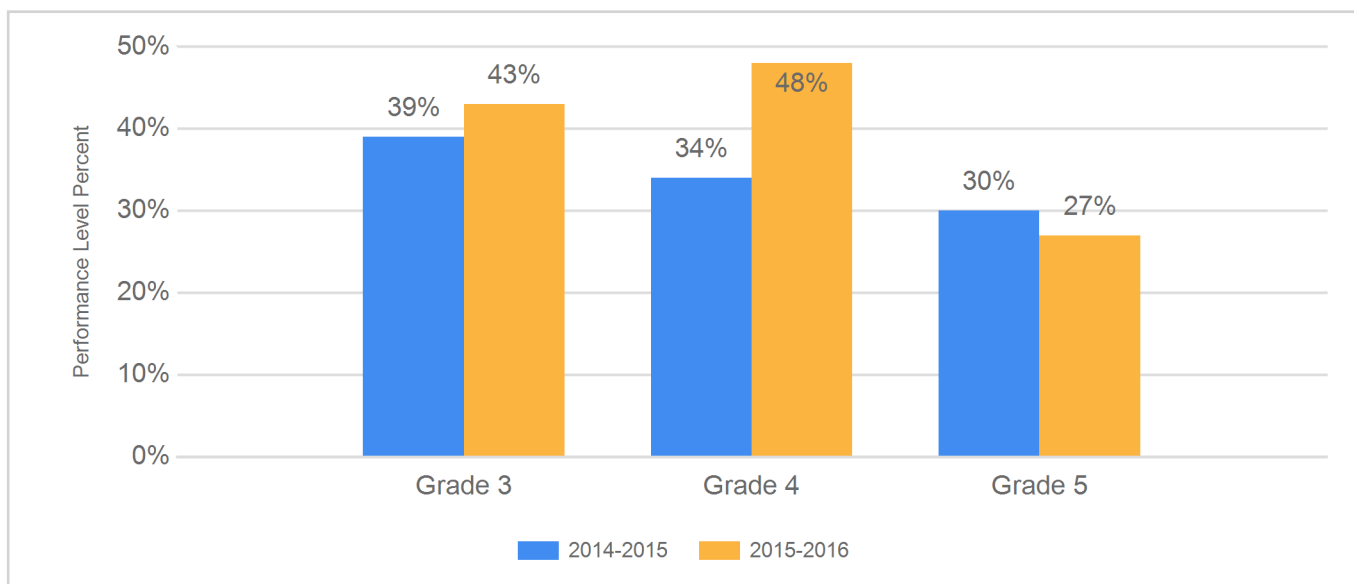
State of New Jersey  
2015-2016

Grade Span KH-05

23-5850-100  
MIDDLESEX  
WOODBIDGE TWP  
AVENEL STREET ELEMENTARY SCHOOL  
AVENEL STREET  
AVENEL, NJ 07001-1411

### PARCC ELA Performance Trends

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





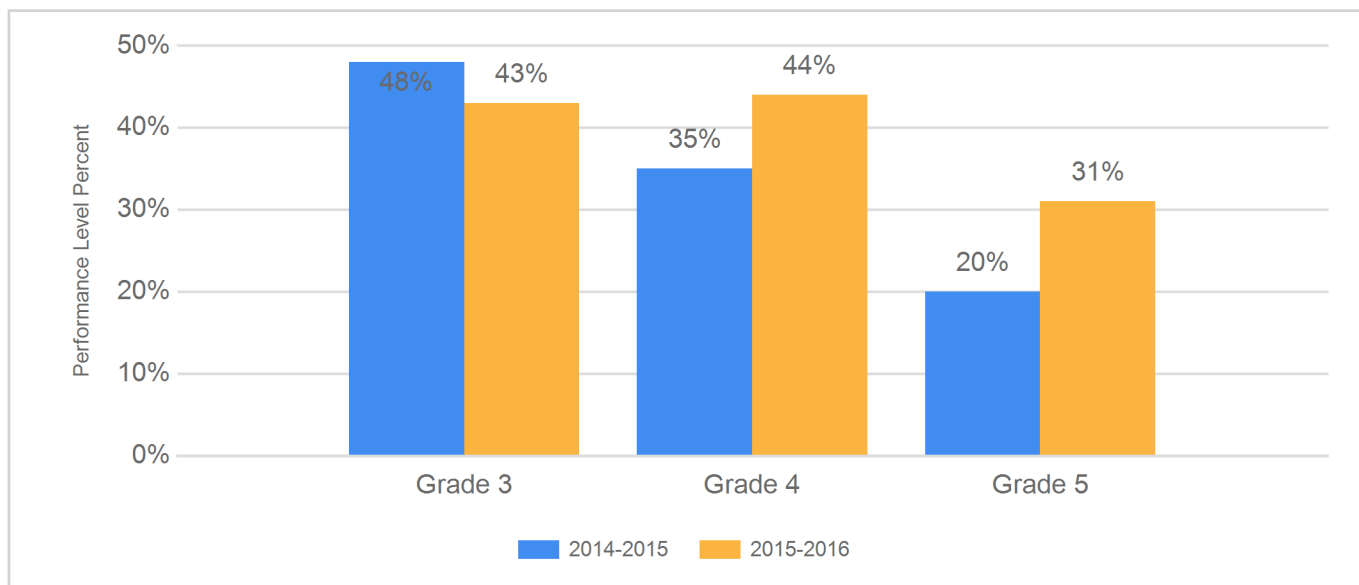
State of New Jersey  
2015-2016

Grade Span KH-05

23-5850-100  
MIDDLESEX  
WOODBIDGE TWP  
AVENEL STREET ELEMENTARY SCHOOL  
AVENEL STREET  
AVENEL, NJ 07001-1411

## PARCC Math Performance Trends

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





State of New Jersey  
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Grade Span KH-05

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MIDDLESEX

WOODBIDGE TWP

AVENEL STREET ELEMENTARY SCHOOL

AVENEL STREET

AVENEL, NJ 07001-1411

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

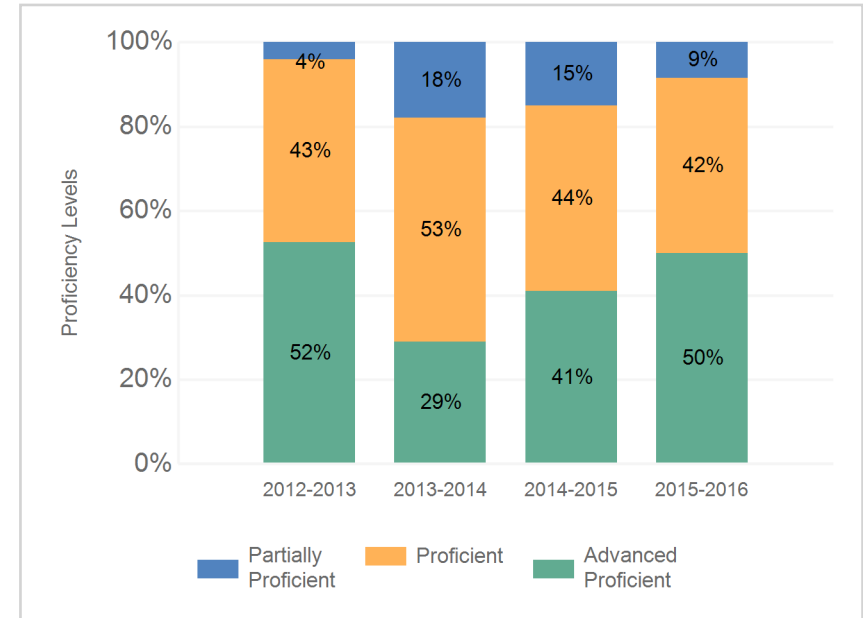
### NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	50%	42%	9%
White	63%	33%	4%
African American	27%	64%	9%
Hispanic	33%	48%	19%
American Indian	N	N	N
Asian	59%	36%	5%
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	N	N	N
Economically Disadvantaged Students	36%	50%	14%

### NJASK Proficiency Trends Science - Grade Level 04

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





State of New Jersey  
2015-2016

Grade Span KH-05

23-5850-100  
MIDDLESEX  
WOODBIDGE TWP  
AVENEL STREET ELEMENTARY SCHOOL  
AVENEL STREET  
AVENEL, NJ 07001-1411

## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



State of New Jersey  
2015-2016

Grade Span KH-05

23-5850-100

MIDDLESEX

WOODBRIIDGE TWP

AVENEL STREET ELEMENTARY SCHOOL

AVENEL STREET

AVENEL, NJ 07001-1411

### Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	32	37	50
Student Growth on Math	44	47	50

### Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	7%	5%	2%
Partially Met (L2)	6%	2%	6%
Approached (L3)	18%	11%	4%
Met (L4)	16%	12%	7%
Exceeded (L5)	2%	0%	2%

### Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	2%	2%
Partially Met (L2)	9%	5%	5%
Approached (L3)	13%	16%	6%
Met (L4)	12%	13%	13%
Exceeded (L5)	2%	2%	1%



State of New Jersey  
2015-2016

Grade Span KH-05

23-5850-100

MIDDLESEX

WOODBIDGE TWP

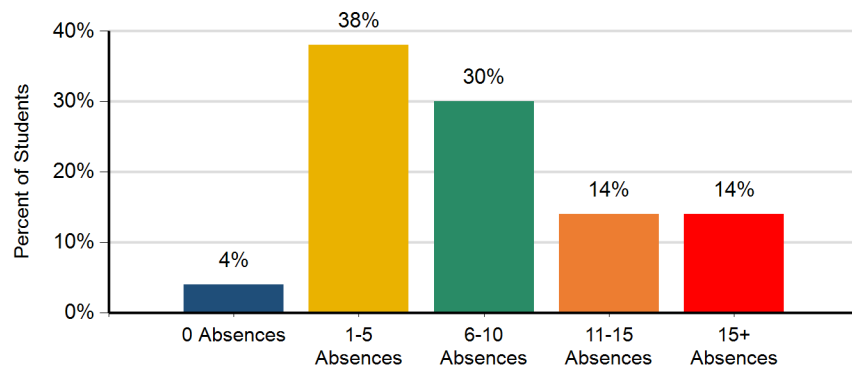
AVENEL STREET ELEMENTARY SCHOOL

AVENEL STREET

AVENEL, NJ 07001-1411

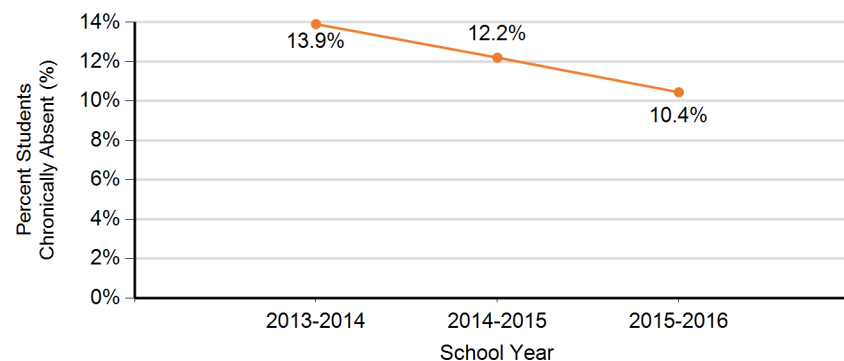
## Absenteeism

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



## Chronic Absenteeism Trend

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





State of New Jersey  
2015-2016

Grade Span KH-05

23-5850-100  
MIDDLESEX  
WOODBIDGE TWP  
AVENEL STREET ELEMENTARY SCHOOL  
AVENEL STREET  
AVENEL, NJ 07001-1411

### Length of School Day

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

	School
2015-16	6 Hrs. 30 Mins.

### Instructional Time

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

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

### Student to Staff Ratio

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

2015-16	School
Faculty	16:1
Administrator	479:1

### Student Suspension Rate

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

	School
2015-16	0.8%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	97%



State of New Jersey  
2015-2016

Grade Span KH-05

23-5850-120  
MIDDLESEX  
WOODBIDGE TWP  
CLAREMONT AVENUE ELEMENTARY SCHOOL  
CLAREMONT AVENUE  
COLONIA, NJ 07067

## 2015-2016 School Performance Reports

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

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

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

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



State of New Jersey  
2015-2016

Grade Span KH-05

23-5850-120  
MIDDLESEX  
WOODBIDGE TWP  
CLAREMONT AVENUE ELEMENTARY SCHOOL  
CLAREMONT AVENUE  
COLONIA, NJ 07067

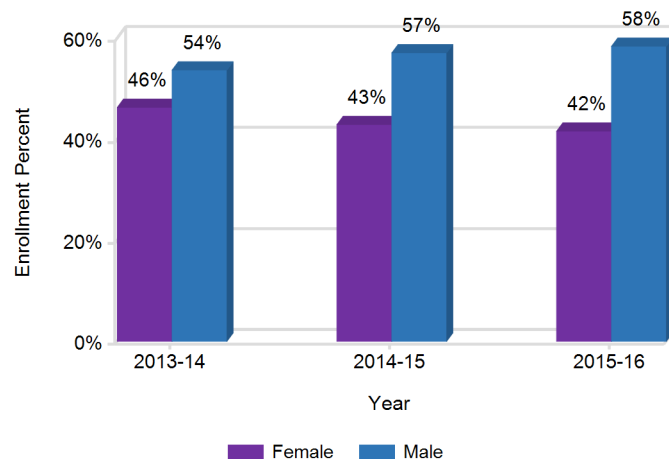
## Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade KG	42	43	40
Grade 01	47	44	58
Grade 02	57	48	47
Grade 03	58	61	51
Grade 04	59	63	64
Grade 05	59	56	62
UG	0	0	0
Total	322	315	322

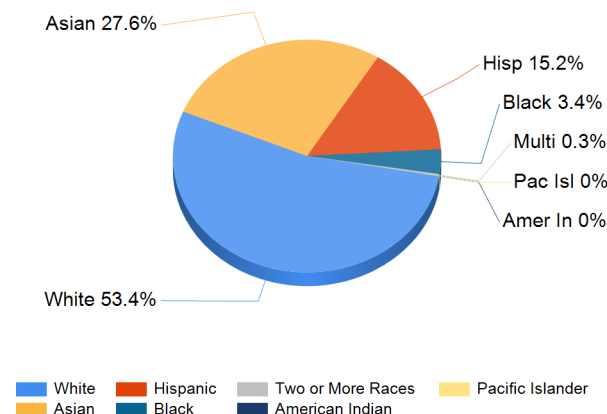
## Enrollment by Gender

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



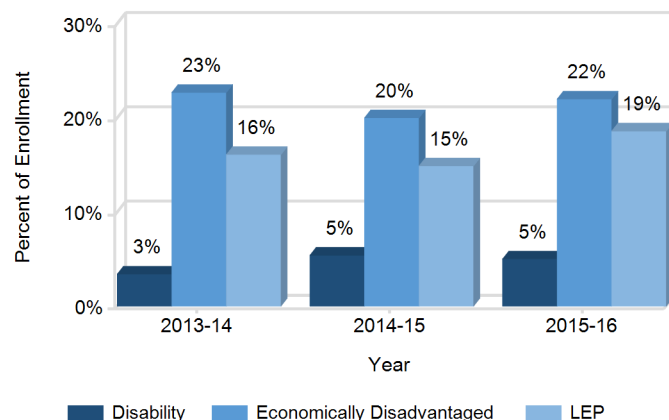
## Enrollment by Ethnic/ Racial Subgroup

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



## Enrollment Trends by Special Population

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



## Language Diversity

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

2015-2016	Percent
English	63.7%
Urdu	11.8%
Polish	5.0%
Gujarati	2.8%
Hindi	2.8%
Other	14.1%

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



State of New Jersey  
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CLAREMONT AVENUE

COLONIA, NJ 07067

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

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

## Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	31%	10	15
Mathematics Met or Exceeded Expectations	52%	50	55

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	161	31%	15	95%	✓	163	52%	55	95%	✓
White	91	31%	9	93%	✓	92	59%	58	93%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	44	39%	9	100%	✓	45	51%	12	100%	✓
Two or More Races	N	N	N	N		N	N	N	N	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	32	16%	12	98%	✓	32	16%	26	98%	✓



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CLAREMONT AVENUE

COLONIA, NJ 07067

## PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	54	729	745	746	22%	11%	44%	22%	N	22%	48%
White	25	737	743	756	8%	12%	68%	12%	N	12%	58%
African American	S	S	729	727	S	S	S	S	S	S	30%
Hispanic	S	S	728	730	S	S	S	S	S	S	31%
Asian	19	727	762	772	32%	11%	21%	37%	N	37%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	S	S	705	718	S	S	S	S	S	S	22%
English Language Learners	12	712	714	709	42%	17%	25%	17%	N	17%	11%
Economically Disadvantaged Students	17	712	726	727	47%	12%	24%	18%	N	18%	28%
PARCC MATH											
<b>Schoolwide</b>	55	741	752	749	18%	6%	24%	47%	6%	53%	52%
White	25	752	747	757	4%	4%	20%	68%	4%	72%	63%
African American	S	S	734	730	S	S	S	S	S	S	31%
Hispanic	S	S	733	736	S	S	S	S	S	S	35%
Asian	20	738	772	777	25%	10%	30%	25%	10%	35%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	S	S	716	727	S	S	S	S	S	S	28%
English Language Learners	12	728	730	724	33%	8%	33%	25%	N	25%	20%
Economically Disadvantaged Students	17	721	734	732	35%	6%	41%	18%	N	18%	32%

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



State of New Jersey  
2015-2016

Grade Span KH-05

23-5850-120

MIDDLESEX

WOODBIDGE TWP

CLAREMONT AVENUE ELEMENTARY SCHOOL

CLAREMONT AVENUE

COLONIA, NJ 07067

## PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	64	737	747	750	8%	20%	44%	27%	2%	28%	54%
White	39	738	746	759	5%	18%	49%	28%	N	28%	64%
African American	N	N	N	733	N	N	N	N	N	N	33%
Hispanic	11	734	738	737	9%	27%	36%	27%	N	27%	37%
Asian	14	735	758	773	14%	21%	36%	21%	7%	29%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	713	723	S	S	S	S	S	S	22%
English Language Learners	S	S	713	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	735	734	S	S	S	S	S	S	33%
PARCC MATH											
<b>Schoolwide</b>	65	749	750	745	3%	12%	40%	40%	5%	45%	47%
White	40	750	747	752	3%	10%	38%	48%	3%	50%	57%
African American	N	N	N	727	N	N	N	N	N	N	24%
Hispanic	11	748	737	733	N	18%	55%	18%	9%	27%	30%
Asian	14	746	767	771	7%	14%	36%	36%	7%	43%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	723	724	S	S	S	S	S	S	22%
English Language Learners	S	S	729	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	736	730	S	S	S	S	S	S	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey  
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MIDDLESEX

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CLAREMONT AVENUE ELEMENTARY SCHOOL

CLAREMONT AVENUE

COLONIA, NJ 07067

## PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	57	738	745	751	11%	23%	25%	42%	N	42%	53%
White	29	742	744	758	10%	17%	21%	52%	N	52%	64%
African American	S	S	728	733	S	S	S	S	S	S	32%
Hispanic	S	S	735	738	S	S	S	S	S	S	37%
Asian	16	743	759	773	N	19%	44%	38%	N	38%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	712	723	S	S	S	S	S	S	20%
English Language Learners	S	S	722	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	13	721	734	735	23%	31%	23%	23%	N	23%	33%
PARCC MATH											
<b>Schoolwide</b>	57	752	750	747	2%	19%	21%	53%	5%	58%	47%
White	29	756	748	753	N	17%	24%	52%	7%	59%	57%
African American	S	S	S	728	S	S	S	S	S	S	24%
Hispanic	S	S	739	735	S	S	S	S	S	S	31%
Asian	16	759	768	774	N	6%	25%	63%	6%	69%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	724	725	S	S	S	S	S	S	19%
English Language Learners	S	S	742	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	13	735	740	732	8%	39%	23%	31%	N	31%	28%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



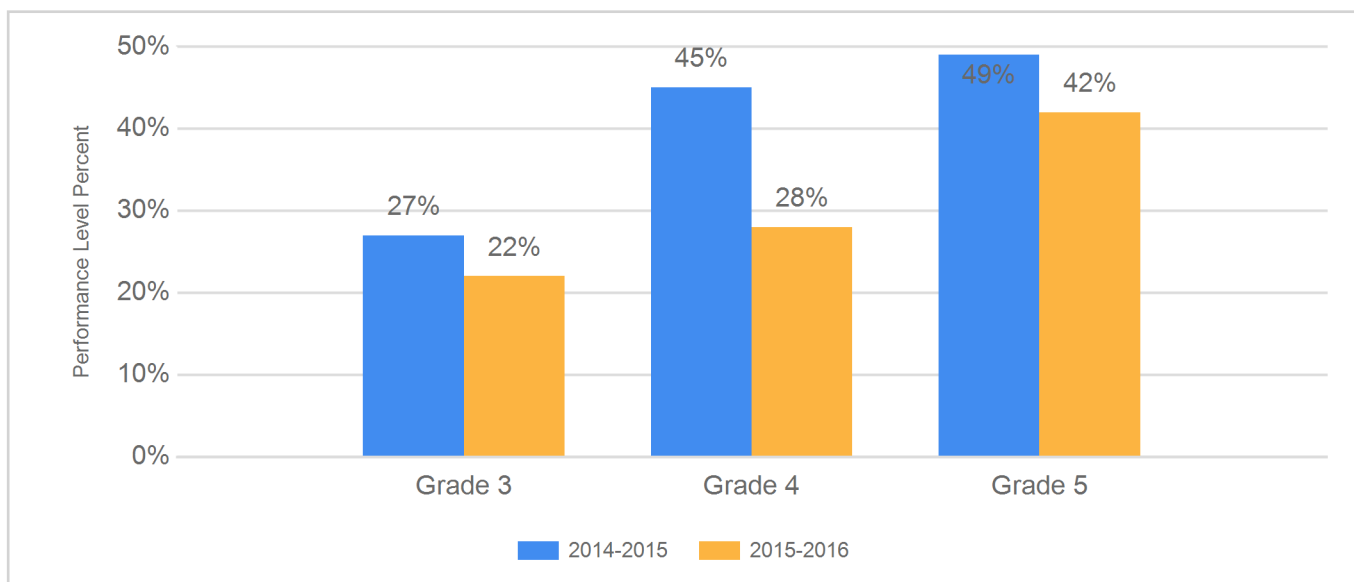
State of New Jersey  
2015-2016

Grade Span KH-05

23-5850-120  
MIDDLESEX  
WOODBIDGE TWP  
CLAREMONT AVENUE ELEMENTARY SCHOOL  
CLAREMONT AVENUE  
COLONIA, NJ 07067

### PARCC ELA Performance Trends

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





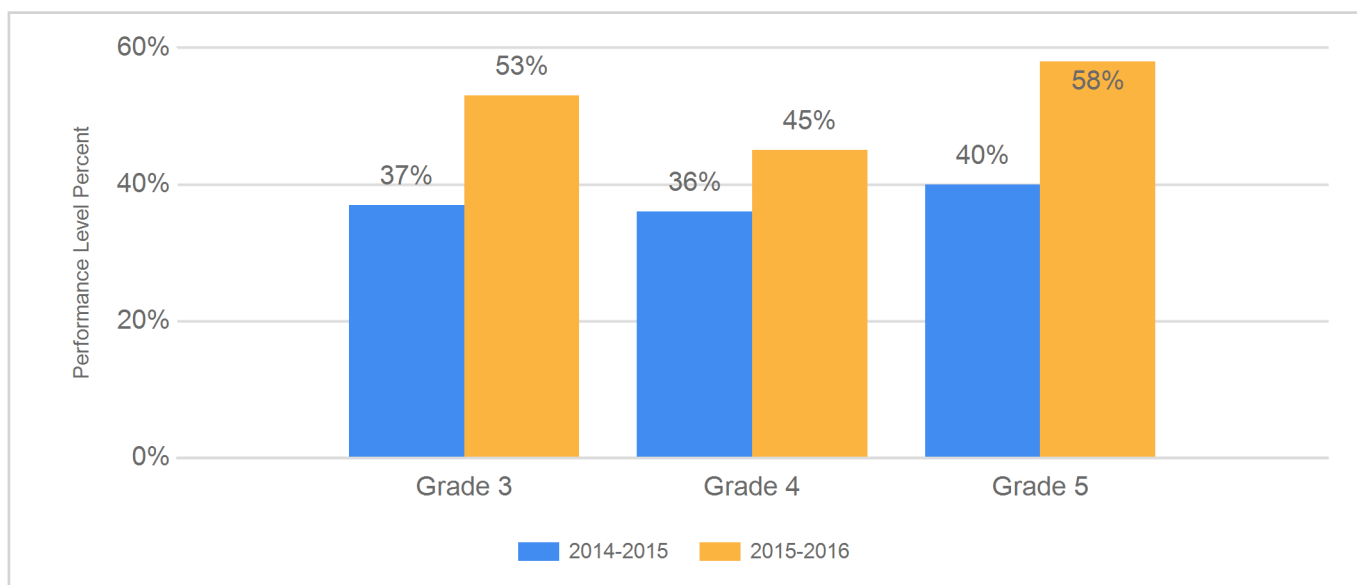
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## PARCC Math Performance Trends

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





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MIDDLESEX

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

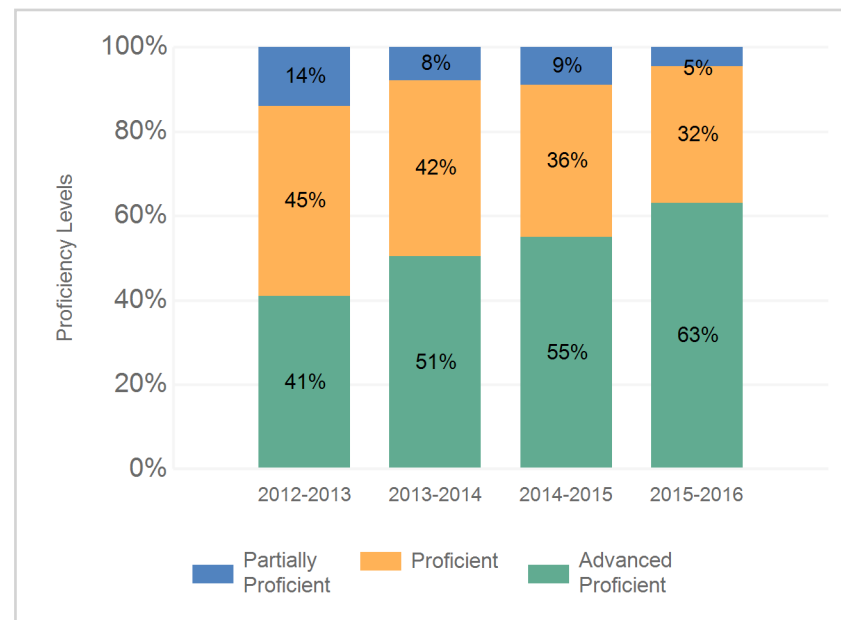
## NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	63%	32%	5%
White	70%	28%	3%
African American	N	N	N
Hispanic	50%	42%	8%
American Indian	N	N	N
Asian	54%	39%	8%
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	S	S	S

## NJASK Proficiency Trends Science - Grade Level 04

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





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MIDDLESEX  
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CLAREMONT AVENUE  
COLONIA, NJ 07067

## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



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MIDDLESEX

WOODBIDGE TWP

CLAREMONT AVENUE ELEMENTARY SCHOOL

CLAREMONT AVENUE

COLONIA, NJ 07067

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

### Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	29	37	50
Student Growth on Math	73	47	50

### Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	2%	2%
Partially Met (L2)	8%	12%	5%
Approached (L3)	17%	10%	5%
Met (L4)	17%	12%	2%
Exceeded (L5)	2%	1%	0%

### Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	1%	1%
Partially Met (L2)	5%	5%	15%
Approached (L3)	1%	10%	22%
Met (L4)	5%	12%	20%
Exceeded (L5)	2%	0%	1%



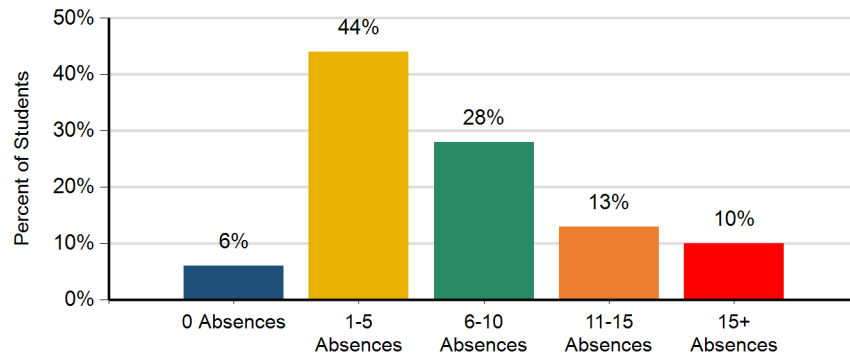
State of New Jersey  
2015-2016

Grade Span KH-05

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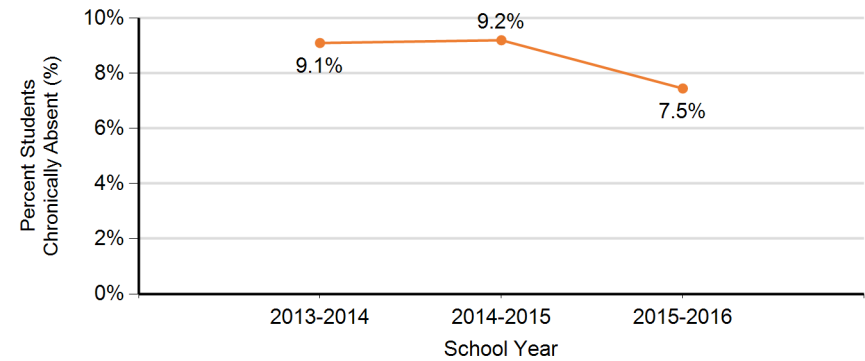
## Absenteeism

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



## Chronic Absenteeism Trend

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





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2015-2016

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### Length of School Day

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

	School
2015-16	6 Hrs. 30 Mins.

### Instructional Time

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

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

### Student to Staff Ratio

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

2015-16	School
Faculty	14:1
Administrator	322:1

### Student Suspension Rate

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

	School
2015-16	2.8%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	96%



State of New Jersey  
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Grade Span 09-12

23-5850-020  
MIDDLESEX  
WOODBIDGE TWP  
COLONIA HIGH SCHOOL  
EAST STREET  
COLONIA, NJ 07067

## 2015-2016 School Performance Reports

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

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

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

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

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



State of New Jersey  
2015-2016

Grade Span 09-12

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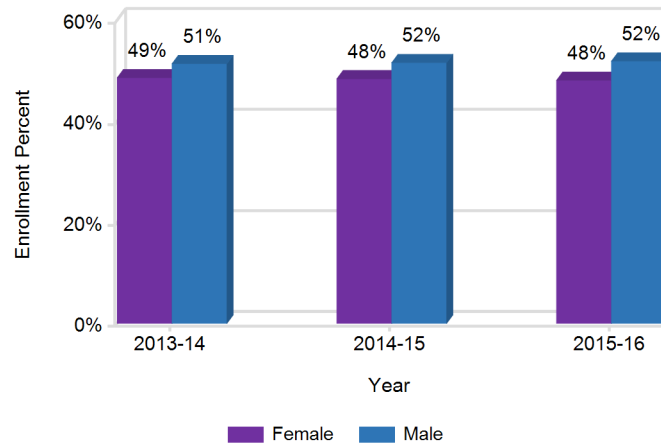
## Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 09	308	317	330
Grade 10	327	320	338
Grade 11	361	353	334
Grade 12	310	343	352
UG	37	31	24
Total	1343	1363	1378

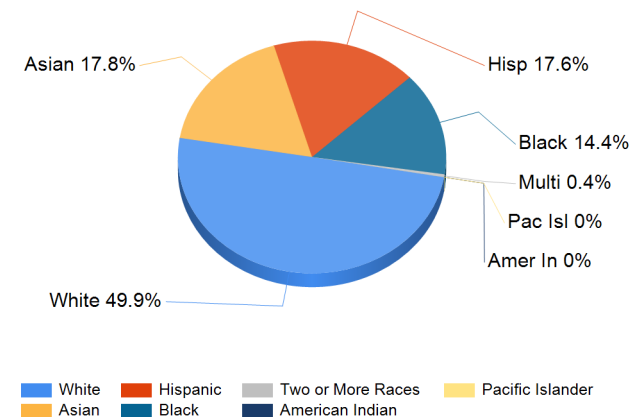
## Enrollment by Gender

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



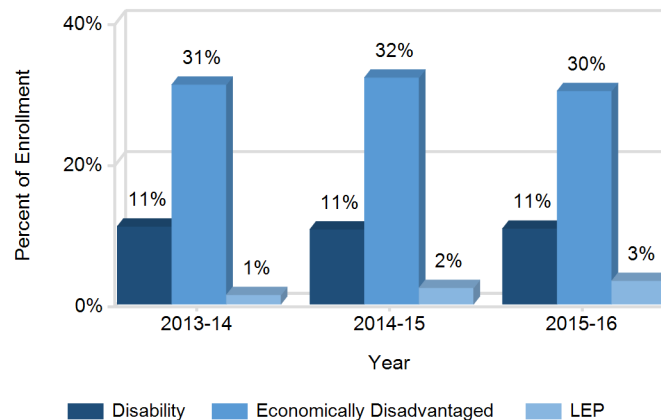
## Enrollment by Ethnic/ Racial Subgroup

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



## Enrollment Trends by Special Population

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



## Language Diversity

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

2015-2016	Percent
English	73.4%
Spanish	6.8%
Urdu	3.5%
Gujarati	3.4%
Arabic	2.0%
Other	10.8%

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



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

## Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	34%	S	20
Mathematics Met or Exceeded Expectations	16%	S	28

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	573	34%	20	90%	X	576	16%	28	91%	X
White	291	34%	12	88%	X	293	15%	16	89%	X
African American	73	16%	12	91%	X	76	3%	16	93%	X
Hispanic	99	22%	15	90%	X	99	11%	30	91%	X
American Indian	S	S	S	S		S	S	S	S	
Asian	107	57%	18	93%	X	106	34%	21	94%	X
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	54	4%	13	87%	X	55	2%	28	97%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	184	27%	26	94%	X	187	10%	26	94%	X



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## PARCC ELA Performance Distribution - Grade 09

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	307	738	738	746	13%	20%	28%	33%	6%	39%	49%
White	148	738	738	754	14%	20%	28%	34%	5%	39%	58%
African American	S	S	730	729	S	S	S	S	S	S	30%
Hispanic	55	735	731	730	13%	24%	33%	26%	6%	31%	34%
Asian	63	748	751	774	14%	10%	18%	46%	13%	59%	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	S	S	727	748	S	S	S	S	S	S	53%
Students with Disability	S	S	704	713	S	S	S	S	S	S	12%
English Language Learners	S	S	696	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	91	728	729	729	22%	22%	25%	30%	1%	31%	31%

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



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## PARCC ELA Performance Distribution - Grade 10

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>301</b>	<b>725</b>	<b>723</b>	<b>740</b>	<b>29%</b>	<b>23%</b>	<b>21%</b>	<b>24%</b>	<b>4%</b>	<b>28%</b>	<b>44%</b>
White	150	726	728	747	25%	26%	20%	27%	2%	29%	50%
African American	S	S	S	722	S	S	S	S	S	S	28%
Hispanic	56	715	708	726	36%	25%	25%	14%	N	14%	33%
Asian	51	744	742	767	20%	8%	24%	33%	16%	49%	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	S	S	706	741	S	S	S	S	S	S	45%
Students with Disability	S	S	693	702	S	S	S	S	S	S	11%
English Language Learners	S	S	702	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	111	717	711	723	36%	21%	22%	21%	1%	22%	30%

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



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

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	723	736	S	S	S	S	S	S	40%
White	S	S	724	739	S	S	S	S	S	S	42%
African American	S	S	707	728	S	S	S	S	S	S	30%
Hispanic	39	712	720	732	36%	31%	23%	10%	N	10%	37%
Asian	29	723	739	753	17%	35%	38%	10%	N	10%	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	N	N	N	736	N	N	N	N	N	N	39%
Students with Disability	S	S	S	710	S	S	S	S	S	S	13%
English Language Learners	S	S	S	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	S	S	718	730	S	S	S	S	S	S	33%

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

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



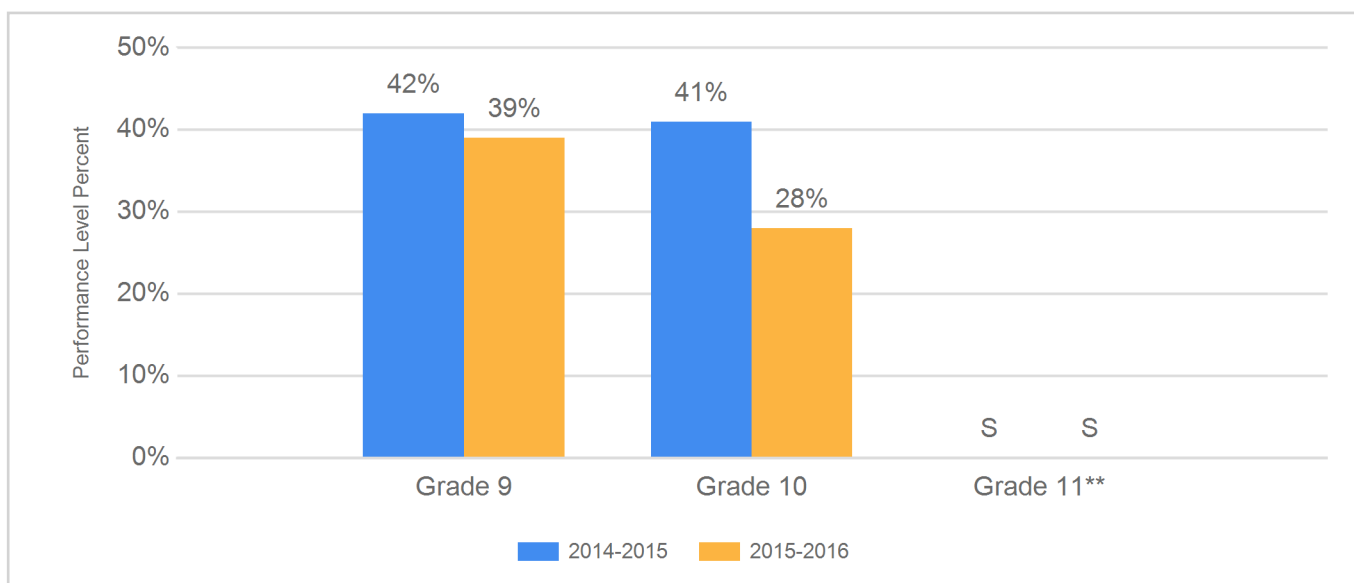
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## PARCC ELA Performance Trends

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



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



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## PARCC Performance Distribution - Algebra I

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>250</b>	<b>720</b>	<b>721</b>	<b>727</b>	<b>21%</b>	<b>36%</b>	<b>29%</b>	<b>15%</b>	<b>N</b>	<b>15%</b>	<b>41%</b>
White	118	723	723	734	17%	37%	29%	17%	N	17%	51%
African American	S	S	710	717	S	S	S	S	S	S	20%
Hispanic	52	716	716	720	25%	31%	33%	12%	N	12%	25%
Asian	39	730	735	746	15%	33%	26%	26%	N	26%	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	S	S	715	727	S	S	S	S	S	S	47%
Students with Disability	S	S	702	708	S	S	S	S	S	S	10%
English Language Learners	S	S	696	707	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	717	719	S	S	S	S	S	S	23%

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



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## PARCC Performance Distribution - Geometry

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>507</b>	<b>720</b>	<b>722</b>	<b>730</b>	<b>17%</b>	<b>41%</b>	<b>29%</b>	<b>12%</b>	<b>0%</b>	<b>12%</b>	<b>27%</b>
White	246	719	722	736	17%	43%	30%	11%	0%	11%	34%
African American	S	S	709	717	S	S	S	S	S	S	9%
Hispanic	S	S	715	720	S	S	S	S	S	S	13%
Asian	97	733	738	750	7%	33%	32%	27%	1%	28%	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	S	S	729	730	S	S	S	S	S	S	29%
Students with Disability	S	S	700	709	S	S	S	S	S	S	5%
English Language Learners	S	S	707	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	S	S	S	719	S	S	S	S	S	S	12%

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



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## PARCC Performance Distribution - Algebra II

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>S</b>	<b>S</b>	<b>717</b>	<b>722</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>27%</b>
White	S	S	716	728	S	S	S	S	S	S	31%
African American	S	S	700	700	S	S	S	S	S	S	8%
Hispanic	S	S	699	707	S	S	S	S	S	S	12%
Asian	S	S	744	754	S	S	S	S	S	S	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	N	N	N	727	N	N	N	N	N	N	34%
Students with Disability	S	S	686	690	S	S	S	S	S	S	5%
English Language Learners	N	N	N	692	N	N	N	N	N	N	7%
Economically Disadvantaged Students	S	S	704	705	S	S	S	S	S	S	11%

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



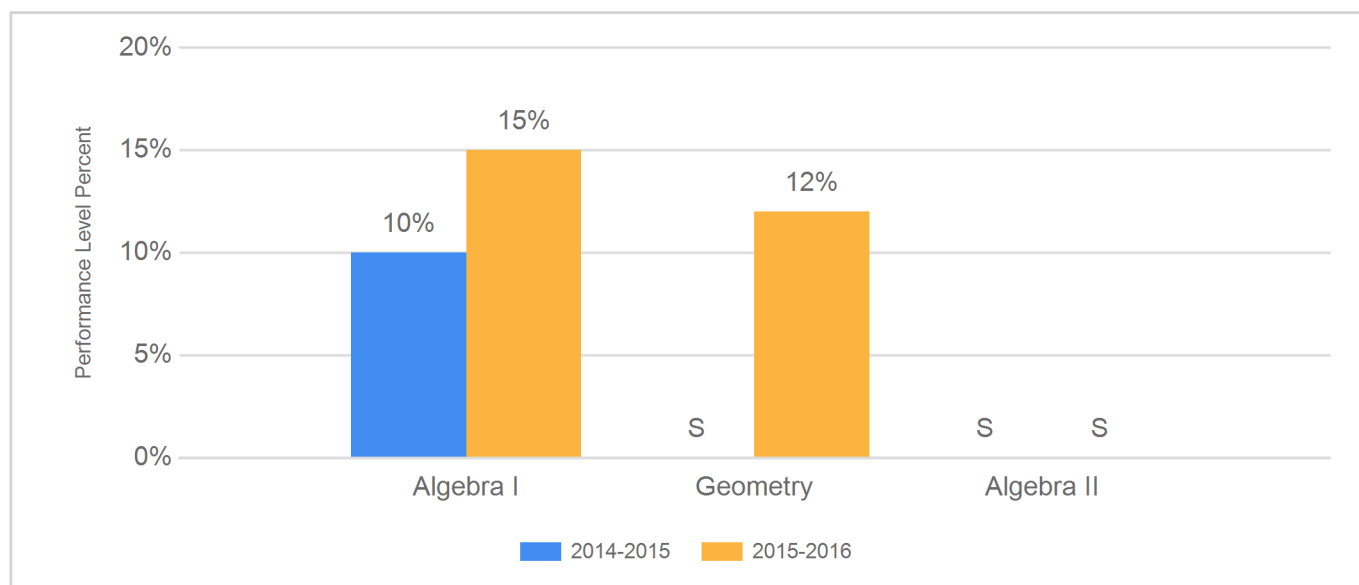
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## PARCC Math Performance Trends

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





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

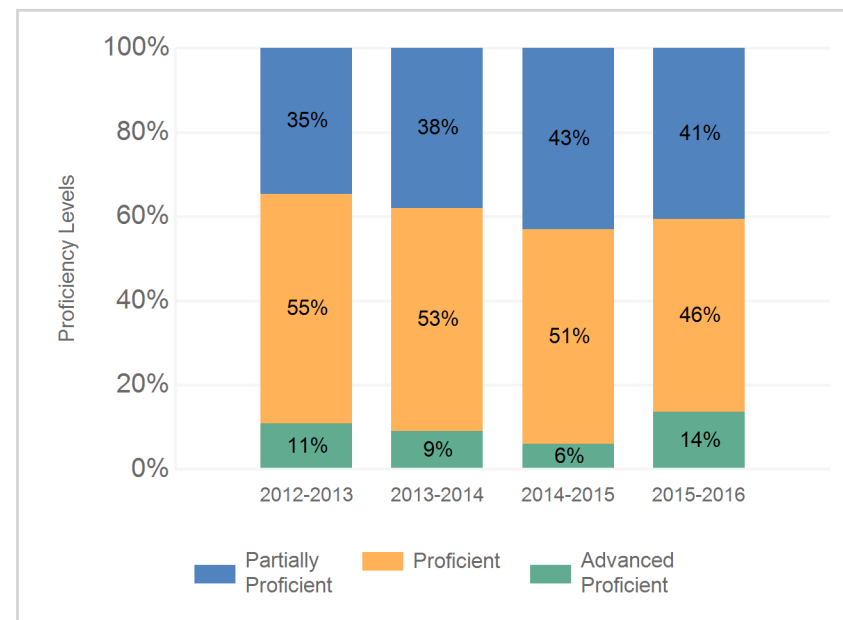
### Proficiency Outcomes - Biology

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	14%	46%	41%
White	14%	47%	39%
African American	N	47%	53%
Hispanic	8%	38%	55%
American Indian	N	N	N
Asian	28%	50%	22%
Two or More Races	N	N	N
Students with Disability	N	13%	88%
English Language Learners	S	S	S
Economically Disadvantaged Students	7%	43%	50%

### Proficiency Trends - Biology

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





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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

### PSAT/SAT/ACT Participation

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

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	100.0%	95.5%
Percent of Students Participating in SAT	60.2%	58.0%
Percent of Students Participating in ACT	16.5%	27.6%

### PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
<b>PSAT</b>	923	950
<b>SAT</b>	-	-
Reading and Writing	533	537
Math	547	538
<b>ACT</b>	-	-
Reading	20	23
English	20	22
Math	22	23
Science	20	22

### PSAT/SAT/ACT Benchmarks

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

2015-16	Benchmark	Schoolwide	Statewide
<b>PSAT</b>	N	N	N
<b>SAT</b>	-	-	-
Reading and Writing	480	75%	71%
Math	530	59%	53%
<b>ACT</b>	-	-	-
Reading	22	36%	58%
English	18	62%	74%
Math	22	52%	61%
Science	23	22%	49%

### PSAT/SAT/ACT Performance by Percentile

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

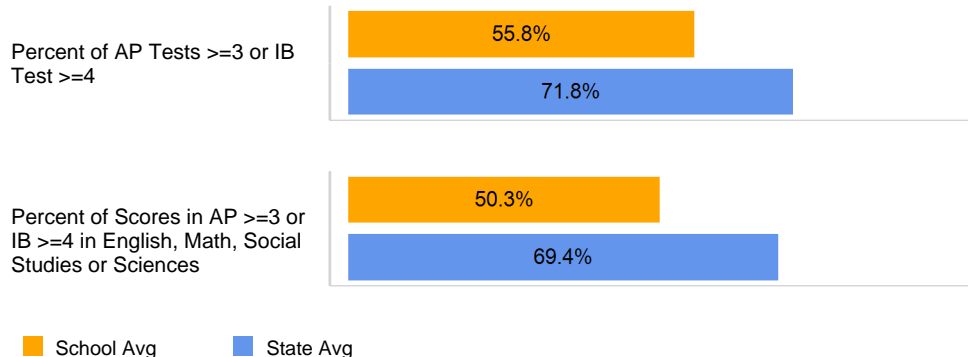
2015-16	75 Percentile	50 Percentile	25 Percentile
<b>PSAT</b>	1030	910	810
<b>SAT</b>	-	-	-
Reading and Writing	600	540	470
Math	600	540	500
<b>ACT</b>	-	-	-
Reading	24	20	16
English	23	20	15
Math	26	22	17
Science	22	20	16

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## AP/ IB Test Performance

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



## Advanced Course Work Participation

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

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	37.3%	39.1%
One of More Test	33.7%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	27.6%	26.6%
Participating in Dual Enrollment	11.4%	15.4%

## AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	17	16
AP Calculus AB	23	7
AP Calculus BC	26	22
AP Chemistry	17	16
AP Computer Science A	26	25
AP English Language and Composition	80	77
AP English Literature and Composition	60	59
AP Environmental Science	28	28
AP European History	8	8
AP Macroeconomics	16	15
AP Microeconomics	0	1
AP Music Theory	8	8
AP Physics B	13	0
AP Physics C: Mechanics	0	14
AP Psychology	85	80
AP Spanish Language	11	10
AP Statistics	37	34
AP Studio Art—General Portfolio	0	1
AP Studio Art—Two-Dimensional	2	1
AP U.S. History	71	30
AP World History	0	21
Student AP Tests $\geq 3$ and IB Tests $\geq 4$		129



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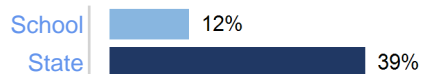
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## Visual and Performing Arts

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

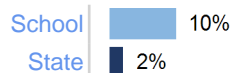
### MUSIC



### DRAMA



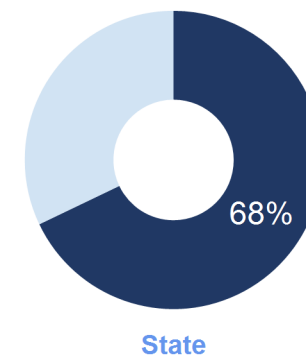
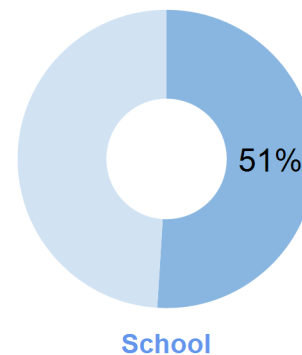
### DANCE



### VISUAL ARTS

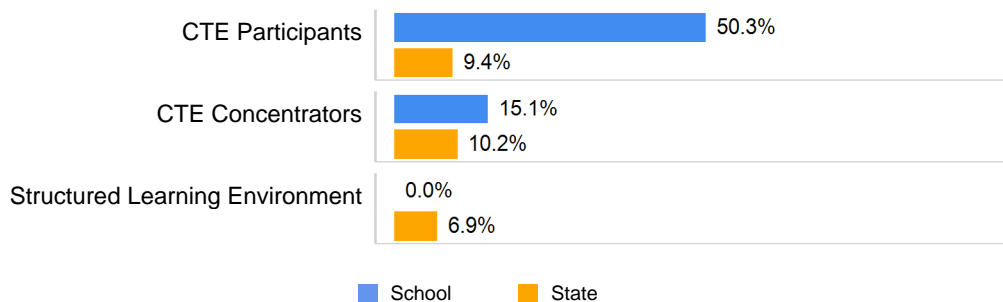


### Any Visual and Performing Arts



## Career and Technical Education Participation

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



■ School ■ State



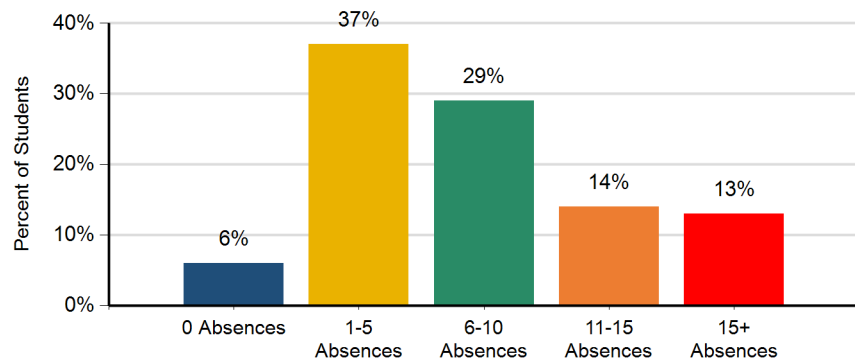
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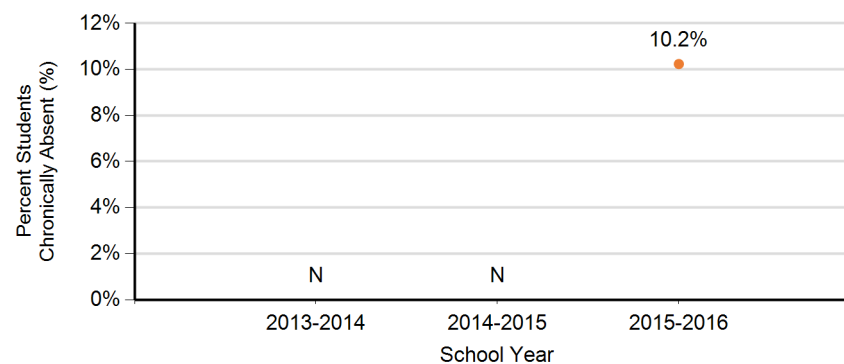
## Absenteeism

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



## Chronic Absenteeism Trend

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





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### Graduation Rate by Subgroup

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

	School Rate	Statewide Percentile	State Target
Schoolwide	92.7%	50	81%
White	92.8%	36	
African American	91.1%	54	
Hispanic	92.4%	63	
American Indian	S	S	
Asian	93.8%	20	
Native Hawaiian	N	N	
Two or More Races	N	N	
Students with Disability	77.8%	36	
English Language Learners	S	S	
Economically Disadvantaged Students	88.8%	56	

### Dropout Rate by Subgroup

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

	School Rate	State Rate
Schoolwide	0.9%	1.2%
White	0.6%	0.6%
African American	1.6%	2.6%
Hispanic	0.4%	2.2%
American Indian	N	3.4%
Asian	1.6%	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	1.6%	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	0.2%	1.7%



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COLONIA, NJ 07067

### Extended Year Graduation Rate

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

Class of	4-Year Rate	5-Year Rate
2013	93%	95%
2014	94%	95%
2015	93%	96%
2016	93%	

### Postsecondary Enrollment Rates

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

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	82.4%	31.4%	68.6%
White	82.1%	26.9%	73.1%
African American	72.2%	30.8%	69.2%
Hispanic	81.1%	48.8%	51.2%
American Indian	0.0%	0.0%	0.0%
Asian	91.1%	31.4%	68.6%
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	78.9%	43.7%	56.3%



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### Length of School Day

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

	School
2015-16	6 Hrs. 50 Mins.

### Instructional Time

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

2015-16	School
Full Time	5 Hrs. 48 Mins.
Shared Time	2 Hrs. 54 Mins.

### Student to Staff Ratio

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

2015-16	School
Faculty	11:1
Administrator	197:1

### Student Suspension Rate

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

	School
2015-16	19.0%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	97%



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## 2015-2016 School Performance Reports

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

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

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

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



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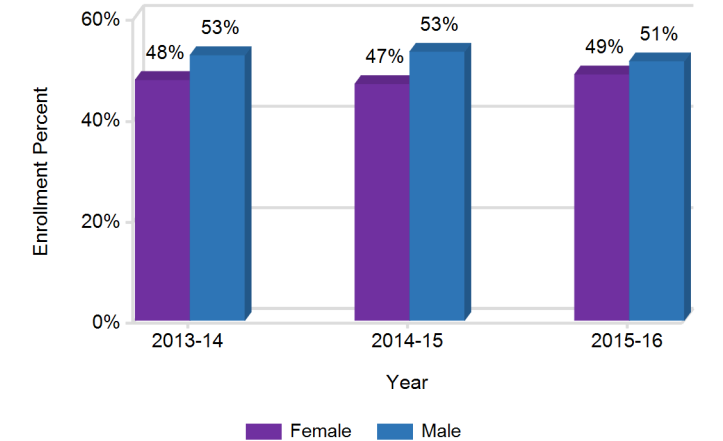
### Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 06	179	191	191
Grade 07	203	178	196
Grade 08	196	214	180
Grade 09	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
UG	53	50	43
Total	631	633	610

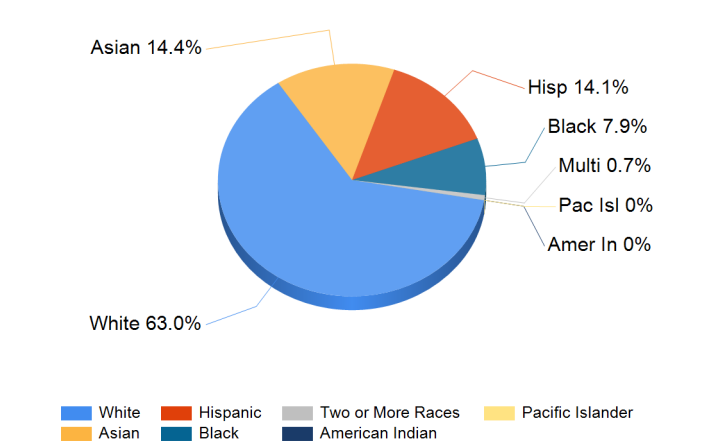
### Enrollment by Gender

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



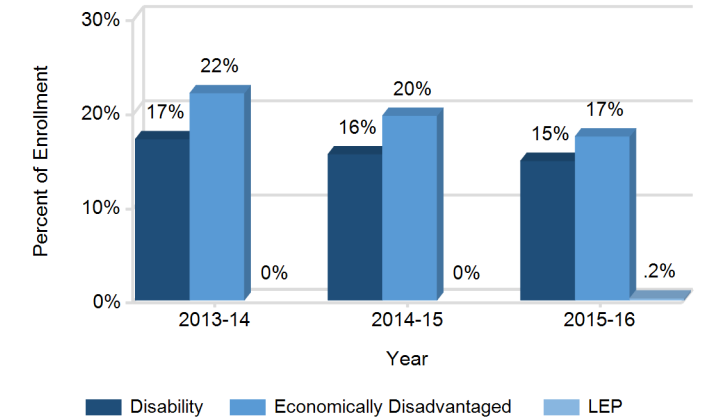
### Enrollment by Ethnic/ Racial Subgroup

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



### Enrollment Trends by Special Population

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



### Language Diversity

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

2015-2016	Percent
English	78.9%
Gujarati	3.9%
Polish	3.6%
Spanish	3.6%
Arabic	2.3%
Other	8.1%

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

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

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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	44%	S	53
Mathematics Met or Exceeded Expectations	38%	S	82

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	580	44%	53	98%	√	580	38%	82	98%	√
White	371	43%	35	99%	√	371	34%	67	99%	√
African American	40	25%	54	94%	✗	40	28%	92	94%	✗
Hispanic	78	41%	67	99%	√	78	35%	93	99%	√
American Indian	S	S	S	S		S	S	S	S	
Asian	84	57%	41	100%	√	84	62%	74	100%	√
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	90	10%	6	98%	√	90	3%	47	98%	√
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	98	29%	47	99%	√	98	22%	84	99%	√

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PARCC Performance Distribution - Grade 06

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	190	743	743	748	10%	16%	28%	43%	4%	46%	52%
White	119	741	741	747	10%	16%	29%	42%	3%	45%	61%
African American	S	S	S	747	S	S	S	S	S	S	31%
Hispanic	23	745	745	745	9%	26%	9%	48%	9%	57%	37%
Asian	29	750	750	773	3%	10%	38%	45%	3%	48%	79%
American Indian	N	N	N	763	N	N	N	N	N	N	58%
Two or More Races	S	S	S	741	S	S	S	S	S	S	60%
Students with Disability	S	S	S	715	S	S	S	S	S	S	15%
English Language Learners	N	N	N	736	N	N	N	N	N	N	10%
Economically Disadvantaged Students	35	728	728	746	14%	23%	37%	26%	N	26%	33%
PARCC MATH											
Schoolwide	190	744	744	738	7%	17%	32%	40%	5%	45%	43%
White	119	744	744	744	5%	19%	35%	38%	3%	41%	53%
African American	S	S	S	734	S	S	S	S	S	S	20%
Hispanic	23	740	740	736	4%	22%	30%	44%	N	44%	26%
Asian	29	753	753	768	7%	10%	24%	41%	17%	59%	76%
American Indian	N	N	N	753	N	N	N	N	N	N	50%
Two or More Races	S	S	S	729	S	S	S	S	S	S	49%
Students with Disability	S	S	S	711	S	S	S	S	S	S	13%
English Language Learners	N	N	N	724	N	N	N	N	N	N	12%
Economically Disadvantaged Students	35	729	729	734	11%	43%	23%	23%	N	23%	23%

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

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PARCC Performance Distribution - Grade 07

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	193	748	748	750	7%	11%	30%	40%	11%	52%	56%
White	133	743	743	753	10%	14%	27%	41%	8%	50%	65%
African American	S	S	S	745	S	S	S	S	S	S	35%
Hispanic	21	752	752	745	5%	10%	33%	43%	10%	52%	41%
Asian	27	770	770	773	N	N	30%	41%	30%	70%	84%
American Indian	N	N	N	773	N	N	N	N	N	N	54%
Two or More Races	S	S	S	740	S	S	S	S	S	S	63%
Students with Disability	S	S	S	714	S	S	S	S	S	S	16%
English Language Learners	N	N	N	705	N	N	N	N	N	N	10%
Economically Disadvantaged Students	33	731	731	741	24%	9%	33%	27%	6%	33%	37%
PARCC MATH											
Schoolwide	193	747	747	739	3%	14%	43%	33%	8%	42%	39%
White	133	744	744	742	4%	14%	46%	32%	5%	36%	47%
African American	S	S	S	735	S	S	S	S	S	S	19%
Hispanic	21	748	748	735	N	10%	43%	48%	N	48%	23%
Asian	27	766	766	760	N	11%	19%	37%	33%	70%	72%
American Indian	N	N	N	747	N	N	N	N	N	N	30%
Two or More Races	S	S	S	735	S	S	S	S	S	S	44%
Students with Disability	S	S	S	711	S	S	S	S	S	S	9%
English Language Learners	N	N	N	714	N	N	N	N	N	N	10%
Economically Disadvantaged Students	33	738	738	733	6%	24%	39%	30%	N	30%	21%

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

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PARCC Performance Distribution - Grade 08

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	185	738	738	749	16%	16%	32%	29%	7%	36%	55%
White	117	737	737	752	15%	19%	33%	28%	6%	34%	63%
African American	S	S	S	740	S	S	S	S	S	S	34%
Hispanic	31	732	732	742	26%	7%	45%	16%	7%	23%	43%
Asian	22	756	756	781	9%	9%	14%	59%	9%	68%	82%
American Indian	N	N	N	718	N	N	N	N	N	N	52%
Two or More Races	S	S	S	758	S	S	S	S	S	S	59%
Students with Disability	S	S	S	712	S	S	S	S	S	S	16%
English Language Learners	N	N	N	705	N	N	N	N	N	N	9%
Economically Disadvantaged Students	28	723	723	740	29%	25%	21%	21%	4%	25%	38%
**PARCC MATH											
Schoolwide	153	728	728	719	18%	26%	32%	24%	N	24%	26%
White	98	726	726	725	19%	28%	33%	20%	N	20%	32%
African American	S	S	S	713	S	S	S	S	S	S	14%
Hispanic	30	725	725	715	20%	30%	27%	23%	N	23%	20%
Asian	S	S	S	739	S	S	S	S	S	S	49%
American Indian	N	N	N	N	N	N	N	N	N	N	N
Two or More Races	S	S	S	723	S	S	S	S	S	S	26%
Students with Disability	S	S	S	697	S	S	S	S	S	S	8%
English Language Learners	N	N	N	697	N	N	N	N	N	N	9%
Economically Disadvantaged Students	26	720	720	714	19%	42%	23%	15%	N	15%	18%

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

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

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## PARCC ELA Performance Distribution - Grade 09

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	N	N	N	746	N	N	N	N	N	N	49%
White	N	N	N	754	N	N	N	N	N	N	58%
African American	N	N	N	729	N	N	N	N	N	N	30%
Hispanic	N	N	N	730	N	N	N	N	N	N	34%
Asian	N	N	N	774	N	N	N	N	N	N	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	N	N	N	748	N	N	N	N	N	N	53%
Students with Disability	N	N	N	713	N	N	N	N	N	N	12%
English Language Learners	N	N	N	693	N	N	N	N	N	N	4%
Economically Disadvantaged Students	N	N	N	729	N	N	N	N	N	N	31%

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



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PARCC ELA Performance Distribution - Grade 10

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	N	N	N	740	N	N	N	N	N	N	44%
White	N	N	N	747	N	N	N	N	N	N	50%
African American	N	N	N	722	N	N	N	N	N	N	28%
Hispanic	N	N	N	726	N	N	N	N	N	N	33%
Asian	N	N	N	767	N	N	N	N	N	N	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	N	N	N	741	N	N	N	N	N	N	45%
Students with Disability	N	N	N	702	N	N	N	N	N	N	11%
English Language Learners	N	N	N	685	N	N	N	N	N	N	4%
Economically Disadvantaged Students	N	N	N	723	N	N	N	N	N	N	30%

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

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\*\*PARCC ELA Performance Distribution - Grade 11

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	N	N	N	736	N	N	N	N	N	N	40%
White	N	N	N	739	N	N	N	N	N	N	42%
African American	N	N	N	728	N	N	N	N	N	N	30%
Hispanic	N	N	N	732	N	N	N	N	N	N	37%
Asian	N	N	N	753	N	N	N	N	N	N	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	N	N	N	736	N	N	N	N	N	N	39%
Students with Disability	N	N	N	710	N	N	N	N	N	N	13%
English Language Learners	N	N	N	702	N	N	N	N	N	N	8%
Economically Disadvantaged Students	N	N	N	730	N	N	N	N	N	N	33%

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

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

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

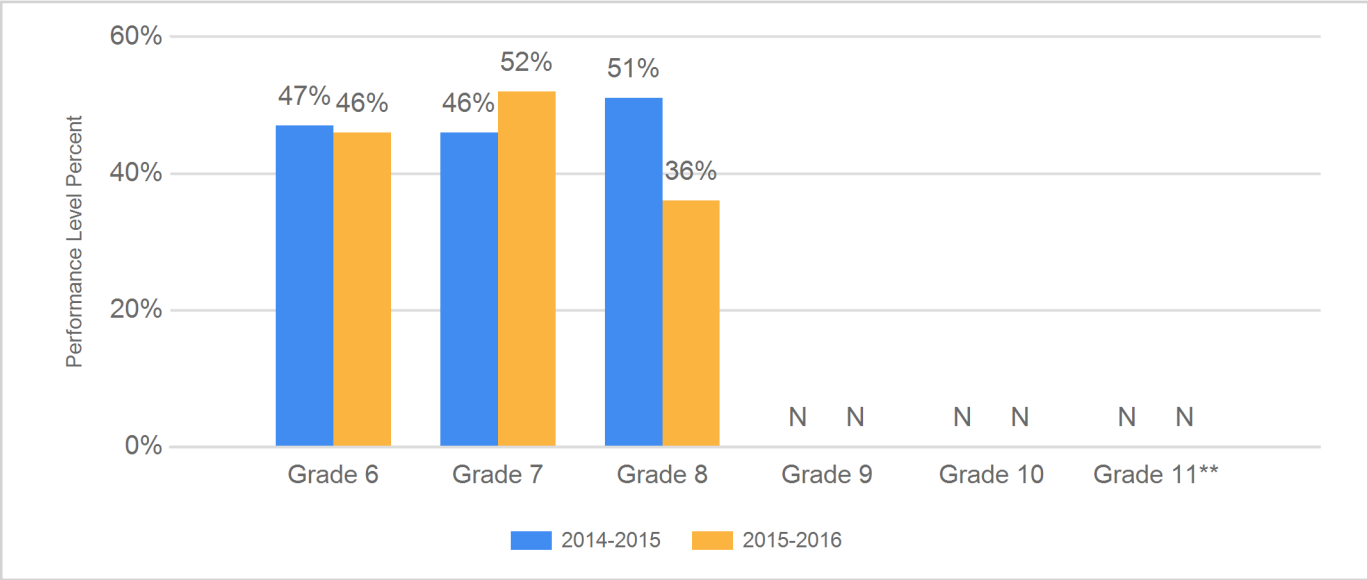


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PARCC ELA Performance Trends

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



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

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PARCC Performance Distribution - Algebra I

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	32	758	721	727	N	N	31%	66%	3%	69%	41%
White	19	757	723	734	N	N	32%	68%	N	68%	51%
African American	S	S	710	717	S	S	S	S	S	S	20%
Hispanic	S	S	716	720	S	S	S	S	S	S	25%
Asian	S	S	735	746	S	S	S	S	S	S	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	N	N	N	727	N	N	N	N	N	N	47%
Students with Disability	N	N	N	708	N	N	N	N	N	N	10%
English Language Learners	N	N	N	707	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	717	719	S	S	S	S	S	S	23%

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

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## PARCC Performance Distribution - Geometry

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	N	N	N	730	N	N	N	N	N	N	27%
White	N	N	N	736	N	N	N	N	N	N	34%
African American	N	N	N	717	N	N	N	N	N	N	9%
Hispanic	N	N	N	720	N	N	N	N	N	N	13%
Asian	N	N	N	750	N	N	N	N	N	N	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	N	N	N	730	N	N	N	N	N	N	29%
Students with Disability	N	N	N	709	N	N	N	N	N	N	5%
English Language Learners	N	N	N	710	N	N	N	N	N	N	6%
Economically Disadvantaged Students	N	N	N	719	N	N	N	N	N	N	12%

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



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## PARCC Performance Distribution - Algebra II

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	N	N	N	722	N	N	N	N	N	N	27%
White	N	N	N	728	N	N	N	N	N	N	31%
African American	N	N	N	700	N	N	N	N	N	N	8%
Hispanic	N	N	N	707	N	N	N	N	N	N	12%
Asian	N	N	N	754	N	N	N	N	N	N	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	N	N	N	727	N	N	N	N	N	N	34%
Students with Disability	N	N	N	690	N	N	N	N	N	N	5%
English Language Learners	N	N	N	692	N	N	N	N	N	N	7%
Economically Disadvantaged Students	N	N	N	705	N	N	N	N	N	N	11%

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

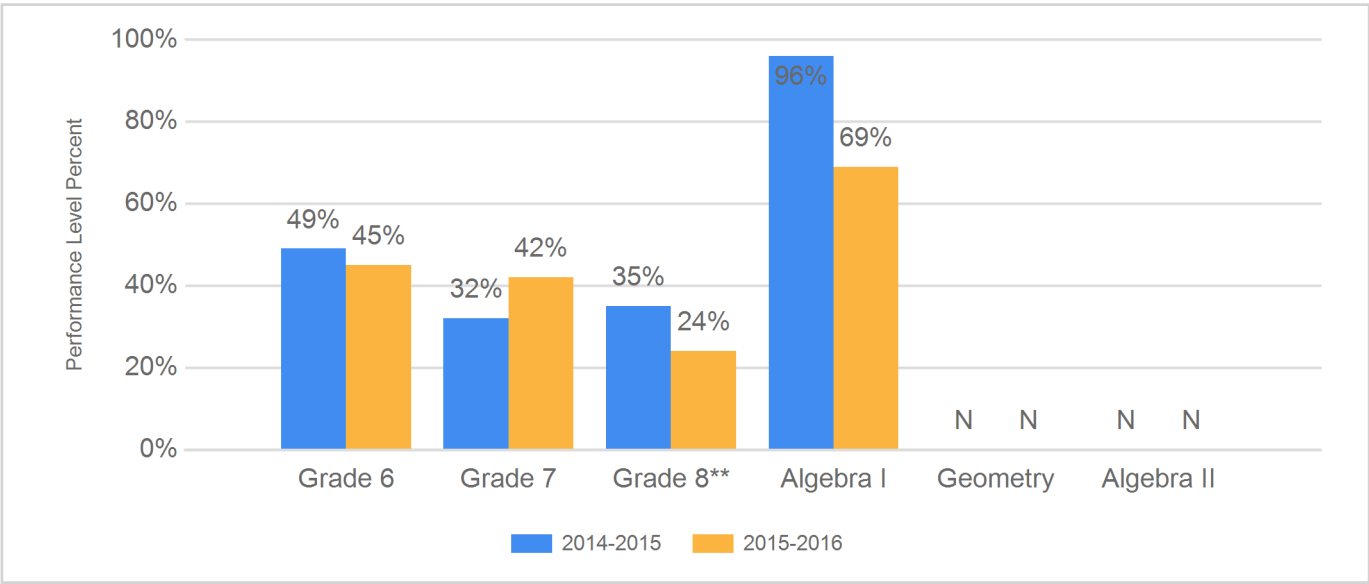


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PARCC Math Performance Trends

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



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

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

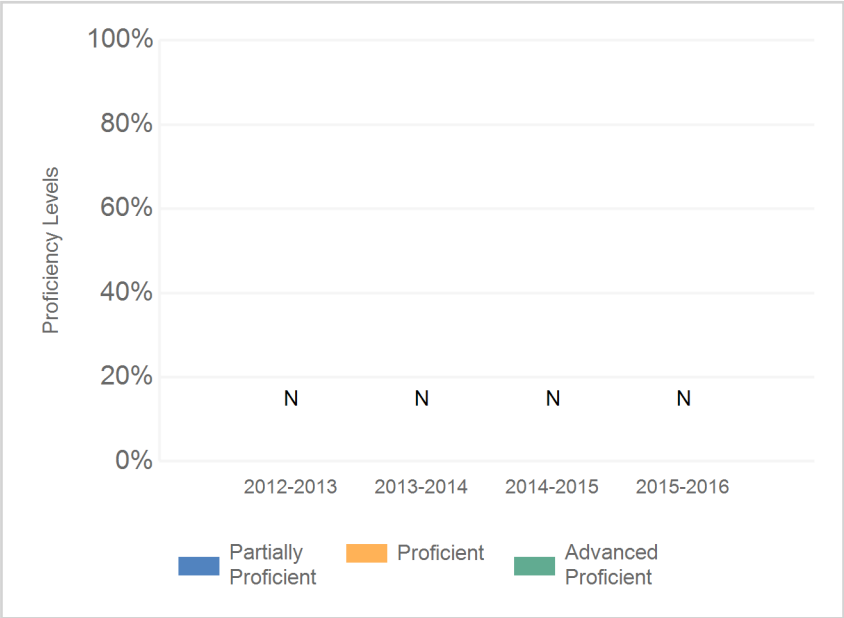
Proficiency Outcomes - Biology

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	N	N	N
White	N	N	N
African American	N	N	N
Hispanic	N	N	N
American Indian	N	N	N
Asian	N	N	N
Two or More Races	N	N	N
Students with Disability	N	N	N
English Language Learners	N	N	N
Economically Disadvantaged Students	N	N	N

Proficiency Trends - Biology

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



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

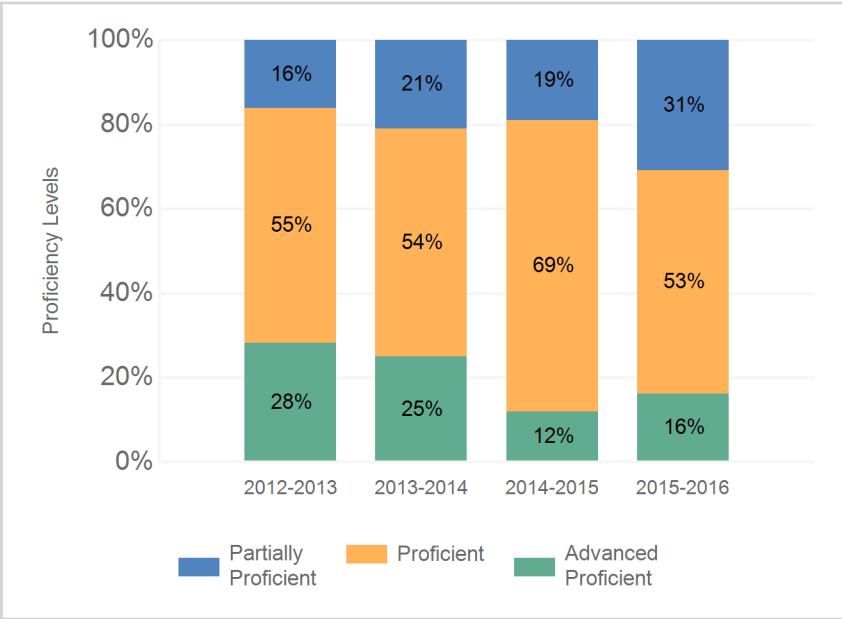
NJASK Results Science - Grade Level 08

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	16%	53%	31%
White	17%	52%	31%
African American	13%	60%	27%
Hispanic	7%	52%	42%
American Indian	N	N	N
Asian	29%	57%	14%
Two or More Races	N	N	N
Students with Disability	N	14%	86%
English Language Learners	S	S	S
Economically Disadvantaged Students	7%	41%	52%

NJASK Proficiency Trends Science - Grade Level 08

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



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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

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

Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	33	S	49
Student Growth on Math	41	S	44

Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	5%	1%
Partially Met (L2)	7%	3%	3%
Approached (L3)	17%	9%	6%
Met (L4)	22%	11%	5%
Exceeded (L5)	5%	2%	1%

Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	1%	0%
Partially Met (L2)	6%	6%	3%
Approached (L3)	13%	11%	8%
Met (L4)	20%	13%	9%
Exceeded (L5)	4%	3%	2%

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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

PSAT/SAT/ACT Participation

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

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	0.0%	95.5%
Percent of Students Participating in SAT	0.0%	58.0%
Percent of Students Participating in ACT	0.0%	27.6%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
<b>PSAT</b>	801	950
<b>SAT</b>	-	-
Reading and Writing	N	537
Math	N	538
<b>ACT</b>	-	-
Reading	N	23
English	N	22
Math	N	23
Science	N	22

PSAT/SAT/ACT Benchmarks

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

2015-16	Benchmark	Schoolwide	Statewide
<b>PSAT</b>	N	N	N
<b>SAT</b>	-	-	-
Reading and Writing	N	N	71%
Math	N	N	53%
<b>ACT</b>	-	-	-
Reading	N	N	58%
English	N	N	74%
Math	N	N	61%
Science	N	N	49%

PSAT/SAT/ACT Performance by Percentile

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

2015-16	75 Percentile	50 Percentile	25 Percentile
<b>PSAT</b>	880	780	710
<b>SAT</b>	-	-	-
Reading and Writing	N	N	N
Math	N	N	N
<b>ACT</b>	-	-	-
Reading	N	N	N
English	N	N	N
Math	N	N	N
Science	N	N	N

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AP/ IB Test Performance

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
N	N	N

Advanced Course Work Participation

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

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

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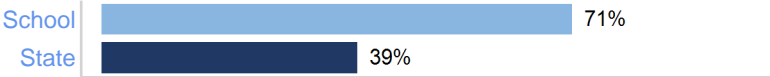
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Visual and Performing Arts

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

MUSIC



DRAMA



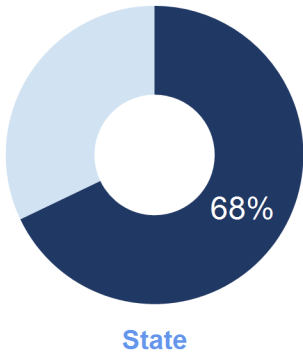
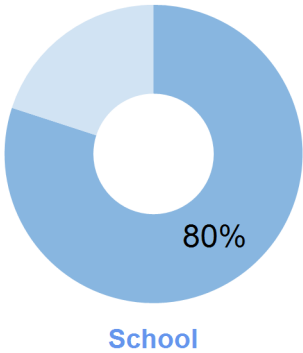
DANCE



VISUAL ARTS

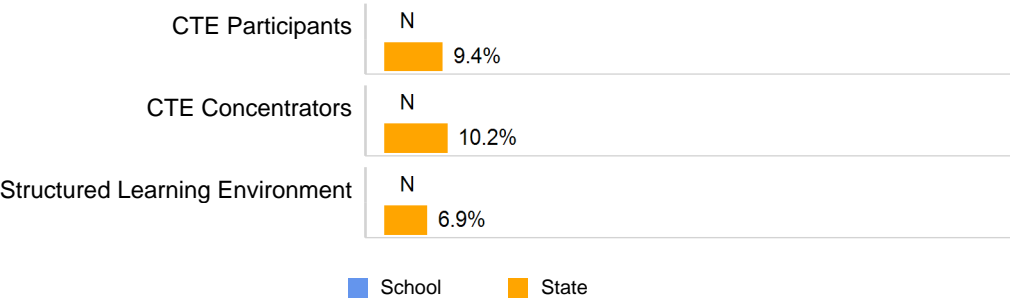


Any Visual and Performing Arts



Career and Technical Education Participation

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





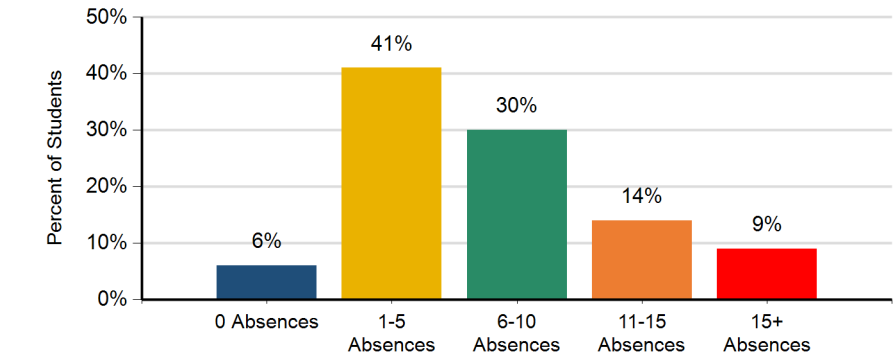
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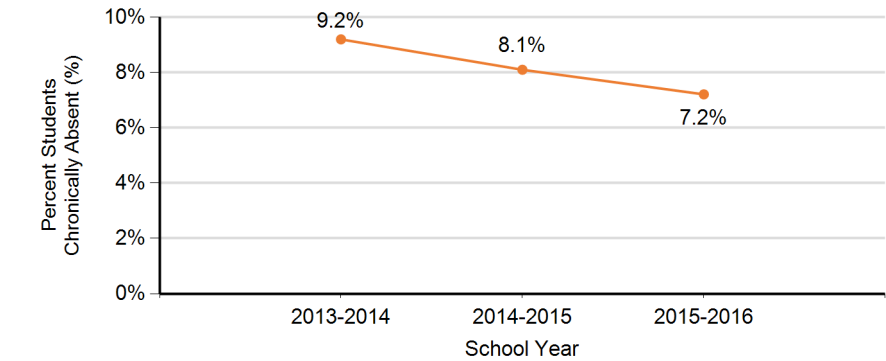
### Absenteeism

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



### Chronic Absenteeism Trend

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



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### Graduation Rate by Subgroup

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

	School Rate	Statewide Percentile	State Target
Schoolwide	N	N	N
White	N	N	
African American	N	N	
Hispanic	N	N	
American Indian	N	N	
Asian	N	N	
Native Hawaiian	N	N	
Two or More Races	N	N	
Students with Disability	N	N	
English Language Learners	N	N	
Economically Disadvantaged Students	N	N	

### Dropout Rate by Subgroup

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

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



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Extended Year Graduation Rate

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

Class of	4-Year Rate	5-Year Rate
2013	N	N
2014	N	N
2015	N	N
2016	N	

Postsecondary Enrollment Rates

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

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	N	N	N
White	N	N	N
African American	N	N	N
Hispanic	N	N	N
American Indian	N	N	N
Asian	N	N	N
Native Hawaiian	N	N	N
Two or More Races	N	N	N
Students with Disability	N	N	N
English Language Learners	N	N	N
Economically Disadvantaged Students	N	N	N

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### Length of School Day

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

	School
2015-16	6 Hrs. 50 Mins.

### Instructional Time

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

2015-16	School
Full Time	5 Hrs. 46 Mins.
Shared Time	2 Hrs. 53 Mins.

### Student to Staff Ratio

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

2015-16	School
Faculty	9:1
Administrator	204:1

### Student Suspension Rate

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

	School
2015-16	11.3%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	97%

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## 2015-2016 School Performance Reports

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

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

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

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

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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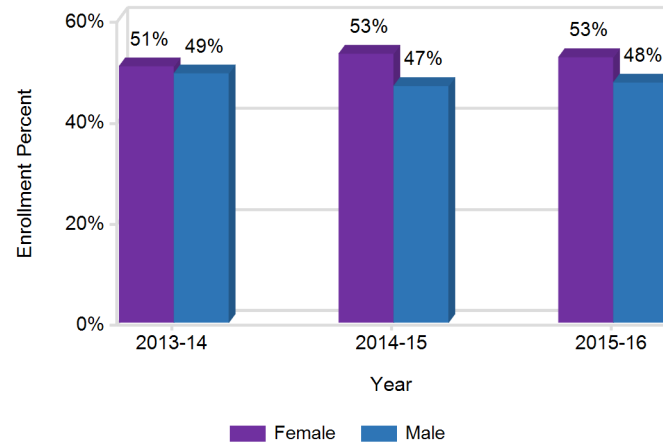
## Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade KG	28	23	20
Grade 01	35	39	36
Grade 02	46	36	38
Grade 03	41	47	37
Grade 04	40	38	46
Grade 05	35	48	39
UG	0	0	3
<b>Total</b>	<b>225</b>	<b>231</b>	<b>219</b>

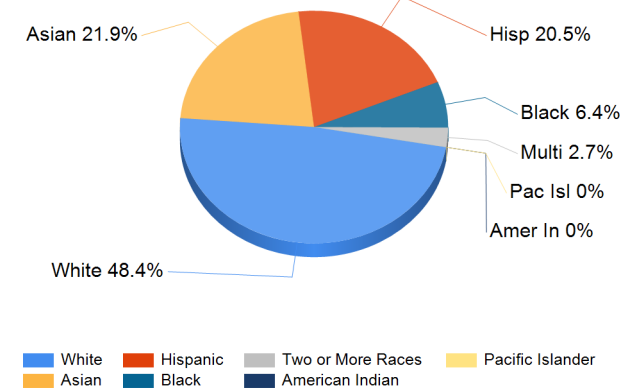
## Enrollment by Gender

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



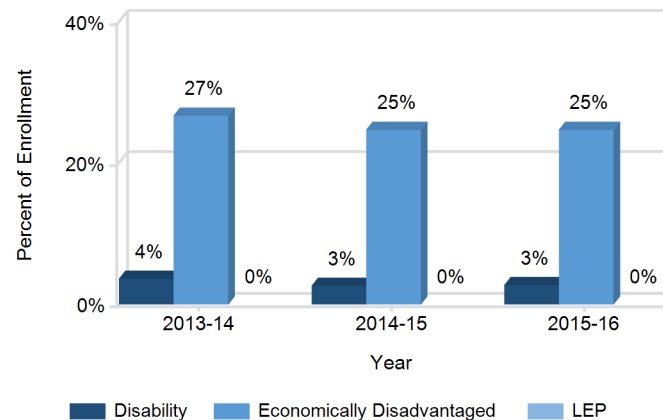
## Enrollment by Ethnic/ Racial Subgroup

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



## Enrollment Trends by Special Population

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



## Language Diversity

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

2015-2016	Percent
English	71.7%
Spanish	6.8%
Urdu	3.7%
Gujarati	3.2%
Polish	3.2%
Other	11.9%

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



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

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

## Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	51%	75	46
Mathematics Met or Exceeded Expectations	50%	45	53

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	116	51%	46	99%	✓	116	50%	53	99%	✓
White	58	48%	27	98%	✓	58	40%	22	98%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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Grade Span KH-05

23-5850-140  
MIDDLESEX  
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## PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	39	746	745	746	8%	15%	36%	36%	5%	41%	48%
White	15	743	743	756	7%	27%	20%	47%	N	47%	58%
African American	S	S	S	727	S	S	S	S	S	S	30%
Hispanic	11	731	728	730	18%	9%	46%	27%	N	27%	31%
Asian	S	S	762	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	743	753	S	S	S	S	S	S	55%
Students with Disability	S	S	705	718	S	S	S	S	S	S	22%
English Language Learners	S	S	714	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	S	S	726	727	S	S	S	S	S	S	28%
PARCC MATH											
<b>Schoolwide</b>	39	744	752	749	10%	13%	44%	23%	10%	33%	52%
White	15	734	747	757	13%	7%	67%	13%	N	13%	63%
African American	S	S	734	730	S	S	S	S	S	S	31%
Hispanic	11	729	733	736	18%	27%	27%	27%	N	27%	35%
Asian	S	S	772	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	747	754	S	S	S	S	S	S	57%
Students with Disability	S	S	716	727	S	S	S	S	S	S	28%
English Language Learners	S	S	730	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	S	S	734	732	S	S	S	S	S	S	32%

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



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## PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	46	748	747	750	4%	17%	22%	48%	9%	57%	54%
White	27	743	746	759	7%	15%	30%	41%	7%	48%	64%
African American	S	S	738	733	S	S	S	S	S	S	33%
Hispanic	S	S	738	737	S	S	S	S	S	S	37%
Asian	S	S	758	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	740	756	S	S	S	S	S	S	62%
Students with Disability	S	S	713	723	S	S	S	S	S	S	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	18	736	735	734	11%	22%	22%	44%	N	44%	33%
PARCC MATH											
<b>Schoolwide</b>	46	747	750	745	2%	20%	33%	44%	2%	46%	47%
White	27	743	747	752	N	22%	41%	37%	N	37%	57%
African American	S	S	732	727	S	S	S	S	S	S	24%
Hispanic	S	S	737	733	S	S	S	S	S	S	30%
Asian	S	S	767	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	744	750	S	S	S	S	S	S	54%
Students with Disability	S	S	723	724	S	S	S	S	S	S	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	18	735	736	730	6%	33%	33%	28%	N	28%	27%

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



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## PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	39	755	745	751	N	10%	31%	54%	5%	59%	53%
White	17	752	744	758	N	6%	41%	47%	6%	53%	64%
African American	S	S	728	733	S	S	S	S	S	S	32%
Hispanic	11	756	735	738	N	N	36%	64%	N	64%	37%
Asian	S	S	759	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	731	759	S	S	S	S	S	S	63%
Students with Disability	N	N	N	723	N	N	N	N	N	N	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	11	753	734	735	N	18%	27%	46%	9%	55%	33%
PARCC MATH											
<b>Schoolwide</b>	39	760	750	747	N	5%	23%	59%	13%	72%	47%
White	17	759	748	753	N	6%	29%	47%	18%	65%	57%
African American	S	S	730	728	S	S	S	S	S	S	24%
Hispanic	11	758	739	735	N	9%	18%	73%	N	73%	31%
Asian	S	S	768	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	736	754	S	S	S	S	S	S	56%
Students with Disability	N	N	N	725	N	N	N	N	N	N	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	11	757	740	732	N	N	36%	55%	9%	64%	28%

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



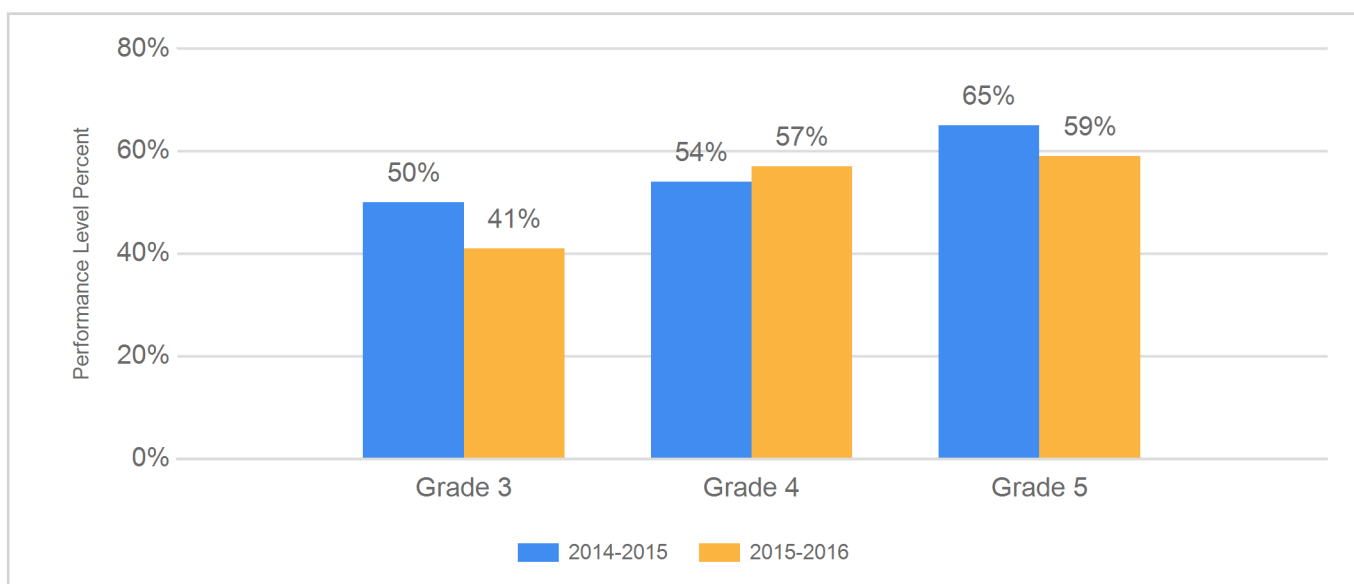
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### PARCC ELA Performance Trends

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





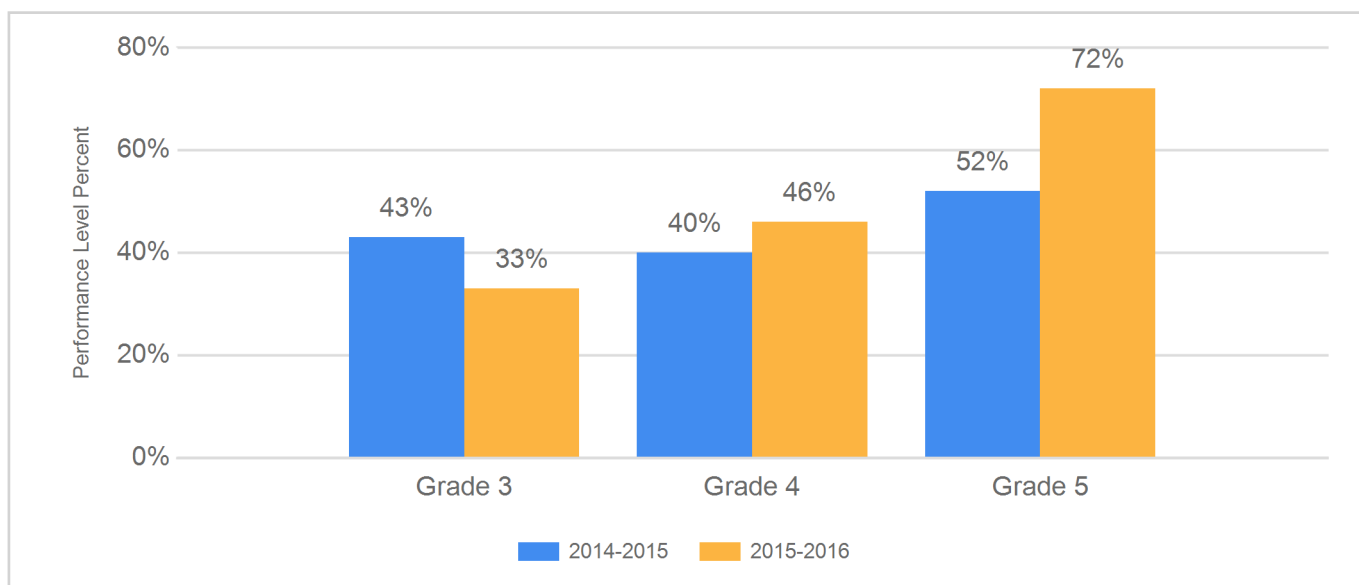
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## PARCC Math Performance Trends

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





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

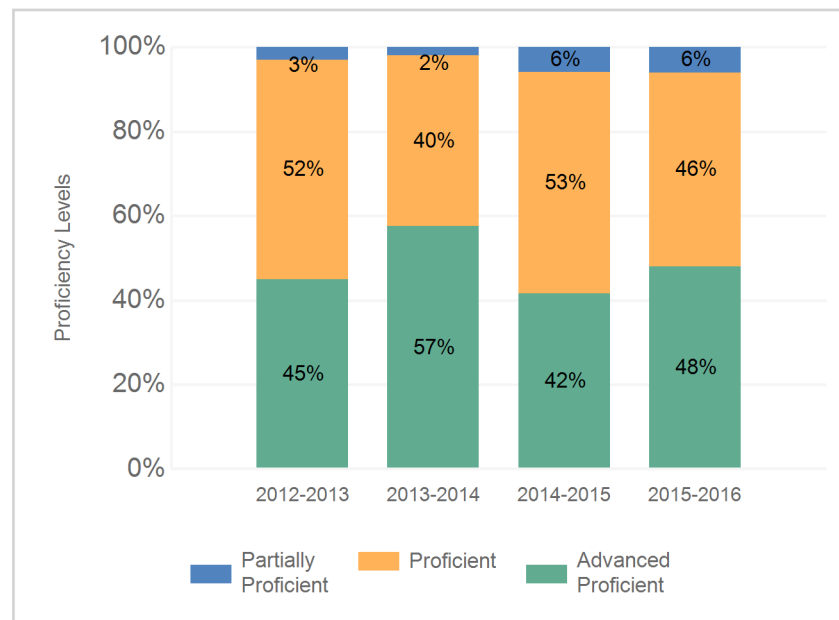
### NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	48%	46%	6%
White	46%	50%	4%
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	35%	55%	10%

### NJASK Proficiency Trends Science - Grade Level 04

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





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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



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

### Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	40	37	50
Student Growth on Math	58	47	50

### Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	3%	3%
Partially Met (L2)	1%	8%	1%
Approached (L3)	17%	10%	3%
Met (L4)	20%	13%	14%
Exceeded (L5)	1%	1%	1%

### Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	3%
Partially Met (L2)	3%	7%	8%
Approached (L3)	7%	13%	17%
Met (L4)	11%	14%	13%
Exceeded (L5)	0%	1%	3%



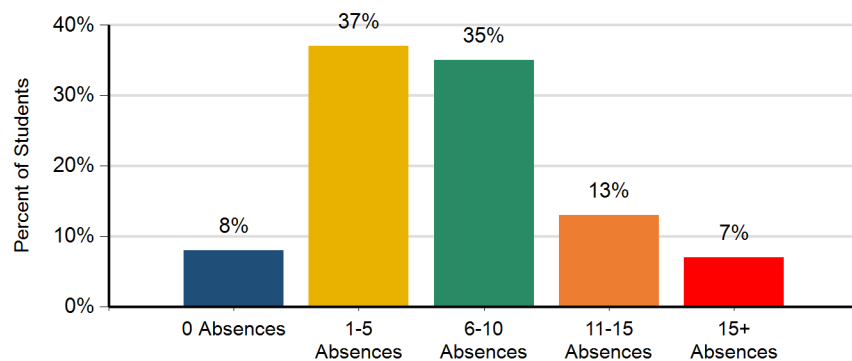
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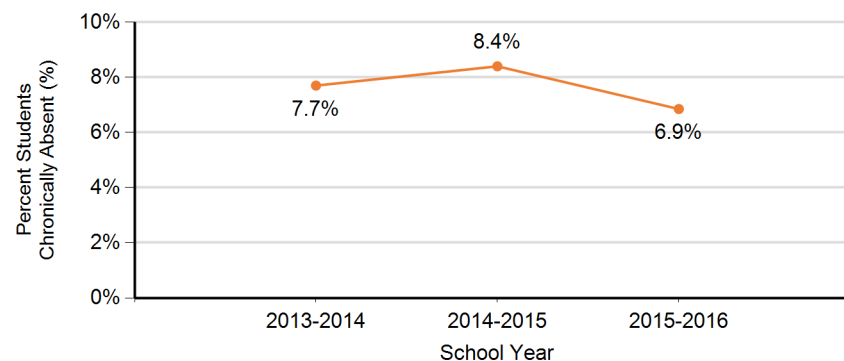
## Absenteeism

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



## Chronic Absenteeism Trend

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





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### Length of School Day

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

	School
2015-16	6 Hrs. 30 Mins.

### Instructional Time

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

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

### Student to Staff Ratio

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

2015-16	School
Faculty	14:1
Administrator	219:1

### Student Suspension Rate

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

	School
2015-16	0.5%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	95%



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## 2015-2016 School Performance Reports

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

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

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

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



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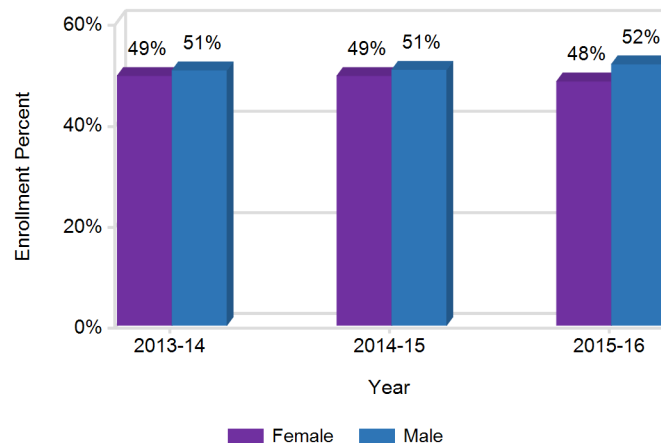
## Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 06	208	223	219
Grade 07	231	213	229
Grade 08	228	243	221
UG	26	23	23
Total	693	702	692

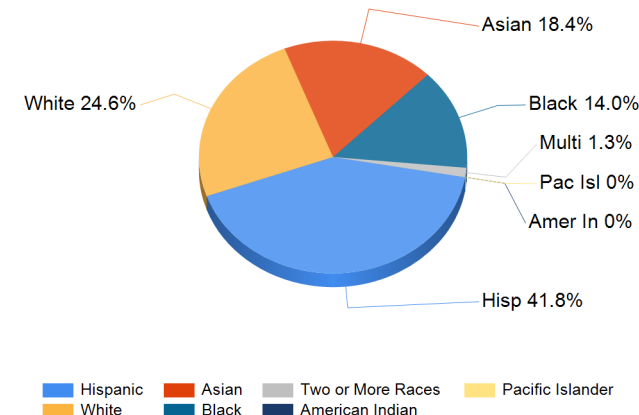
## Enrollment by Gender

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



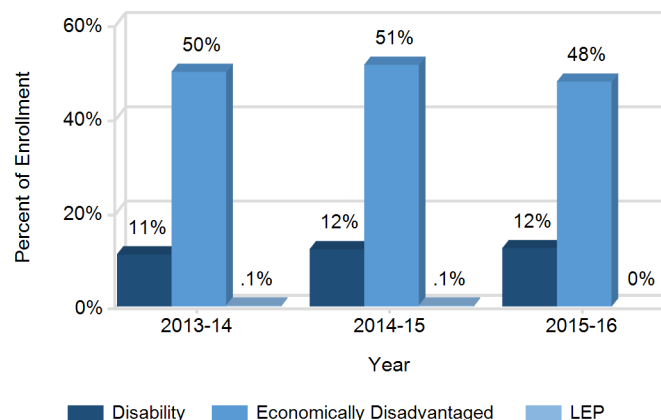
## Enrollment by Ethnic/ Racial Subgroup

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



## Enrollment Trends by Special Population

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



## Language Diversity

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

2015-2016	Percent
English	57.4%
Spanish	23.0%
Urdu	4.2%
Hindi	2.3%
Tagalog	1.7%
Other	10.9%

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



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

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

## Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	39%	30	22
Mathematics Met or Exceeded Expectations	30%	10	19

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	625	39%	22	96%	✓	625	30%	19	96%	✓
White	156	44%	18	92%	✗	157	32%	13	93%	✗
African American	84	37%	44	98%	✓	84	20%	31	98%	✓
Hispanic	259	23%	13	97%	✓	258	17%	13	97%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	120	70%	36	100%	✓	120	63%	26	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	81	7%	16	93%	✗	81	6%	18	94%	✗
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	302	29%	28	97%	✓	302	21%	21	97%	✓



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FORDS, NJ 08863

## PARCC Performance Distribution - Grade 06

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	213	737	741	750	14%	22%	24%	36%	4%	40%	52%
White	53	741	739	756	11%	21%	23%	38%	8%	45%	61%
African American	S	S	734	732	S	S	S	S	S	S	31%
Hispanic	82	726	731	738	18%	29%	31%	22%	N	22%	37%
Asian	44	756	755	772	5%	14%	14%	57%	11%	68%	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	729	755	S	S	S	S	S	S	60%
Students with Disability	25	710	708	719	44%	40%	4%	8%	4%	12%	15%
English Language Learners	N	N	N	709	N	N	N	N	N	N	10%
Economically Disadvantaged Students	96	729	731	735	19%	26%	26%	27%	2%	29%	33%
PARCC MATH											
<b>Schoolwide</b>	213	737	740	743	11%	23%	32%	30%	5%	35%	43%
White	53	740	737	750	6%	26%	25%	42%	2%	43%	53%
African American	S	S	726	724	S	S	S	S	S	S	20%
Hispanic	82	726	730	730	18%	24%	38%	18%	1%	20%	26%
Asian	44	760	758	768	2%	14%	18%	46%	21%	66%	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	721	748	S	S	S	S	S	S	49%
Students with Disability	S	S	708	717	S	S	S	S	S	S	13%
English Language Learners	N	N	N	713	N	N	N	N	N	N	12%
Economically Disadvantaged Students	96	727	729	728	15%	27%	38%	20%	1%	21%	23%

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



State of New Jersey  
2015-2016

Grade Span 06-08

23-5850-070  
MIDDLESEX  
WOODBIDGE TWP  
FORDS MIDDLE SCHOOL  
FANNING STREET  
FORDS, NJ 08863

## PARCC Performance Distribution - Grade 07

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	235	739	744	753	10%	22%	30%	31%	7%	38%	56%
White	56	738	740	760	13%	16%	29%	38%	5%	43%	65%
African American	S	S	731	733	S	S	S	S	S	S	35%
Hispanic	98	731	730	739	10%	29%	37%	22%	2%	25%	41%
Asian	42	761	764	781	5%	10%	17%	43%	26%	69%	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	747	759	S	S	S	S	S	S	63%
Students with Disability	S	S	702	716	S	S	S	S	S	S	16%
English Language Learners	N	N	N	703	N	N	N	N	N	N	10%
Economically Disadvantaged Students	114	732	732	735	13%	25%	33%	24%	5%	29%	37%
PARCC MATH											
<b>Schoolwide</b>	235	733	740	740	9%	25%	41%	24%	1%	25%	39%
White	56	732	737	747	7%	32%	36%	25%	N	25%	47%
African American	S	S	728	724	S	S	S	S	S	S	19%
Hispanic	98	725	724	729	14%	26%	48%	12%	N	12%	23%
Asian	42	756	761	763	N	10%	29%	55%	7%	62%	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	738	744	S	S	S	S	S	S	44%
Students with Disability	S	S	706	713	S	S	S	S	S	S	9%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	114	727	730	727	13%	24%	47%	17%	N	17%	21%

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



State of New Jersey  
2015-2016

Grade Span 06-08

23-5850-070  
MIDDLESEX  
WOODBIDGE TWP  
FORDS MIDDLE SCHOOL  
FANNING STREET  
FORDS, NJ 08863

## PARCC Performance Distribution - Grade 08

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	226	734	742	753	20%	24%	20%	28%	7%	35%	55%
White	49	740	741	759	16%	14%	27%	37%	6%	43%	63%
African American	S	S	728	732	S	S	S	S	S	S	34%
Hispanic	100	721	725	740	28%	32%	20%	16%	4%	20%	43%
Asian	42	766	764	780	N	14%	17%	52%	17%	69%	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	S	S	733	756	S	S	S	S	S	S	59%
Students with Disability	S	S	699	715	S	S	S	S	S	S	16%
English Language Learners	N	N	N	701	N	N	N	N	N	N	9%
Economically Disadvantaged Students	123	720	726	736	30%	29%	17%	22%	2%	24%	38%
**PARCC MATH											
<b>Schoolwide</b>	174	712	723	726	35%	25%	29%	11%	N	11%	26%
White	36	717	723	732	19%	36%	33%	11%	N	11%	32%
African American	S	S	707	712	S	S	S	S	S	S	14%
Hispanic	S	S	713	721	S	S	S	S	S	S	20%
Asian	22	733	746	745	14%	14%	46%	27%	N	27%	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	S	S	735	726	S	S	S	S	S	S	26%
Students with Disability	S	S	698	704	S	S	S	S	S	S	8%
English Language Learners	N	N	N	704	N	N	N	N	N	N	9%
Economically Disadvantaged Students	105	706	716	718	46%	21%	23%	11%	N	11%	18%

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

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

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



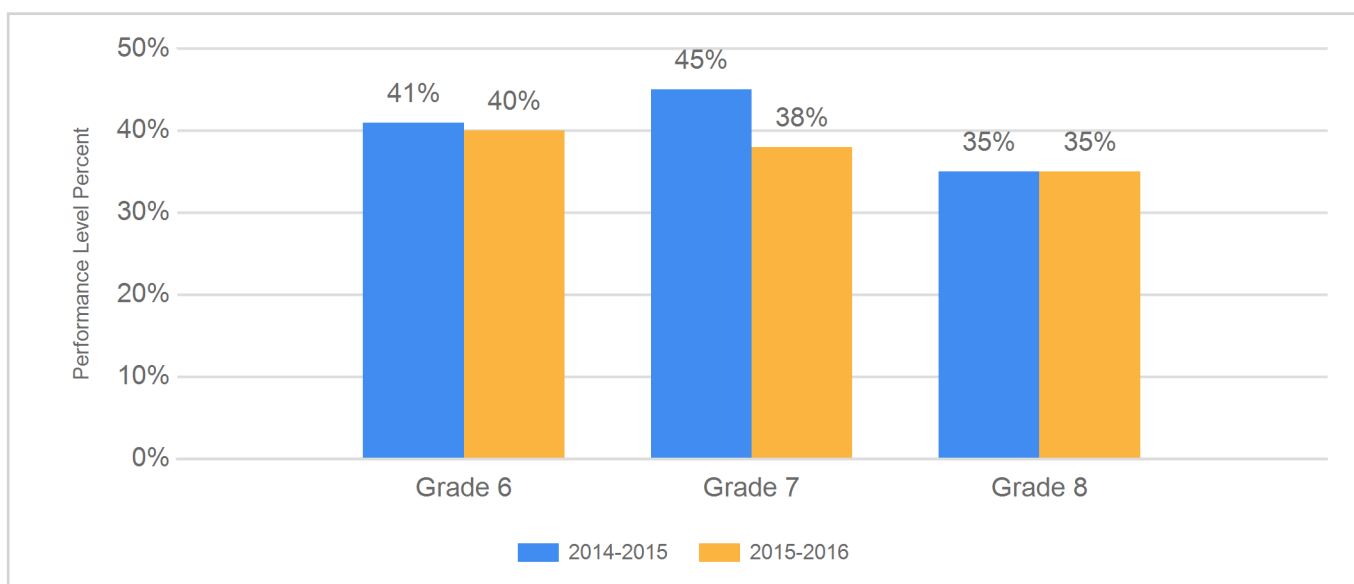
State of New Jersey  
2015-2016

Grade Span 06-08

23-5850-070  
MIDDLESEX  
WOODBIDGE TWP  
FORDS MIDDLE SCHOOL  
FANNING STREET  
FORDS, NJ 08863

### PARCC ELA Performance Trends

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





State of New Jersey  
2015-2016

Grade Span 06-08

23-5850-070  
MIDDLESEX  
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FORDS, NJ 08863

## PARCC Performance Distribution - Algebra I

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>40</b>	<b>762</b>	<b>789</b>	<b>769</b>	<b>N</b>	<b>N</b>	<b>23%</b>	<b>78%</b>	<b>N</b>	<b>78%</b>	<b>41%</b>
White	11	755	777	772	N	N	27%	73%	N	73%	51%
African American	S	S	778	748	S	S	S	S	S	S	20%
Hispanic	13	759	773	746	N	N	31%	69%	N	69%	25%
Asian	12	769	805	789	N	N	8%	92%	N	92%	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	S	S	769	776	S	S	S	S	S	S	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	15	759	770	746	N	N	27%	73%	N	73%	23%

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



State of New Jersey  
2015-2016

Grade Span 06-08

23-5850-070  
MIDDLESEX  
WOODBIDGE TWP  
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FANNING STREET  
FORDS, NJ 08863

## PARCC Performance Distribution - Algebra II

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>12</b>	<b>760</b>	<b>760</b>	<b>789</b>	<b>N</b>	<b>N</b>	<b>33%</b>	<b>67%</b>	<b>N</b>	<b>67%</b>	<b>27%</b>
White	S	S	S	776	S	S	S	S	S	S	31%
African American	S	S	S	746	S	S	S	S	S	S	8%
Hispanic	N	N	N	782	N	N	N	N	N	N	12%
Asian	S	S	S	802	S	S	S	S	S	S	60%
American Indian	N	N	N	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	776	N	N	N	N	N	N	34%
Students with Disability	N	N	N	791	N	N	N	N	N	N	5%
English Language Learners	N	N	N	790	N	N	N	N	N	N	7%
Economically Disadvantaged Students	S	S	S	759	S	S	S	S	S	S	11%

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



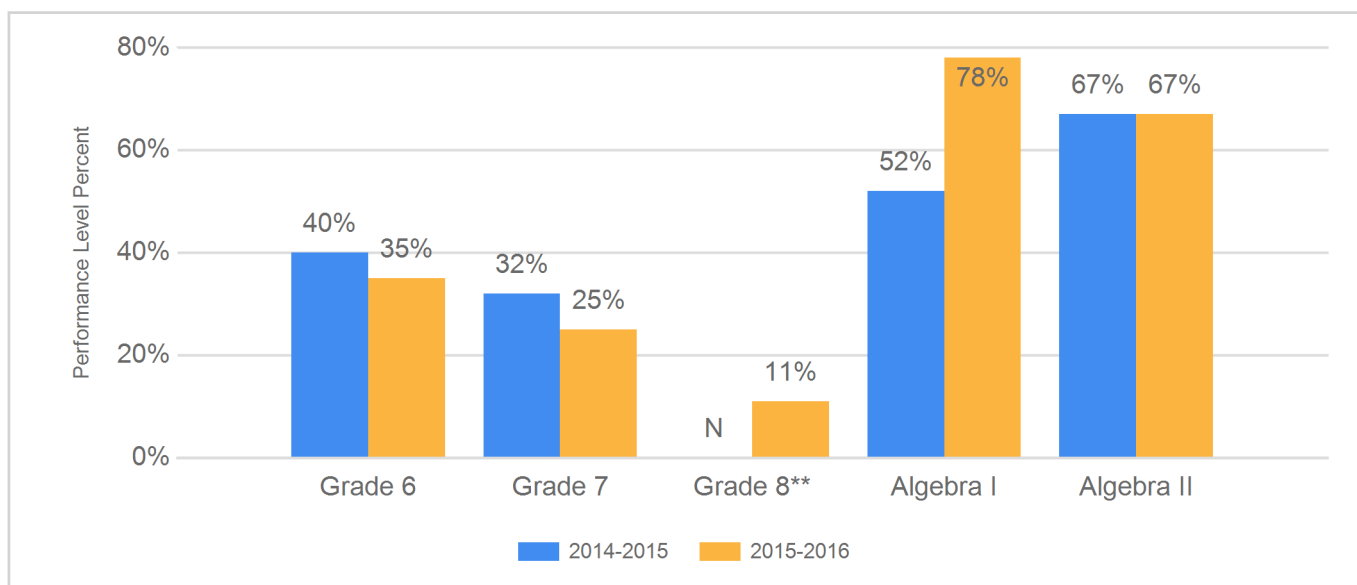
State of New Jersey  
2015-2016

Grade Span 06-08

23-5850-070  
MIDDLESEX  
WOODBIDGE TWP  
FORDS MIDDLE SCHOOL  
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## PARCC Math Performance Trends

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



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



State of New Jersey  
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MIDDLESEX

WOODBIDGE TWP

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FANNING STREET

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

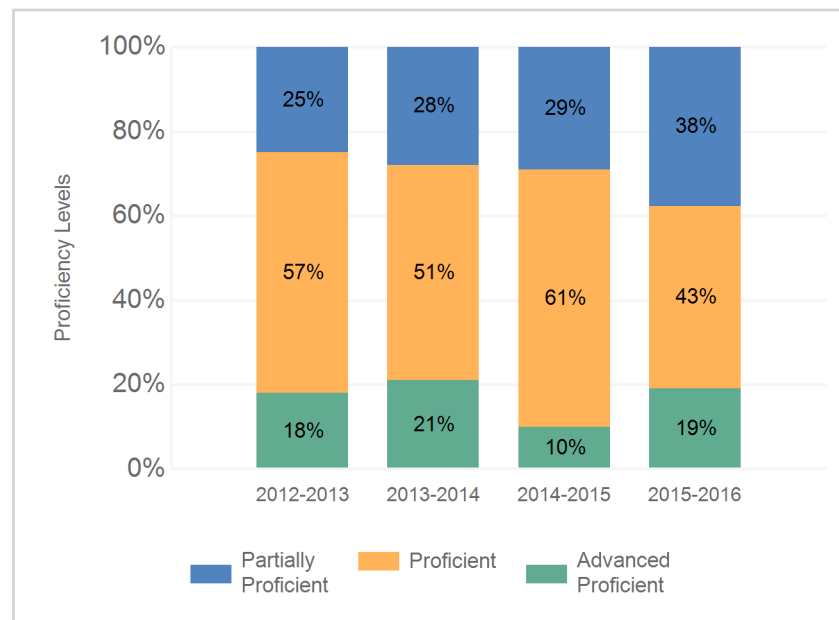
### NJASK Results Science - Grade Level 08

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	19%	43%	38%
White	28%	43%	30%
African American	14%	48%	38%
Hispanic	8%	38%	53%
American Indian	N	N	N
Asian	41%	50%	10%
Two or More Races	S	S	S
Students with Disability	3%	6%	91%
English Language Learners	S	S	S
Economically Disadvantaged Students	12%	39%	49%

### NJASK Proficiency Trends Science - Grade Level 08

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





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2015-2016

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FORDS, NJ 08863

## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



State of New Jersey  
2015-2016

Grade Span 06-08

23-5850-070  
MIDDLESEX  
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FORDS, NJ 08863

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

### Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	29	37	50
Student Growth on Math	33	47	50

### Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	6%	2%	1%
Partially Met (L2)	10%	7%	1%
Approached (L3)	20%	8%	4%
Met (L4)	17%	10%	7%
Exceeded (L5)	4%	2%	2%

### Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	3%	1%
Partially Met (L2)	10%	9%	5%
Approached (L3)	20%	11%	5%
Met (L4)	20%	12%	1%
Exceeded (L5)	2%	1%	1%



State of New Jersey  
2015-2016

Grade Span 06-08

23-5850-070  
MIDDLESEX  
WOODBRIIDGE TWP  
FORDS MIDDLE SCHOOL  
FANNING STREET  
FORDS, NJ 08863

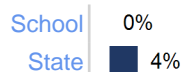
## Visual and Performing Arts

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

### MUSIC



### DRAMA



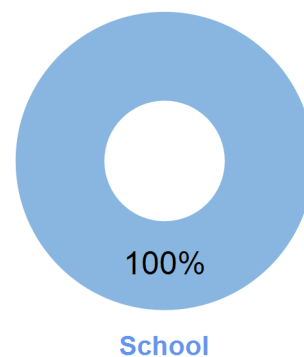
### DANCE



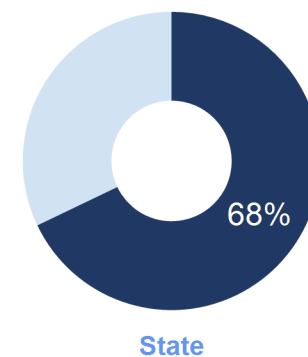
### VISUAL ARTS



### Any Visual and Performing Arts



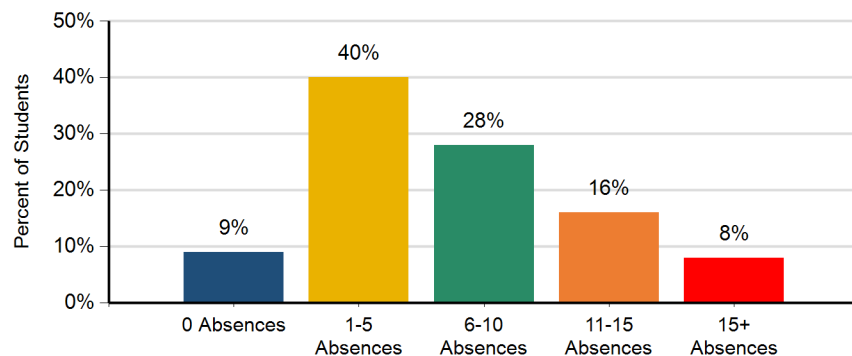
School



State

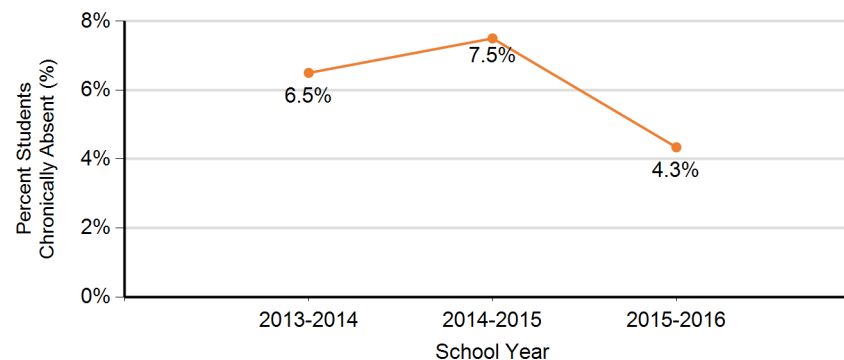
## Absenteeism

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



## Chronic Absenteeism Trend

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





State of New Jersey  
2015-2016

Grade Span 06-08

23-5850-070  
MIDDLESEX  
WOODBIDGE TWP  
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FANNING STREET  
FORDS, NJ 08863

### Length of School Day

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

	School
2015-16	6 Hrs. 50 Mins.

### Instructional Time

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

2015-16	School
Full Time	5 Hrs. 46 Mins.
Shared Time	2 Hrs. 53 Mins.

### Student to Staff Ratio

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

2015-16	School
Faculty	11:1
Administrator	346:1

### Student Suspension Rate

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

	School
2015-16	17.9%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	97%



State of New Jersey  
2015-2016

Grade Span KH-05

23-5850-160  
MIDDLESEX  
WOODBIDGE TWP  
INDIANA AVENUE ELEMENTARY SCHOOL  
INDIANA AVENUE  
ISELIN, NJ 08830

## 2015-2016 School Performance Reports

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

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

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

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

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



State of New Jersey  
2015-2016

Grade Span KH-05

23-5850-160

MIDDLESEX

WOODBIDGE TWP

INDIANA AVENUE ELEMENTARY SCHOOL

INDIANA AVENUE

ISELIN, NJ 08830

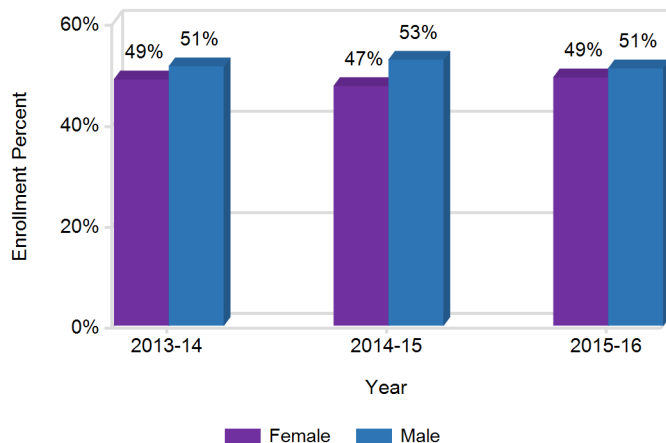
## Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade KG	84	82	82
Grade 01	89	108	99
Grade 02	73	90	102
Grade 03	81	79	91
Grade 04	70	77	67
Grade 05	94	75	75
UG	51	42	50
Total	542	553	566

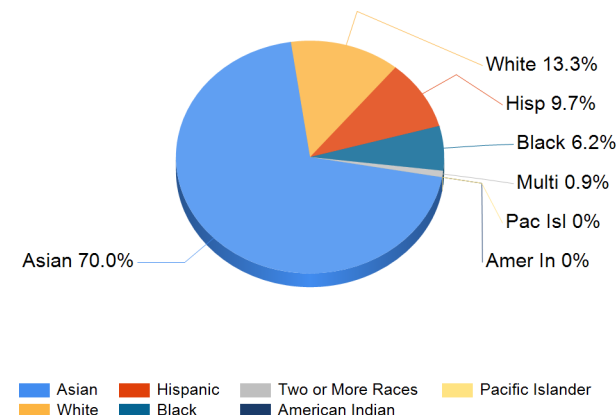
## Enrollment by Gender

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



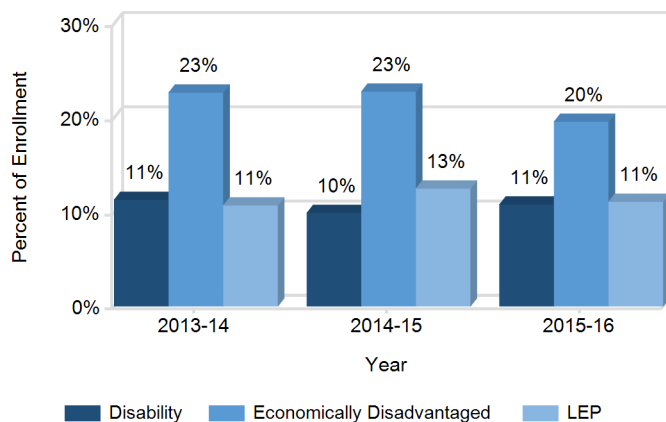
## Enrollment by Ethnic/ Racial Subgroup

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



## Enrollment Trends by Special Population

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



## Language Diversity

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

2015-2016	Percent
English	35.3%
Gujarati	16.8%
Telugu	11.8%
Tamil	7.4%
Hindi	6.0%
Other	22.9%

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



State of New Jersey  
2015-2016

Grade Span KH-05

23-5850-160

MIDDLESEX

WOODBIDGE TWP

INDIANA AVENUE ELEMENTARY SCHOOL

INDIANA AVENUE

ISELIN, NJ 08830

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

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

## Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	54%	85	51
Mathematics Met or Exceeded Expectations	57%	75	68

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	268	54%	51	99%	✓	268	57%	68	99%	✓
White	42	38%	14	96%	✓	43	33%	16	96%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	167	68%	36	100%	✓	166	74%	43	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	53	2%	8	98%	✓	53	2%	10	98%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	74	35%	46	99%	✓	74	38%	71	99%	✓



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INDIANA AVENUE ELEMENTARY SCHOOL

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ISELIN, NJ 08830

## PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	107	753	745	746	15%	13%	13%	49%	10%	59%	48%
White	15	715	743	756	40%	33%	7%	20%	N	20%	58%
African American	S	S	729	727	S	S	S	S	S	S	30%
Hispanic	S	S	728	730	S	S	S	S	S	S	31%
Asian	73	769	762	772	3%	10%	15%	59%	14%	73%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	S	S	705	718	S	S	S	S	S	S	22%
English Language Learners	S	S	714	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	30	729	726	727	33%	13%	17%	37%	N	37%	28%
PARCC MATH											
<b>Schoolwide</b>	107	754	752	749	16%	7%	18%	39%	21%	60%	52%
White	15	712	747	757	47%	20%	13%	13%	7%	20%	63%
African American	S	S	734	730	S	S	S	S	S	S	31%
Hispanic	S	S	733	736	S	S	S	S	S	S	35%
Asian	73	770	772	777	3%	3%	21%	48%	26%	74%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	S	S	716	727	S	S	S	S	S	S	28%
English Language Learners	S	S	730	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	30	725	734	732	33%	10%	23%	30%	3%	33%	32%

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



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INDIANA AVENUE

ISELIN, NJ 08830

## PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	70	764	747	750	3%	4%	27%	44%	21%	66%	54%
White	S	S	746	759	S	S	S	S	S	S	64%
African American	S	S	738	733	S	S	S	S	S	S	33%
Hispanic	S	S	738	737	S	S	S	S	S	S	37%
Asian	50	769	758	773	2%	4%	26%	40%	28%	68%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	740	756	S	S	S	S	S	S	62%
Students with Disability	S	S	713	723	S	S	S	S	S	S	22%
English Language Learners	S	S	713	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	735	734	S	S	S	S	S	S	33%
PARCC MATH											
<b>Schoolwide</b>	70	762	750	745	4%	11%	10%	57%	17%	74%	47%
White	S	S	747	752	S	S	S	S	S	S	57%
African American	S	S	732	727	S	S	S	S	S	S	24%
Hispanic	S	S	737	733	S	S	S	S	S	S	30%
Asian	50	770	767	771	2%	8%	8%	58%	24%	82%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	744	750	S	S	S	S	S	S	54%
Students with Disability	S	S	723	724	S	S	S	S	S	S	22%
English Language Learners	S	S	729	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	736	730	S	S	S	S	S	S	27%

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



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## PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	102	740	745	751	16%	23%	18%	40%	4%	44%	53%
White	21	730	744	758	19%	33%	14%	33%	N	33%	64%
African American	15	713	728	733	33%	40%	7%	20%	N	20%	32%
Hispanic	S	S	735	738	S	S	S	S	S	S	37%
Asian	52	759	759	773	4%	10%	21%	58%	8%	65%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	731	759	S	S	S	S	S	S	63%
Students with Disability	S	S	712	723	S	S	S	S	S	S	20%
English Language Learners	S	S	722	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	35	727	734	735	29%	29%	9%	34%	N	34%	33%
PARCC MATH											
<b>Schoolwide</b>	102	743	750	747	13%	24%	18%	34%	12%	46%	47%
White	21	729	748	753	19%	33%	14%	29%	5%	33%	57%
African American	15	715	730	728	33%	40%	7%	20%	N	20%	24%
Hispanic	S	S	739	735	S	S	S	S	S	S	31%
Asian	52	765	768	774	N	12%	21%	46%	21%	67%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	736	754	S	S	S	S	S	S	56%
Students with Disability	S	S	724	725	S	S	S	S	S	S	19%
English Language Learners	S	S	742	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	35	729	740	732	20%	34%	11%	31%	3%	34%	28%

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



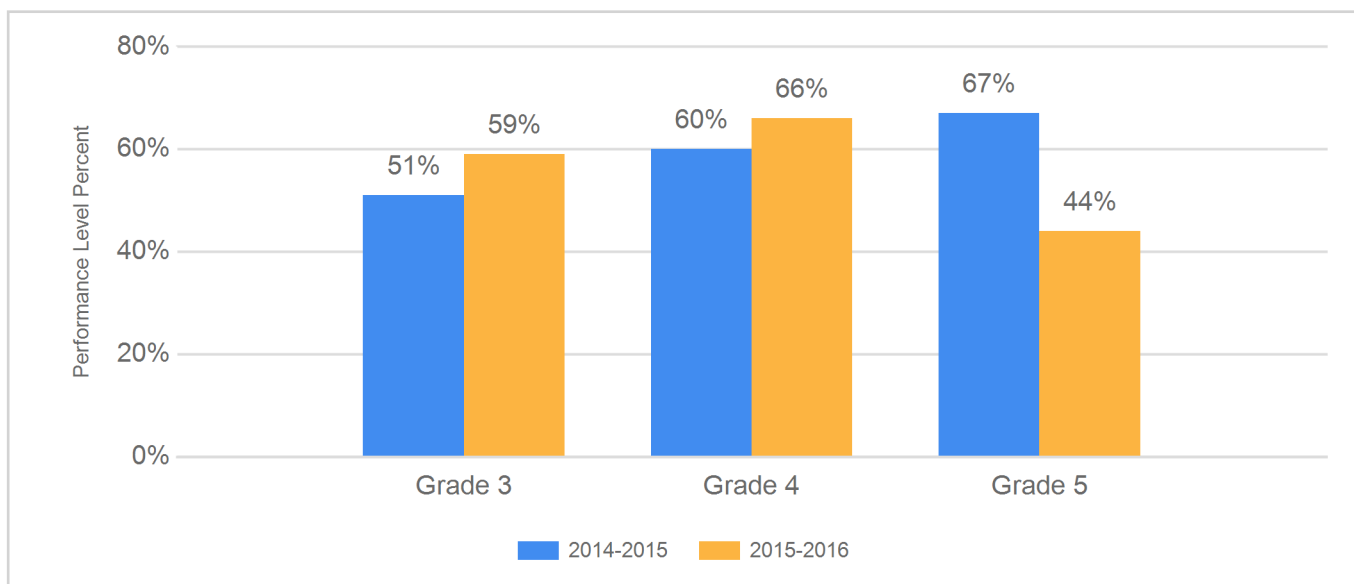
State of New Jersey  
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Grade Span KH-05

23-5850-160  
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### PARCC ELA Performance Trends

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





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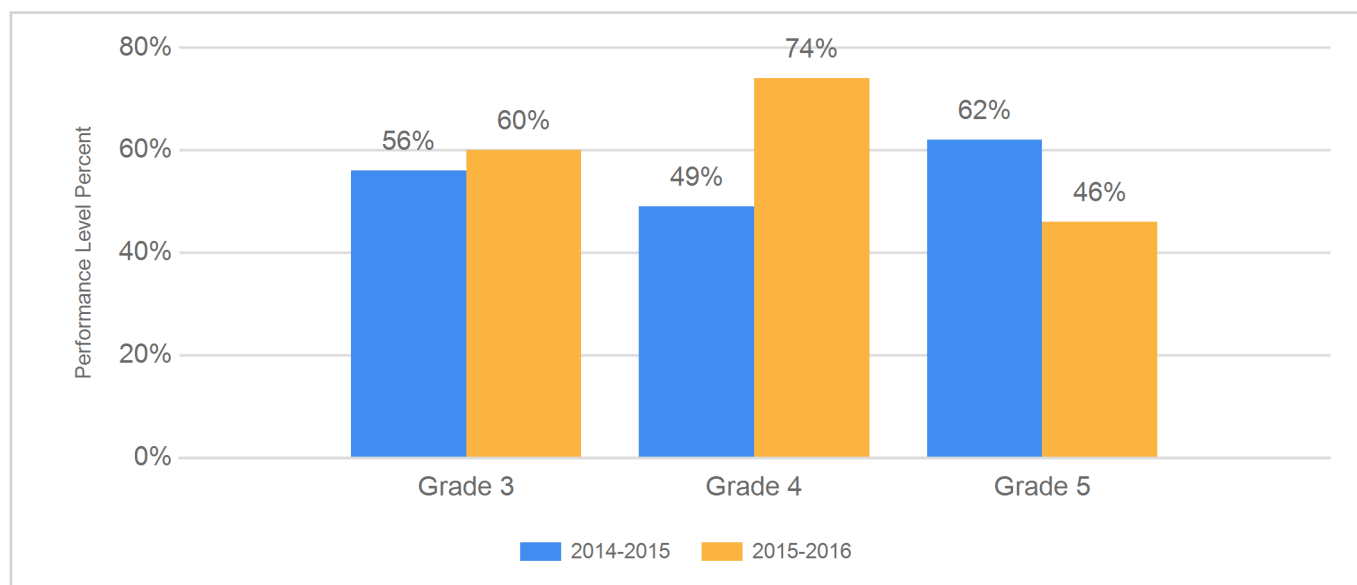
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## PARCC Math Performance Trends

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





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

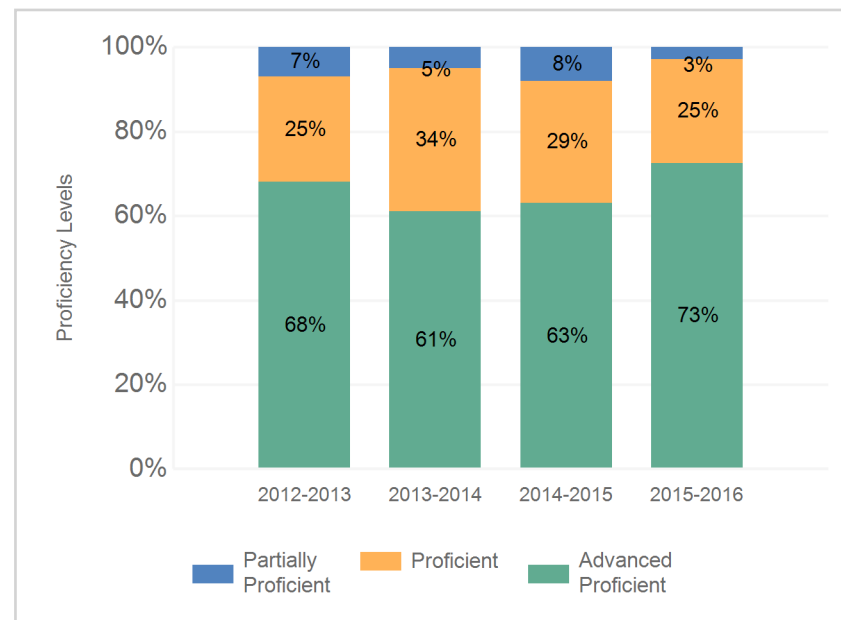
### NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	73%	25%	3%
White	S	S	S
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	82%	16%	2%
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	S	S	S

### NJASK Proficiency Trends Science - Grade Level 04

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





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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

Reading Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4read.html>

Reading Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8read.html>

Math Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4math.html>

Math Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8math.html>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

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

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



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

### Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	47	37	50
Student Growth on Math	55	47	50

### Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	1%	5%
Partially Met (L2)	5%	5%	7%
Approached (L3)	5%	7%	4%
Met (L4)	17%	14%	15%
Exceeded (L5)	7%	5%	3%

### Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	1%	2%
Partially Met (L2)	7%	2%	6%
Approached (L3)	7%	7%	12%
Met (L4)	11%	16%	21%
Exceeded (L5)	1%	2%	6%



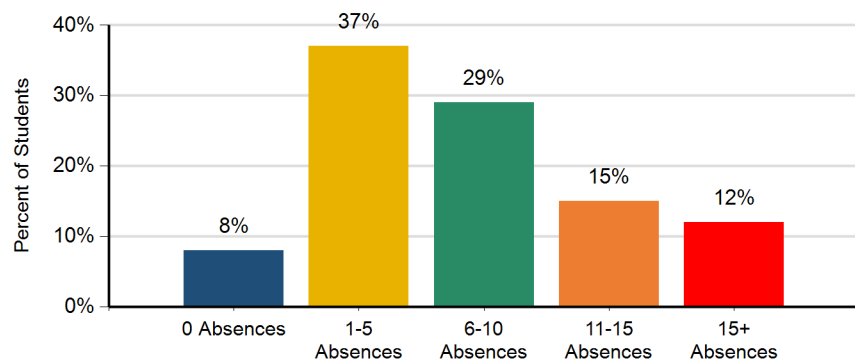
State of New Jersey  
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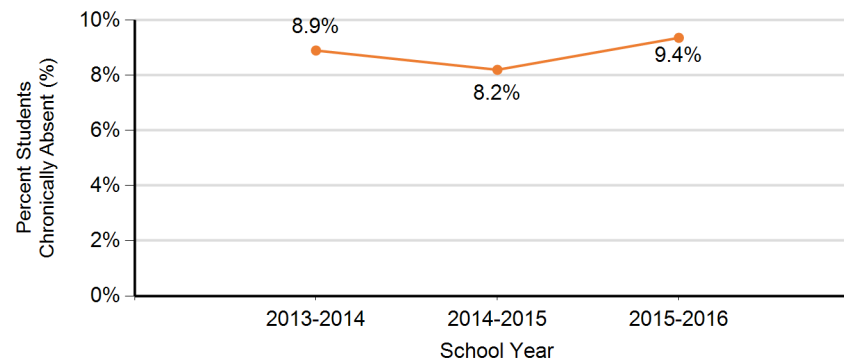
## Absenteeism

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



## Chronic Absenteeism Trend

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





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### Length of School Day

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

	School
2015-16	6 Hrs. 30 Mins.

### Instructional Time

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

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

### Student to Staff Ratio

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

2015-16	School
Faculty	15:1
Administrator	566:1

### Student Suspension Rate

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

	School
2015-16	0.7%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	97%



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## 2015-2016 School Performance Reports

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

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

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

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

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



State of New Jersey  
2015-2016

Grade Span 06-08

23-5850-080

MIDDLESEX

WOODBIDGE TWP

ISELIN MIDDLE SCHOOL

900 WOODRUFF STREET

ISELIN, NJ 08830

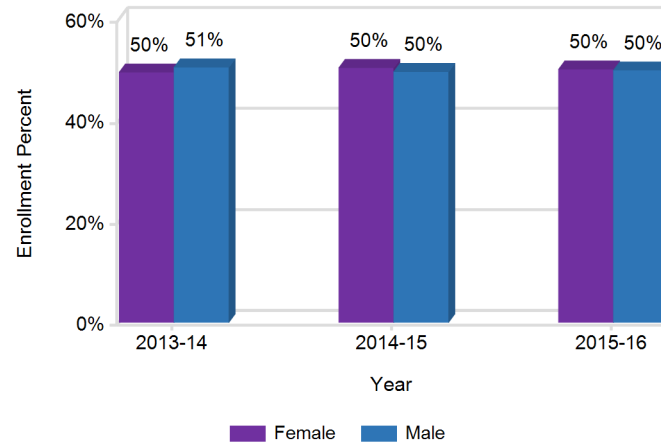
## Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 06	231	212	228
Grade 07	227	237	219
Grade 08	207	225	241
UG	19	17	18
Total	683	691	706

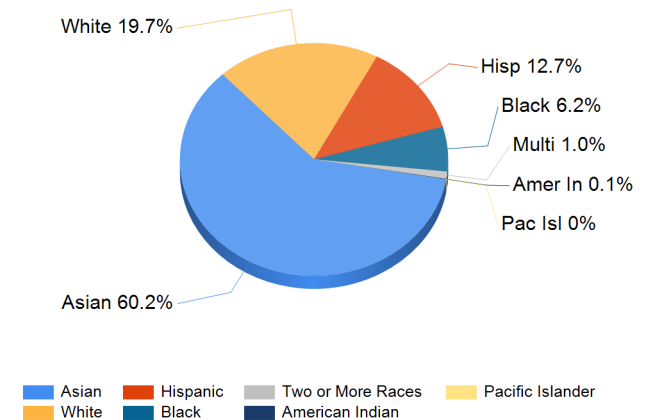
## Enrollment by Gender

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



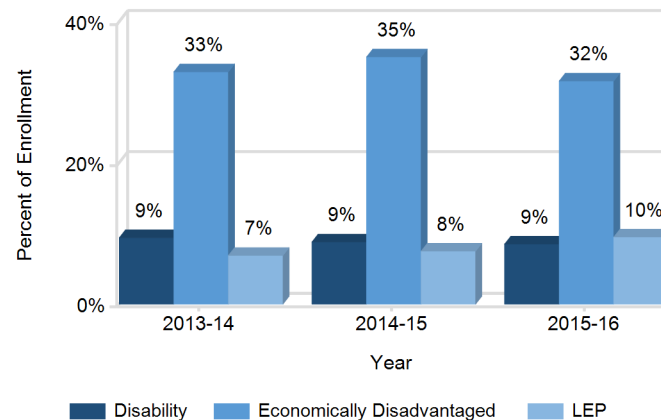
## Enrollment by Ethnic/ Racial Subgroup

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



## Enrollment Trends by Special Population

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



## Language Diversity

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

2015-2016	Percent
English	36.3%
Gujarati	18.6%
Hindi	8.2%
Spanish	6.7%
Urdu	6.7%
Other	23.4%

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



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WOODBIDGE TWP

ISELIN MIDDLE SCHOOL

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

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

## Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	60%	90	57
Mathematics Met or Exceeded Expectations	60%	80	68

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	642	60%	57	97%	✓	648	60%	68	97%	✓
White	126	52%	33	94%	✓	128	44%	29	94%	✓
African American	43	42%	57	98%	✓	43	42%	72	98%	✓
Hispanic	74	37%	32	96%	✓	74	35%	48	95%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	393	70%	35	99%	✓	396	71%	38	99%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	62	15%	34	99%	✓	63	13%	40	100%	✓
English Learner Students	40	3%	52	100%	✓	40	8%	41	98%	✓
Economically Disadvantaged Students	199	42%	56	97%	✓	203	41%	75	97%	✓



State of New Jersey  
2015-2016

Grade Span 06-08

23-5850-080

MIDDLESEX

WOODBIDGE TWP

ISELIN MIDDLE SCHOOL

900 WOODRUFF STREET

ISELIN, NJ 08830

## PARCC Performance Distribution - Grade 06

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	228	754	741	750	5%	12%	25%	50%	9%	58%	52%
White	24	752	739	756	N	13%	33%	42%	13%	54%	61%
African American	S	S	734	732	S	S	S	S	S	S	31%
Hispanic	35	739	731	738	9%	23%	29%	40%	N	40%	37%
Asian	151	757	755	772	4%	10%	23%	52%	11%	64%	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	729	755	S	S	S	S	S	S	60%
Students with Disability	17	720	708	719	24%	29%	29%	18%	N	18%	15%
English Language Learners	S	S	721	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	71	742	731	735	6%	23%	34%	37%	1%	38%	33%
PARCC MATH											
<b>Schoolwide</b>	230	754	740	743	5%	10%	26%	43%	15%	58%	43%
White	24	745	737	750	8%	8%	46%	29%	8%	38%	53%
African American	S	S	726	724	S	S	S	S	S	S	20%
Hispanic	35	742	730	730	6%	17%	37%	34%	6%	40%	26%
Asian	152	760	758	768	4%	9%	20%	47%	20%	67%	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	721	748	S	S	S	S	S	S	49%
Students with Disability	18	707	708	717	44%	33%	11%	11%	N	11%	13%
English Language Learners	21	728	726	713	10%	19%	57%	14%	N	14%	12%
Economically Disadvantaged Students	72	740	729	728	7%	15%	40%	33%	4%	38%	23%

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



State of New Jersey  
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Grade Span 06-08

23-5850-080

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## PARCC Performance Distribution - Grade 07

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	220	755	744	753	8%	15%	16%	37%	23%	61%	56%
White	49	747	740	760	12%	14%	16%	41%	16%	57%	65%
African American	13	736	731	733	15%	31%	15%	23%	15%	39%	35%
Hispanic	22	728	730	739	18%	23%	32%	23%	5%	27%	41%
Asian	133	765	764	781	4%	12%	14%	41%	30%	71%	84%
American Indian	S	S	S	748	S	S	S	S	S	S	54%
Two or More Races	S	S	747	759	S	S	S	S	S	S	63%
Students with Disability	S	S	702	716	S	S	S	S	S	S	16%
English Language Learners	S	S	696	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	81	736	732	735	15%	25%	24%	27%	10%	37%	37%
PARCC MATH											
<b>Schoolwide</b>	223	756	740	740	6%	14%	27%	29%	24%	53%	39%
White	51	748	737	747	10%	14%	35%	24%	18%	41%	47%
African American	13	739	728	724	N	46%	15%	31%	8%	39%	19%
Hispanic	22	730	724	729	18%	32%	27%	23%	N	23%	23%
Asian	134	766	761	763	4%	7%	24%	33%	33%	66%	72%
American Indian	S	S	S	736	S	S	S	S	S	S	30%
Two or More Races	S	S	738	744	S	S	S	S	S	S	44%
Students with Disability	S	S	706	713	S	S	S	S	S	S	9%
English Language Learners	S	S	S	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	84	741	730	727	11%	19%	33%	26%	11%	37%	21%

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



State of New Jersey  
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Grade Span 06-08

23-5850-080

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## PARCC Performance Distribution - Grade 08

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	240	755	742	753	13%	11%	18%	38%	21%	58%	55%
White	56	741	741	759	21%	20%	13%	30%	16%	46%	63%
African American	S	S	728	732	S	S	S	S	S	S	34%
Hispanic	30	729	725	740	30%	10%	30%	20%	10%	30%	43%
Asian	137	770	764	780	4%	4%	19%	45%	27%	72%	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	S	S	733	756	S	S	S	S	S	S	59%
Students with Disability	S	S	699	715	S	S	S	S	S	S	16%
English Language Learners	S	S	694	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	70	735	726	736	24%	14%	21%	33%	7%	40%	38%
**PARCC MATH											
<b>Schoolwide</b>	171	743	723	726	14%	15%	22%	47%	1%	49%	26%
White	44	732	723	732	25%	14%	27%	34%	N	34%	32%
African American	S	S	707	712	S	S	S	S	S	S	14%
Hispanic	27	726	713	721	19%	30%	26%	26%	N	26%	20%
Asian	84	757	746	745	5%	11%	19%	63%	2%	66%	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	S	S	735	726	S	S	S	S	S	S	26%
Students with Disability	24	720	698	704	33%	21%	29%	17%	N	17%	8%
English Language Learners	S	S	693	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	63	737	716	718	19%	21%	21%	38%	2%	40%	18%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations

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

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



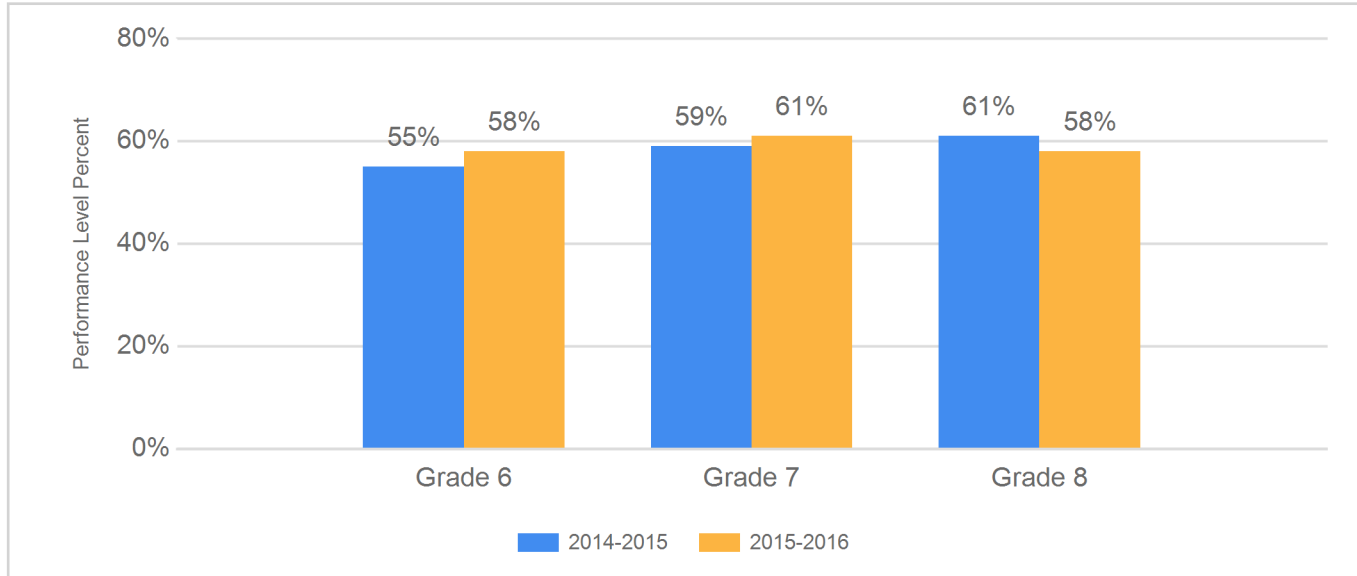
State of New Jersey  
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Grade Span 06-08

23-5850-080  
MIDDLESEX  
WOODBIDGE TWP  
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### PARCC ELA Performance Trends

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





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## PARCC Performance Distribution - Algebra I

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>70</b>	<b>823</b>	<b>789</b>	<b>769</b>	<b>N</b>	<b>N</b>	<b>N</b>	<b>16%</b>	<b>84%</b>	<b>100%</b>	<b>41%</b>
White	12	814	777	772	N	N	N	25%	75%	100%	51%
African American	S	S	778	748	S	S	S	S	S	S	20%
Hispanic	S	S	773	746	S	S	S	S	S	S	25%
Asian	54	825	805	789	N	N	N	13%	87%	100%	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	770	746	S	S	S	S	S	S	23%

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



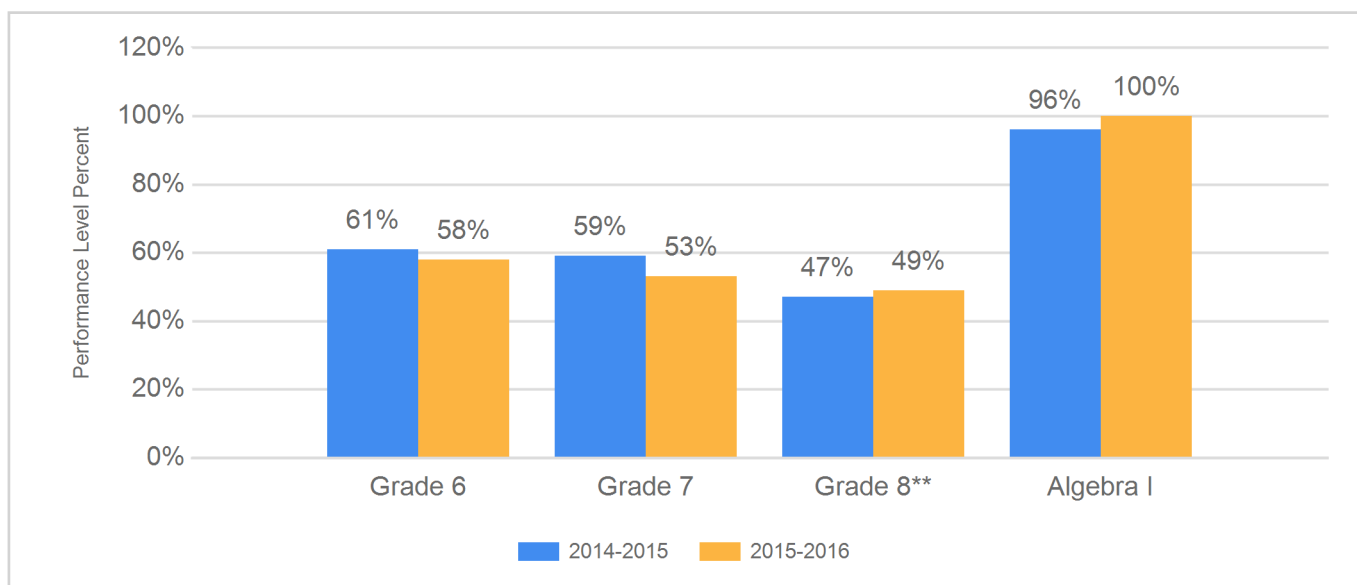
State of New Jersey  
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## PARCC Math Performance Trends

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



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



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

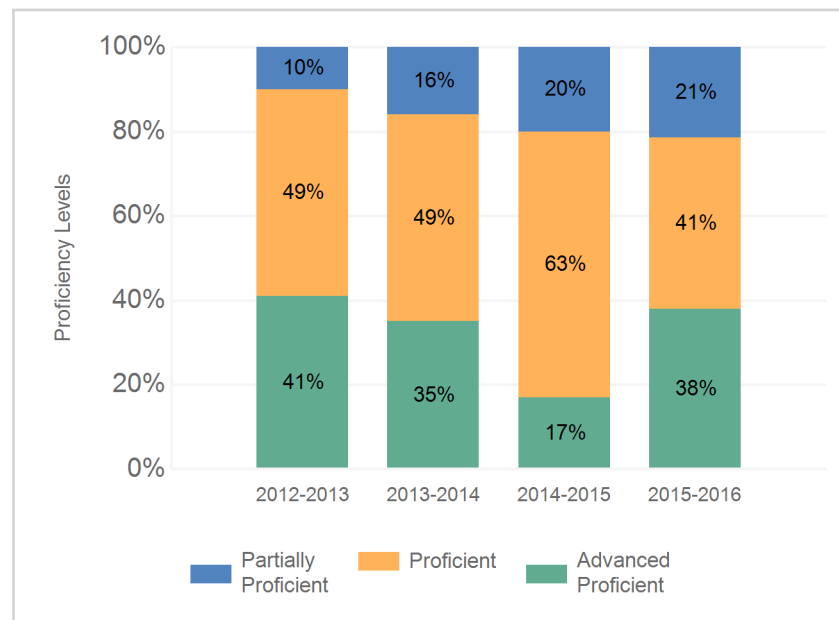
### NJASK Results Science - Grade Level 08

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	38%	41%	21%
White	35%	37%	29%
African American	7%	43%	50%
Hispanic	23%	46%	32%
American Indian	N	N	N
Asian	45%	41%	14%
Two or More Races	S	S	S
Students with Disability	5%	21%	74%
English Language Learners	9%	9%	82%
Economically Disadvantaged Students	16%	48%	36%

### NJASK Proficiency Trends Science - Grade Level 08

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





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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

Reading Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4read.html>

Reading Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8read.html>

Math Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4math.html>

Math Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8math.html>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

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

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



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

### Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	48	37	50
Student Growth on Math	59	47	50

### Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	2%	2%
Partially Met (L2)	6%	2%	1%
Approached (L3)	9%	9%	10%
Met (L4)	14%	12%	15%
Exceeded (L5)	3%	7%	6%

### Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	2%	2%
Partially Met (L2)	4%	1%	5%
Approached (L3)	8%	7%	9%
Met (L4)	14%	9%	20%
Exceeded (L5)	1%	3%	15%



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WOODBRIIDGE TWP

ISELIN MIDDLE SCHOOL

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ISELIN, NJ 08830

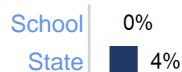
## Visual and Performing Arts

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

### MUSIC



### DRAMA



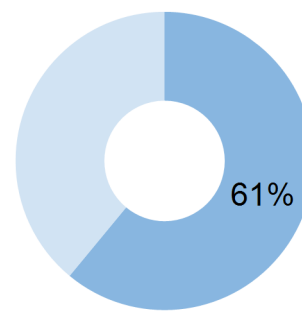
### DANCE



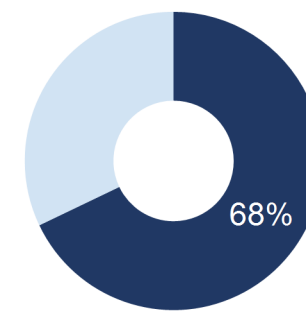
### VISUAL ARTS



### Any Visual and Performing Arts



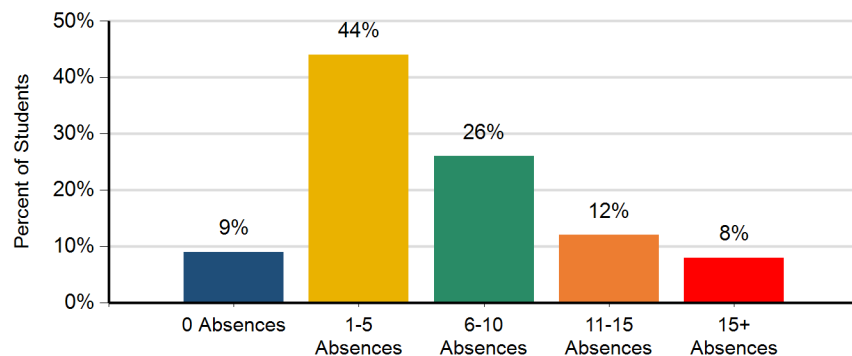
School



State

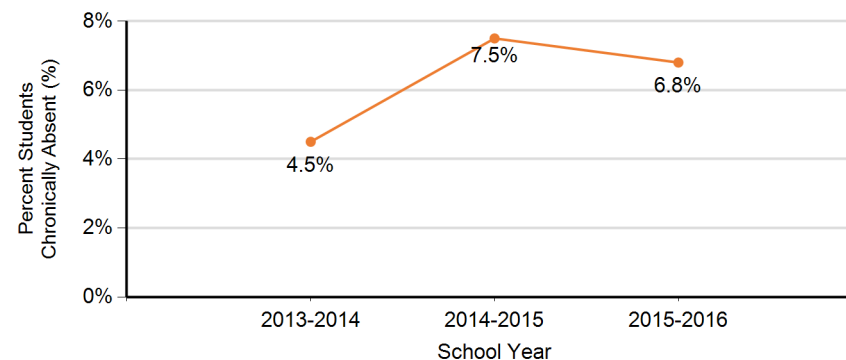
## Absenteeism

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



## Chronic Absenteeism Trend

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





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ISELIN, NJ 08830

### Length of School Day

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

	School
2015-16	6 Hrs. 50 Mins.

### Instructional Time

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

2015-16	School
Full Time	5 Hrs. 46 Mins.
Shared Time	2 Hrs. 53 Mins.

### Student to Staff Ratio

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

2015-16	School
Faculty	11:1
Administrator	353:1

### Student Suspension Rate

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

	School
2015-16	11.8%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	97%



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## 2015-2016 School Performance Reports

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

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

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

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

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



# State of New Jersey 2015-2016

## Grade Span 09-12

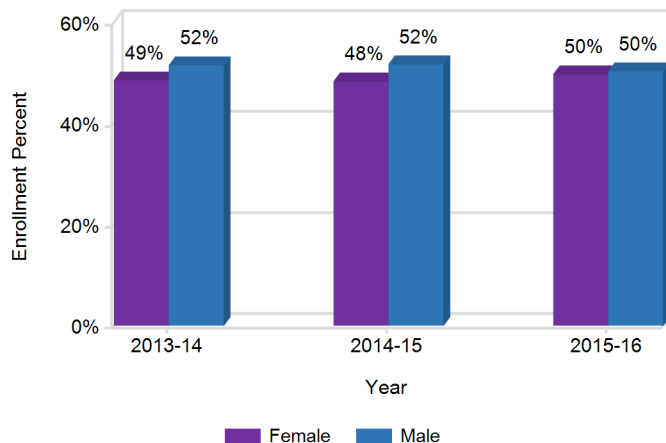
### Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 09	300	304	342
Grade 10	352	316	315
Grade 11	342	344	326
Grade 12	356	356	339
UG	21	24	8
Total	1370	1344	1330

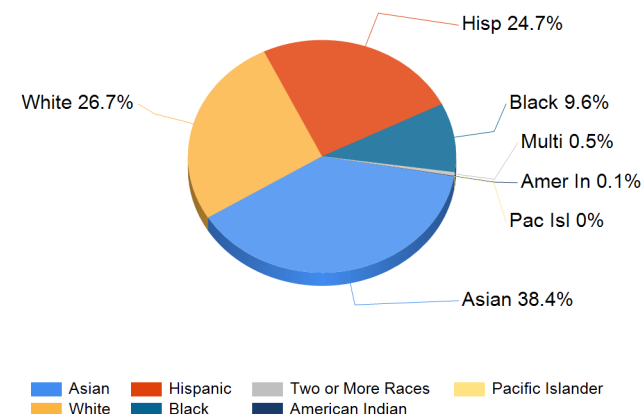
### Enrollment by Gender

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



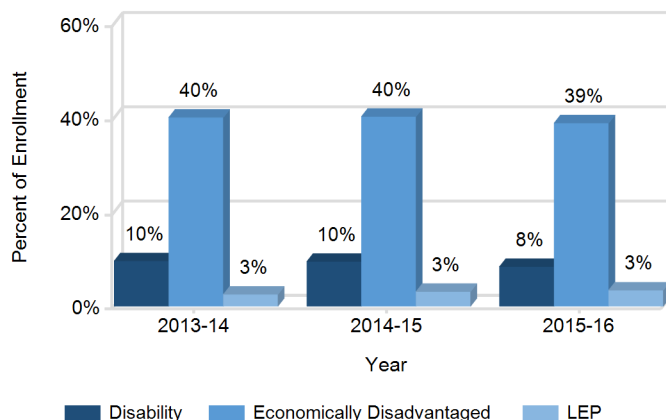
### Enrollment by Ethnic/ Racial Subgroup

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



### Enrollment Trends by Special Population

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



### Language Diversity

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

2015-2016	Percent
English	48.6%
Spanish	14.4%
Gujarati	13.8%
Urdu	4.8%
Hindi	4.1%
Other	14.8%

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



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MIDDLESEX

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

## Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	40%	S	41
Mathematics Met or Exceeded Expectations	33%	S	69

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	565	40%	41	90%	X	560	33%	69	89%	X
White	152	39%	31	83%	X	149	27%	47	82%	X
African American	58	24%	34	95%	✓	57	18%	71	94%	X
Hispanic	147	22%	16	91%	X	143	18%	54	90%	X
American Indian	S	S	S	S		S	S	S	S	
Asian	203	58%	29	92%	X	207	52%	49	93%	X
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	55	11%	43	90%	X	50	6%	62	85%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	216	31%	44	90%	X	217	26%	85	91%	X



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## PARCC ELA Performance Distribution - Grade 09

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	331	741	738	746	12%	19%	30%	32%	7%	39%	49%
White	88	740	738	754	11%	16%	35%	31%	7%	38%	58%
African American	S	S	730	729	S	S	S	S	S	S	30%
Hispanic	101	728	731	730	16%	27%	37%	20%	1%	21%	34%
Asian	105	755	751	774	7%	14%	20%	46%	13%	59%	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	S	S	727	748	S	S	S	S	S	S	53%
Students with Disability	25	704	704	713	60%	8%	20%	12%	N	12%	12%
English Language Learners	N	N	N	693	N	N	N	N	N	N	4%
Economically Disadvantaged Students	142	733	729	729	13%	28%	26%	30%	3%	32%	31%

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



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## PARCC ELA Performance Distribution - Grade 10

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>263</b>	<b>730</b>	<b>723</b>	<b>740</b>	<b>31%</b>	<b>13%</b>	<b>19%</b>	<b>30%</b>	<b>7%</b>	<b>37%</b>	<b>44%</b>
White	64	731	728	747	28%	16%	17%	34%	5%	39%	50%
African American	S	S	710	722	S	S	S	S	S	S	28%
Hispanic	59	711	708	726	44%	14%	22%	15%	5%	20%	33%
Asian	110	746	742	767	18%	12%	18%	42%	10%	52%	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	S	S	706	741	S	S	S	S	S	S	45%
Students with Disability	S	S	693	702	S	S	S	S	S	S	11%
English Language Learners	N	N	N	685	N	N	N	N	N	N	4%
Economically Disadvantaged Students	89	715	711	723	46%	8%	19%	21%	6%	27%	30%

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



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

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	200	735	723	736	14%	24%	26%	34%	3%	37%	40%
White	61	745	724	739	12%	8%	31%	46%	3%	49%	42%
African American	S	S	707	728	S	S	S	S	S	S	30%
Hispanic	52	725	720	732	15%	33%	35%	17%	N	17%	37%
Asian	69	739	739	753	15%	28%	15%	38%	6%	44%	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	S	S	731	736	S	S	S	S	S	S	39%
Students with Disability	S	S	698	710	S	S	S	S	S	S	13%
English Language Learners	N	N	N	702	N	N	N	N	N	N	8%
Economically Disadvantaged Students	83	723	718	730	18%	33%	29%	21%	N	21%	33%

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

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



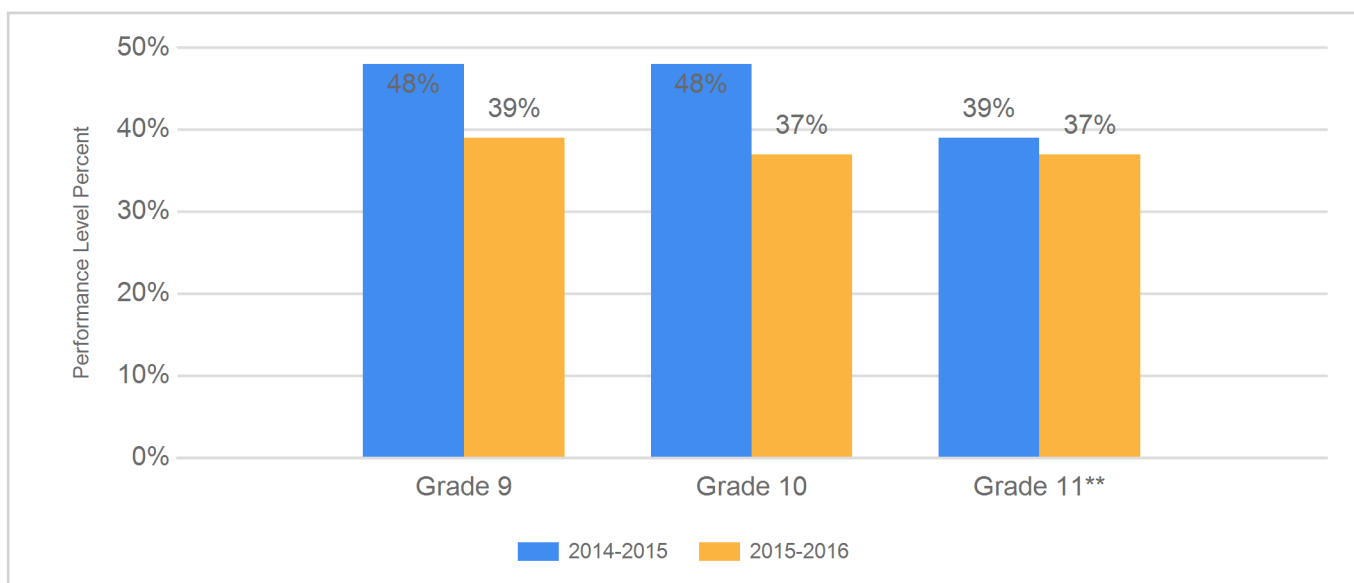
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## PARCC ELA Performance Trends

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



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



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## PARCC Performance Distribution - Algebra I

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>247</b>	<b>728</b>	<b>721</b>	<b>727</b>	<b>15%</b>	<b>27%</b>	<b>32%</b>	<b>26%</b>	<b>N</b>	<b>26%</b>	<b>41%</b>
White	64	728	723	734	11%	34%	33%	22%	N	22%	51%
African American	S	S	710	717	S	S	S	S	S	S	20%
Hispanic	85	720	716	720	25%	27%	32%	17%	N	17%	25%
Asian	67	742	735	746	6%	21%	31%	42%	N	42%	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	S	S	715	727	S	S	S	S	S	S	47%
Students with Disability	S	S	702	708	S	S	S	S	S	S	10%
English Language Learners	S	S	696	707	S	S	S	S	S	S	9%
Economically Disadvantaged Students	118	726	717	719	17%	25%	34%	24%	N	24%	23%

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



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## PARCC Performance Distribution - Geometry

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>186</b>	<b>735</b>	<b>722</b>	<b>730</b>	<b>15%</b>	<b>29%</b>	<b>18%</b>	<b>35%</b>	<b>4%</b>	<b>39%</b>	<b>27%</b>
White	45	740	722	736	9%	22%	27%	36%	7%	42%	34%
African American	S	S	S	717	S	S	S	S	S	S	9%
Hispanic	50	721	715	720	24%	38%	20%	16%	2%	18%	13%
Asian	71	746	738	750	4%	24%	16%	51%	6%	56%	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	S	S	729	730	S	S	S	S	S	S	29%
Students with Disability	S	S	700	709	S	S	S	S	S	S	5%
English Language Learners	S	S	707	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	79	725	716	719	23%	34%	15%	25%	3%	28%	12%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
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 ■ Met Expectations
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## PARCC Performance Distribution - Algebra II

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>217</b>	<b>728</b>	<b>717</b>	<b>722</b>	<b>25%</b>	<b>27%</b>	<b>19%</b>	<b>26%</b>	<b>3%</b>	<b>29%</b>	<b>27%</b>
White	48	724	716	728	27%	27%	27%	17%	2%	19%	31%
African American	S	S	700	700	S	S	S	S	S	S	8%
Hispanic	S	S	699	707	S	S	S	S	S	S	12%
Asian	103	746	744	754	12%	21%	19%	43%	5%	48%	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	N	N	N	727	N	N	N	N	N	N	34%
Students with Disability	S	S	686	690	S	S	S	S	S	S	5%
English Language Learners	S	S	673	692	S	S	S	S	S	S	7%
Economically Disadvantaged Students	81	718	704	705	31%	31%	17%	20%	1%	21%	11%

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



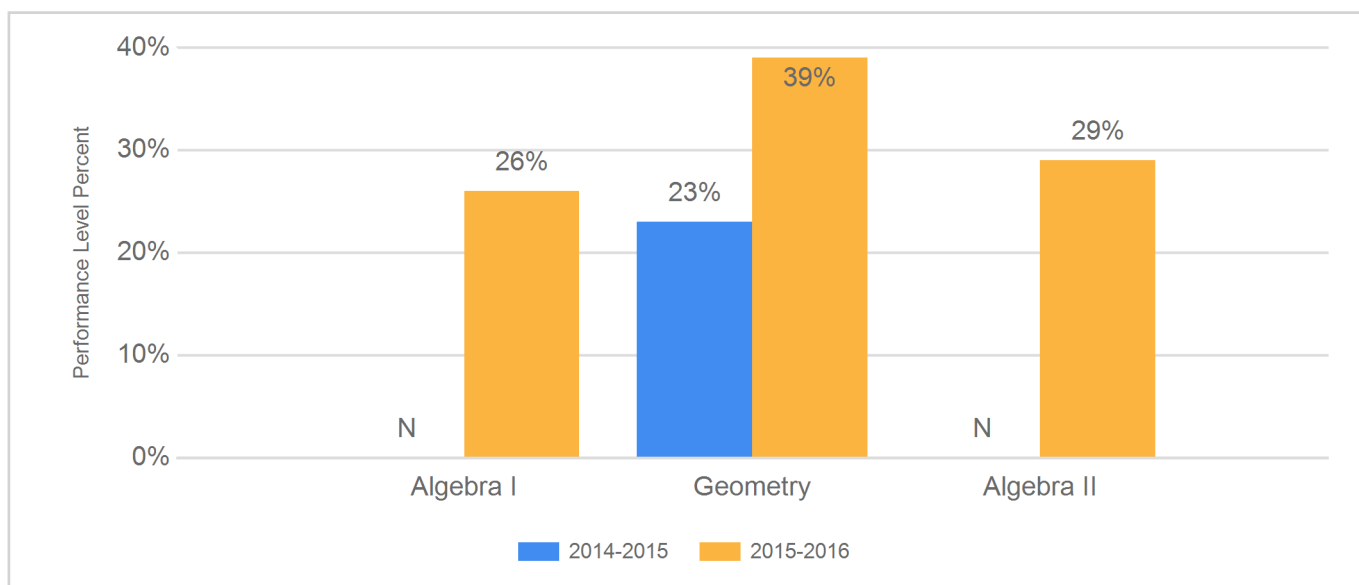
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## PARCC Math Performance Trends

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





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

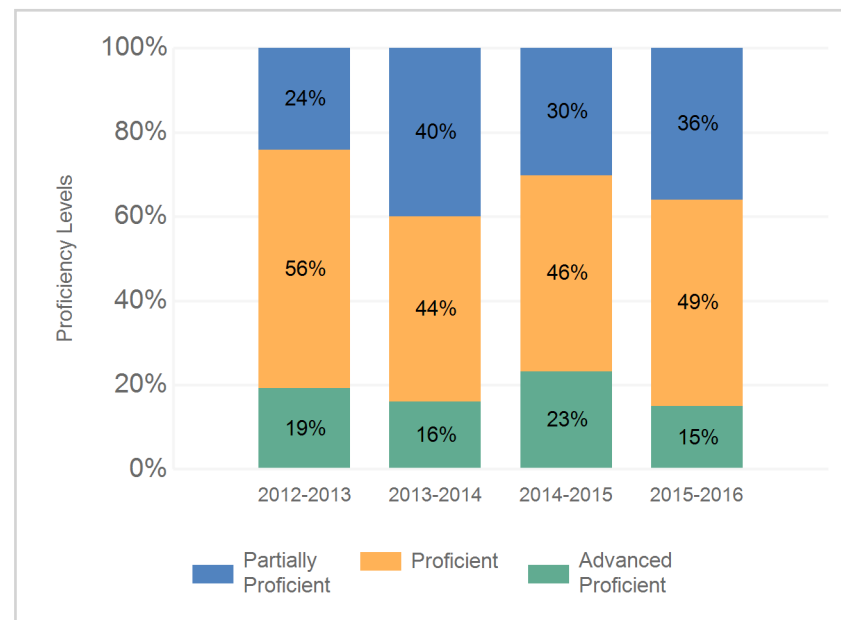
### Proficiency Outcomes - Biology

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	15%	49%	36%
White	12%	58%	30%
African American	N	44%	56%
Hispanic	7%	39%	54%
American Indian	N	N	N
Asian	27%	51%	22%
Two or More Races	S	S	S
Students with Disability	4%	7%	89%
English Language Learners	N	50%	50%
Economically Disadvantaged Students	12%	44%	44%

### Proficiency Trends - Biology

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





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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

### PSAT/SAT/ACT Participation

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

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	100.0%	95.5%
Percent of Students Participating in SAT	64.2%	58.0%
Percent of Students Participating in ACT	10.6%	27.6%

### PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
<b>PSAT</b>	933	950
<b>SAT</b>	-	-
Reading and Writing	546	537
Math	565	538
<b>ACT</b>	-	-
Reading	23	23
English	22	22
Math	24	23
Science	23	22

### PSAT/SAT/ACT Benchmarks

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

2015-16	Benchmark	Schoolwide	Statewide
<b>PSAT</b>	N	N	N
<b>SAT</b>	-	-	-
Reading and Writing	480	77%	71%
Math	530	61%	53%
<b>ACT</b>	-	-	-
Reading	22	44%	58%
English	18	78%	74%
Math	22	61%	61%
Science	23	53%	49%

### PSAT/SAT/ACT Performance by Percentile

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

2015-16	75 Percentile	50 Percentile	25 Percentile
<b>PSAT</b>	1050	920	810
<b>SAT</b>	-	-	-
Reading and Writing	620	540	480
Math	630	550	490
<b>ACT</b>	-	-	-
Reading	30	21	18
English	27	22	18
Math	27	24	19
Science	25	23	21

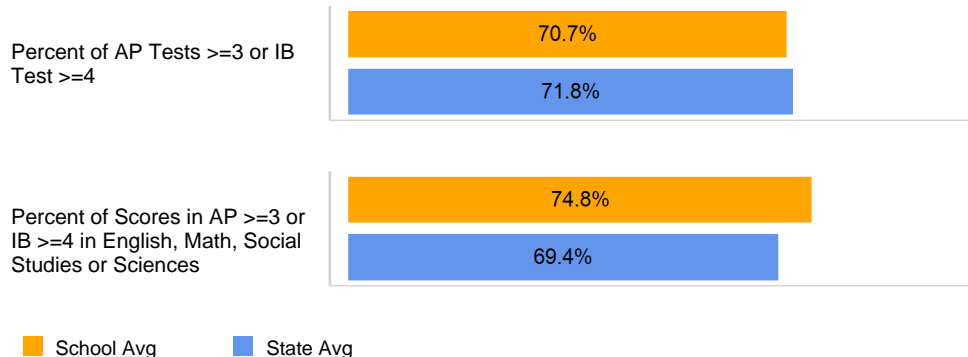


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## AP/ IB Test Performance

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



## Advanced Course Work Participation

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

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	45.9%	39.1%
One of More Test	33.5%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	21.5%	26.6%
Participating in Dual Enrollment	16.8%	15.4%

## AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	16	12
AP Calculus AB	33	6
AP Calculus BC	26	25
AP Chemistry	50	38
AP Computer Science A	25	8
AP English Language and Composition	51	39
AP English Literature and Composition	18	11
AP Environmental Science	43	31
AP European History	17	8
AP Macroeconomics	82	52
AP Microeconomics	0	5
AP Music Theory	8	3
AP Physics B	14	0
AP Physics C: Mechanics	0	11
AP Psychology	86	62
AP Statistics	74	47
AP Studio Art—Two-Dimensional	6	5
AP U.S. History	59	7
AP World History	0	17
Student AP Tests $\geq 3$ and IB Tests $\geq 4$		157



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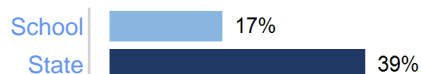
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## Visual and Performing Arts

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

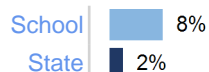
### MUSIC



### DRAMA



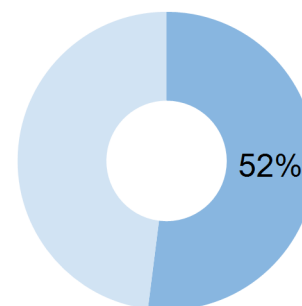
### DANCE



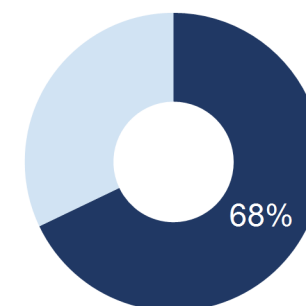
### VISUAL ARTS



### Any Visual and Performing Arts



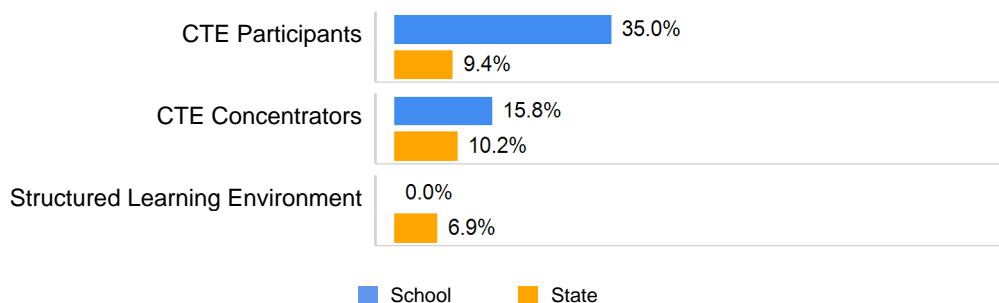
School



State

## Career and Technical Education Participation

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



■ School ■ State



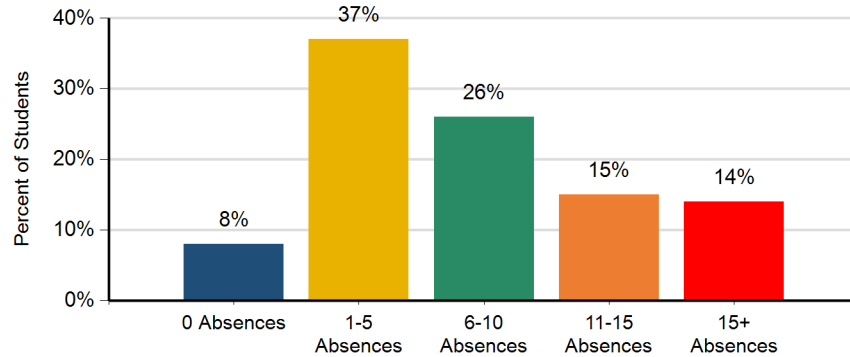
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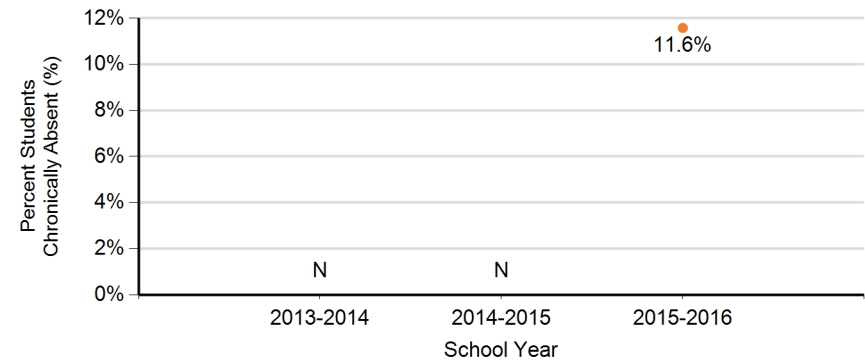
## Absenteeism

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



## Chronic Absenteeism Trend

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





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### Graduation Rate by Subgroup

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

	School Rate	Statewide Percentile	State Target
Schoolwide	94.7%	62	81%
White	94.4%	44	
African American	84.8%	37	
Hispanic	92%	62	
American Indian	S	S	
Asian	98.6%	34	
Native Hawaiian	S	S	
Two or More Races	S	S	
Students with Disability	91.4%	78	
English Language Learners	S	S	
Economically Disadvantaged Students	90.5%	66	

### Dropout Rate by Subgroup

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

	School Rate	State Rate
Schoolwide	1.4%	1.2%
White	0.6%	0.6%
African American	3.2%	2.6%
Hispanic	3.4%	2.2%
American Indian	N	3.4%
Asian	0.2%	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	1.9%	1.7%
English Language Learners	0.2%	0.1%
Economically Disadvantaged Students	0.6%	1.7%



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### Extended Year Graduation Rate

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

Class of	4-Year Rate	5-Year Rate
2013	96%	97%
2014	96%	98%
2015	93%	95%
2016	95%	

### Postsecondary Enrollment Rates

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

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	81.9%	40.0%	60.0%
White	81.4%	35.4%	64.6%
African American	66.7%	66.7%	33.3%
Hispanic	77.3%	64.7%	35.3%
American Indian	0.0%	0.0%	0.0%
Asian	89.3%	26.6%	73.4%
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	80.5%	54.7%	45.3%



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### Length of School Day

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

	School
2015-16	6 Hrs. 50 Mins.

### Instructional Time

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

2015-16	School
Full Time	5 Hrs. 48 Mins.
Shared Time	2 Hrs. 54 Mins.

### Student to Staff Ratio

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

2015-16	School
Faculty	12:1
Administrator	242:1

### Student Suspension Rate

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

	School
2015-16	14.8%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	96%



State of New Jersey  
2015-2016

Grade Span KH-05

23-5850-180  
MIDDLESEX  
WOODBIDGE TWP  
KENNEDY PARK ELEMENTARY SCHOOL  
GOODRICH AVENUE  
ISELIN, NJ 08830

## 2015-2016 School Performance Reports

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

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
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While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

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

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



State of New Jersey  
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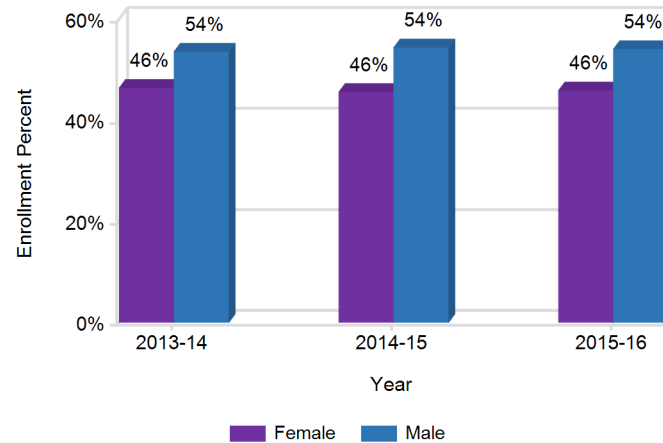
## Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade KG	56	77	60
Grade 01	84	75	85
Grade 02	74	94	85
Grade 03	81	64	91
Grade 04	65	79	61
Grade 05	58	74	82
UG	0	0	0
Total	418	463	464

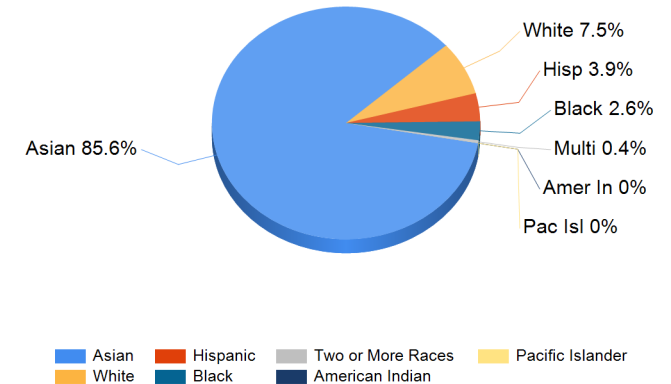
## Enrollment by Gender

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



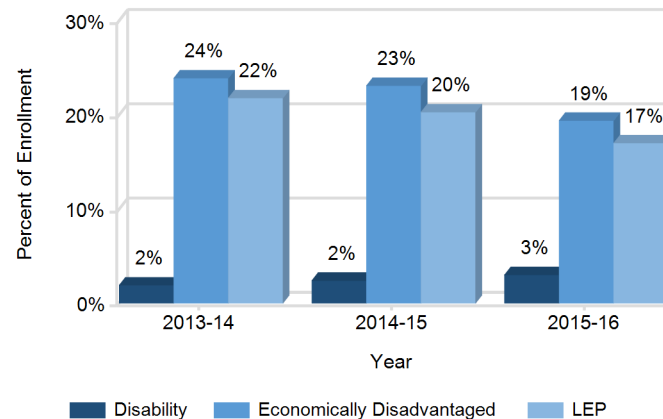
## Enrollment by Ethnic/ Racial Subgroup

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



## Enrollment Trends by Special Population

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



## Language Diversity

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

2015-2016	Percent
English	21.1%
Gujarati	18.5%
Hindi	14.2%
Telugu	10.8%
Tamil	8.4%
Other	26.8%

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



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MIDDLESEX

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

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

## Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	64%	95	66
Mathematics Met or Exceeded Expectations	71%	100	87

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	190	64%	66	100%	✓	190	71%	87	100%	✓
White	S	S	S	S		S	S	S	S	
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	153	69%	35	100%	✓	153	77%	48	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	51	43%	62	100%	✓	51	47%	83	100%	✓



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## PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	92	759	745	746	9%	12%	20%	45%	15%	60%	48%
White	S	S	743	756	S	S	S	S	S	S	58%
African American	S	S	729	727	S	S	S	S	S	S	30%
Hispanic	S	S	728	730	S	S	S	S	S	S	31%
Asian	76	763	762	772	5%	11%	22%	46%	16%	62%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	743	753	S	S	S	S	S	S	55%
Students with Disability	S	S	705	718	S	S	S	S	S	S	22%
English Language Learners	S	S	714	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	17	720	726	727	29%	24%	24%	18%	6%	24%	28%
PARCC MATH											
<b>Schoolwide</b>	92	775	752	749	4%	9%	13%	32%	42%	74%	52%
White	S	S	747	757	S	S	S	S	S	S	63%
African American	S	S	734	730	S	S	S	S	S	S	31%
Hispanic	S	S	733	736	S	S	S	S	S	S	35%
Asian	76	781	772	777	1%	7%	15%	29%	49%	78%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	747	754	S	S	S	S	S	S	57%
Students with Disability	S	S	716	727	S	S	S	S	S	S	28%
English Language Learners	S	S	730	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	17	736	734	732	18%	29%	24%	12%	18%	29%	32%

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



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## PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	55	762	747	750	7%	7%	16%	46%	24%	69%	54%
White	S	S	746	759	S	S	S	S	S	S	64%
African American	S	S	738	733	S	S	S	S	S	S	33%
Hispanic	S	S	738	737	S	S	S	S	S	S	37%
Asian	45	766	758	773	4%	7%	13%	51%	24%	76%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	713	723	S	S	S	S	S	S	22%
English Language Learners	S	S	713	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	17	752	735	734	18%	12%	18%	29%	24%	53%	33%
PARCC MATH											
<b>Schoolwide</b>	55	773	750	745	N	9%	16%	47%	27%	75%	47%
White	S	S	747	752	S	S	S	S	S	S	57%
African American	S	S	732	727	S	S	S	S	S	S	24%
Hispanic	S	S	737	733	S	S	S	S	S	S	30%
Asian	45	780	767	771	N	4%	13%	49%	33%	82%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	723	724	S	S	S	S	S	S	22%
English Language Learners	S	S	729	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	17	767	736	730	N	12%	24%	41%	24%	65%	27%

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



State of New Jersey  
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MIDDLESEX

WOODBIDGE TWP

KENNEDY PARK ELEMENTARY SCHOOL

GOODRICH AVENUE

ISELIN, NJ 08830

## PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	79	760	745	751	5%	10%	20%	52%	13%	65%	53%
White	S	S	744	758	S	S	S	S	S	S	64%
African American	S	S	728	733	S	S	S	S	S	S	32%
Hispanic	S	S	735	738	S	S	S	S	S	S	37%
Asian	66	763	759	773	5%	8%	17%	58%	14%	71%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	731	759	S	S	S	S	S	S	63%
Students with Disability	S	S	712	723	S	S	S	S	S	S	20%
English Language Learners	12	722	722	711	25%	25%	33%	17%	N	17%	10%
Economically Disadvantaged Students	20	739	734	735	15%	15%	25%	40%	5%	45%	33%
PARCC MATH											
<b>Schoolwide</b>	79	767	750	747	1%	8%	25%	39%	27%	66%	47%
White	S	S	748	753	S	S	S	S	S	S	57%
African American	S	S	730	728	S	S	S	S	S	S	24%
Hispanic	S	S	739	735	S	S	S	S	S	S	31%
Asian	66	771	768	774	N	6%	23%	44%	27%	71%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	736	754	S	S	S	S	S	S	56%
Students with Disability	S	S	724	725	S	S	S	S	S	S	19%
English Language Learners	12	738	742	721	8%	8%	58%	25%	N	25%	16%
Economically Disadvantaged Students	20	743	740	732	5%	20%	35%	40%	N	40%	28%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



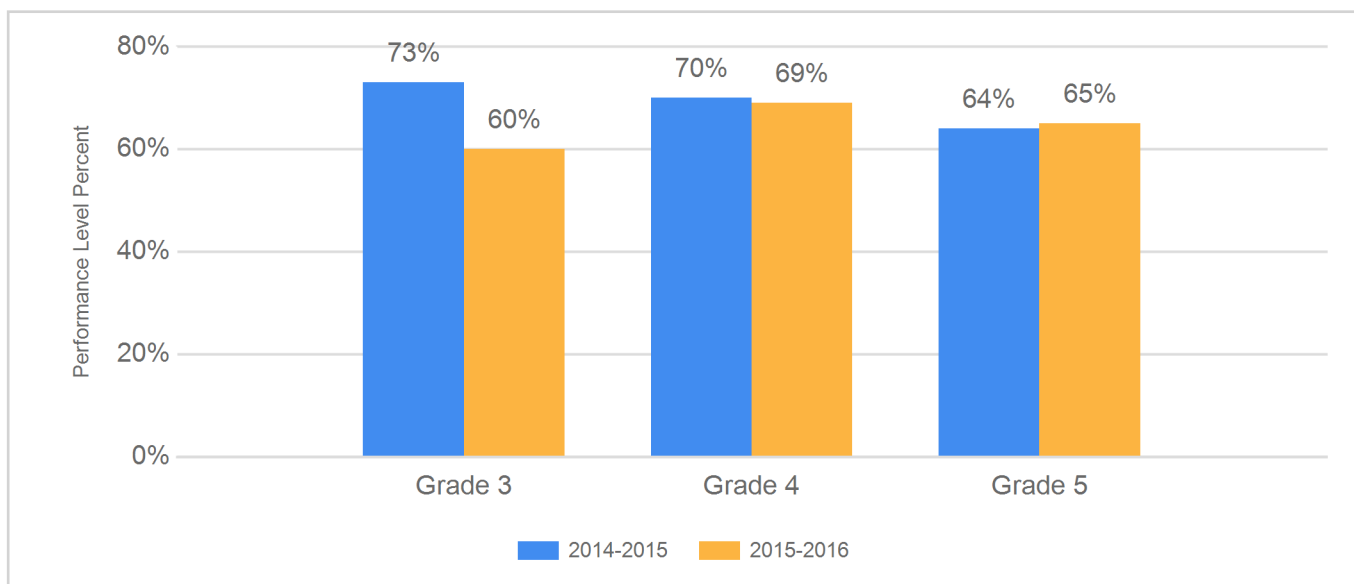
State of New Jersey  
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Grade Span KH-05

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MIDDLESEX  
WOODBIDGE TWP  
KENNEDY PARK ELEMENTARY SCHOOL  
GOODRICH AVENUE  
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### PARCC ELA Performance Trends

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





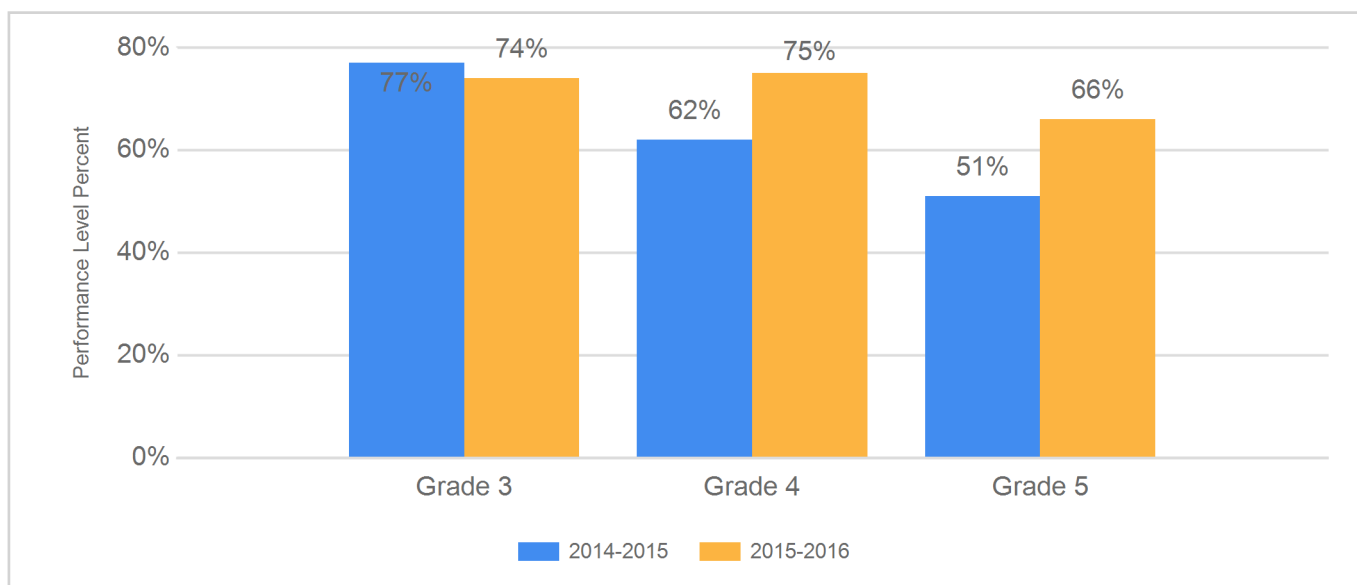
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## PARCC Math Performance Trends

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





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MIDDLESEX

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ISELIN, NJ 08830

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

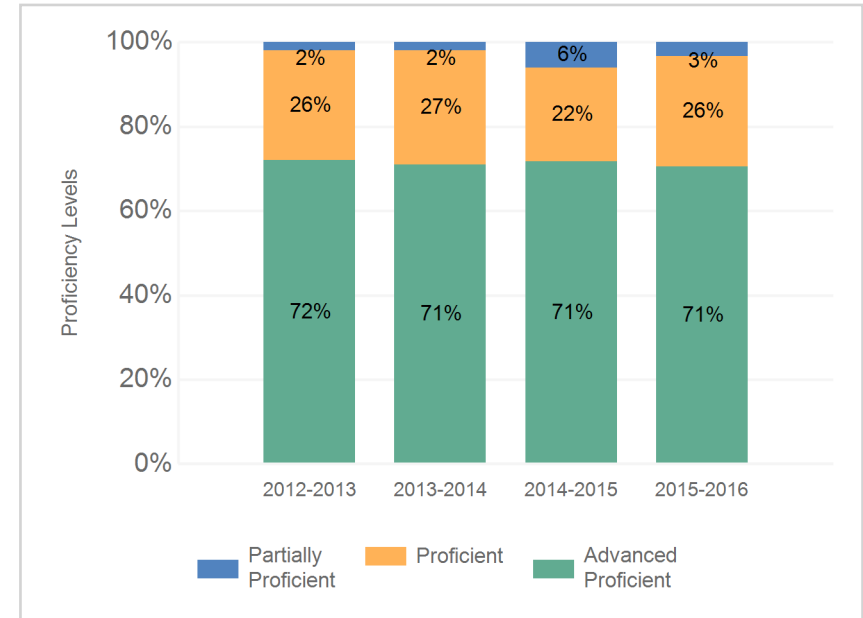
### NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	71%	26%	3%
White	S	S	S
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	73%	24%	4%
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	17%	67%	17%
Economically Disadvantaged Students	50%	44%	6%

### NJASK Proficiency Trends Science - Grade Level 04

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





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GOODRICH AVENUE  
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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



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MIDDLESEX

WOODBIDGE TWP

KENNEDY PARK ELEMENTARY SCHOOL

GOODRICH AVENUE

ISELIN, NJ 08830

### Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	43	37	50
Student Growth on Math	70	47	50

### Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	1%	1%
Partially Met (L2)	5%	1%	4%
Approached (L3)	10%	4%	7%
Met (L4)	18%	12%	15%
Exceeded (L5)	7%	9%	8%

### Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	1%
Partially Met (L2)	2%	3%	12%
Approached (L3)	4%	7%	8%
Met (L4)	7%	11%	23%
Exceeded (L5)	5%	6%	12%



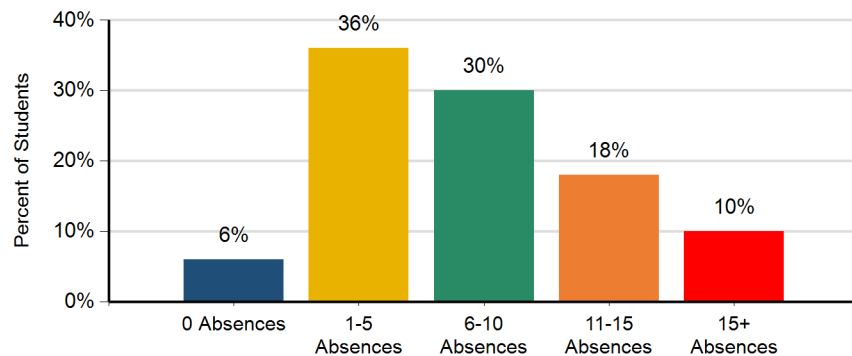
State of New Jersey  
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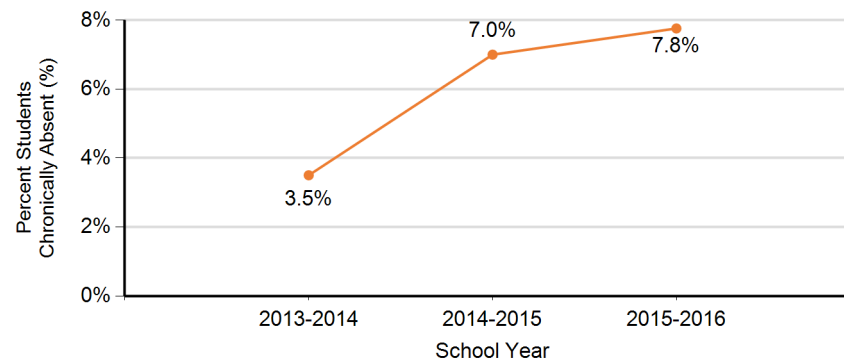
## Absenteeism

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



## Chronic Absenteeism Trend

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





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GOODRICH AVENUE  
ISELIN, NJ 08830

### Length of School Day

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

	School
2015-16	6 Hrs. 30 Mins.

### Instructional Time

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

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

### Student to Staff Ratio

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

2015-16	School
Faculty	18:1
Administrator	464:1

### Student Suspension Rate

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

	School
2015-16	0.6%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	97%



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MIDDLESEX  
WOODBIDGE TWP  
LAFAYETTE ESTATES ELEMENTARY SCHOOL  
FORD AVENUE  
FORDS, NJ 08863

## 2015-2016 School Performance Reports

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

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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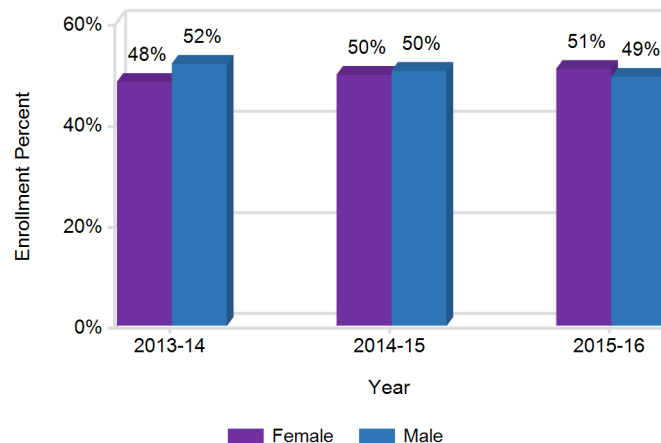
## Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade KG	84	78	74
Grade 01	101	100	93
Grade 02	101	94	90
Grade 03	87	90	82
Grade 04	91	80	80
Grade 05	89	90	67
UG	1	0	0
Total	554	532	486

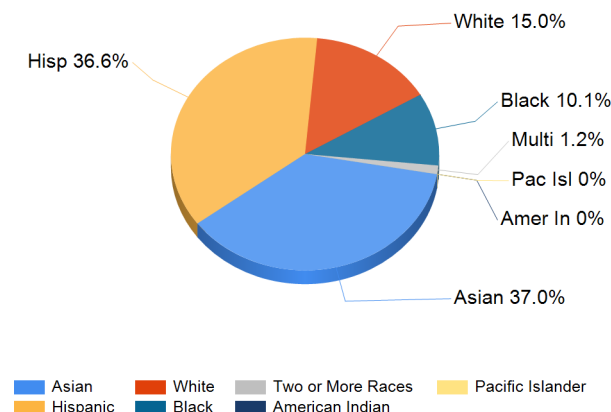
## Enrollment by Gender

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



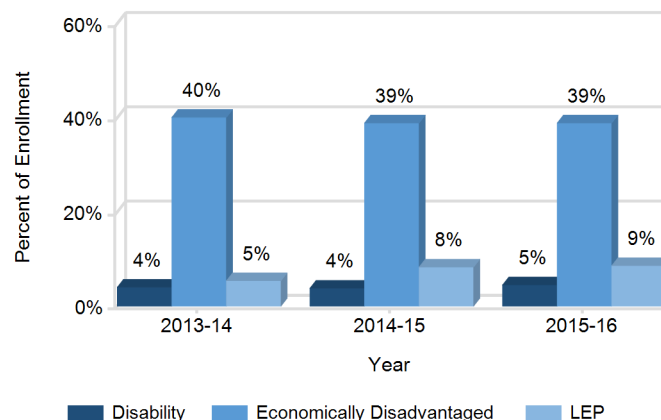
## Enrollment by Ethnic/ Racial Subgroup

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



## Enrollment Trends by Special Population

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



## Language Diversity

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

2015-2016	Percent
English	54.7%
Spanish	14.2%
Hindi	4.1%
Telugu	3.9%
Tamil	3.7%
Other	19.1%

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



State of New Jersey  
2015-2016

Grade Span KH-05

23-5850-200

MIDDLESEX

WOODBRIIDGE TWP

LAFAYETTE ESTATES ELEMENTARY SCHOOL

FORD AVENUE

FORDS, NJ 08863

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

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

## Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	41%	45	26
Mathematics Met or Exceeded Expectations	47%	40	47

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	222	41%	26	99%	✓	223	47%	47	99%	✓
White	39	26%	6	100%	✓	39	39%	21	100%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	89	26%	18	97%	✓	90	26%	29	97%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	76	67%	35	100%	✓	76	78%	50	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	99	21%	15	98%	✓	100	27%	42	98%	✓



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## PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	86	735	745	746	19%	15%	33%	33%	1%	34%	48%
White	S	S	743	756	S	S	S	S	S	S	58%
African American	S	S	729	727	S	S	S	S	S	S	30%
Hispanic	32	723	728	730	19%	25%	44%	13%	N	13%	31%
Asian	24	762	762	772	4%	8%	13%	71%	4%	75%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	S	S	705	718	S	S	S	S	S	S	22%
English Language Learners	S	S	714	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	38	723	726	727	24%	21%	40%	16%	N	16%	28%
PARCC MATH											
<b>Schoolwide</b>	86	745	752	749	7%	17%	31%	35%	9%	44%	52%
White	S	S	747	757	S	S	S	S	S	S	63%
African American	S	S	734	730	S	S	S	S	S	S	31%
Hispanic	32	732	733	736	9%	25%	38%	28%	N	28%	35%
Asian	24	775	772	777	N	N	25%	42%	33%	75%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	15	722	716	727	20%	40%	20%	20%	N	20%	28%
English Language Learners	S	S	730	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	38	735	734	732	11%	26%	32%	29%	3%	32%	32%

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



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FORDS, NJ 08863

## PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	82	744	747	750	9%	12%	34%	39%	6%	45%	54%
White	12	750	746	759	8%	8%	33%	42%	8%	50%	64%
African American	S	S	738	733	S	S	S	S	S	S	33%
Hispanic	32	738	738	737	6%	16%	41%	38%	N	38%	37%
Asian	32	751	758	773	9%	9%	25%	44%	13%	56%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	740	756	S	S	S	S	S	S	62%
Students with Disability	S	S	713	723	S	S	S	S	S	S	22%
English Language Learners	S	S	713	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	32	735	735	734	6%	22%	47%	25%	N	25%	33%
PARCC MATH											
<b>Schoolwide</b>	83	747	750	745	2%	29%	21%	41%	7%	48%	47%
White	12	751	747	752	N	17%	33%	50%	N	50%	57%
African American	S	S	732	727	S	S	S	S	S	S	24%
Hispanic	33	732	737	733	3%	46%	21%	30%	N	30%	30%
Asian	32	765	767	771	3%	13%	13%	53%	19%	72%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	744	750	S	S	S	S	S	S	54%
Students with Disability	S	S	723	724	S	S	S	S	S	S	22%
English Language Learners	S	S	729	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	33	730	736	730	3%	46%	27%	24%	N	24%	27%

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



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## PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	70	743	745	751	7%	17%	33%	40%	3%	43%	53%
White	S	S	744	758	S	S	S	S	S	S	64%
African American	S	S	728	733	S	S	S	S	S	S	32%
Hispanic	34	731	735	738	9%	29%	35%	27%	N	27%	37%
Asian	23	767	759	773	4%	N	17%	70%	9%	78%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	712	723	S	S	S	S	S	S	20%
English Language Learners	S	S	722	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	38	729	734	735	11%	29%	40%	21%	N	21%	33%
PARCC MATH											
<b>Schoolwide</b>	70	750	750	747	6%	16%	31%	31%	16%	47%	47%
White	S	S	748	753	S	S	S	S	S	S	57%
African American	S	S	730	728	S	S	S	S	S	S	24%
Hispanic	34	733	739	735	9%	24%	50%	18%	N	18%	31%
Asian	23	782	768	774	N	N	9%	44%	48%	91%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	724	725	S	S	S	S	S	S	19%
English Language Learners	S	S	S	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	38	735	740	732	8%	26%	42%	21%	3%	24%	28%

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



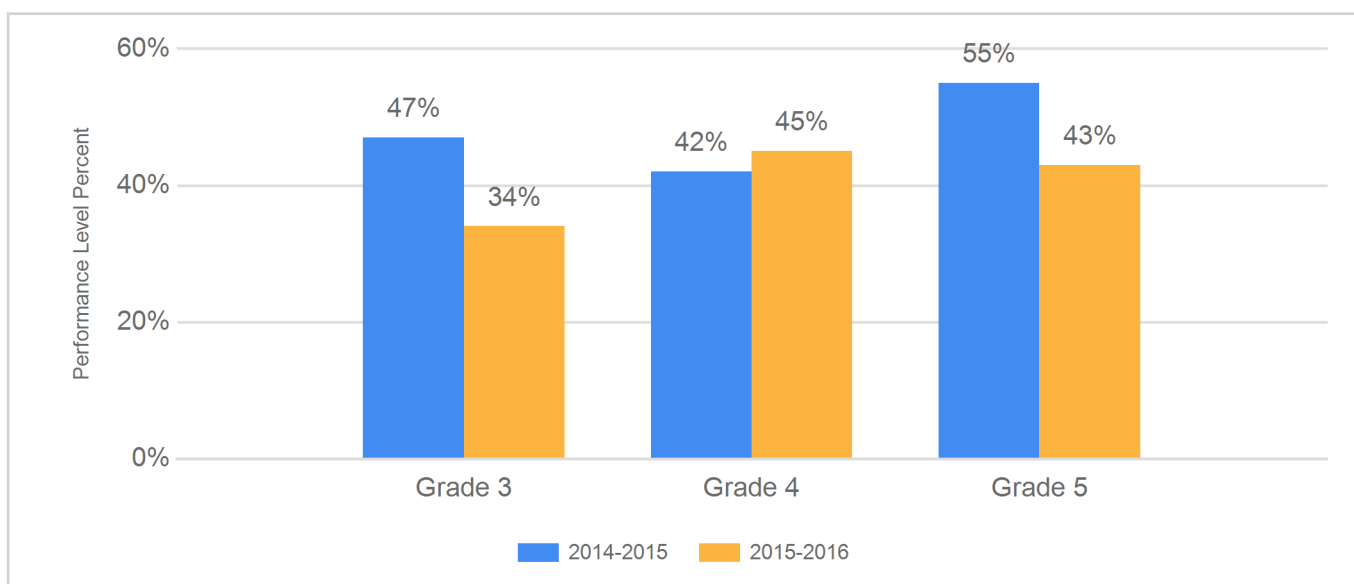
State of New Jersey  
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### PARCC ELA Performance Trends

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





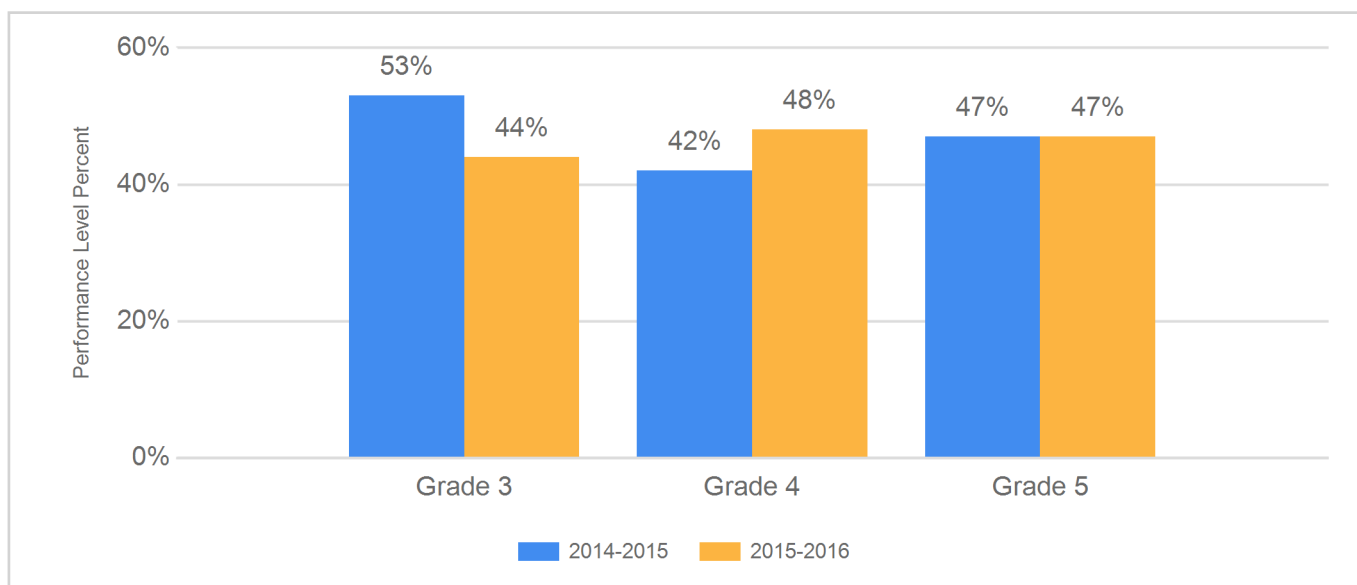
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## PARCC Math Performance Trends

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





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

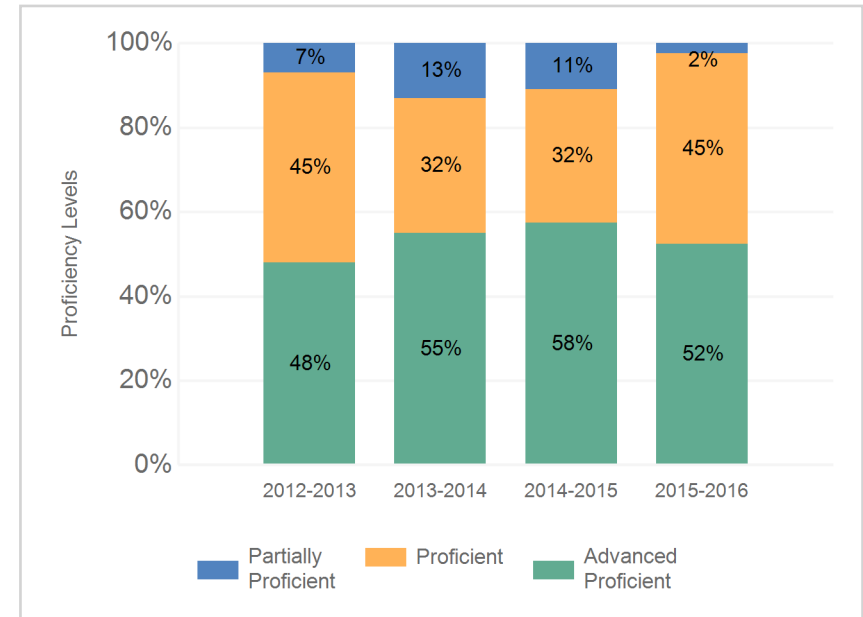
### NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	52%	45%	2%
White	54%	46%	N
African American	S	S	S
Hispanic	41%	56%	3%
American Indian	N	N	N
Asian	66%	31%	3%
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	28%	69%	3%

### NJASK Proficiency Trends Science - Grade Level 04

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





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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



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

### Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	39	37	50
Student Growth on Math	50	47	50

### Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	3%	0%
Partially Met (L2)	3%	7%	4%
Approached (L3)	13%	10%	8%
Met (L4)	21%	12%	8%
Exceeded (L5)	8%	2%	0%

### Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	2%	0%
Partially Met (L2)	8%	3%	7%
Approached (L3)	9%	11%	6%
Met (L4)	11%	11%	19%
Exceeded (L5)	2%	4%	4%



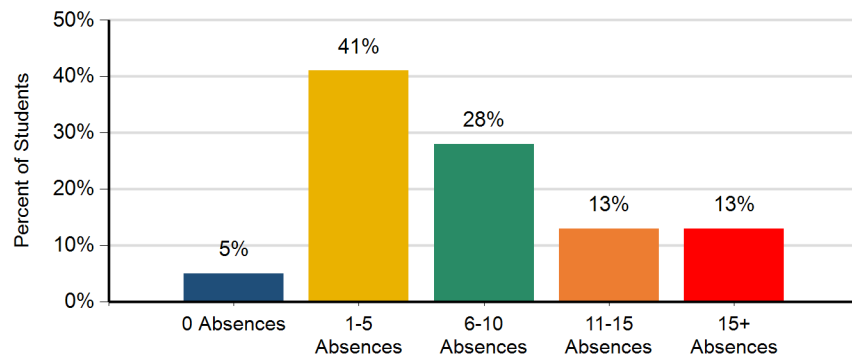
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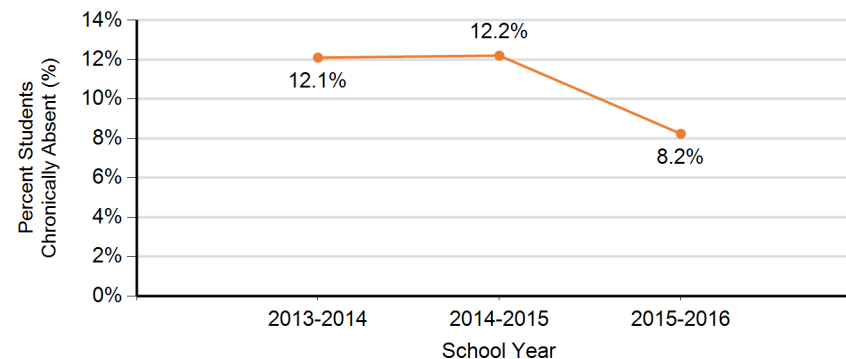
## Absenteeism

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



## Chronic Absenteeism Trend

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





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### Length of School Day

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

	School
2015-16	6 Hrs. 30 Mins.

### Instructional Time

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

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

### Student to Staff Ratio

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

2015-16	School
Faculty	17:1
Administrator	486:1

### Student Suspension Rate

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

	School
2015-16	4.7%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	96%



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## 2015-2016 School Performance Reports

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

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

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

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



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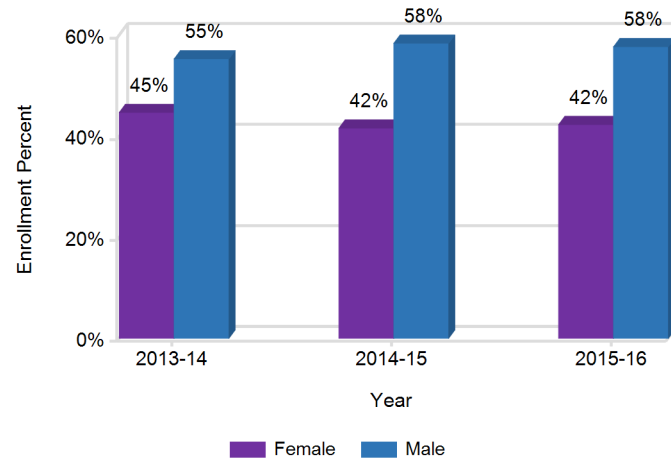
## Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade PK	1	2	7
Grade KG	24	34	27
Grade 01	46	40	43
Grade 02	55	50	42
Grade 03	39	54	55
Grade 04	45	47	64
Grade 05	42	50	49
UG	79	91	98
<b>Total</b>	<b>331</b>	<b>368</b>	<b>385</b>

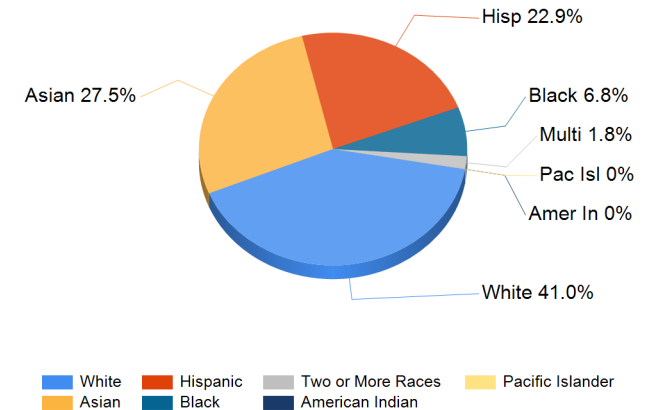
## Enrollment by Gender

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



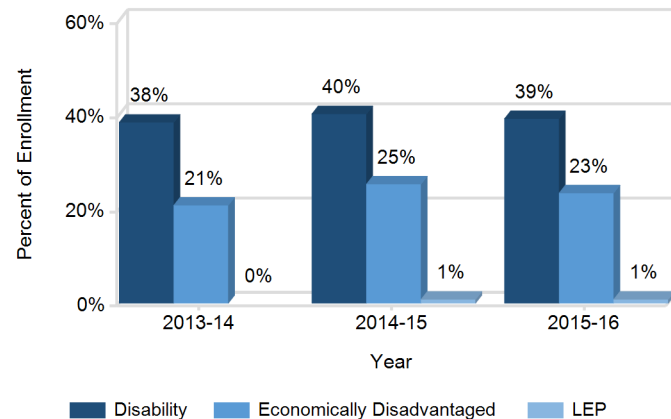
## Enrollment by Ethnic/ Racial Subgroup

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



## Enrollment Trends by Special Population

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



## Language Diversity

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

2015-2016	Percent
English	75.3%
Gujarati	8.1%
Spanish	5.5%
Hindi	2.1%
Portuguese	1.8%
Other	7.6%

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



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MIDDLESEX

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

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

## Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	47%	50	39
Mathematics Met or Exceeded Expectations	60%	70	68

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	131	47%	39	99%	✓	131	60%	68	99%	✓
White	58	52%	34	98%	✓	58	59%	52	98%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	39	59%	28	100%	✓	39	72%	43	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



State of New Jersey  
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Grade Span 3H-05

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## PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	47	745	745	746	6%	13%	36%	43%	2%	45%	48%
White	21	741	743	756	10%	14%	33%	43%	N	43%	58%
African American	S	S	729	727	S	S	S	S	S	S	30%
Hispanic	S	S	728	730	S	S	S	S	S	S	31%
Asian	14	754	762	772	N	14%	36%	43%	7%	50%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	743	753	S	S	S	S	S	S	55%
Students with Disability	S	S	705	718	S	S	S	S	S	S	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	S	S	726	727	S	S	S	S	S	S	28%
PARCC MATH											
<b>Schoolwide</b>	47	755	752	749	N	6%	28%	60%	6%	66%	52%
White	21	751	747	757	N	10%	33%	57%	N	57%	63%
African American	S	S	734	730	S	S	S	S	S	S	31%
Hispanic	S	S	733	736	S	S	S	S	S	S	35%
Asian	14	764	772	777	N	N	21%	57%	21%	79%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	747	754	S	S	S	S	S	S	57%
Students with Disability	S	S	716	727	S	S	S	S	S	S	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	S	S	734	732	S	S	S	S	S	S	32%

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



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## PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	57	747	747	750	5%	14%	28%	53%	N	53%	54%
White	23	747	746	759	N	26%	17%	57%	N	57%	64%
African American	S	S	738	733	S	S	S	S	S	S	33%
Hispanic	13	728	738	737	23%	8%	46%	23%	N	23%	37%
Asian	18	760	758	773	N	6%	22%	72%	N	72%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	740	756	S	S	S	S	S	S	62%
Students with Disability	S	S	713	723	S	S	S	S	S	S	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	13	723	735	734	23%	15%	39%	23%	N	23%	33%
PARCC MATH											
<b>Schoolwide</b>	57	752	750	745	5%	11%	25%	54%	5%	60%	47%
White	23	750	747	752	N	17%	17%	65%	N	65%	57%
African American	S	S	732	727	S	S	S	S	S	S	24%
Hispanic	13	732	737	733	23%	N	46%	31%	N	31%	30%
Asian	18	767	767	771	N	11%	17%	61%	11%	72%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	744	750	S	S	S	S	S	S	54%
Students with Disability	S	S	723	724	S	S	S	S	S	S	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	13	731	736	730	23%	8%	46%	15%	8%	23%	27%

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



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## PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	40	744	745	751	5%	20%	28%	48%	N	48%	53%
White	17	743	744	758	N	29%	12%	59%	N	59%	64%
African American	S	S	728	733	S	S	S	S	S	S	32%
Hispanic	S	S	735	738	S	S	S	S	S	S	37%
Asian	S	S	759	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	712	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	S	S	734	735	S	S	S	S	S	S	33%
PARCC MATH											
<b>Schoolwide</b>	40	750	750	747	3%	8%	43%	43%	5%	48%	47%
White	17	747	748	753	N	12%	47%	35%	6%	41%	57%
African American	S	S	730	728	S	S	S	S	S	S	24%
Hispanic	S	S	739	735	S	S	S	S	S	S	31%
Asian	S	S	768	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	724	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	740	732	S	S	S	S	S	S	28%

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



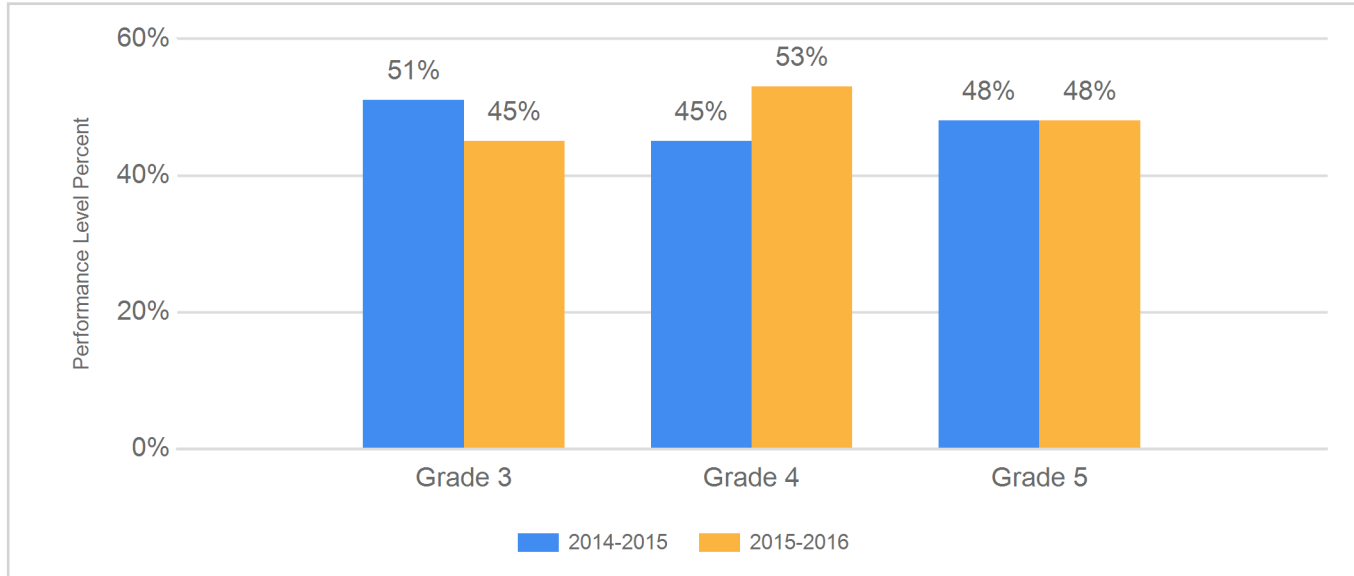
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### PARCC ELA Performance Trends

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





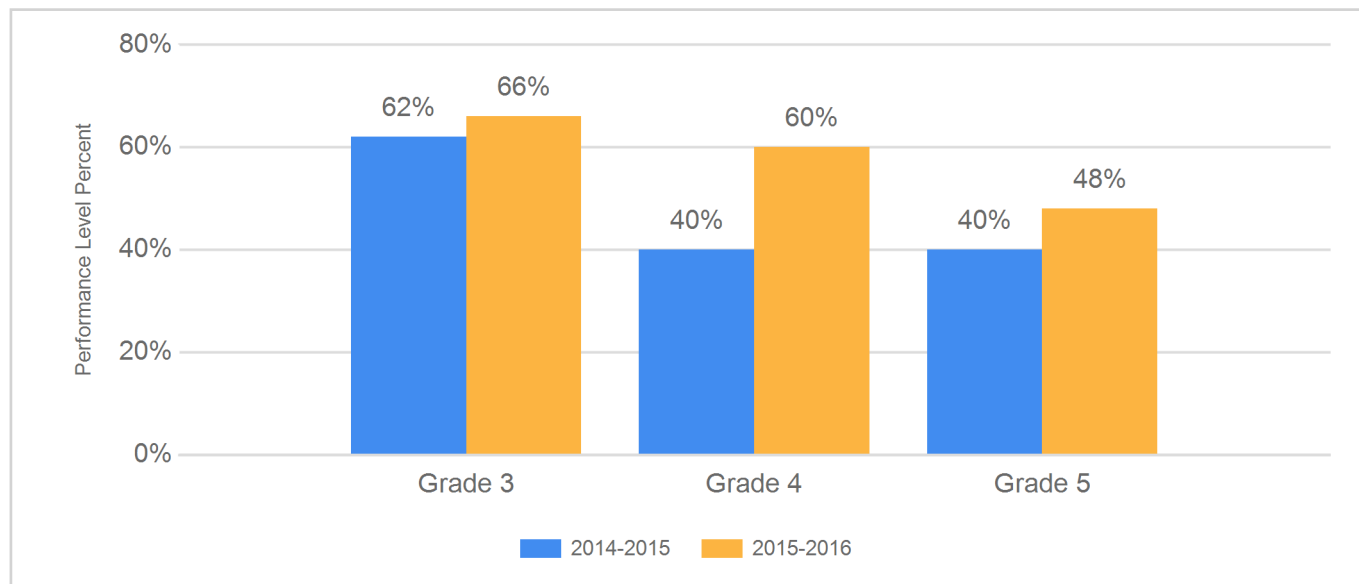
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## PARCC Math Performance Trends

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





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

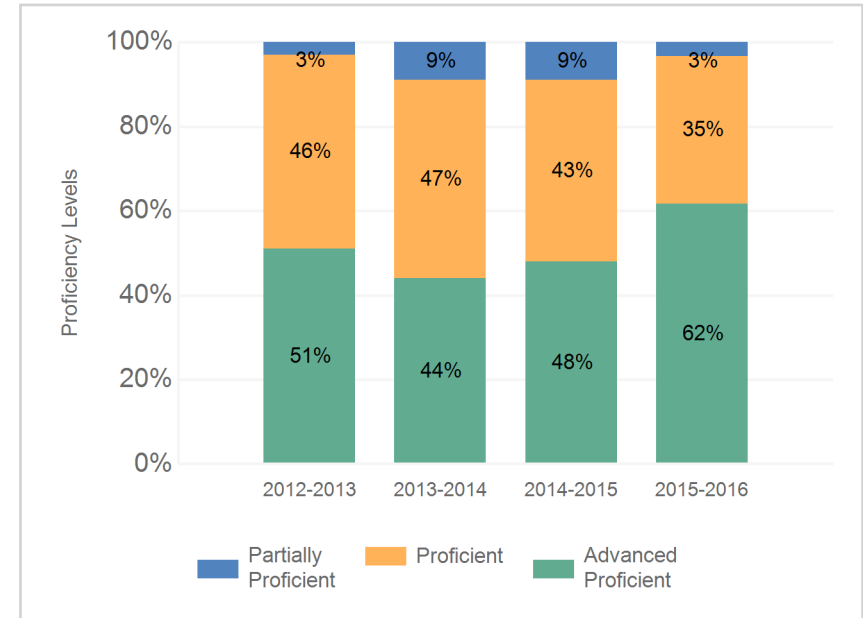
### NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	62%	35%	3%
White	64%	32%	4%
African American	S	S	S
Hispanic	58%	33%	8%
American Indian	N	N	N
Asian	67%	33%	N
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	S	S	S

### NJASK Proficiency Trends Science - Grade Level 04

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





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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



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### Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	32	37	50
Student Growth on Math	45	47	50

### Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	4%	1%	0%
Partially Met (L2)	5%	4%	2%
Approached (L3)	20%	10%	2%
Met (L4)	24%	20%	5%
Exceeded (L5)	2%	0%	1%

### Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	4%	2%
Partially Met (L2)	4%	5%	4%
Approached (L3)	9%	13%	5%
Met (L4)	16%	12%	15%
Exceeded (L5)	5%	6%	1%



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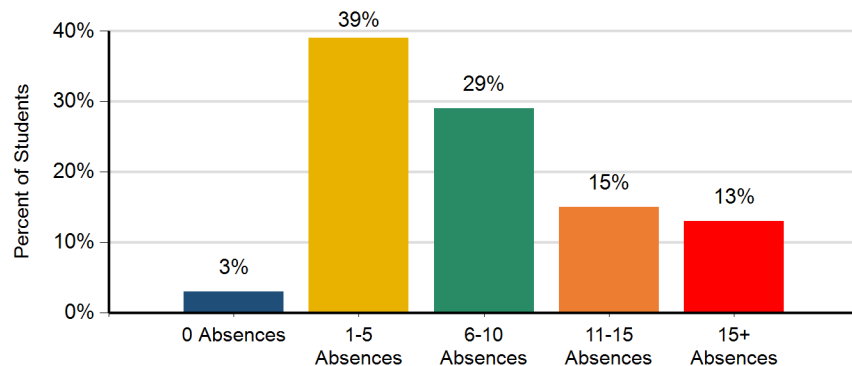
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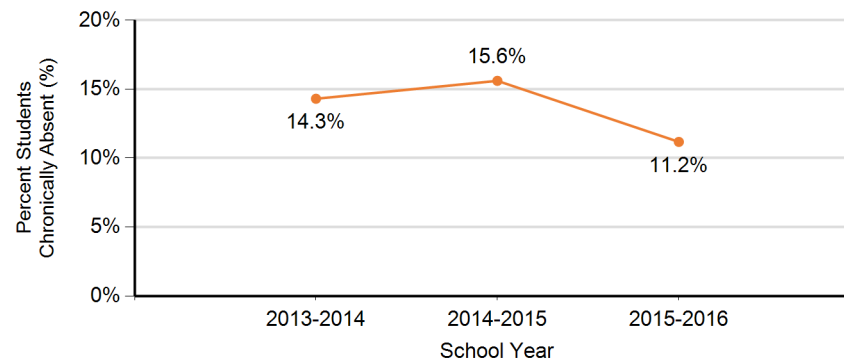
## Absenteeism

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



## Chronic Absenteeism Trend

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





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### Length of School Day

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

	School
2015-16	6 Hrs. 30 Mins.

### Instructional Time

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

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

### Student to Staff Ratio

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

2015-16	School
Faculty	11:1
Administrator	385:1

### Student Suspension Rate

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

	School
2015-16	1.8%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	96%



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## 2015-2016 School Performance Reports

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

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

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

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

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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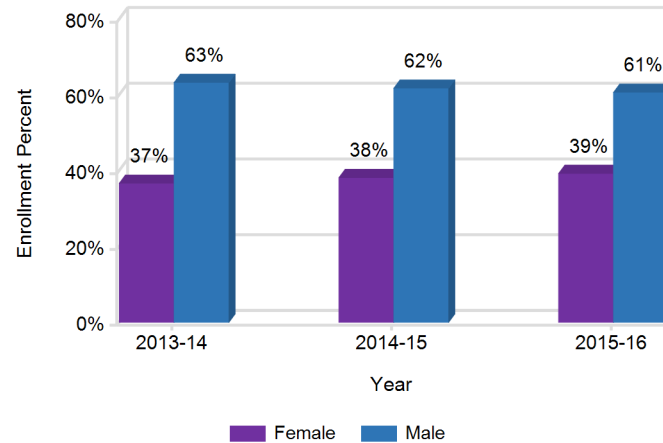
## Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade PK	0	9	10
Grade KG	31	38	22
Grade 01	48	50	48
Grade 02	55	53	51
Grade 03	53	58	56
Grade 04	54	56	59
Grade 05	49	55	50
UG	121	105	139
<b>Total</b>	<b>411</b>	<b>424</b>	<b>435</b>

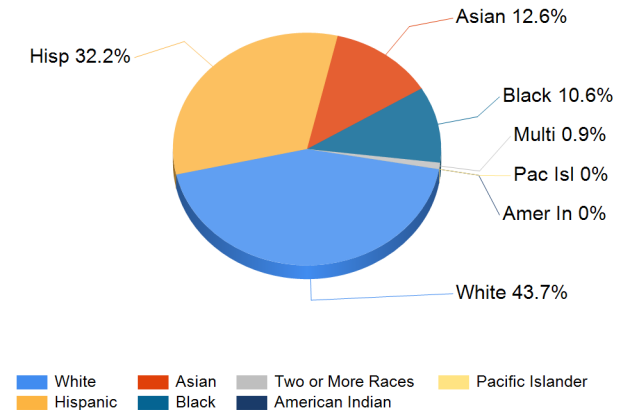
## Enrollment by Gender

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



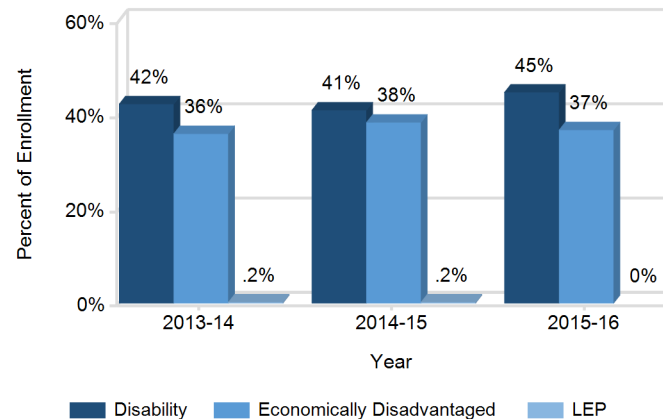
## Enrollment by Ethnic/ Racial Subgroup

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



## Enrollment Trends by Special Population

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



## Language Diversity

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

2015-2016	Percent
English	85.1%
Spanish	7.8%
Polish	0.9%
Urdu	0.9%
Portuguese	0.7%
Other	4.6%

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



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

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

## Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	32%	15	19
Mathematics Met or Exceeded Expectations	42%	35	42

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	192	32%	19	93%	X	192	42%	42	93%	X
White	87	30%	9	94%	✓	87	43%	32	94%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	68	35%	42	94%	X	68	43%	68	94%	X
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	70	16%	30	94%	✓	70	23%	52	94%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	92	27%	36	92%	X	92	34%	69	92%	X



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## PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	57	734	745	746	14%	25%	28%	32%	2%	33%	48%
White	23	741	743	756	4%	17%	52%	22%	4%	26%	58%
African American	S	S	729	727	S	S	S	S	S	S	30%
Hispanic	22	726	728	730	27%	23%	14%	36%	N	36%	31%
Asian	S	S	762	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	743	753	S	S	S	S	S	S	55%
Students with Disability	S	S	705	718	S	S	S	S	S	S	22%
English Language Learners	S	S	714	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	29	723	726	727	24%	31%	21%	24%	N	24%	28%
PARCC MATH											
<b>Schoolwide</b>	57	744	752	749	7%	19%	28%	33%	12%	46%	52%
White	23	747	747	757	N	13%	35%	44%	9%	52%	63%
African American	S	S	734	730	S	S	S	S	S	S	31%
Hispanic	22	738	733	736	14%	18%	27%	36%	5%	41%	35%
Asian	S	S	772	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	747	754	S	S	S	S	S	S	57%
Students with Disability	S	S	716	727	S	S	S	S	S	S	28%
English Language Learners	S	S	730	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	29	733	734	732	14%	24%	28%	31%	3%	35%	32%

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



## PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	68	742	747	750	13%	13%	31%	35%	7%	43%	54%
White	33	743	746	759	9%	18%	36%	27%	9%	36%	64%
African American	S	S	738	733	S	S	S	S	S	S	33%
Hispanic	24	741	738	737	17%	8%	25%	46%	4%	50%	37%
Asian	S	S	758	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	740	756	S	S	S	S	S	S	62%
Students with Disability	18	711	713	723	39%	22%	28%	11%	N	11%	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	32	737	735	734	16%	16%	25%	41%	3%	44%	33%
PARCC MATH											
<b>Schoolwide</b>	68	751	750	745	3%	18%	21%	57%	2%	59%	47%
White	33	751	747	752	6%	12%	27%	52%	3%	55%	57%
African American	S	S	732	727	S	S	S	S	S	S	24%
Hispanic	24	751	737	733	N	21%	21%	58%	N	58%	30%
Asian	S	S	767	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	744	750	S	S	S	S	S	S	54%
Students with Disability	18	729	723	724	6%	50%	22%	22%	N	22%	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	32	746	736	730	N	28%	22%	50%	N	50%	27%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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23-5850-150

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SEWAREN, NJ 07077

## PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	54	727	745	751	19%	30%	28%	20%	4%	24%	53%
White	22	734	744	758	9%	32%	32%	23%	5%	27%	64%
African American	S	S	728	733	S	S	S	S	S	S	32%
Hispanic	20	730	735	738	10%	35%	25%	25%	5%	30%	37%
Asian	S	S	759	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	712	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	27	720	734	735	26%	33%	19%	19%	4%	22%	33%
PARCC MATH											
<b>Schoolwide</b>	55	737	750	747	2%	35%	40%	13%	11%	24%	47%
White	23	740	748	753	4%	22%	48%	9%	17%	26%	57%
African American	S	S	730	728	S	S	S	S	S	S	24%
Hispanic	20	739	739	735	N	40%	30%	20%	10%	30%	31%
Asian	S	S	768	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	724	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	27	733	740	732	4%	48%	26%	15%	7%	22%	28%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



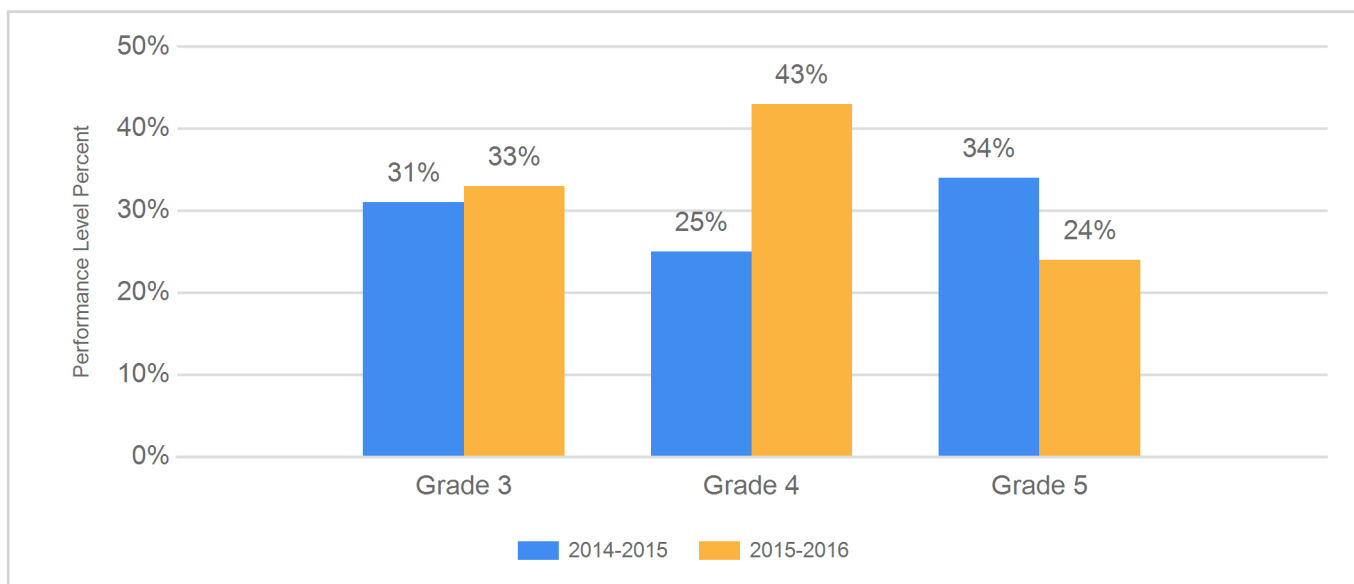
State of New Jersey  
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Grade Span 3H-05

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### PARCC ELA Performance Trends

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





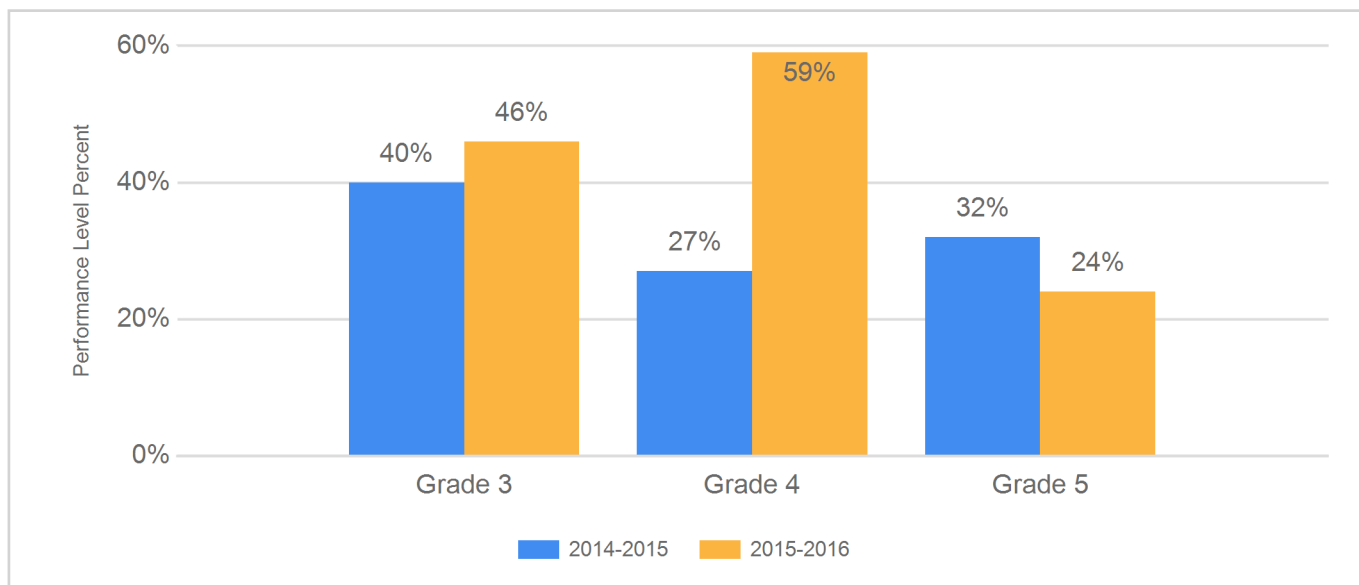
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## PARCC Math Performance Trends

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





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

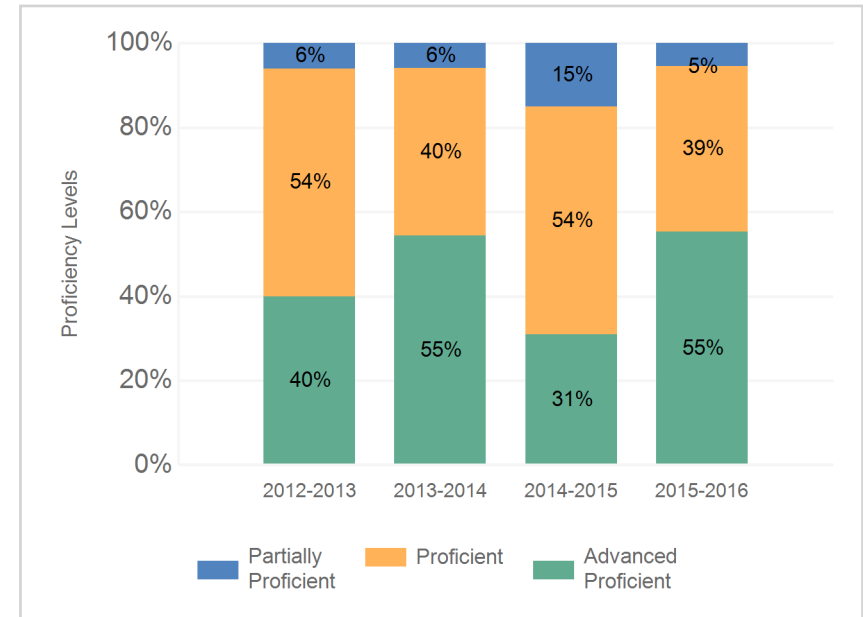
### NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	55%	39%	5%
White	56%	37%	7%
African American	S	S	S
Hispanic	57%	43%	N
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	N	N	N
Economically Disadvantaged Students	60%	35%	5%

### NJASK Proficiency Trends Science - Grade Level 04

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





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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

Reading Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4read.html>

Reading Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8read.html>

Math Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4math.html>

Math Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8math.html>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

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

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



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

### Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	38	37	50
Student Growth on Math	66	47	50

### Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	9%	0%	7%
Partially Met (L2)	8%	8%	7%
Approached (L3)	13%	7%	12%
Met (L4)	17%	5%	8%
Exceeded (L5)	0%	0%	0%

### Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	1%	7%
Partially Met (L2)	11%	5%	12%
Approached (L3)	0%	7%	22%
Met (L4)	3%	13%	17%
Exceeded (L5)	1%	0%	0%



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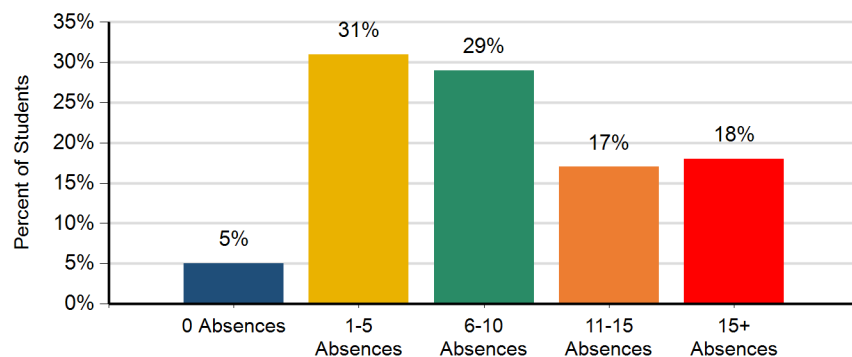
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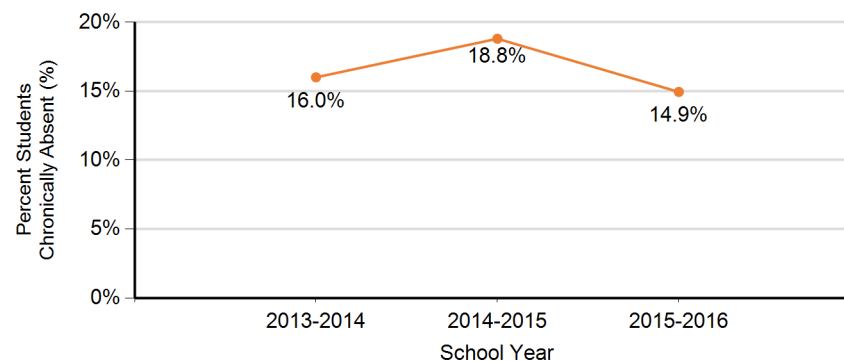
## Absenteeism

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



## Chronic Absenteeism Trend

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





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### Length of School Day

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

	School
2015-16	6 Hrs. 30 Mins.

### Instructional Time

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

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

### Student to Staff Ratio

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

2015-16	School
Faculty	11:1
Administrator	435:1

### Student Suspension Rate

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

	School
2015-16	2.3%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	97%



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WOODBIDGE, NJ 07095

## 2015-2016 School Performance Reports

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

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

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

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



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WOODBIDGE, NJ 07095

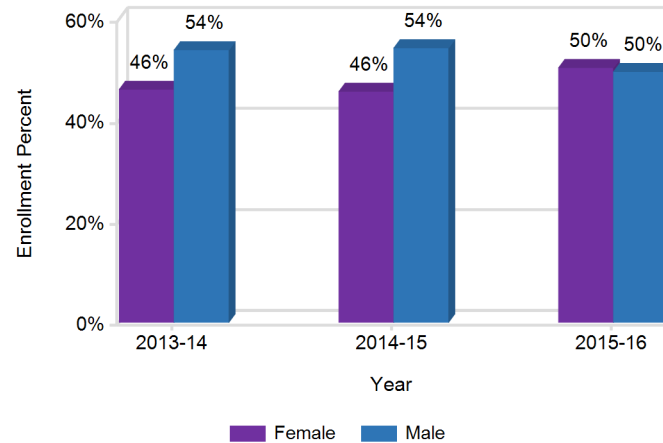
## Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade KG	57	43	59
Grade 01	69	67	66
Grade 02	73	63	59
Grade 03	54	67	58
Grade 04	47	56	68
Grade 05	59	50	55
UG	14	13	12
Total	373	359	377

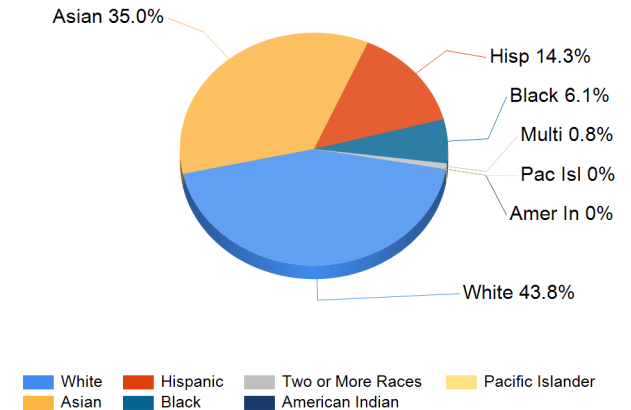
## Enrollment by Gender

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



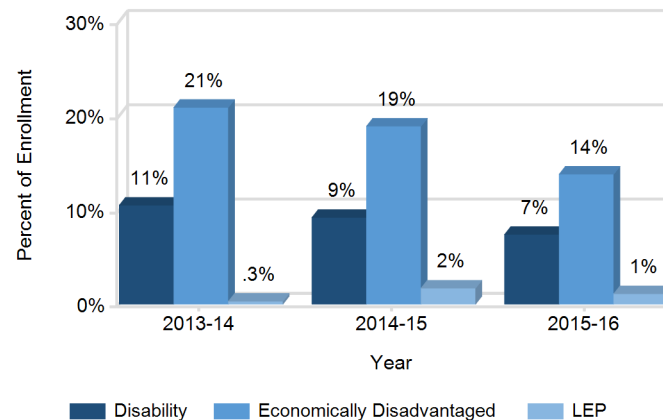
## Enrollment by Ethnic/ Racial Subgroup

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



## Enrollment Trends by Special Population

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



## Language Diversity

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

2015-2016	Percent
English	67.6%
Hindi	5.8%
Spanish	5.6%
Telugu	4.8%
Tamil	4.0%
Other	12.3%

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



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

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

## Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	69%	100	73
Mathematics Met or Exceeded Expectations	62%	95	73

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	172	69%	73	98%	✓	172	62%	73	98%	✓
White	88	69%	68	96%	✓	88	67%	75	96%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	44	77%	48	100%	✓	44	75%	46	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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MAWBEY STREET ELEMENTARY SCHOOL

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## PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	58	765	745	746	N	3%	31%	55%	10%	66%	48%
White	24	767	743	756	N	8%	25%	58%	8%	67%	58%
African American	S	S	729	727	S	S	S	S	S	S	30%
Hispanic	S	S	728	730	S	S	S	S	S	S	31%
Asian	22	770	762	772	N	N	23%	64%	14%	77%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	S	S	705	718	S	S	S	S	S	S	22%
English Language Learners	S	S	714	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	S	S	726	727	S	S	S	S	S	S	28%
PARCC MATH											
<b>Schoolwide</b>	58	759	752	749	N	9%	31%	48%	12%	60%	52%
White	24	757	747	757	N	8%	25%	63%	4%	67%	63%
African American	S	S	S	730	S	S	S	S	S	S	31%
Hispanic	S	S	733	736	S	S	S	S	S	S	35%
Asian	22	771	772	777	N	5%	23%	46%	27%	73%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	S	S	716	727	S	S	S	S	S	S	28%
English Language Learners	S	S	730	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	S	S	734	732	S	S	S	S	S	S	32%

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



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## PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	67	757	747	750	2%	3%	31%	58%	6%	64%	54%
White	35	757	746	759	N	3%	29%	66%	3%	69%	64%
African American	S	S	738	733	S	S	S	S	S	S	33%
Hispanic	15	754	738	737	N	N	40%	60%	N	60%	37%
Asian	12	777	758	773	N	N	33%	42%	25%	67%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	740	756	S	S	S	S	S	S	62%
Students with Disability	S	S	713	723	S	S	S	S	S	S	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	13	740	735	734	8%	15%	39%	39%	N	39%	33%
PARCC MATH											
<b>Schoolwide</b>	67	750	750	745	9%	9%	25%	52%	5%	57%	47%
White	35	751	747	752	11%	6%	20%	57%	6%	63%	57%
African American	S	S	732	727	S	S	S	S	S	S	24%
Hispanic	15	743	737	733	N	13%	40%	47%	N	47%	30%
Asian	12	769	767	771	N	8%	25%	58%	8%	67%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	744	750	S	S	S	S	S	S	54%
Students with Disability	S	S	723	724	S	S	S	S	S	S	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	13	727	736	730	23%	31%	23%	23%	N	23%	27%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



State of New Jersey  
2015-2016

Grade Span KH-05

23-5850-220

MIDDLESEX

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275 MAWBEY STREET

WOODBIDGE, NJ 07095

## PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	56	766	745	751	N	4%	23%	68%	5%	73%	53%
White	30	763	744	758	N	7%	20%	73%	N	73%	64%
African American	S	S	728	733	S	S	S	S	S	S	32%
Hispanic	S	S	735	738	S	S	S	S	S	S	37%
Asian	11	783	759	773	N	N	9%	73%	18%	91%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	N	N	N	723	N	N	N	N	N	N	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	S	S	734	735	S	S	S	S	S	S	33%
PARCC MATH											
<b>Schoolwide</b>	56	757	750	747	2%	9%	20%	66%	4%	70%	47%
White	30	758	748	753	3%	3%	20%	70%	3%	73%	57%
African American	S	S	730	728	S	S	S	S	S	S	24%
Hispanic	S	S	739	735	S	S	S	S	S	S	31%
Asian	11	769	768	774	N	9%	N	82%	9%	91%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	N	N	N	725	N	N	N	N	N	N	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	740	732	S	S	S	S	S	S	28%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



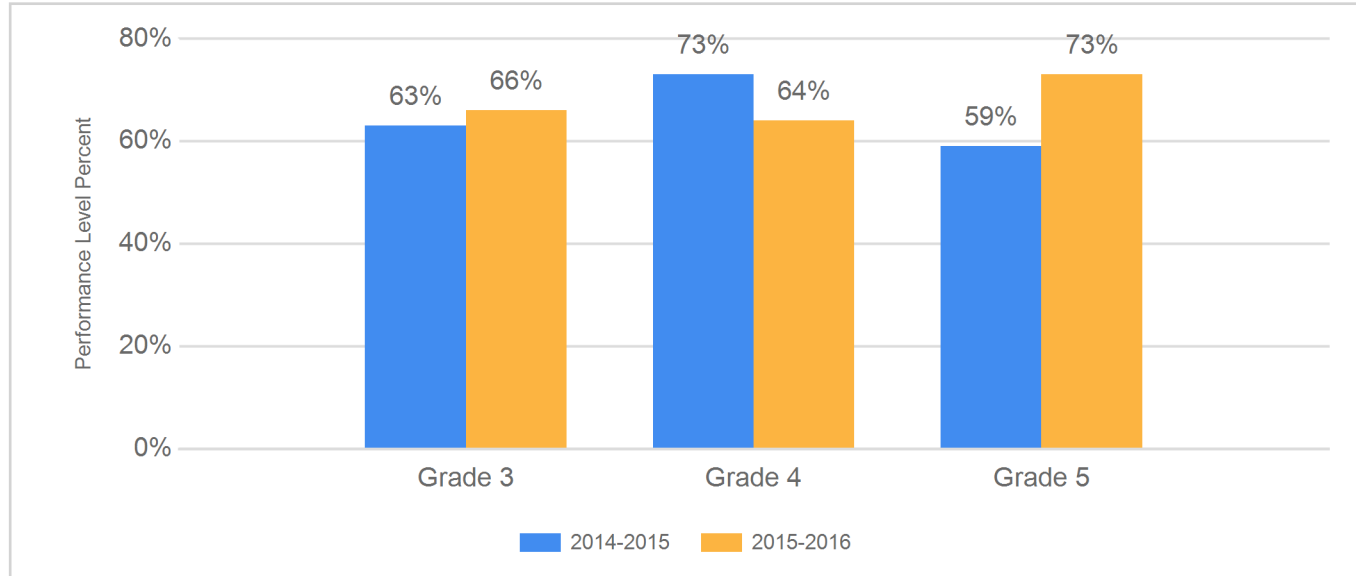
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## PARCC ELA Performance Trends

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





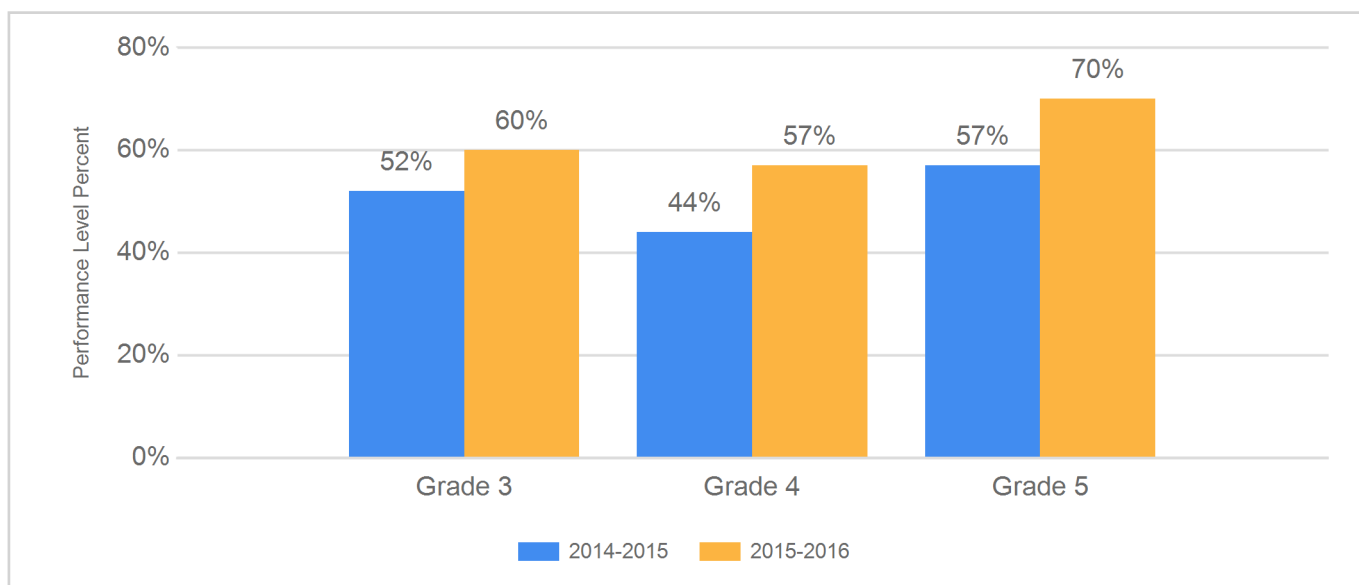
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## PARCC Math Performance Trends

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





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

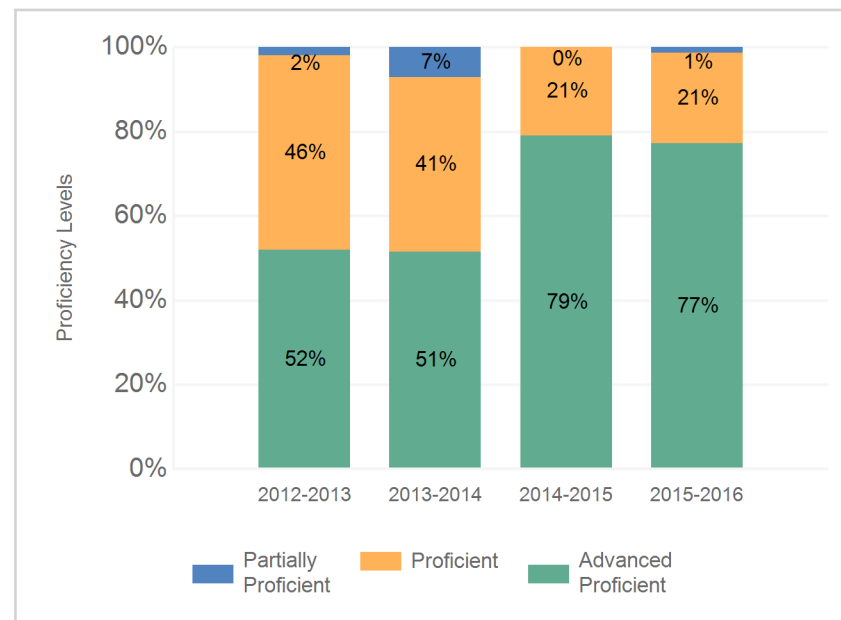
## NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	77%	21%	1%
White	78%	22%	N
African American	S	S	S
Hispanic	80%	20%	N
American Indian	N	N	N
Asian	92%	8%	N
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	N	N	N
Economically Disadvantaged Students	54%	39%	8%

## NJASK Proficiency Trends Science - Grade Level 04

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





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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

Reading Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4read.html>

Reading Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8read.html>

Math Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4math.html>

Math Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8math.html>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

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

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



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

### Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	48	37	50
Student Growth on Math	67	47	50

### Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	1%	0%
Partially Met (L2)	1%	7%	2%
Approached (L3)	11%	5%	4%
Met (L4)	22%	22%	13%
Exceeded (L5)	3%	3%	5%

### Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	4%	1%
Partially Met (L2)	3%	7%	8%
Approached (L3)	2%	5%	17%
Met (L4)	10%	14%	22%
Exceeded (L5)	1%	2%	0%



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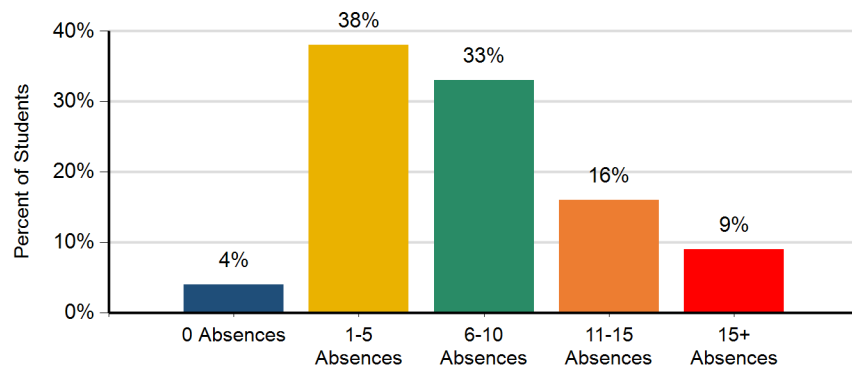
MAWBEE STREET ELEMENTARY SCHOOL

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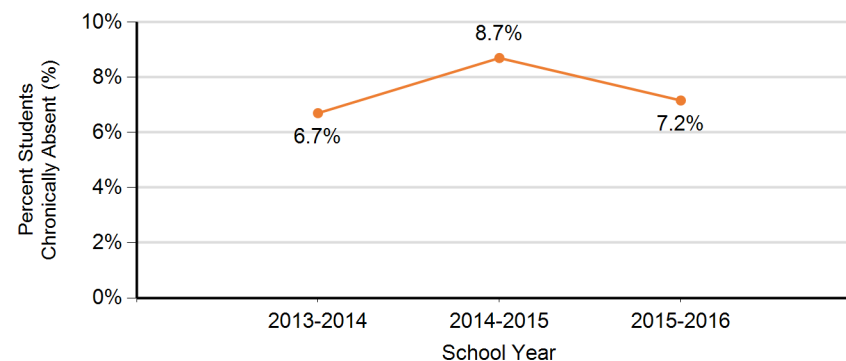
## Absenteeism

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



## Chronic Absenteeism Trend

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





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### Length of School Day

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

	School
2015-16	6 Hrs. 30 Mins.

### Instructional Time

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

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

### Student to Staff Ratio

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

2015-16	School
Faculty	18:1
Administrator	377:1

### Student Suspension Rate

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

	School
2015-16	0.3%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	95%



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## 2015-2016 School Performance Reports

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

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

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

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

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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MENLO PARK TERRACE ELEMENTARY SCHOOL

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METUCHEN, NJ 08840

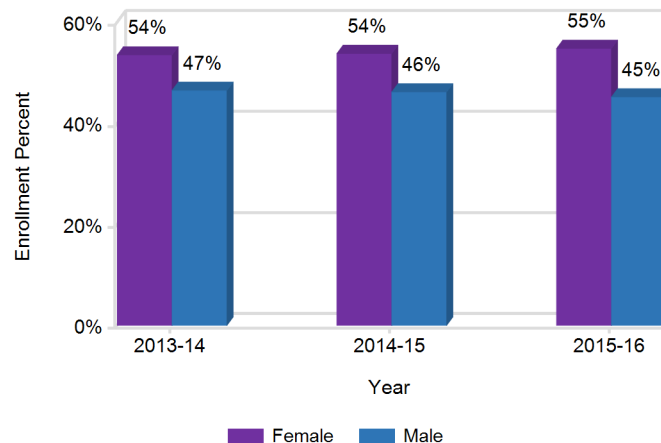
## Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade KG	50	54	60
Grade 01	65	61	60
Grade 02	60	71	61
Grade 03	57	69	66
Grade 04	66	57	77
Grade 05	60	67	54
UG	1	0	0
<b>Total</b>	<b>359</b>	<b>379</b>	<b>378</b>

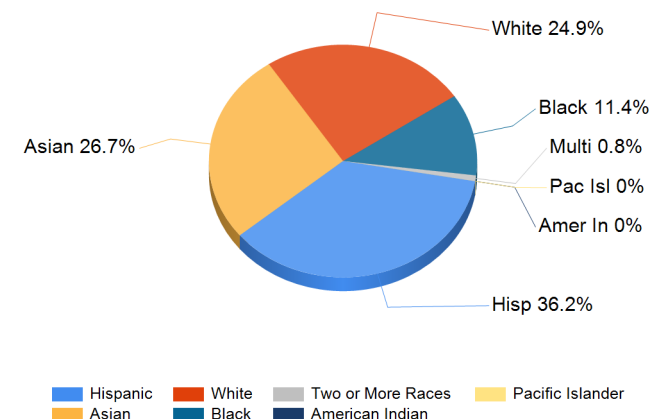
## Enrollment by Gender

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



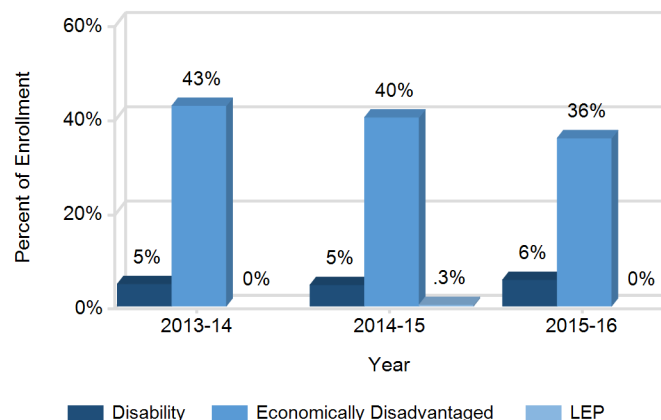
## Enrollment by Ethnic/ Racial Subgroup

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



## Enrollment Trends by Special Population

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



## Language Diversity

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

2015-2016	Percent
English	63.8%
Spanish	15.6%
Urdu	4.2%
Gujarati	4.0%
Tagalog	1.6%
Other	11.1%

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



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

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

## Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	52%	65	44
Mathematics Met or Exceeded Expectations	59%	60	64

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	170	52%	44	92%	X	170	59%	64	92%	X
White	42	43%	16	92%	X	42	52%	42	92%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	57	51%	67	89%	X	57	58%	80	89%	X
American Indian	N	N	N	N		N	N	N	N	
Asian	52	69%	37	98%	✓	52	75%	46	98%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	75	47%	72	90%	X	75	53%	88	90%	X



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## PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	63	755	745	746	3%	13%	29%	46%	10%	56%	48%
White	19	749	743	756	N	26%	26%	37%	11%	47%	58%
African American	S	S	729	727	S	S	S	S	S	S	30%
Hispanic	20	750	728	730	10%	5%	15%	70%	N	70%	31%
Asian	18	772	762	772	N	6%	33%	39%	22%	61%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	743	753	S	S	S	S	S	S	55%
Students with Disability	S	S	705	718	S	S	S	S	S	S	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	28	746	726	727	7%	14%	29%	43%	7%	50%	28%
PARCC MATH											
<b>Schoolwide</b>	63	763	752	749	2%	6%	25%	44%	22%	67%	52%
White	19	757	747	757	N	5%	32%	53%	11%	63%	63%
African American	S	S	734	730	S	S	S	S	S	S	31%
Hispanic	20	757	733	736	5%	5%	15%	65%	10%	75%	35%
Asian	18	784	772	777	N	6%	22%	17%	56%	72%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	747	754	S	S	S	S	S	S	57%
Students with Disability	S	S	716	727	S	S	S	S	S	S	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	28	759	734	732	4%	11%	25%	43%	18%	61%	32%

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



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## PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	67	746	747	750	6%	12%	40%	33%	9%	42%	54%
White	12	742	746	759	N	25%	42%	25%	8%	33%	64%
African American	S	S	738	733	S	S	S	S	S	S	33%
Hispanic	28	738	738	737	11%	14%	43%	32%	N	32%	37%
Asian	20	763	758	773	N	5%	30%	40%	25%	65%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	740	756	S	S	S	S	S	S	62%
Students with Disability	S	S	713	723	S	S	S	S	S	S	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	33	740	735	734	6%	15%	46%	33%	N	33%	33%
PARCC MATH											
<b>Schoolwide</b>	67	746	750	745	10%	16%	28%	39%	6%	45%	47%
White	12	740	747	752	8%	17%	42%	33%	N	33%	57%
African American	S	S	732	727	S	S	S	S	S	S	24%
Hispanic	28	736	737	733	14%	25%	29%	32%	N	32%	30%
Asian	20	769	767	771	N	5%	20%	60%	15%	75%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	744	750	S	S	S	S	S	S	54%
Students with Disability	S	S	723	724	S	S	S	S	S	S	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	33	737	736	730	12%	21%	33%	33%	N	33%	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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2015-2016

Grade Span KH-05

23-5850-230

MIDDLESEX

WOODBIDGE TWP

MENLO PARK TERRACE ELEMENTARY SCHOOL

19 MARYKNOLL ROAD

METUCHEN, NJ 08840

## PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	52	754	745	751	N	8%	35%	56%	2%	58%	53%
White	S	S	744	758	S	S	S	S	S	S	64%
African American	S	S	728	733	S	S	S	S	S	S	32%
Hispanic	19	753	735	738	N	5%	37%	58%	N	58%	37%
Asian	14	765	759	773	N	7%	7%	79%	7%	86%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	712	723	S	S	S	S	S	S	20%
English Language Learners	S	S	722	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	24	752	734	735	N	17%	25%	58%	N	58%	33%
PARCC MATH											
<b>Schoolwide</b>	52	756	750	747	N	8%	33%	46%	14%	60%	47%
White	S	S	748	753	S	S	S	S	S	S	57%
African American	S	S	730	728	S	S	S	S	S	S	24%
Hispanic	19	755	739	735	N	5%	37%	47%	11%	58%	31%
Asian	14	770	768	774	N	N	21%	57%	21%	79%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	724	725	S	S	S	S	S	S	19%
English Language Learners	S	S	742	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	24	757	740	732	N	8%	33%	42%	17%	58%	28%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



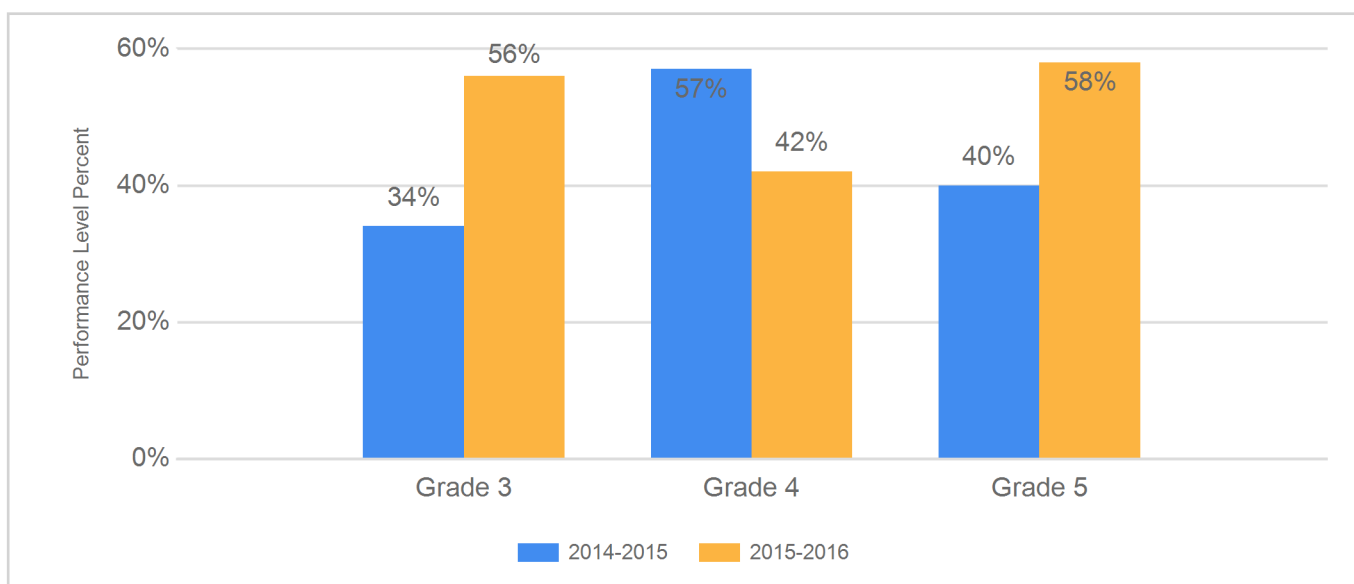
State of New Jersey  
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Grade Span KH-05

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### PARCC ELA Performance Trends

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





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MIDDLESEX

WOODBIDGE TWP

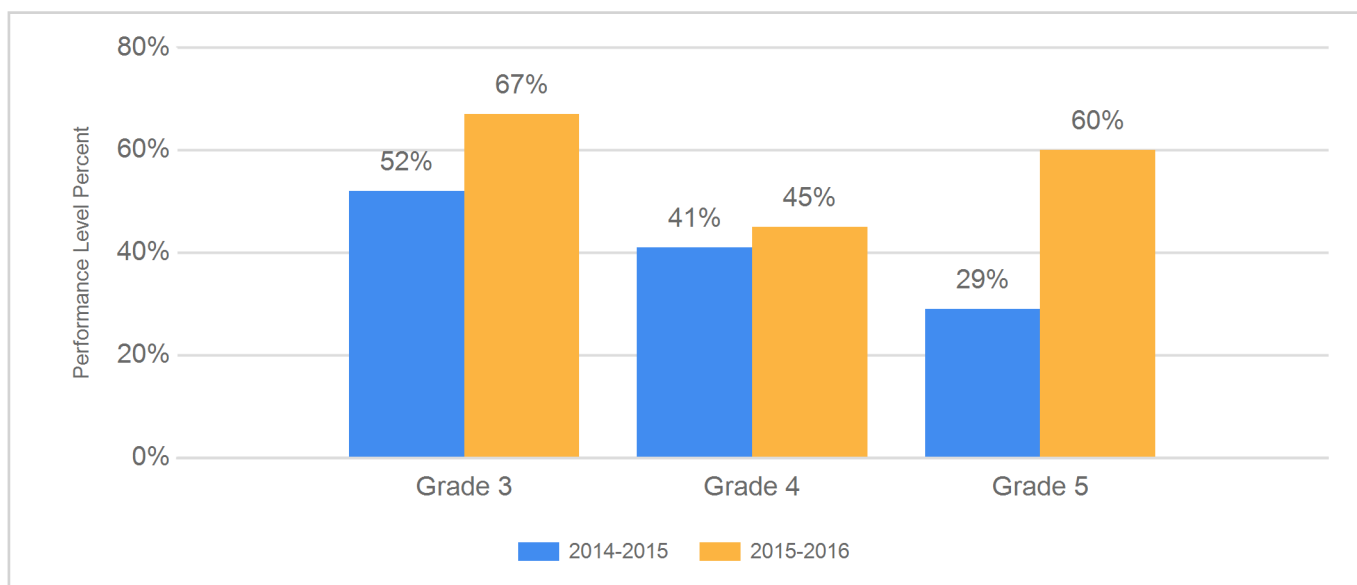
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## PARCC Math Performance Trends

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





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WOODBIDGE TWP

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

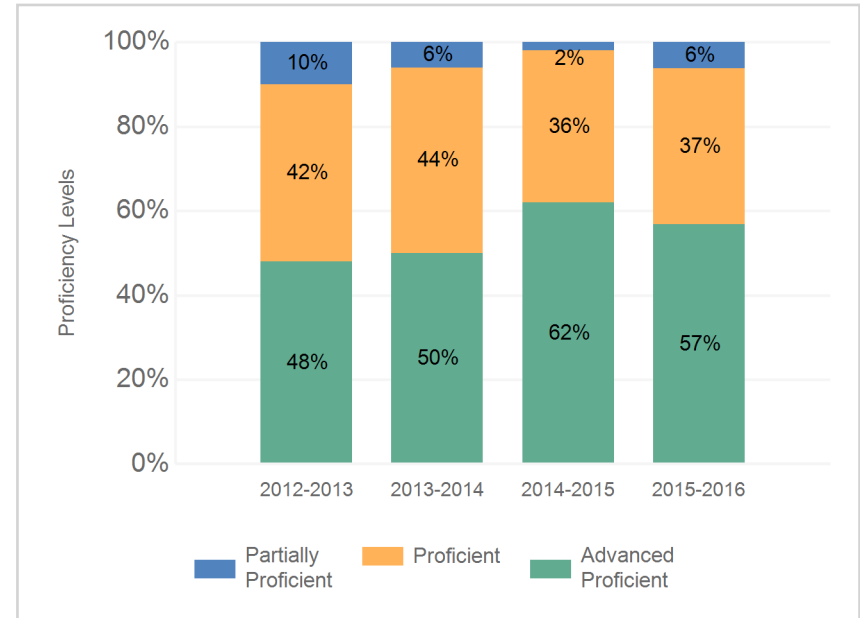
### NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	57%	37%	6%
White	53%	47%	N
African American	S	S	S
Hispanic	51%	37%	11%
American Indian	N	N	N
Asian	81%	19%	N
Two or More Races	S	S	S
Students with Disability	25%	42%	33%
English Language Learners	S	S	S
Economically Disadvantaged Students	54%	34%	12%

### NJASK Proficiency Trends Science - Grade Level 04

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





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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

Reading Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4read.html>

Reading Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8read.html>

Math Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4math.html>

Math Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8math.html>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

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

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



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

### Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	33	37	50
Student Growth on Math	46	47	50

### Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	4%	1%	4%
Partially Met (L2)	3%	4%	5%
Approached (L3)	16%	8%	4%
Met (L4)	20%	13%	9%
Exceeded (L5)	5%	2%	1%

### Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	0%	0%
Partially Met (L2)	7%	6%	2%
Approached (L3)	10%	16%	4%
Met (L4)	16%	15%	11%
Exceeded (L5)	2%	6%	3%



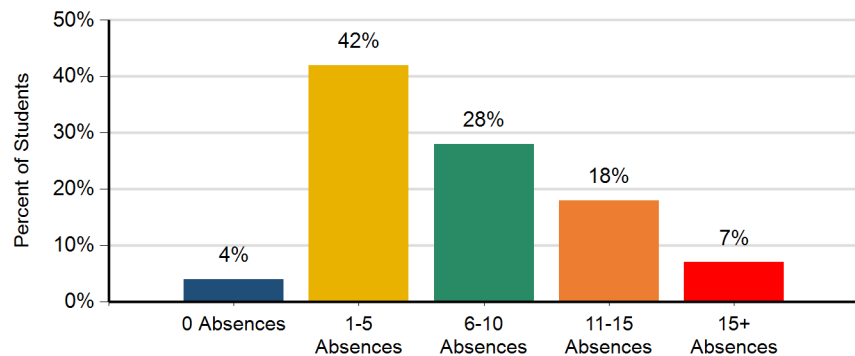
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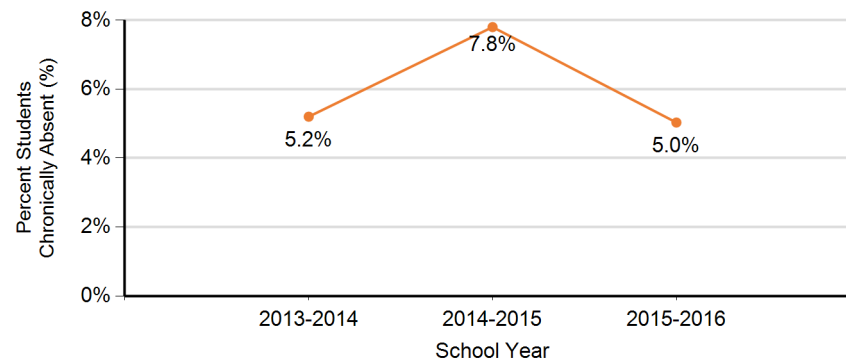
## Absenteeism

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



## Chronic Absenteeism Trend

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





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### Length of School Day

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

	School
2015-16	6 Hrs. 30 Mins.

### Instructional Time

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

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

### Student to Staff Ratio

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

2015-16	School
Faculty	16:1
Administrator	378:1

### Student Suspension Rate

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

	School
2015-16	0.8%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	98%



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## 2015-2016 School Performance Reports

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

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

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

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

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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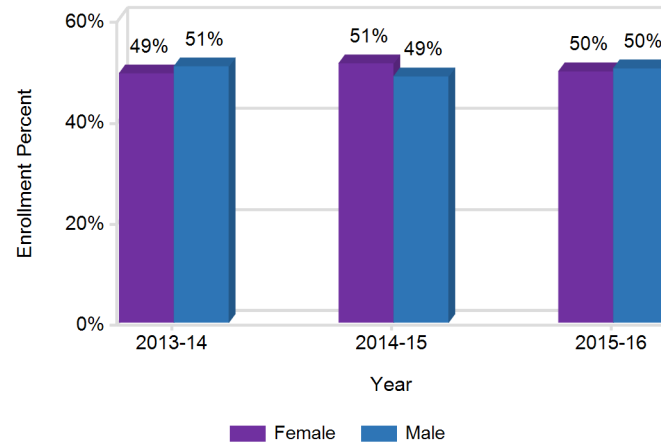
## Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade PK	22	0	30
Grade KG	49	40	44
Grade 01	44	56	45
Grade 02	41	40	64
Grade 03	45	45	40
Grade 04	46	46	47
Grade 05	48	48	45
UG	1	0	11
Total	296	275	326

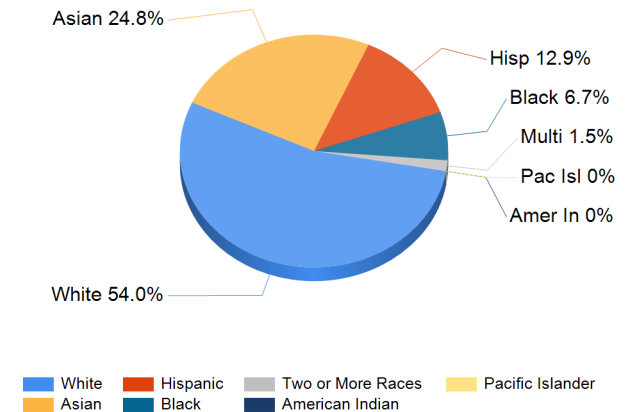
## Enrollment by Gender

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



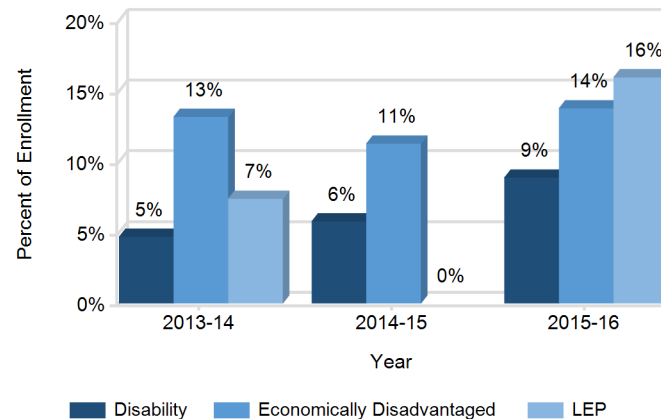
## Enrollment by Ethnic/ Racial Subgroup

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



## Enrollment Trends by Special Population

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



## Language Diversity

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

2015-2016	Percent
English	68.7%
Gujarati	5.8%
Polish	4.9%
Telugu	2.8%
Portuguese	2.5%
Other	15.1%

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



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

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

## Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	50%	55	41
Mathematics Met or Exceeded Expectations	55%	55	60

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	120	50%	41	89%	X	120	55%	60	89%	X
White	71	51%	27	86%	X	71	55%	48	86%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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## PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	40	751	745	746	3%	23%	25%	48%	3%	50%	48%
White	28	752	743	756	N	25%	21%	54%	N	54%	58%
African American	S	S	729	727	S	S	S	S	S	S	30%
Hispanic	S	S	728	730	S	S	S	S	S	S	31%
Asian	S	S	762	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	S	S	705	718	S	S	S	S	S	S	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	S	S	726	727	S	S	S	S	S	S	28%
PARCC MATH											
<b>Schoolwide</b>	40	749	752	749	N	23%	25%	53%	N	53%	52%
White	28	749	747	757	N	21%	25%	54%	N	54%	63%
African American	S	S	734	730	S	S	S	S	S	S	31%
Hispanic	S	S	733	736	S	S	S	S	S	S	35%
Asian	S	S	772	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	S	S	716	727	S	S	S	S	S	S	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	S	S	734	732	S	S	S	S	S	S	32%

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



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## PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	46	751	747	750	7%	9%	33%	46%	7%	52%	54%
White	23	746	746	759	13%	9%	30%	39%	9%	48%	64%
African American	S	S	738	733	S	S	S	S	S	S	33%
Hispanic	S	S	738	737	S	S	S	S	S	S	37%
Asian	S	S	758	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	740	756	S	S	S	S	S	S	62%
Students with Disability	S	S	713	723	S	S	S	S	S	S	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	S	S	735	734	S	S	S	S	S	S	33%
PARCC MATH											
<b>Schoolwide</b>	46	751	750	745	2%	13%	33%	48%	4%	52%	47%
White	23	747	747	752	4%	13%	35%	39%	9%	48%	57%
African American	S	S	732	727	S	S	S	S	S	S	24%
Hispanic	S	S	737	733	S	S	S	S	S	S	30%
Asian	S	S	767	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	744	750	S	S	S	S	S	S	54%
Students with Disability	S	S	723	724	S	S	S	S	S	S	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	11	734	736	730	9%	27%	36%	27%	N	27%	27%

■ Did Not Yet Meet Expectations
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## PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	38	747	745	751	3%	11%	42%	42%	3%	45%	53%
White	22	746	744	758	5%	9%	41%	41%	5%	46%	64%
African American	S	S	728	733	S	S	S	S	S	S	32%
Hispanic	S	S	735	738	S	S	S	S	S	S	37%
Asian	S	S	759	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	712	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	S	S	734	735	S	S	S	S	S	S	33%
PARCC MATH											
<b>Schoolwide</b>	38	754	750	747	3%	8%	32%	53%	5%	58%	47%
White	22	757	748	753	N	N	41%	55%	5%	59%	57%
African American	S	S	730	728	S	S	S	S	S	S	24%
Hispanic	S	S	739	735	S	S	S	S	S	S	31%
Asian	S	S	768	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	724	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	740	732	S	S	S	S	S	S	28%

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



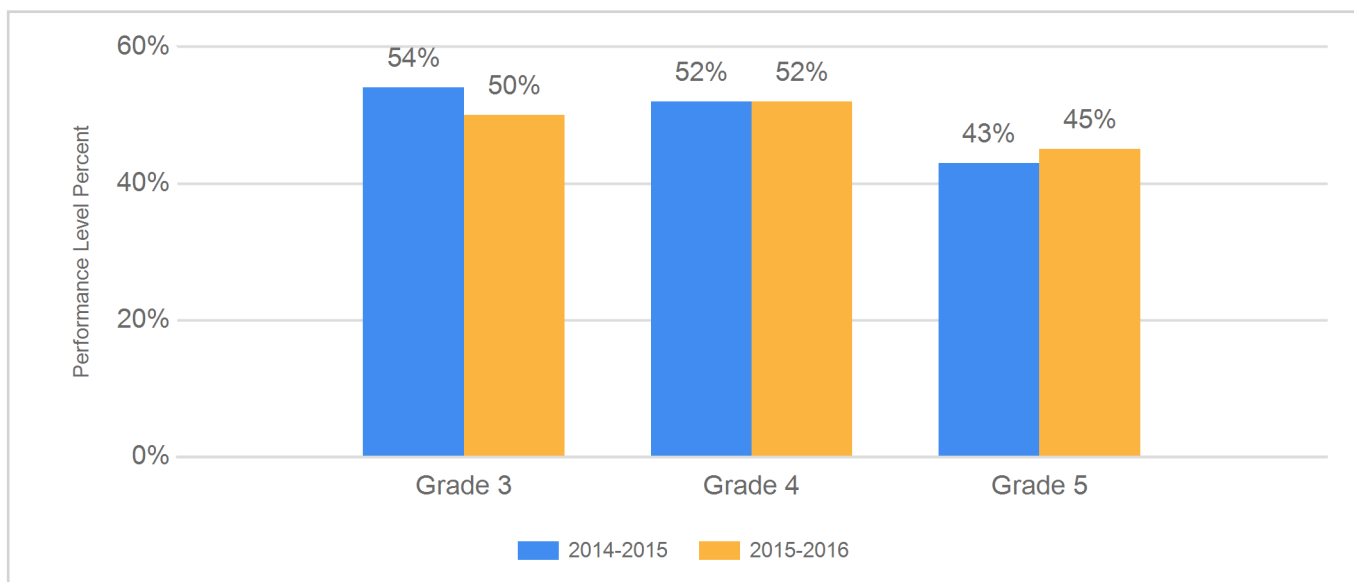
State of New Jersey  
2015-2016

Grade Span 4H-05

23-5850-240  
MIDDLESEX  
WOODBRIIDGE TWP  
OAK RIDGE HEIGHTS SCHOOL  
720 INMAN AVENUE  
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### PARCC ELA Performance Trends

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





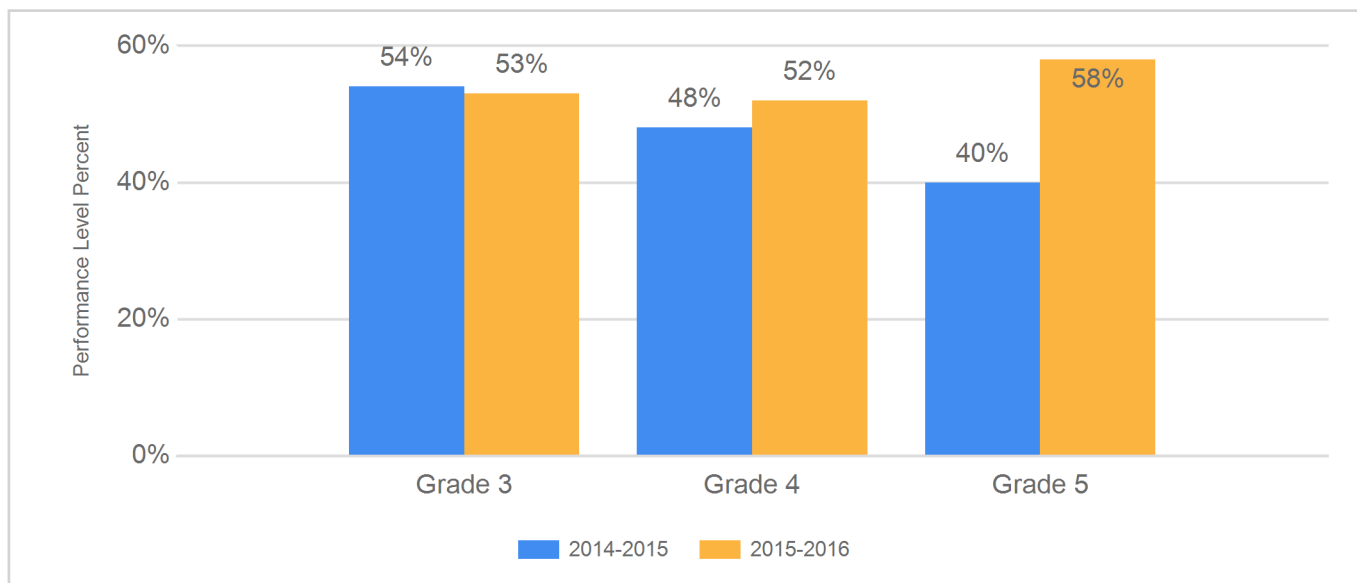
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## PARCC Math Performance Trends

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





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

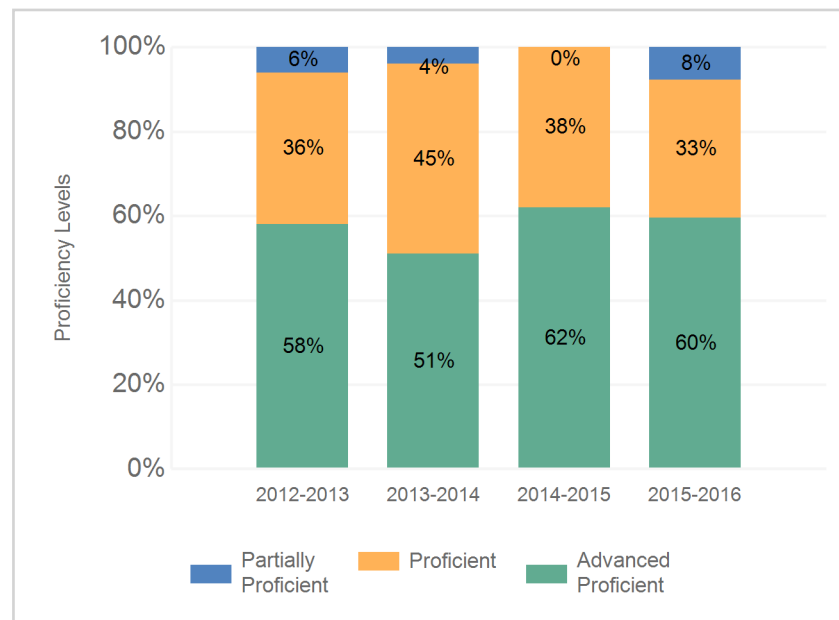
### NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	60%	33%	8%
White	59%	30%	11%
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	29%	50%	21%

### NJASK Proficiency Trends Science - Grade Level 04

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





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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



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

### Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	41	37	50
Student Growth on Math	55	47	50

### Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	1%
Partially Met (L2)	9%	3%	6%
Approached (L3)	12%	7%	9%
Met (L4)	19%	16%	12%
Exceeded (L5)	3%	3%	1%

### Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	1%	0%
Partially Met (L2)	3%	6%	6%
Approached (L3)	9%	12%	13%
Met (L4)	14%	16%	16%
Exceeded (L5)	3%	0%	1%



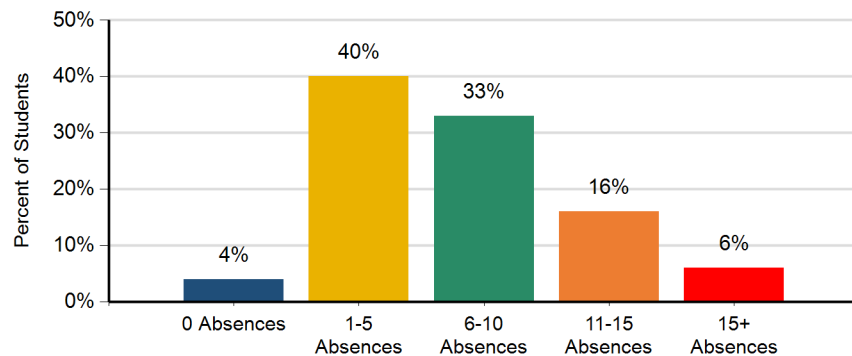
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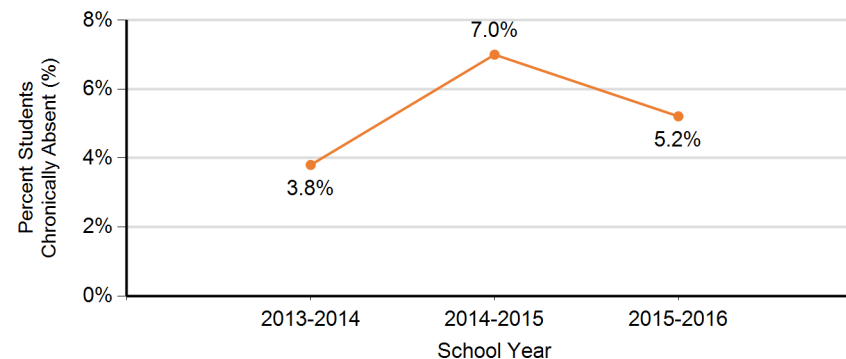
## Absenteeism

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



## Chronic Absenteeism Trend

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





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### Length of School Day

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

	School
2015-16	6 Hrs. 30 Mins.

### Instructional Time

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

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

### Student to Staff Ratio

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

2015-16	School
Faculty	17:1
Administrator	326:1

### Student Suspension Rate

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

	School
2015-16	0.6%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	98%



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## 2015-2016 School Performance Reports

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

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

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

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

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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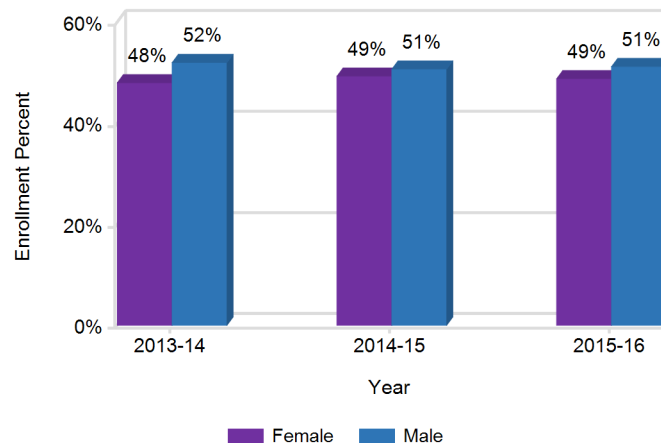
## Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade KG	37	41	36
Grade 01	47	52	47
Grade 02	49	48	61
Grade 03	35	47	51
Grade 04	43	38	49
Grade 05	48	47	38
UG	22	21	21
<b>Total</b>	<b>281</b>	<b>294</b>	<b>303</b>

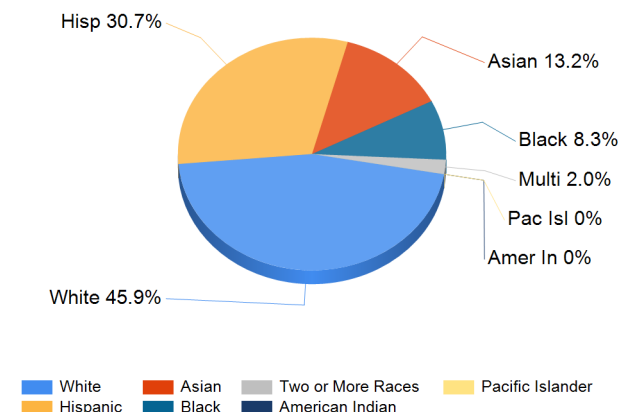
## Enrollment by Gender

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



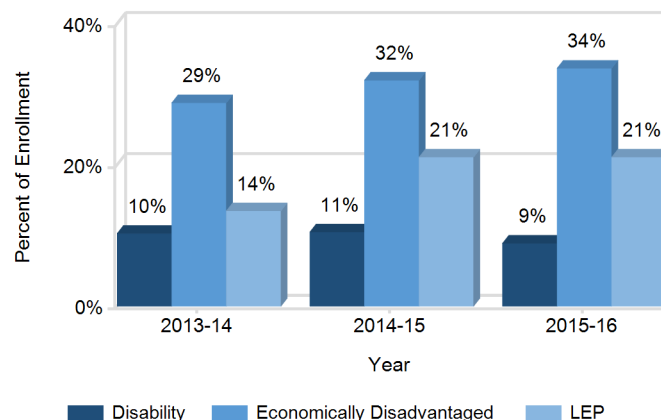
## Enrollment by Ethnic/ Racial Subgroup

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



## Enrollment Trends by Special Population

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



## Language Diversity

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

2015-2016	Percent
English	63.0%
Spanish	22.8%
Polish	3.6%
Arabic	2.3%
Gujarati	1.3%
Other	6.9%

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



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

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

## Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	49%	60	43
Mathematics Met or Exceeded Expectations	57%	90	72

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	129	49%	43	99%	✓	128	57%	72	99%	✓
White	83	53%	39	98%	✓	82	62%	75	98%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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## PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	43	738	745	746	9%	26%	21%	44%	N	44%	48%
White	27	741	743	756	4%	26%	22%	48%	N	48%	58%
African American	S	S	729	727	S	S	S	S	S	S	30%
Hispanic	S	S	728	730	S	S	S	S	S	S	31%
Asian	S	S	762	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	743	753	S	S	S	S	S	S	55%
Students with Disability	S	S	705	718	S	S	S	S	S	S	22%
English Language Learners	S	S	714	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	11	722	726	727	18%	55%	9%	18%	N	18%	28%
PARCC MATH											
<b>Schoolwide</b>	43	759	752	749	5%	7%	23%	47%	19%	65%	52%
White	27	762	747	757	4%	4%	22%	56%	15%	70%	63%
African American	S	S	734	730	S	S	S	S	S	S	31%
Hispanic	S	S	733	736	S	S	S	S	S	S	35%
Asian	S	S	772	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	747	754	S	S	S	S	S	S	57%
Students with Disability	S	S	716	727	S	S	S	S	S	S	28%
English Language Learners	S	S	730	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	11	748	734	732	9%	9%	27%	46%	9%	55%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
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## PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	45	750	747	750	4%	13%	27%	44%	11%	56%	54%
White	30	755	746	759	N	13%	23%	47%	17%	63%	64%
African American	S	S	738	733	S	S	S	S	S	S	33%
Hispanic	S	S	738	737	S	S	S	S	S	S	37%
Asian	S	S	758	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	740	756	S	S	S	S	S	S	62%
Students with Disability	S	S	713	723	S	S	S	S	S	S	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	S	S	735	734	S	S	S	S	S	S	33%
PARCC MATH											
<b>Schoolwide</b>	45	750	750	745	4%	16%	27%	49%	4%	53%	47%
White	30	756	747	752	3%	13%	23%	57%	3%	60%	57%
African American	S	S	732	727	S	S	S	S	S	S	24%
Hispanic	S	S	737	733	S	S	S	S	S	S	30%
Asian	S	S	767	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	744	750	S	S	S	S	S	S	54%
Students with Disability	S	S	723	724	S	S	S	S	S	S	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	736	730	S	S	S	S	S	S	27%

■ Did Not Yet Meet Expectations
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## PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	31	751	745	751	7%	13%	29%	48%	3%	52%	53%
White	19	754	744	758	5%	11%	32%	47%	5%	53%	64%
African American	S	S	728	733	S	S	S	S	S	S	32%
Hispanic	S	S	735	738	S	S	S	S	S	S	37%
Asian	S	S	759	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	712	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	S	S	734	735	S	S	S	S	S	S	33%
PARCC MATH											
<b>Schoolwide</b>	31	762	750	747	N	10%	23%	52%	16%	68%	47%
White	19	762	748	753	N	5%	21%	68%	5%	74%	57%
African American	S	S	730	728	S	S	S	S	S	S	24%
Hispanic	S	S	739	735	S	S	S	S	S	S	31%
Asian	S	S	768	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	724	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	740	732	S	S	S	S	S	S	28%

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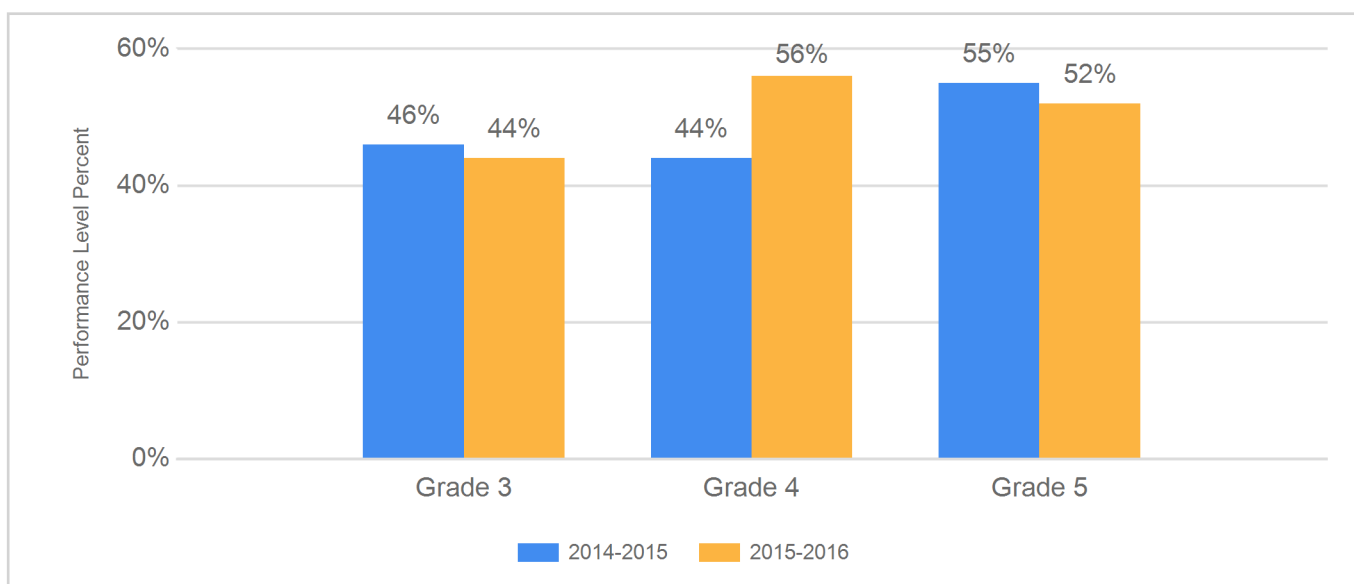
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## PARCC ELA Performance Trends

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





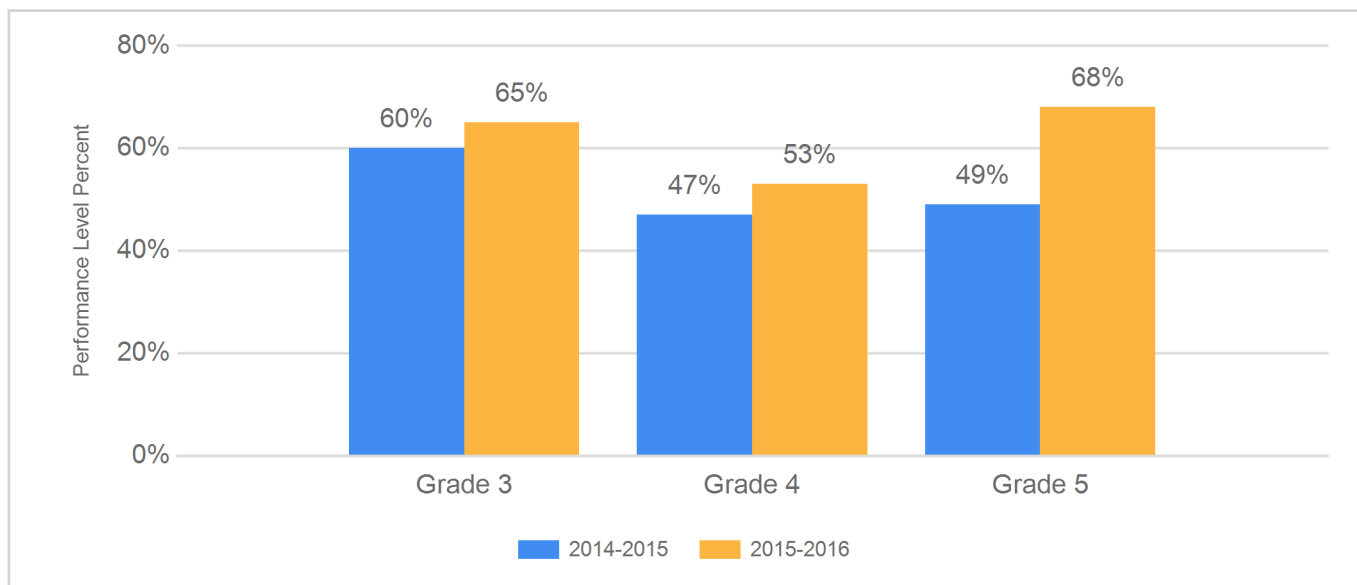
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## PARCC Math Performance Trends

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





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

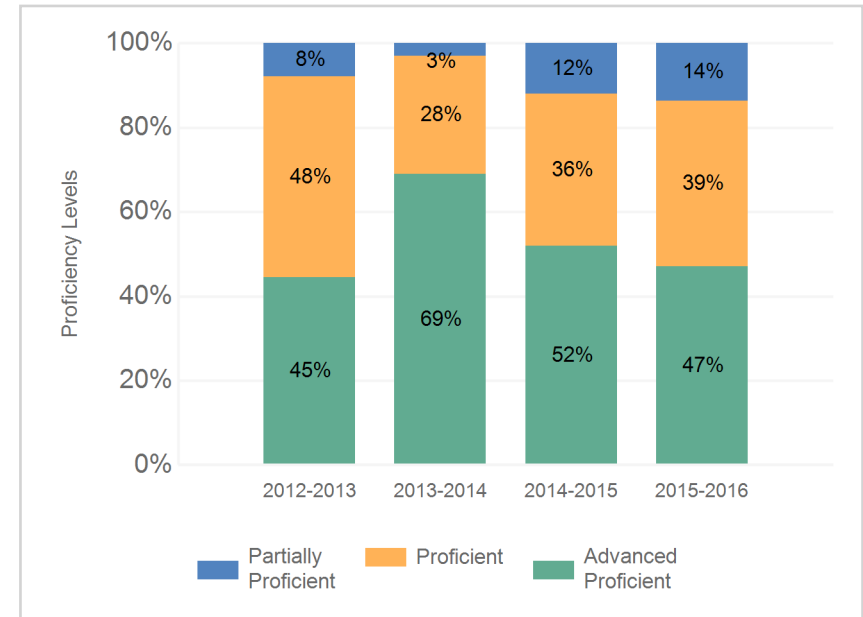
### NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	47%	39%	14%
White	67%	30%	3%
African American	S	S	S
Hispanic	18%	55%	27%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	S	S	S

### NJASK Proficiency Trends Science - Grade Level 04

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





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Grade Span KH-05

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PENNSYLVANIA AVENUE  
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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



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

### Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	39	37	50
Student Growth on Math	50	47	50

### Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	0%	2%
Partially Met (L2)	6%	8%	3%
Approached (L3)	6%	9%	5%
Met (L4)	25%	12%	11%
Exceeded (L5)	3%	5%	3%

### Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	2%	0%
Partially Met (L2)	3%	6%	9%
Approached (L3)	6%	3%	6%
Met (L4)	20%	22%	11%
Exceeded (L5)	5%	6%	2%



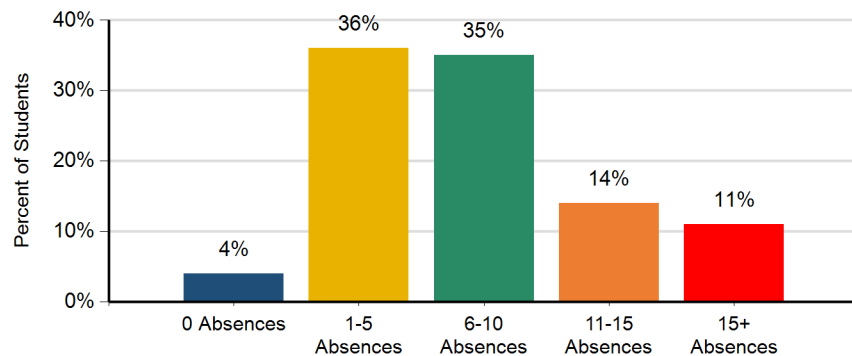
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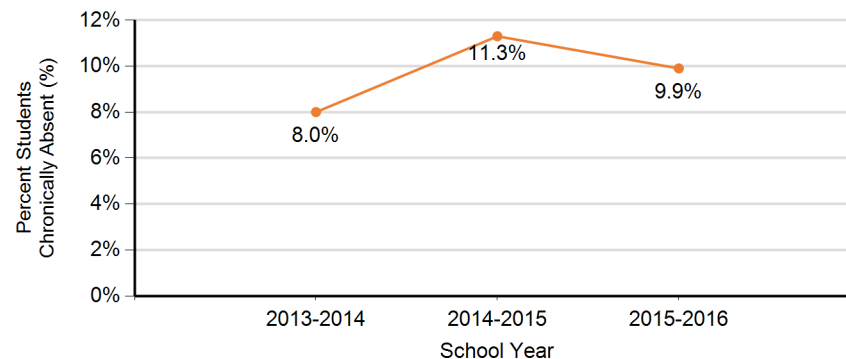
## Absenteeism

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



## Chronic Absenteeism Trend

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





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### Length of School Day

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

	School
2015-16	6 Hrs. 30 Mins.

### Instructional Time

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

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

### Student to Staff Ratio

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

2015-16	School
Faculty	13:1
Administrator	303:1

### Student Suspension Rate

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

	School
2015-16	1.0%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	98%



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## 2015-2016 School Performance Reports

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

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

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

NJDOE welcomes feedback on the school performance reports: [Survey](#)  
If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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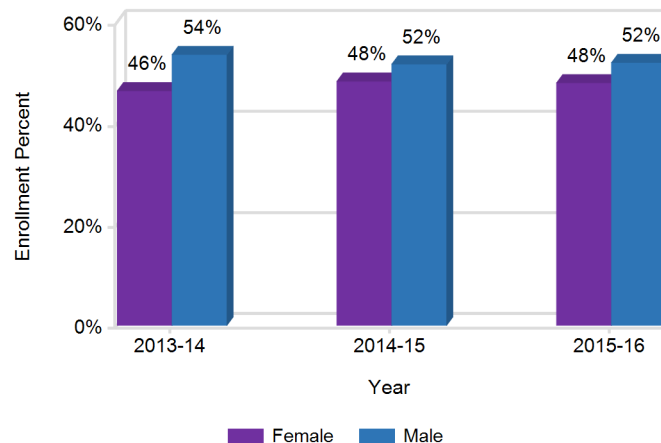
## Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	0	0	0
Grade KG	51	39	53
Grade 01	63	60	50
Grade 02	63	56	63
Grade 03	60	62	54
Grade 04	55	60	60
Grade 05	65	57	57
UG	63	59	71
Total	420	393	408

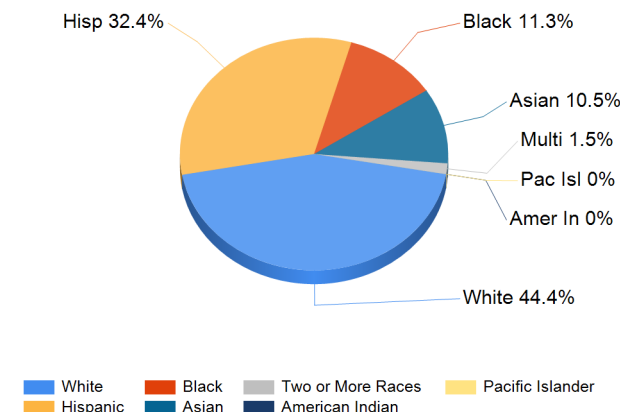
## Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



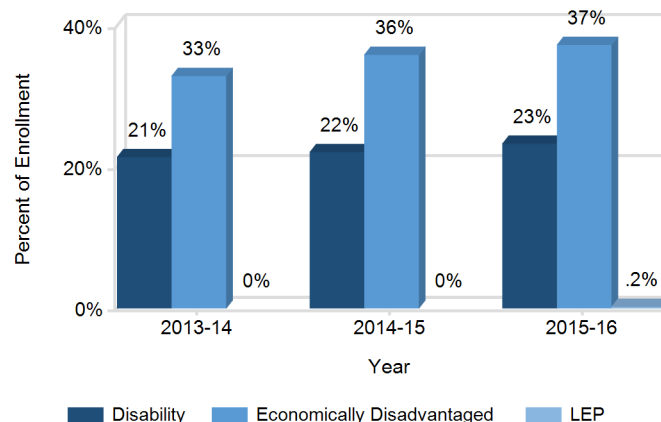
## Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



## Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



## Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	77.9%
Spanish	13.0%
Panjabi	2.0%
Gujarati	1.0%
Portuguese	1.0%
Other	4.8%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	38%	35	23
Mathematics Met or Exceeded Expectations	40%	30	36

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓\*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	172	38%	23	96%	✓	174	40%	36	96%	✓
White	82	38%	13	97%	✓	83	36%	19	97%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	53	38%	39	92%	✓	54	44%	66	92%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	62	34%	44	96%	✓	64	42%	76	96%	✓



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## PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	54	741	745	746	7%	19%	37%	35%	2%	37%	48%
White	24	743	743	756	8%	21%	33%	33%	4%	38%	58%
African American	S	S	729	727	S	S	S	S	S	S	30%
Hispanic	13	751	728	730	N	8%	46%	46%	N	46%	31%
Asian	S	S	762	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	743	753	S	S	S	S	S	S	55%
Students with Disability	S	S	705	718	S	S	S	S	S	S	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	17	734	726	727	12%	12%	53%	24%	N	24%	28%
PARCC MATH											
<b>Schoolwide</b>	55	750	752	749	4%	15%	27%	46%	9%	55%	52%
White	24	748	747	757	4%	13%	42%	29%	13%	42%	63%
African American	S	S	734	730	S	S	S	S	S	S	31%
Hispanic	14	759	733	736	N	7%	7%	79%	7%	86%	35%
Asian	S	S	772	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	747	754	S	S	S	S	S	S	57%
Students with Disability	S	S	716	727	S	S	S	S	S	S	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	18	747	734	732	N	22%	22%	50%	6%	56%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	68	736	747	750	10%	27%	31%	28%	4%	32%	54%
White	34	737	746	759	6%	27%	35%	32%	N	32%	64%
African American	S	S	738	733	S	S	S	S	S	S	33%
Hispanic	20	733	738	737	10%	30%	35%	25%	N	25%	37%
Asian	S	S	758	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	18	715	713	723	22%	39%	22%	17%	N	17%	22%
English Language Learners	S	S	713	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	29	732	735	734	14%	28%	31%	28%	N	28%	33%
PARCC MATH											
<b>Schoolwide</b>	68	738	750	745	6%	31%	31%	28%	4%	32%	47%
White	34	737	747	752	6%	24%	35%	35%	N	35%	57%
African American	S	S	732	727	S	S	S	S	S	S	24%
Hispanic	20	729	737	733	10%	45%	25%	15%	5%	20%	30%
Asian	S	S	767	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	18	724	723	724	11%	50%	17%	22%	N	22%	22%
English Language Learners	S	S	729	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	29	732	736	730	10%	35%	28%	24%	3%	28%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	60	742	745	751	3%	27%	25%	45%	N	45%	53%
White	26	742	744	758	N	35%	19%	46%	N	46%	64%
African American	S	S	728	733	S	S	S	S	S	S	32%
Hispanic	23	743	735	738	4%	17%	35%	44%	N	44%	37%
Asian	S	S	759	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	731	759	S	S	S	S	S	S	63%
Students with Disability	S	S	712	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	23	743	734	735	4%	26%	22%	48%	N	48%	33%
PARCC MATH											
<b>Schoolwide</b>	60	738	750	747	2%	30%	33%	35%	N	35%	47%
White	26	740	748	753	N	31%	35%	35%	N	35%	57%
African American	S	S	730	728	S	S	S	S	S	S	24%
Hispanic	23	738	739	735	N	30%	35%	35%	N	35%	31%
Asian	S	S	768	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	736	754	S	S	S	S	S	S	56%
Students with Disability	S	S	724	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	23	741	740	732	N	26%	30%	44%	N	44%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



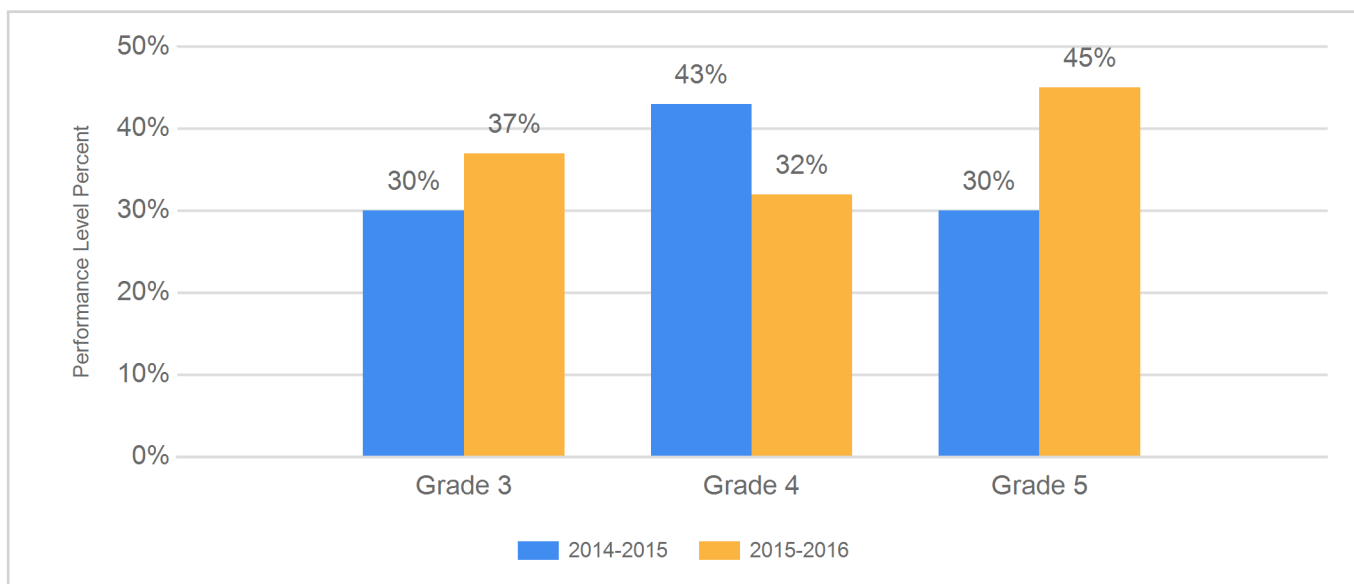
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### PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





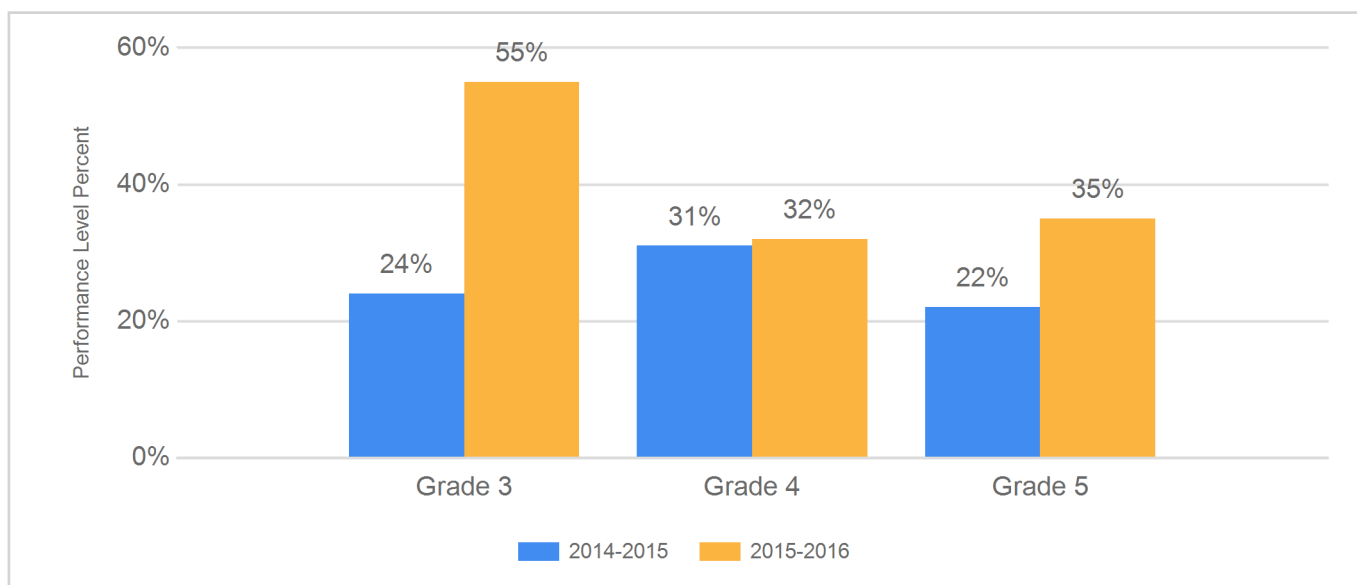
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## PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

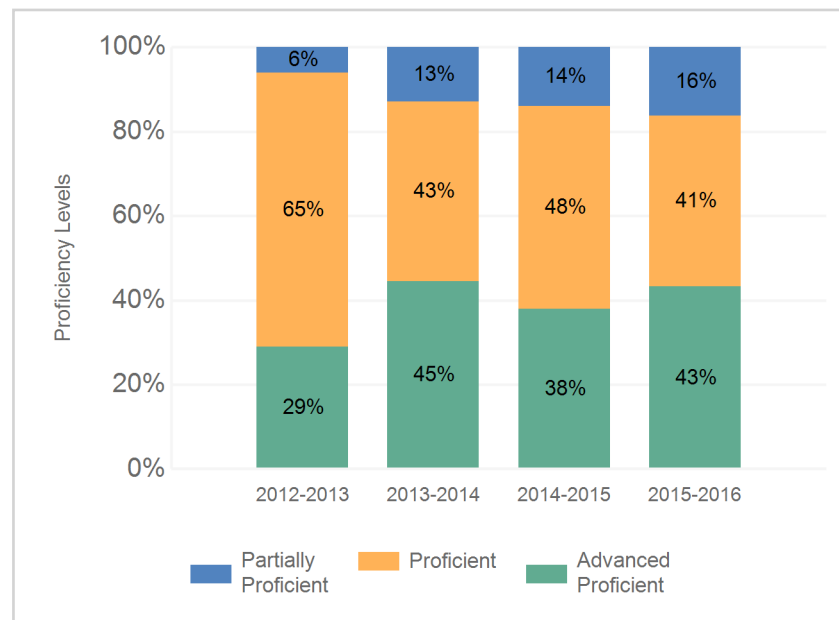
### NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	43%	41%	16%
White	43%	46%	11%
African American	S	S	S
Hispanic	44%	30%	26%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	29%	42%	29%
English Language Learners	N	N	N
Economically Disadvantaged Students	31%	45%	24%

### NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

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Reading Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8read.html">http://www.nj.gov/education/pr/1415/naep/naep8read.html</a>
Math Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4math.html">http://www.nj.gov/education/pr/1415/naep/naep4math.html</a>
Math Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8math.html">http://www.nj.gov/education/pr/1415/naep/naep8math.html</a>
Science Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4science.html">http://www.nj.gov/education/pr/1415/naep/naep4science.html</a>
Science Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8science.html">http://www.nj.gov/education/pr/1415/naep/naep8science.html</a>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey  
2015-2016

Grade Span 3H-05

23-5850-275  
MIDDLESEX  
WOODBIDGE TWP  
PORT READING SCHOOL  
TURNER STREET  
PORT READING, NJ 07064-1326

### Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	40	37	50
Student Growth on Math	42	47	50

### Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	3%	3%
Partially Met (L2)	7%	9%	6%
Approached (L3)	12%	11%	6%
Met (L4)	15%	14%	8%
Exceeded (L5)	1%	2%	0%

### Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	1%	3%
Partially Met (L2)	10%	11%	4%
Approached (L3)	13%	20%	7%
Met (L4)	8%	7%	10%
Exceeded (L5)	1%	3%	1%



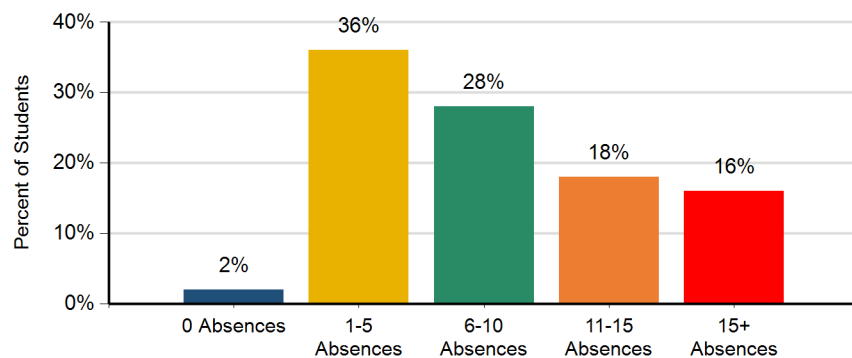
State of New Jersey  
2015-2016

Grade Span 3H-05

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MIDDLESEX  
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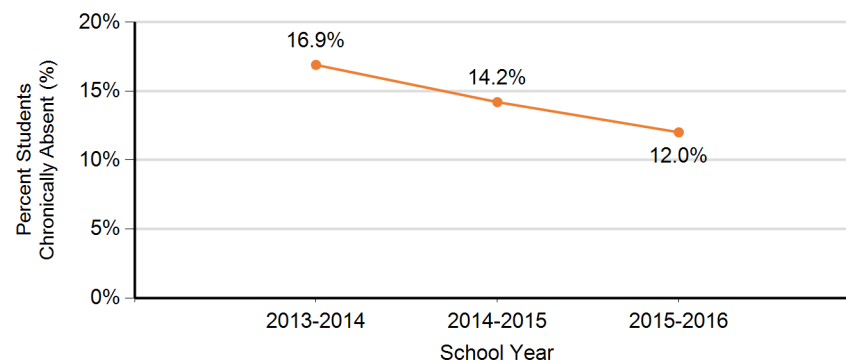
## Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



## Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Grade Span 3H-05

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MIDDLESEX  
WOODBIDGE TWP  
PORT READING SCHOOL  
TURNER STREET  
PORT READING, NJ 07064-1326

### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 30 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 45 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	12:1
Administrator	408:1

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.5%

### Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%



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77 Turner Street  
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## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)  
If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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## Enrollment by Grade

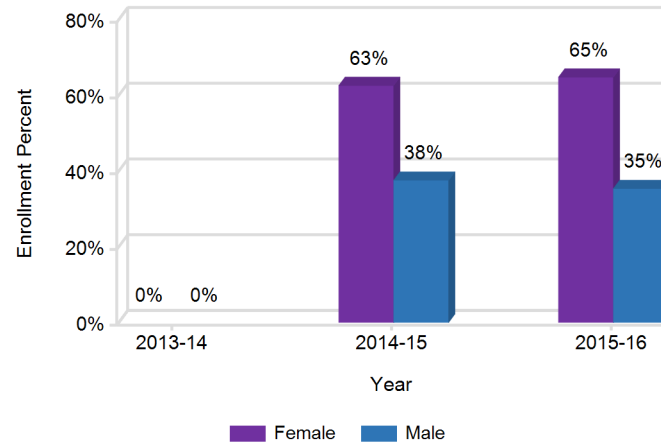
This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	0	0	0
Grade KG	0	0	0
Grade 01	0	0	0
Grade 02	0	0	0
Grade 03	0	0	0
Grade 04	0	0	0
Grade 05	0	0	0
Grade 06	0	0	0
Grade 07	0	0	0
Grade 08	0	0	0
Grade 09	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	2	0
UG	0	14	17
Total	0	16	17

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

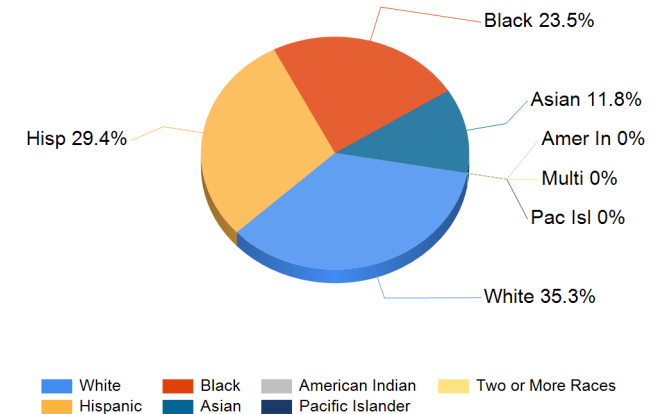
## Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



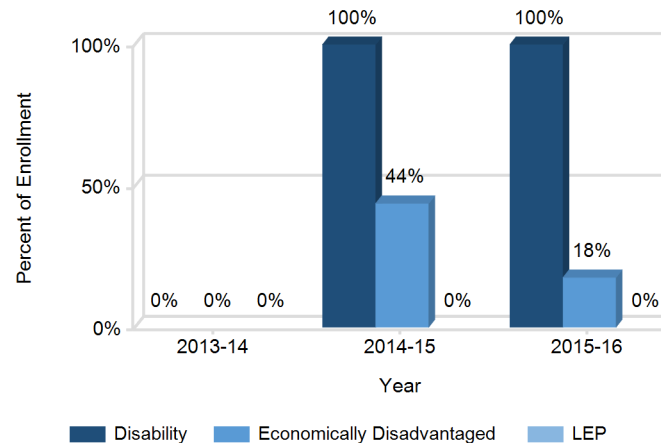
## Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



## Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



## Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	88.2%
Hindi	5.9%
Spanish	5.9%



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## Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 50 Mins.

## Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 48 Mins.
Shared Time	2 Hrs. 54 Mins.

## Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	0:0
Administrator	0:0

## Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	17.6%

## Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

## Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	99%



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23-5850-110  
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ROBERT MASCENICK ELEMENTARY SCHOOL  
300 BENJAMIN AVENUE  
ISELIN, NJ 08830

## 2015-2016 School Performance Reports

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While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

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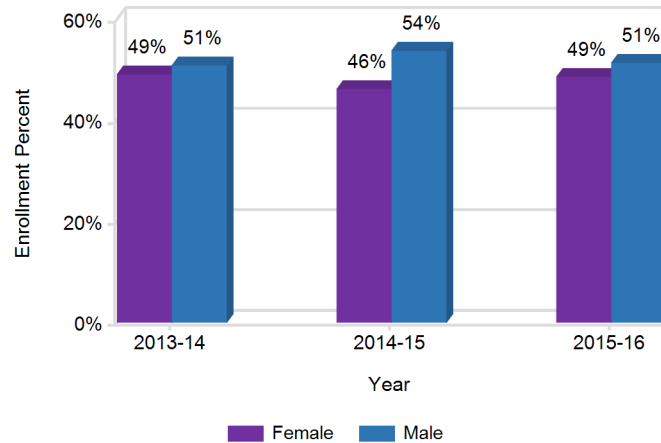
## Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	32	45	33
Grade 01	57	45	61
Grade 02	49	58	44
Grade 03	48	50	57
Grade 04	48	49	51
Grade 05	51	45	48
UG	0	0	0
<b>Total</b>	<b>285</b>	<b>292</b>	<b>294</b>

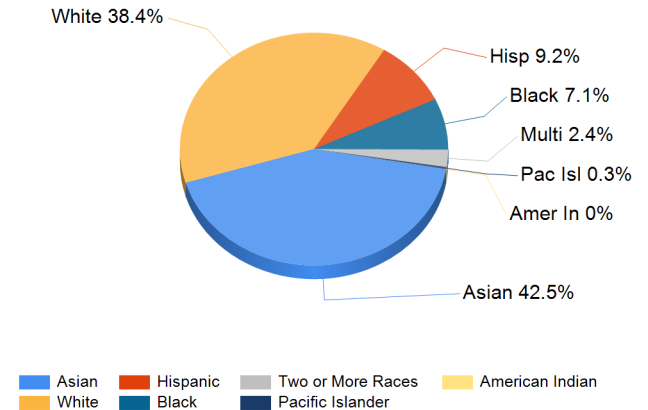
## Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



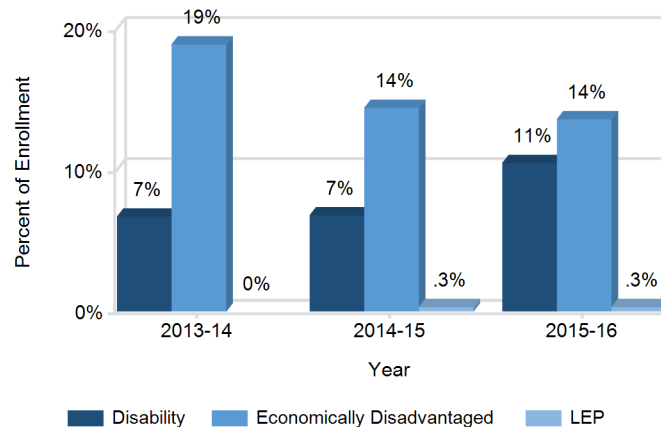
## Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



## Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



## Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	63.9%
Gujarati	8.8%
Hindi	5.1%
Urdu	4.8%
Tamil	3.7%
Other	13.4%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	53%	70	46
Mathematics Met or Exceeded Expectations	58%	65	67

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	156	53%	46	95%	✓	157	58%	67	95%	✓
White	64	47%	23	97%	✓	64	42%	26	97%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	69	64%	28	96%	✓	70	76%	47	96%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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## PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	60	750	745	746	10%	12%	28%	47%	3%	50%	48%
White	27	744	743	756	15%	7%	33%	41%	4%	44%	58%
African American	S	S	S	727	S	S	S	S	S	S	30%
Hispanic	S	S	728	730	S	S	S	S	S	S	31%
Asian	23	764	762	772	4%	4%	26%	61%	4%	65%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	743	753	S	S	S	S	S	S	55%
Students with Disability	S	S	705	718	S	S	S	S	S	S	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	15	725	726	727	20%	20%	40%	20%	N	20%	28%
PARCC MATH											
<b>Schoolwide</b>	61	755	752	749	3%	23%	18%	39%	16%	56%	52%
White	27	746	747	757	N	30%	26%	41%	4%	44%	63%
African American	S	S	734	730	S	S	S	S	S	S	31%
Hispanic	S	S	733	736	S	S	S	S	S	S	35%
Asian	24	775	772	777	4%	4%	13%	42%	38%	79%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	747	754	S	S	S	S	S	S	57%
Students with Disability	S	S	716	727	S	S	S	S	S	S	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	15	734	734	732	7%	33%	27%	33%	N	33%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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23-5850-110  
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ISELIN, NJ 08830

## PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	52	753	747	750	8%	6%	29%	42%	15%	58%	54%
White	18	754	746	759	11%	N	22%	56%	11%	67%	64%
African American	S	S	738	733	S	S	S	S	S	S	33%
Hispanic	S	S	738	737	S	S	S	S	S	S	37%
Asian	28	754	758	773	7%	4%	36%	32%	21%	54%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	740	756	S	S	S	S	S	S	62%
Students with Disability	S	S	713	723	S	S	S	S	S	S	22%
English Language Learners	S	S	713	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	735	734	S	S	S	S	S	S	33%
PARCC MATH											
<b>Schoolwide</b>	52	755	750	745	N	12%	33%	46%	10%	56%	47%
White	18	747	747	752	N	11%	50%	39%	N	39%	57%
African American	S	S	732	727	S	S	S	S	S	S	24%
Hispanic	S	S	737	733	S	S	S	S	S	S	30%
Asian	28	760	767	771	N	14%	21%	50%	14%	64%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	744	750	S	S	S	S	S	S	54%
Students with Disability	S	S	723	724	S	S	S	S	S	S	22%
English Language Learners	S	S	729	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	736	730	S	S	S	S	S	S	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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WOODBIDGE TWP

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ISELIN, NJ 08830

## PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	47	750	745	751	2%	11%	38%	49%	N	49%	53%
White	19	737	744	758	5%	16%	47%	32%	N	32%	64%
African American	S	S	728	733	S	S	S	S	S	S	32%
Hispanic	S	S	735	738	S	S	S	S	S	S	37%
Asian	20	765	759	773	N	5%	20%	75%	N	75%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	731	759	S	S	S	S	S	S	63%
Students with Disability	11	729	712	723	9%	27%	46%	18%	N	18%	20%
English Language Learners	S	S	722	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	734	735	S	S	S	S	S	S	33%
PARCC MATH											
<b>Schoolwide</b>	47	765	750	747	N	9%	28%	40%	23%	64%	47%
White	19	746	748	753	N	16%	42%	37%	5%	42%	57%
African American	S	S	730	728	S	S	S	S	S	S	24%
Hispanic	S	S	739	735	S	S	S	S	S	S	31%
Asian	20	785	768	774	N	N	10%	45%	45%	90%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	736	754	S	S	S	S	S	S	56%
Students with Disability	11	757	724	725	N	9%	36%	36%	18%	55%	19%
English Language Learners	S	S	742	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	740	732	S	S	S	S	S	S	28%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



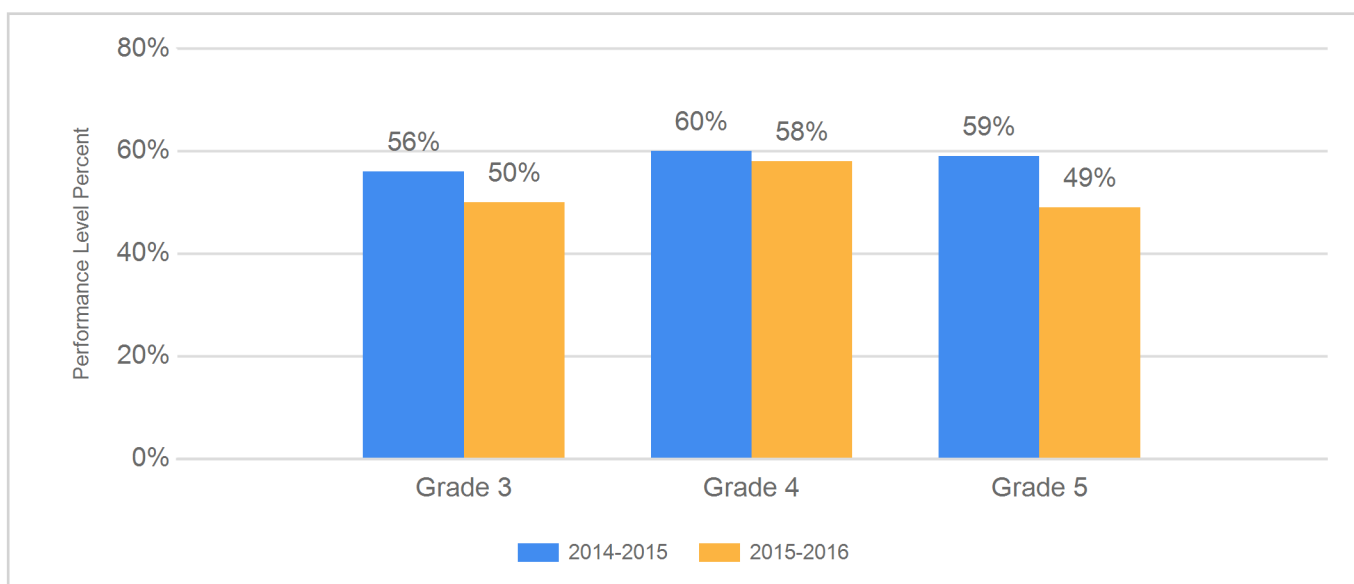
State of New Jersey  
2015-2016

Grade Span KH-05

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MIDDLESEX  
WOODBIDGE TWP  
ROBERT MASCENICK ELEMENTARY SCHOOL  
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ISELIN, NJ 08830

### PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





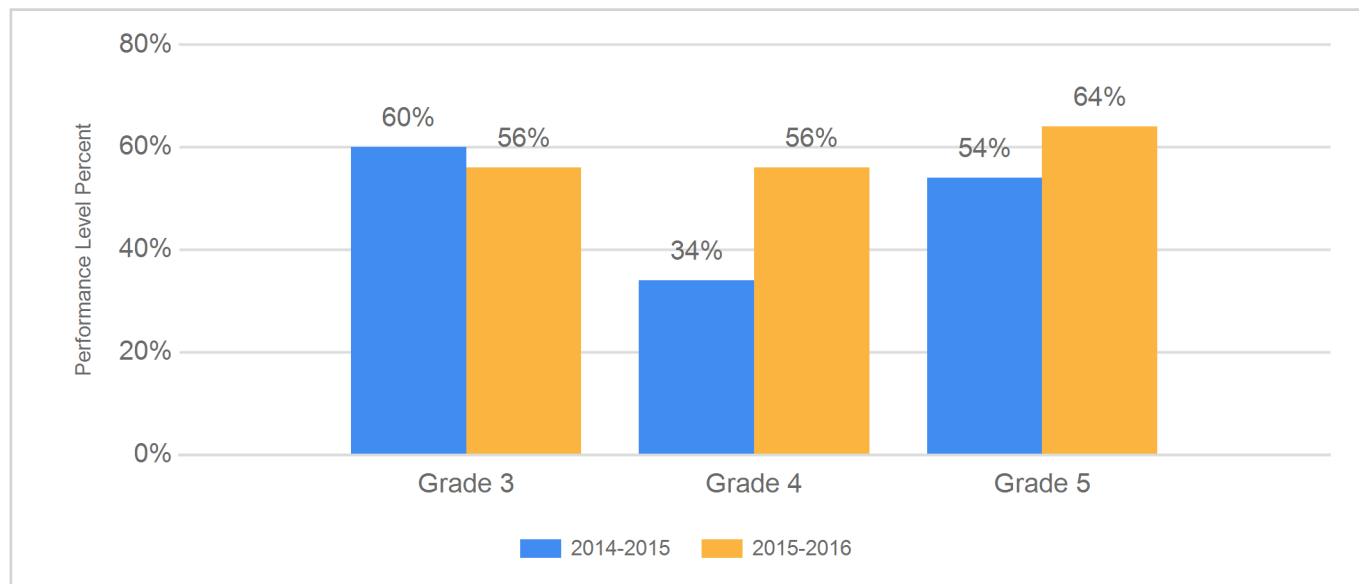
State of New Jersey  
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## PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey  
2015-2016

Grade Span KH-05

23-5850-110

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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

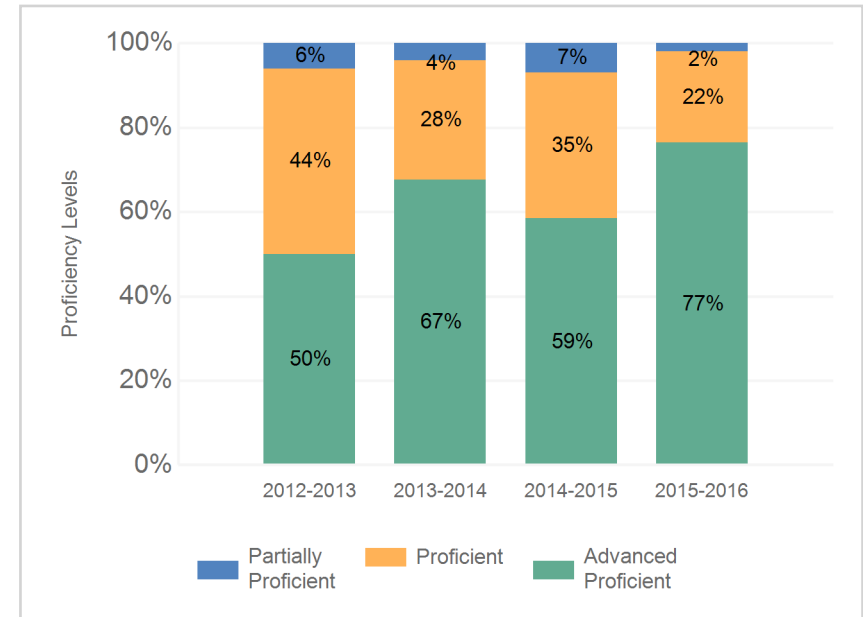
### NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	77%	22%	2%
White	74%	26%	N
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	83%	13%	4%
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	N	N	N
Economically Disadvantaged Students	S	S	S

### NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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2015-2016

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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4read.html">http://www.nj.gov/education/pr/1415/naep/naep4read.html</a>
Reading Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8read.html">http://www.nj.gov/education/pr/1415/naep/naep8read.html</a>
Math Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4math.html">http://www.nj.gov/education/pr/1415/naep/naep4math.html</a>
Math Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8math.html">http://www.nj.gov/education/pr/1415/naep/naep8math.html</a>
Science Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4science.html">http://www.nj.gov/education/pr/1415/naep/naep4science.html</a>
Science Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8science.html">http://www.nj.gov/education/pr/1415/naep/naep8science.html</a>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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### Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	39	37	50
Student Growth on Math	67	47	50

### Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	3%	1%
Partially Met (L2)	2%	3%	5%
Approached (L3)	13%	8%	5%
Met (L4)	24%	12%	14%
Exceeded (L5)	8%	0%	1%

### Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	1%	1%
Partially Met (L2)	0%	6%	10%
Approached (L3)	6%	9%	17%
Met (L4)	13%	9%	17%
Exceeded (L5)	3%	0%	6%



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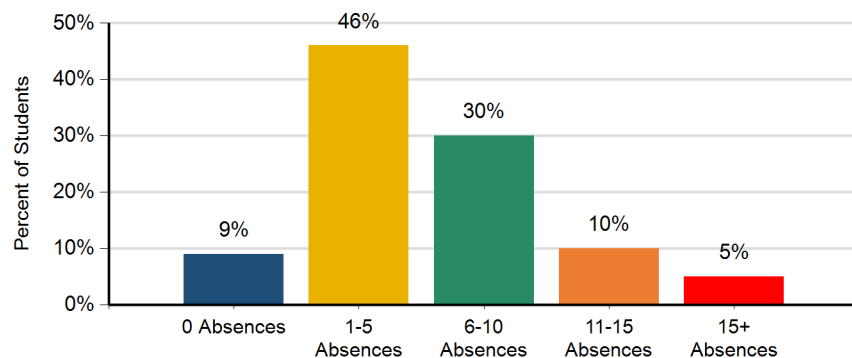
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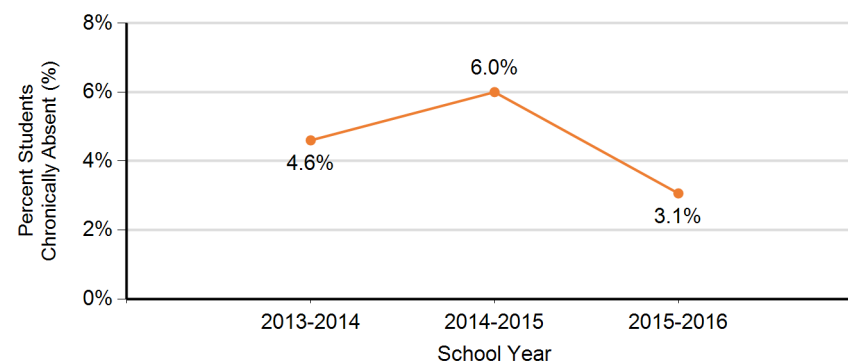
## Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



## Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 30 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 45 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	15:1
Administrator	294:1

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.3%

### Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



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## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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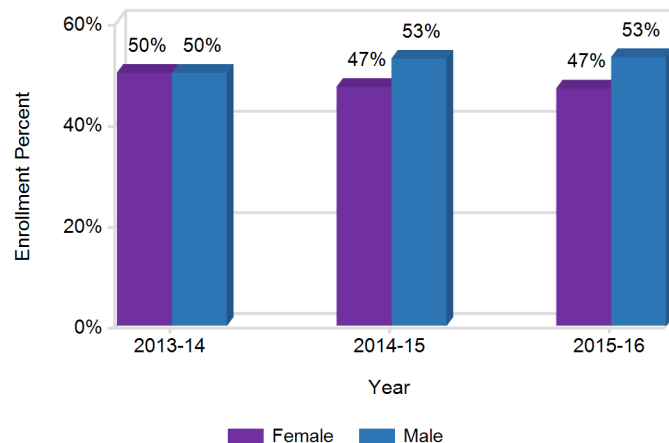
## Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	60	58	43
Grade 01	78	68	66
Grade 02	73	79	76
Grade 03	74	66	77
Grade 04	72	71	59
Grade 05	63	77	77
UG	18	30	31
Total	438	449	429

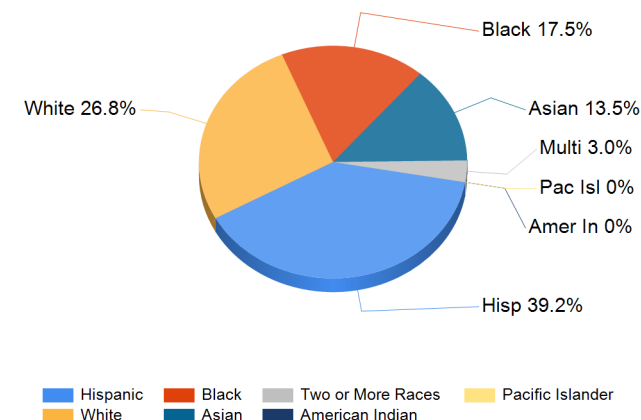
## Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



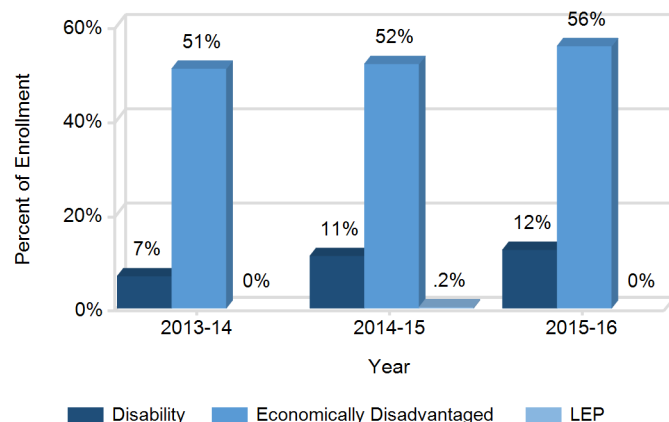
## Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



## Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



## Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	72.0%
Spanish	17.0%
Urdu	1.9%
Hindi	1.4%
Polish	1.4%
Other	6.2%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	28%	5	12
Mathematics Met or Exceeded Expectations	35%	15	25

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	198	28%	12	92%	✓	198	35%	25	92%	✓
White	52	35%	11	87%	✗	52	42%	26	87%	✗
African American	36	28%	29	95%	✓	36	31%	50	95%	✓
Hispanic	83	19%	8	93%	✗	83	29%	31	93%	✗
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	117	18%	12	93%	✗	117	22%	27	93%	✗



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## PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	86	715	745	746	37%	27%	17%	19%	N	19%	48%
White	26	732	743	756	15%	31%	23%	31%	N	31%	58%
African American	16	707	729	727	44%	31%	6%	19%	N	19%	30%
Hispanic	S	S	728	730	S	S	S	S	S	S	31%
Asian	S	S	762	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	743	753	S	S	S	S	S	S	55%
Students with Disability	S	S	705	718	S	S	S	S	S	S	22%
English Language Learners	S	S	714	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	S	S	726	727	S	S	S	S	S	S	28%
PARCC MATH											
<b>Schoolwide</b>	86	724	752	749	22%	28%	27%	22%	1%	23%	52%
White	26	739	747	757	8%	19%	39%	35%	N	35%	63%
African American	16	718	734	730	31%	38%	6%	25%	N	25%	31%
Hispanic	S	S	733	736	S	S	S	S	S	S	35%
Asian	S	S	772	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	747	754	S	S	S	S	S	S	57%
Students with Disability	S	S	716	727	S	S	S	S	S	S	28%
English Language Learners	S	S	730	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	S	S	734	732	S	S	S	S	S	S	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	54	738	747	750	13%	17%	35%	30%	6%	35%	54%
White	13	744	746	759	8%	15%	31%	46%	N	46%	64%
African American	S	S	738	733	S	S	S	S	S	S	33%
Hispanic	27	730	738	737	15%	19%	44%	22%	N	22%	37%
Asian	S	S	758	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	740	756	S	S	S	S	S	S	62%
Students with Disability	S	S	713	723	S	S	S	S	S	S	22%
English Language Learners	S	S	713	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	37	730	735	734	19%	22%	30%	30%	N	30%	33%
PARCC MATH											
<b>Schoolwide</b>	54	736	750	745	13%	28%	20%	37%	2%	39%	47%
White	13	747	747	752	N	23%	31%	46%	N	46%	57%
African American	S	S	732	727	S	S	S	S	S	S	24%
Hispanic	27	728	737	733	19%	30%	19%	33%	N	33%	30%
Asian	S	S	767	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	744	750	S	S	S	S	S	S	54%
Students with Disability	S	S	723	724	S	S	S	S	S	S	22%
English Language Learners	S	S	729	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	37	729	736	730	19%	32%	16%	30%	3%	32%	27%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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## PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	79	734	745	751	14%	25%	29%	32%	N	32%	53%
White	15	741	744	758	N	13%	53%	33%	N	33%	64%
African American	15	719	728	733	27%	47%	7%	20%	N	20%	32%
Hispanic	38	733	735	738	13%	26%	32%	29%	N	29%	37%
Asian	S	S	759	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	731	759	S	S	S	S	S	S	63%
Students with Disability	S	S	712	723	S	S	S	S	S	S	20%
English Language Learners	S	S	722	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	48	727	734	735	19%	31%	25%	25%	N	25%	33%
PARCC MATH											
<b>Schoolwide</b>	79	739	750	747	10%	30%	19%	34%	6%	41%	47%
White	15	744	748	753	7%	27%	13%	53%	N	53%	57%
African American	15	719	730	728	20%	40%	13%	27%	N	27%	24%
Hispanic	38	741	739	735	5%	34%	21%	32%	8%	40%	31%
Asian	S	S	768	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	736	754	S	S	S	S	S	S	56%
Students with Disability	S	S	724	725	S	S	S	S	S	S	19%
English Language Learners	S	S	742	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	48	730	740	732	13%	38%	19%	29%	2%	31%	28%

■ Did Not Yet Meet Expectations
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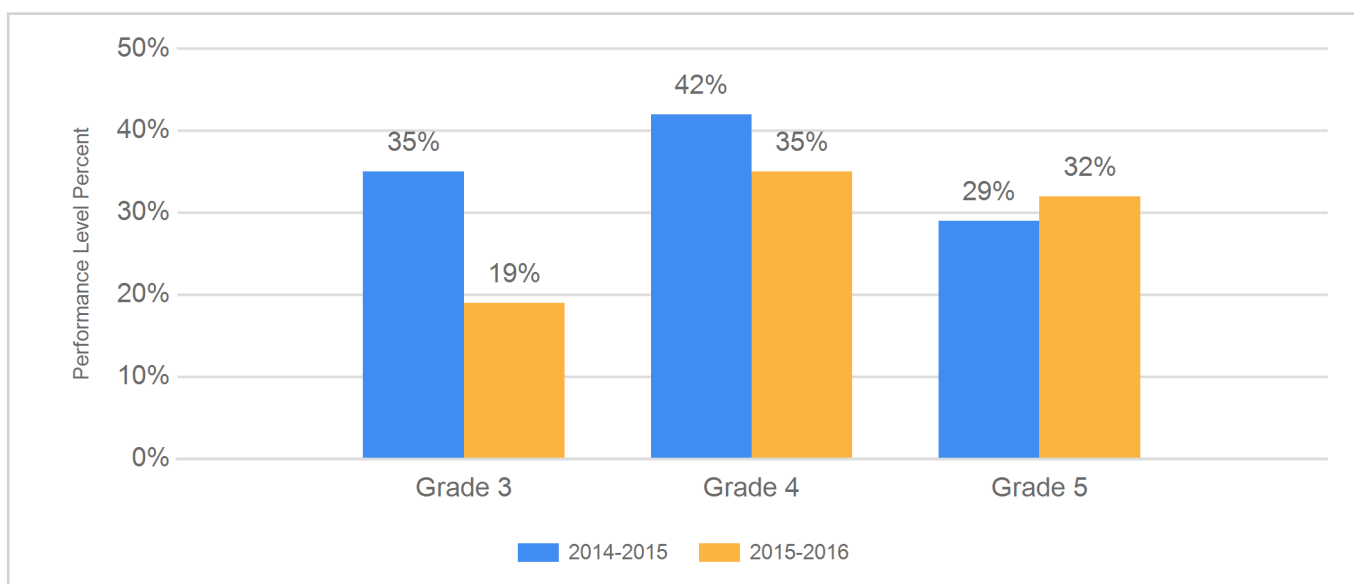
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## PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





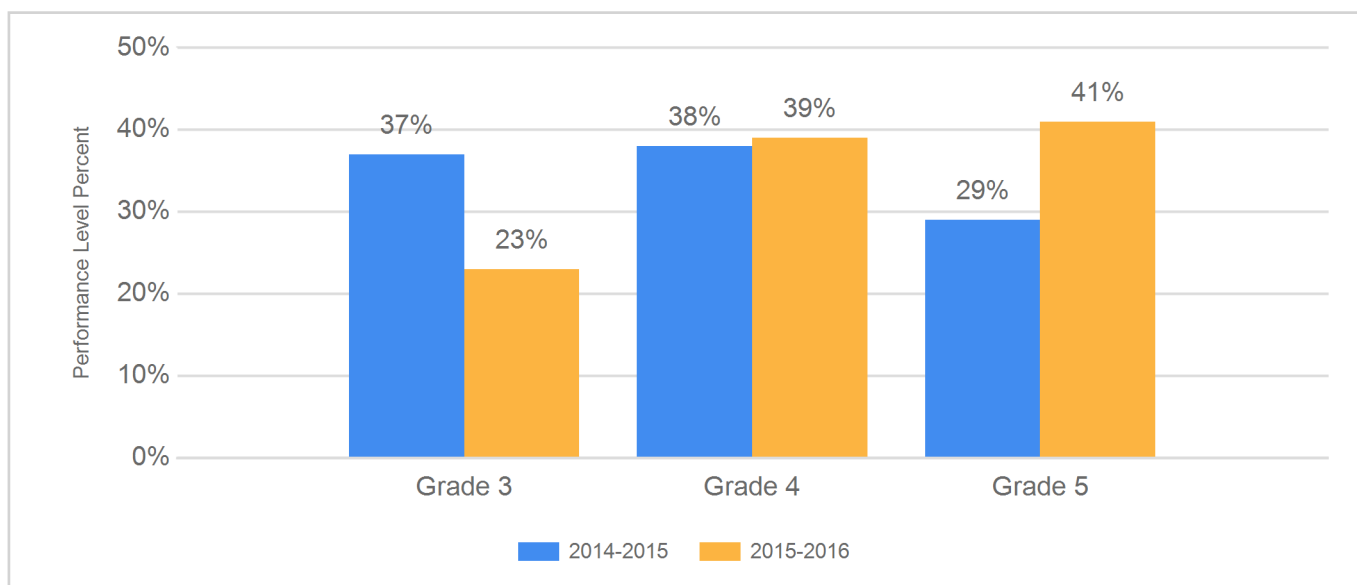
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## PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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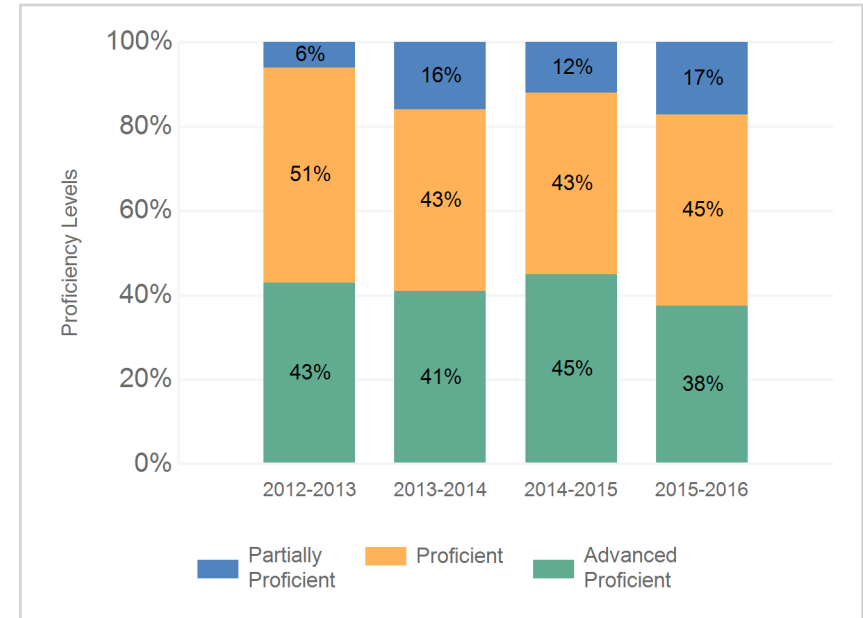
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Schoolwide	38%	45%	17%
White	53%	47%	N
African American	27%	36%	36%
Hispanic	28%	52%	21%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	28%	53%	20%

### NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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For subgroup outcomes, visit:

Reading Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4read.html">http://www.nj.gov/education/pr/1415/naep/naep4read.html</a>
Reading Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8read.html">http://www.nj.gov/education/pr/1415/naep/naep8read.html</a>
Math Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4math.html">http://www.nj.gov/education/pr/1415/naep/naep4math.html</a>
Math Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8math.html">http://www.nj.gov/education/pr/1415/naep/naep8math.html</a>
Science Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4science.html">http://www.nj.gov/education/pr/1415/naep/naep4science.html</a>
Science Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8science.html">http://www.nj.gov/education/pr/1415/naep/naep8science.html</a>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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Grade Span KH-05

23-5850-280

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ROSS STREET

WOODBIDGE, NJ 07095

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

### Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	30	37	50
Student Growth on Math	41	47	50

### Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	5%	2%	5%
Partially Met (L2)	9%	7%	4%
Approached (L3)	13%	9%	2%
Met (L4)	25%	5%	5%
Exceeded (L5)	4%	3%	0%

### Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	8%	3%	3%
Partially Met (L2)	8%	5%	4%
Approached (L3)	9%	8%	7%
Met (L4)	18%	13%	7%
Exceeded (L5)	0%	1%	4%



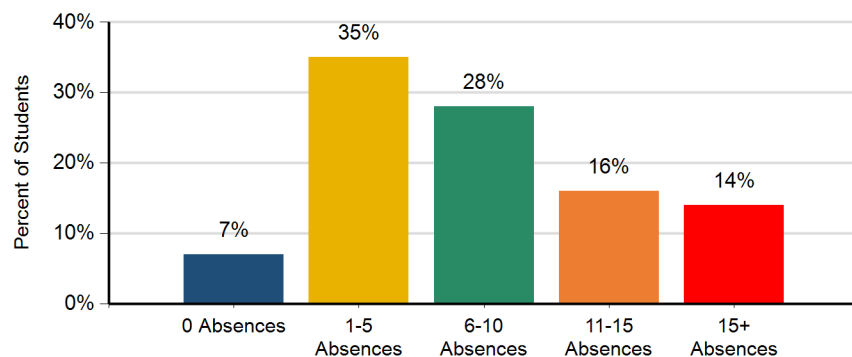
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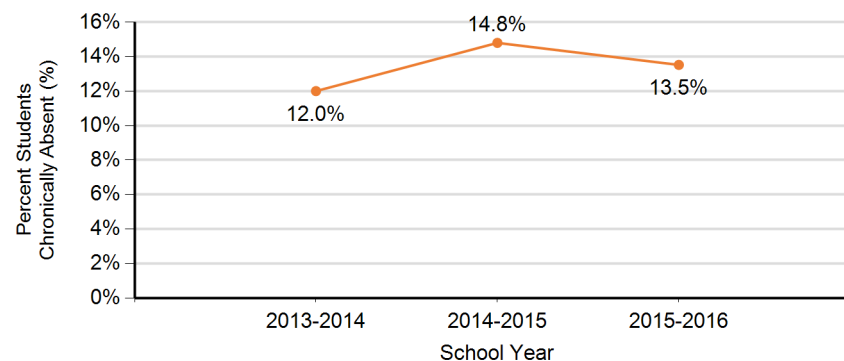
## Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



## Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 30 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 45 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	13:1
Administrator	429:1

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	1.9%

### Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



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## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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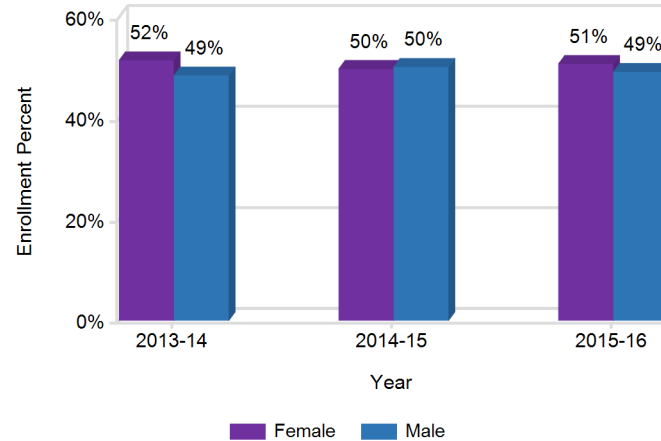
## Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	89	85	119
Grade 01	87	103	94
Grade 02	86	97	96
Grade 03	66	82	87
Grade 04	68	61	79
Grade 05	64	70	59
UG	18	16	7
Total	478	514	541

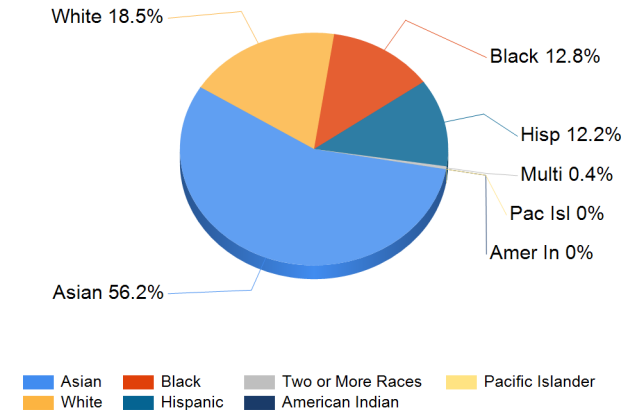
## Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



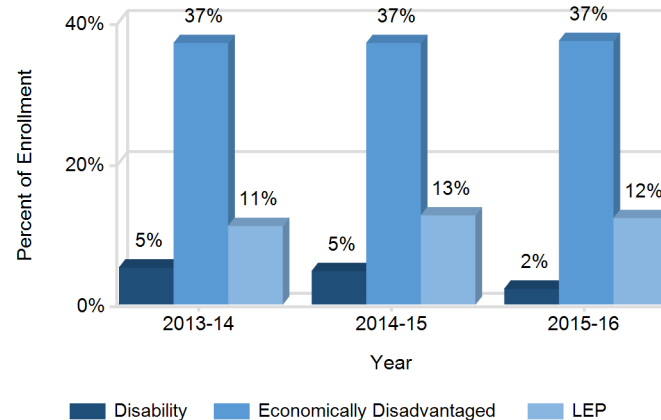
## Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



## Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



## Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	37.2%
Telugu	11.1%
Arabic	6.8%
Hindi	6.8%
Tamil	6.8%
Other	31.5%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	57%	80	51
Mathematics Met or Exceeded Expectations	62%	85	71

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓\*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	197	57%	51	91%	✓	197	62%	71	91%	✗
White	41	49%	30	88%	✗	41	63%	69	88%	✗
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	108	67%	28	99%	✓	108	76%	42	99%	✓
Two or More Races	N	N	N	N		N	N	N	N	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	93	44%	66	88%	✗	93	48%	87	88%	✗



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## PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	85	756	745	746	5%	11%	24%	53%	8%	61%	48%
White	21	760	743	756	5%	5%	19%	57%	14%	71%	58%
African American	S	S	729	727	S	S	S	S	S	S	30%
Hispanic	S	S	728	730	S	S	S	S	S	S	31%
Asian	46	764	762	772	N	9%	20%	63%	9%	72%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	S	S	705	718	S	S	S	S	S	S	22%
English Language Learners	S	S	714	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	32	743	726	727	13%	13%	31%	38%	6%	44%	28%
PARCC MATH											
<b>Schoolwide</b>	85	763	752	749	1%	17%	11%	51%	21%	72%	52%
White	21	762	747	757	N	10%	5%	81%	5%	86%	63%
African American	S	S	734	730	S	S	S	S	S	S	31%
Hispanic	S	S	733	736	S	S	S	S	S	S	35%
Asian	46	776	772	777	N	9%	9%	48%	35%	83%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	S	S	716	727	S	S	S	S	S	S	28%
English Language Learners	S	S	730	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	32	746	734	732	3%	28%	16%	44%	9%	53%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	76	743	747	750	12%	16%	24%	41%	8%	49%	54%
White	S	S	746	759	S	S	S	S	S	S	64%
African American	14	739	738	733	7%	21%	29%	43%	N	43%	33%
Hispanic	S	S	738	737	S	S	S	S	S	S	37%
Asian	43	752	758	773	7%	9%	23%	51%	9%	61%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	713	723	S	S	S	S	S	S	22%
English Language Learners	S	S	713	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	38	733	735	734	16%	18%	32%	29%	5%	34%	33%
PARCC MATH											
<b>Schoolwide</b>	76	747	750	745	4%	26%	22%	42%	5%	47%	47%
White	S	S	747	752	S	S	S	S	S	S	57%
African American	14	728	732	727	7%	43%	36%	14%	N	14%	24%
Hispanic	S	S	737	733	S	S	S	S	S	S	30%
Asian	43	763	767	771	N	9%	23%	58%	9%	67%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	723	724	S	S	S	S	S	S	22%
English Language Learners	S	S	729	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	38	737	736	730	3%	40%	21%	37%	N	37%	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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## PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	50	749	745	751	8%	12%	26%	54%	N	54%	53%
White	S	S	744	758	S	S	S	S	S	S	64%
African American	S	S	728	733	S	S	S	S	S	S	32%
Hispanic	S	S	735	738	S	S	S	S	S	S	37%
Asian	28	750	759	773	7%	14%	25%	54%	N	54%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	712	723	S	S	S	S	S	S	20%
English Language Learners	S	S	722	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	30	747	734	735	7%	13%	27%	53%	N	53%	33%
PARCC MATH											
<b>Schoolwide</b>	50	757	750	747	N	14%	24%	50%	12%	62%	47%
White	S	S	748	753	S	S	S	S	S	S	57%
African American	S	S	730	728	S	S	S	S	S	S	24%
Hispanic	S	S	739	735	S	S	S	S	S	S	31%
Asian	28	763	768	774	N	11%	21%	50%	18%	68%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	724	725	S	S	S	S	S	S	19%
English Language Learners	S	S	742	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	30	754	740	732	N	13%	30%	50%	7%	57%	28%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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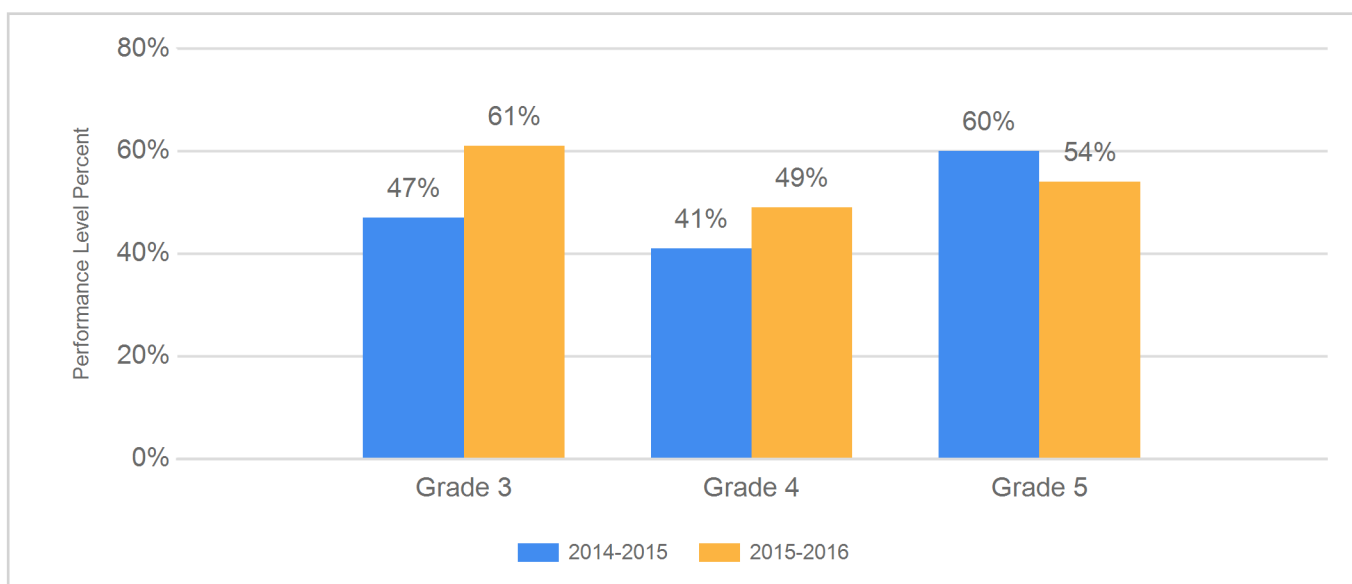
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## PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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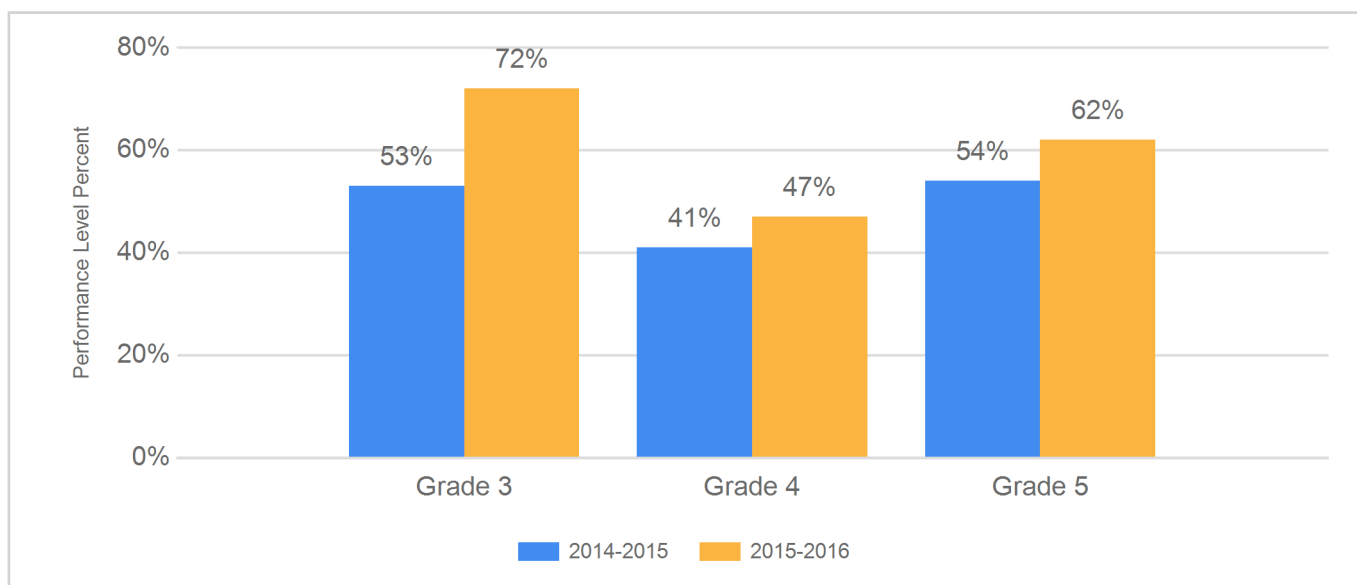
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## PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

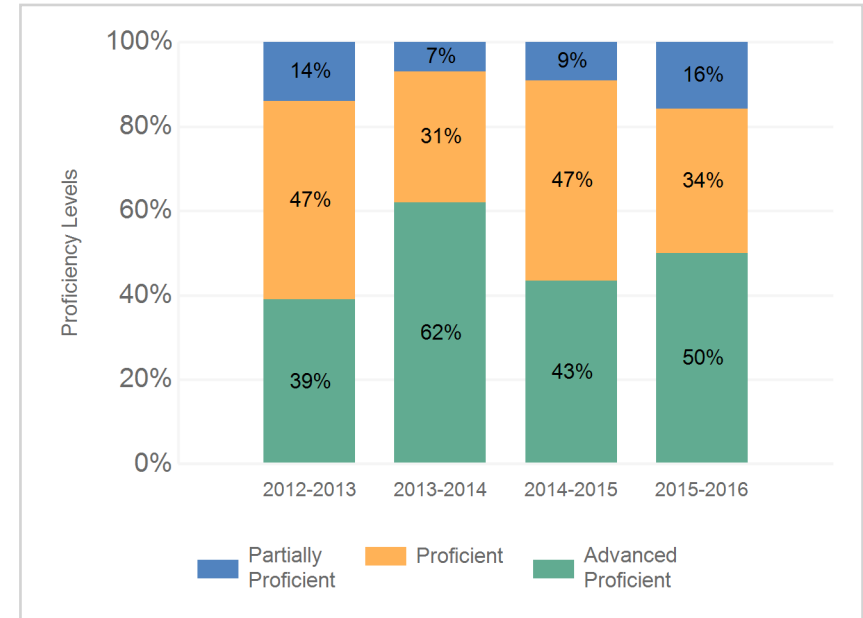
### NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	50%	34%	16%
White	46%	18%	36%
African American	33%	53%	13%
Hispanic	S	S	S
American Indian	N	N	N
Asian	63%	29%	7%
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	33%	46%	21%

### NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4read.html>

Reading Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8read.html>

Math Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4math.html>

Math Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8math.html>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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### Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	58	37	50
Student Growth on Math	56	47	50

### Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	5%	6%
Partially Met (L2)	5%	2%	9%
Approached (L3)	5%	11%	8%
Met (L4)	11%	16%	16%
Exceeded (L5)	1%	2%	0%

### Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	3%	2%
Partially Met (L2)	4%	3%	9%
Approached (L3)	8%	8%	12%
Met (L4)	11%	9%	19%
Exceeded (L5)	4%	4%	4%



State of New Jersey  
2015-2016

Grade Span KH-05

23-5850-320

MIDDLESEX

WOODBIDGE TWP

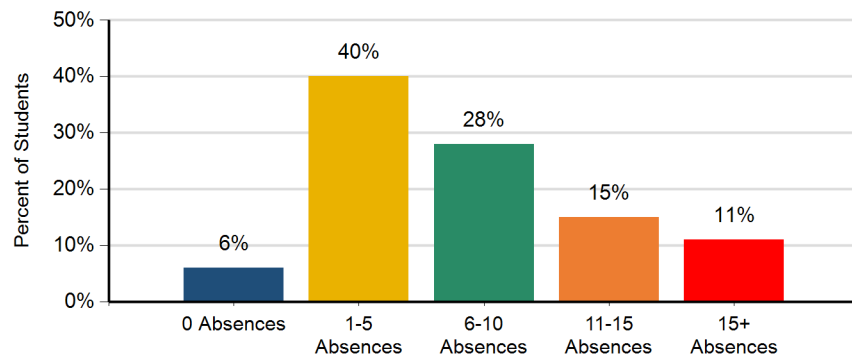
WOODBINE AVENUE ELEMENTARY SCHOOL

WOODBINE AVENUE

AVENEL, NJ 07001

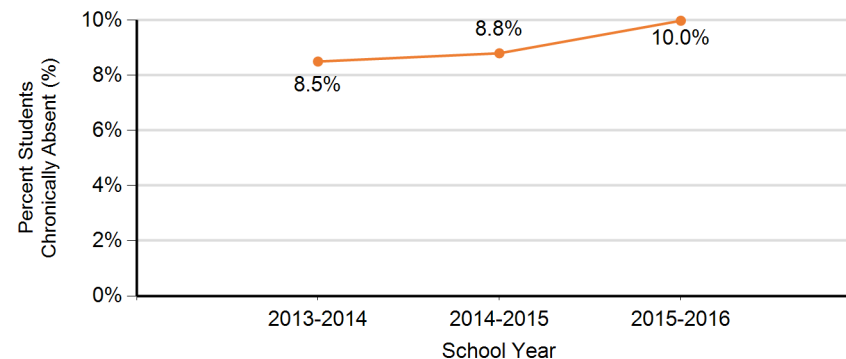
## Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



## Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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WOODBINE AVENUE  
AVENEL, NJ 07001

### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 30 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 45 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	17:1
Administrator	541:1

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.7%

### Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



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## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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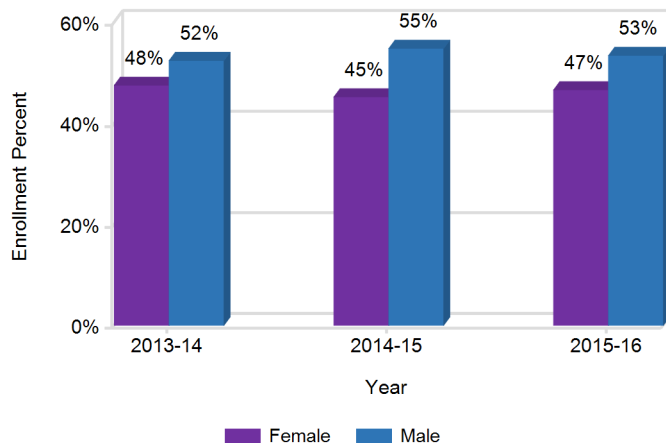
## Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	353	362	372
Grade 10	355	370	372
Grade 11	353	356	362
Grade 12	338	360	356
UG	55	59	42
Total	1454	1507	1504

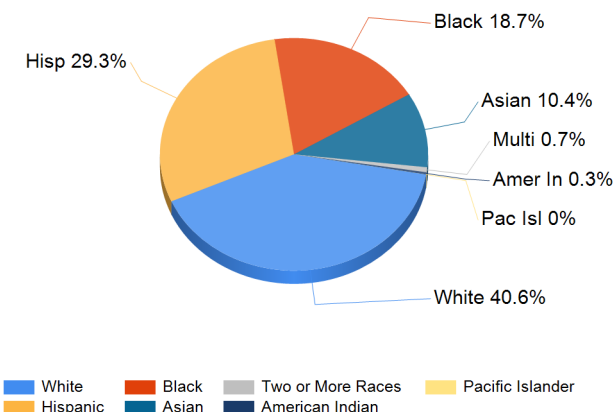
## Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



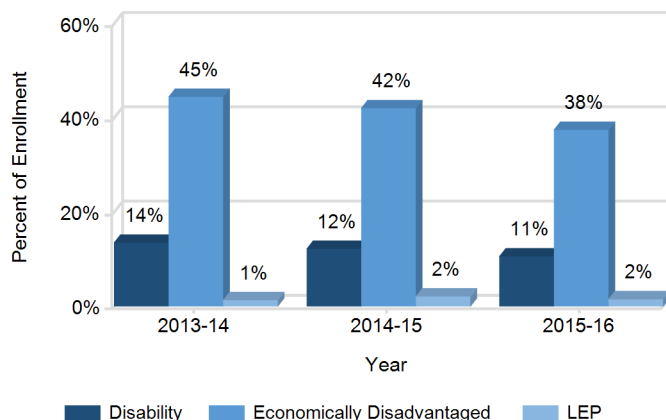
## Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



## Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



## Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	76.6%
Spanish	12.8%
Urdu	1.6%
Arabic	1.1%
Gujarati	0.8%
Other	7.4%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	29%	S	25
Mathematics Met or Exceeded Expectations	12%	S	25

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓\*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	658	29%	25	89%	X	625	12%	25	87%	X
White	242	34%	19	89%	X	220	14%	18	83%	X
African American	121	26%	31	88%	X	115	6%	27	86%	X
Hispanic	200	22%	22	88%	X	195	7%	18	87%	X
American Indian	S	S	S	S		S	S	S	S	
Asian	88	43%	18	95%	✓	88	27%	21	97%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	80	16%	38	81%	X	81	1%	23	89%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	237	19%	25	88%	X	229	7%	20	86%	X



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## PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	343	734	738	746	15%	20%	33%	30%	3%	32%	49%
White	120	735	738	754	13%	22%	34%	29%	2%	31%	58%
African American	54	730	730	729	17%	26%	32%	24%	2%	26%	30%
Hispanic	111	732	731	730	16%	20%	32%	30%	3%	32%	34%
Asian	S	S	751	774	S	S	S	S	S	S	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	S	S	727	748	S	S	S	S	S	S	53%
Students with Disability	S	S	S	713	S	S	S	S	S	S	12%
English Language Learners	S	S	696	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	125	726	729	729	23%	22%	29%	24%	2%	26%	31%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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Grade Span 09-12

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## PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>346</b>	<b>717</b>	<b>723</b>	<b>740</b>	<b>39%</b>	<b>19%</b>	<b>17%</b>	<b>21%</b>	<b>4%</b>	<b>25%</b>	<b>44%</b>
White	128	728	728	747	30%	20%	14%	31%	6%	37%	50%
African American	72	711	710	722	46%	15%	18%	17%	4%	21%	28%
Hispanic	S	S	708	726	S	S	S	S	S	S	33%
Asian	40	727	742	767	30%	18%	15%	30%	8%	38%	69%
American Indian	S	S	S	729	S	S	S	S	S	S	35%
Two or More Races	S	S	706	741	S	S	S	S	S	S	45%
Students with Disability	S	S	693	702	S	S	S	S	S	S	11%
English Language Learners	S	S	702	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	126	703	711	723	51%	22%	15%	11%	1%	12%	30%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## \*\*PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>238</b>	<b>725</b>	<b>723</b>	<b>736</b>	<b>29%</b>	<b>24%</b>	<b>16%</b>	<b>23%</b>	<b>7%</b>	<b>30%</b>	<b>40%</b>
White	102	731	724	739	22%	25%	20%	28%	7%	34%	42%
African American	46	704	707	728	48%	28%	9%	15%	N	15%	30%
Hispanic	72	720	720	732	33%	22%	18%	22%	4%	26%	37%
Asian	S	S	739	753	S	S	S	S	S	S	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	S	S	731	736	S	S	S	S	S	S	39%
Students with Disability	S	S	698	710	S	S	S	S	S	S	13%
English Language Learners	N	N	N	702	N	N	N	N	N	N	8%
Economically Disadvantaged Students	93	716	718	730	40%	22%	13%	22%	4%	26%	33%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

\*\*Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.



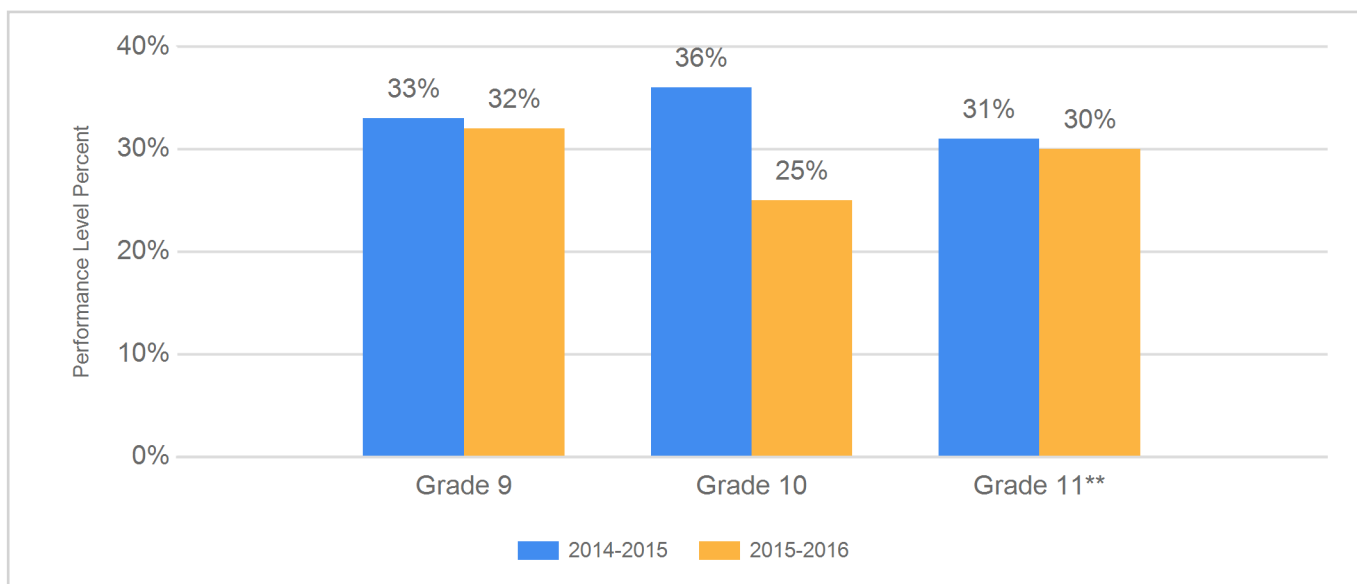
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## PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



\*\*Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.



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## PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>S</b>	<b>S</b>	<b>721</b>	<b>727</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>41%</b>
White	S	S	723	734	S	S	S	S	S	S	51%
African American	S	S	710	717	S	S	S	S	S	S	20%
Hispanic	S	S	716	720	S	S	S	S	S	S	25%
Asian	34	721	735	746	15%	44%	24%	18%	N	18%	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	S	S	715	727	S	S	S	S	S	S	47%
Students with Disability	S	S	702	708	S	S	S	S	S	S	10%
English Language Learners	S	S	696	707	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	717	719	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>314</b>	<b>717</b>	<b>722</b>	<b>730</b>	<b>22%</b>	<b>43%</b>	<b>24%</b>	<b>11%</b>	<b>N</b>	<b>11%</b>	<b>27%</b>
White	93	722	722	736	19%	38%	29%	14%	N	14%	34%
African American	S	S	709	717	S	S	S	S	S	S	9%
Hispanic	S	S	715	720	S	S	S	S	S	S	13%
Asian	41	734	738	750	2%	29%	39%	29%	N	29%	61%
American Indian	S	S	S	722	S	S	S	S	S	S	15%
Two or More Races	N	N	N	730	N	N	N	N	N	N	29%
Students with Disability	S	S	700	709	S	S	S	S	S	S	5%
English Language Learners	S	S	707	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	S	S	716	719	S	S	S	S	S	S	12%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>216</b>	<b>708</b>	<b>717</b>	<b>722</b>	<b>41%</b>	<b>28%</b>	<b>16%</b>	<b>15%</b>	<b>1%</b>	<b>15%</b>	<b>27%</b>
White	89	713	716	728	34%	29%	17%	20%	N	20%	31%
African American	S	S	700	700	S	S	S	S	S	S	8%
Hispanic	S	S	699	707	S	S	S	S	S	S	12%
Asian	23	736	744	754	13%	30%	17%	39%	N	39%	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	S	S	S	727	S	S	S	S	S	S	34%
Students with Disability	S	S	686	690	S	S	S	S	S	S	5%
English Language Learners	S	S	673	692	S	S	S	S	S	S	7%
Economically Disadvantaged Students	S	S	704	705	S	S	S	S	S	S	11%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



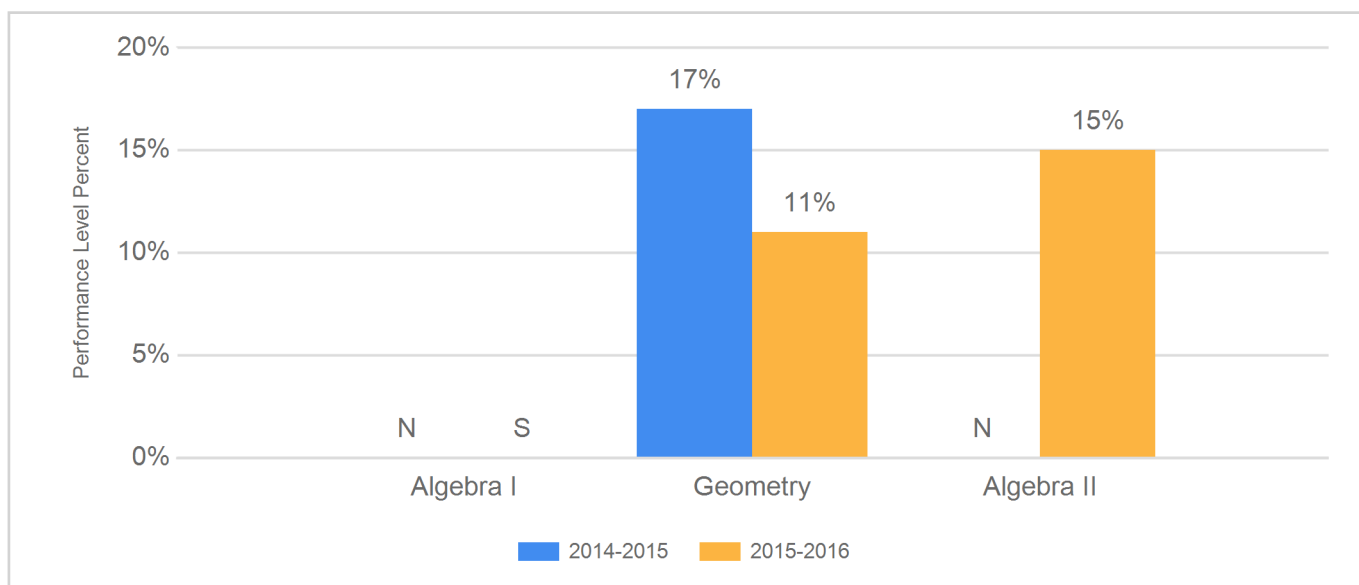
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## PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

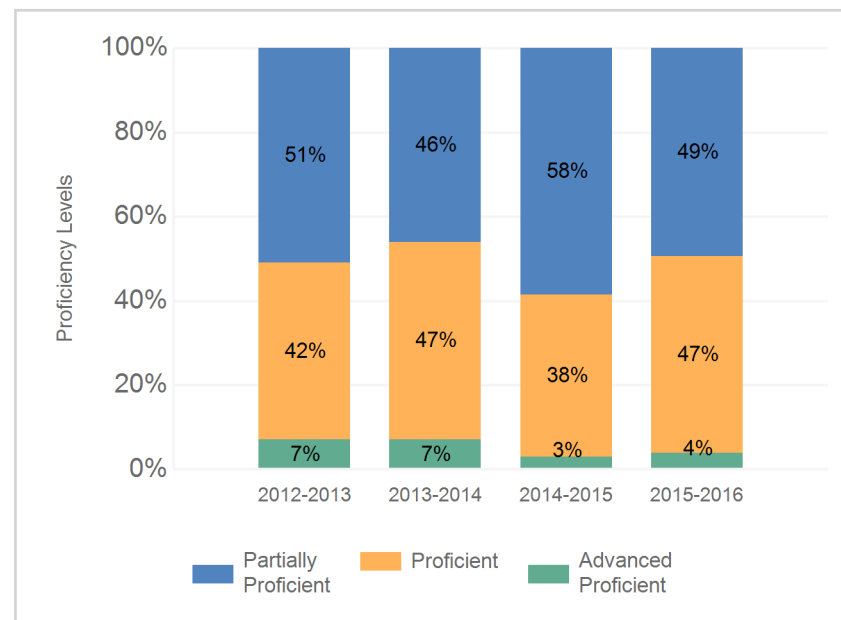
### Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	4%	47%	49%
White	4%	57%	39%
African American	1%	27%	71%
Hispanic	3%	42%	55%
American Indian	S	S	S
Asian	7%	57%	37%
Two or More Races	S	S	S
Students with Disability	N	14%	86%
English Language Learners	S	S	S
Economically Disadvantaged Students	1%	42%	57%

### Proficiency Trends - Biology

This graph displays the percentage of students by proficiency category for the past three school years.





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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

### PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	100.0%	95.5%
Percent of Students Participating in SAT	58.9%	58.0%
Percent of Students Participating in ACT	7.9%	27.6%

### PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
<b>PSAT</b>	891	950
<b>SAT</b>	-	-
Reading and Writing	520	537
Math	539	538
<b>ACT</b>	-	-
Reading	23	23
English	21	22
Math	23	23
Science	21	22

### PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
<b>PSAT</b>	N	N	N
<b>SAT</b>	-	-	-
Reading and Writing	480	68%	71%
Math	530	51%	53%
<b>ACT</b>	-	-	-
Reading	22	61%	58%
English	18	71%	74%
Math	22	61%	61%
Science	23	39%	49%

### PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
<b>PSAT</b>	980	870	790
<b>SAT</b>	-	-	-
Reading and Writing	580	520	460
Math	590	530	480
<b>ACT</b>	-	-	-
Reading	30	22	21
English	25	22	17
Math	27	23	20
Science	25	21	19

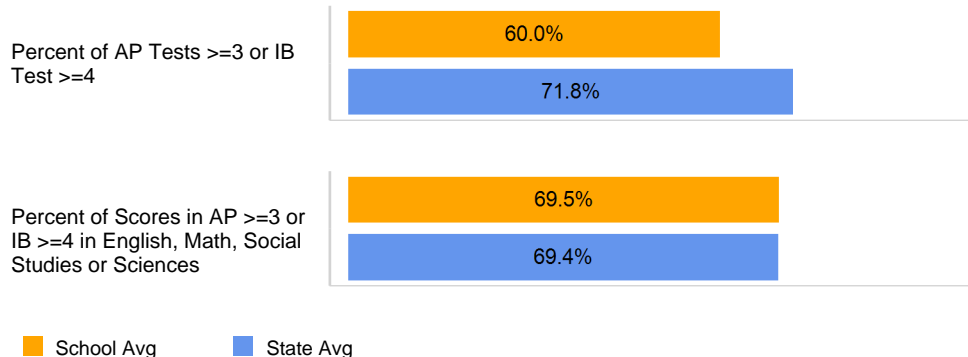


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## AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP  $\geq 3$  or IB  $\geq 4$  for students enrolled in the school and across the state.



## Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	35.9%	39.1%
One of More Test	29.9%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	17.8%	26.6%
Participating in Dual Enrollment	15.6%	15.4%

## AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	7	6
AP Calculus AB	32	9
AP Calculus BC	22	22
AP Chemistry	26	22
AP Chinese Language and Culture	0	3
AP Computer Science A	14	11
AP English Language and Composition	41	36
AP English Literature and Composition	30	23
AP Environmental Science	5	1
AP European History	11	9
AP French Language	4	3
AP Macroeconomics	44	32
AP Music Theory	8	6
AP Physics 1	0	7
AP Physics B	8	0
AP Psychology	105	92
AP Statistics	11	7
AP Studio Art—Two-Dimensional	3	2
AP U.S. History	83	32
AP World History	0	24
Student AP Tests $\geq 3$ and IB Tests $\geq 4$		129



State of New Jersey  
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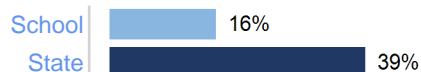
Grade Span 09-12

23-5850-050  
MIDDLESEX  
WOODBIDGE TWP  
WOODBIDGE HIGH SCHOOL  
25 SAMUEL LUPO PLACE  
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## Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

### MUSIC



### DRAMA



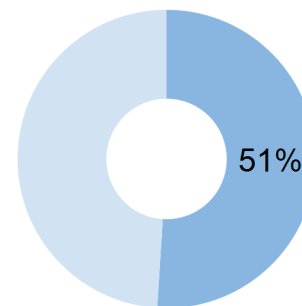
### DANCE



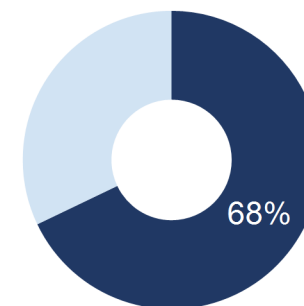
### VISUAL ARTS



### Any Visual and Performing Arts



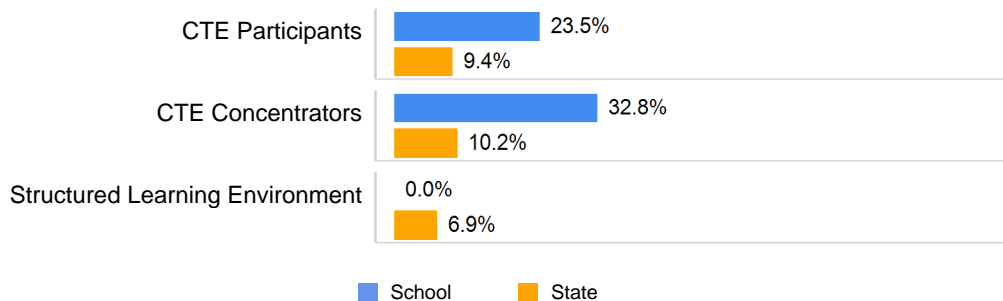
School



State

## Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



■ School ■ State



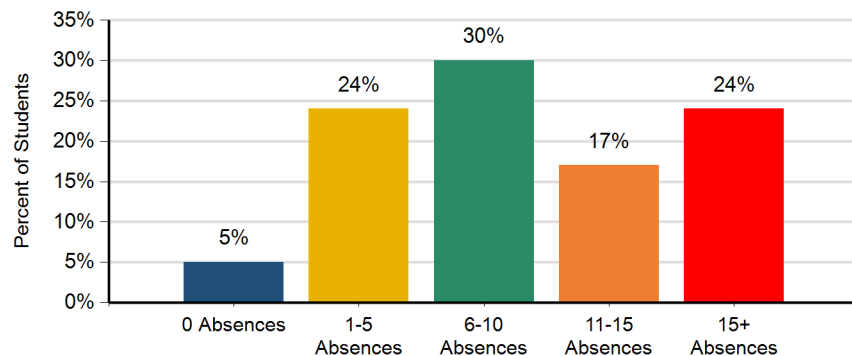
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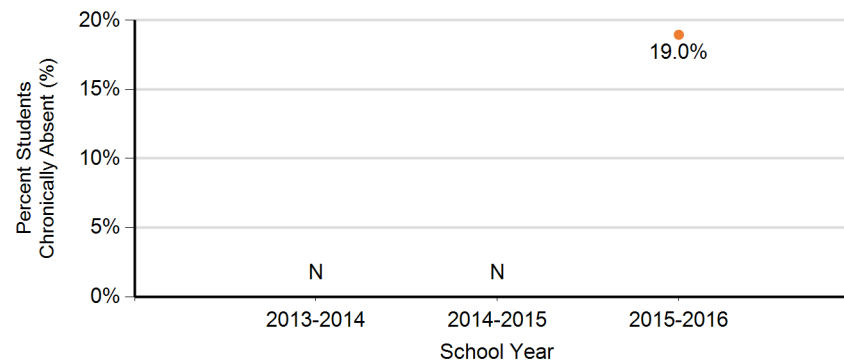
## Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



## Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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### Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	89.4%	32	81%
White	91.4%	27	
African American	87.8%	46	
Hispanic	84.6%	35	
American Indian	S	S	
Asian	96.8%	27	
Native Hawaiian	N	N	
Two or More Races	S	S	
Students with Disability	74.5%	27	
English Language Learners	S	S	
Economically Disadvantaged Students	85.6%	42	

### Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	0.6%	1.2%
White	0.3%	0.6%
African American	1.5%	2.6%
Hispanic	0.7%	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	2.5%	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	0.4%	1.7%



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### Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	90%	90%
2014	89%	92%
2015	89%	91%
2016	89%	

### Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	75.6%	47.9%	52.1%
White	79.4%	43.8%	56.3%
African American	68.9%	47.6%	52.4%
Hispanic	69.3%	60.0%	40.0%
American Indian	S	S	S
Asian	91.4%	34.4%	65.6%
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	S	S	S
Students with Disability	60.6%	90.0%	10.0%
English Language Learners	S	S	S
Economically Disadvantaged Students	69.7%	54.1%	45.9%



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### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 50 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 48 Mins.
Shared Time	2 Hrs. 54 Mins.

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	11:1
Administrator	201:1

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	24.3%

### Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



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## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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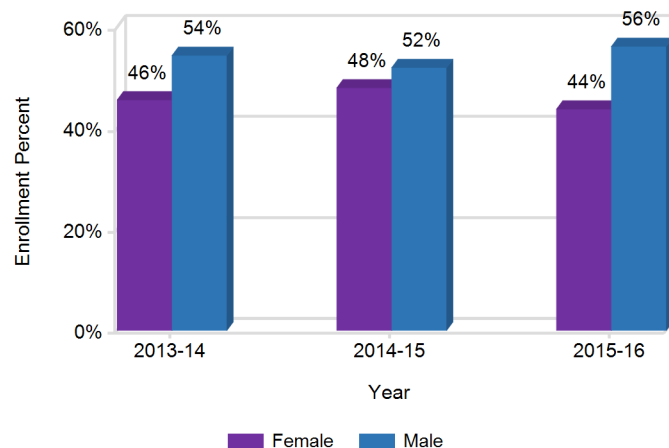
## Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 06	115	154	166
Grade 07	156	119	159
Grade 08	148	150	117
UG	13	23	28
<b>Total</b>	<b>432</b>	<b>446</b>	<b>470</b>

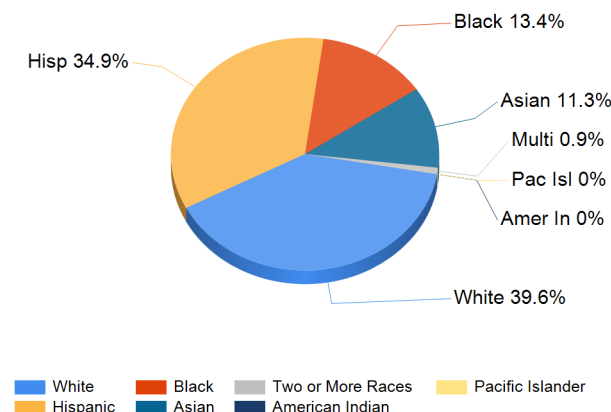
## Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



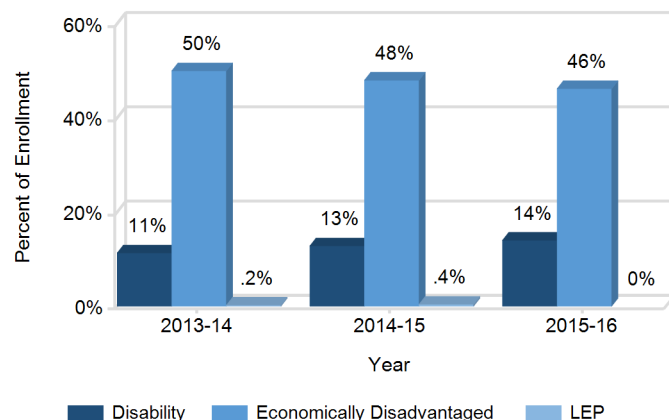
## Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



## Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



## Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	70.9%
Spanish	16.6%
Gujarati	1.5%
Polish	1.5%
Urdu	1.1%
Other	8.1%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	37%	20	21
Mathematics Met or Exceeded Expectations	36%	20	29

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	389	37%	21	86%	X	389	36%	29	86%	X
White	151	42%	16	81%	X	151	45%	31	81%	X
African American	54	22%	25	89%	X	54	15%	28	89%	X
Hispanic	130	32%	25	87%	X	130	25%	24	87%	X
American Indian	S	S	S	S		S	S	S	S	
Asian	50	54%	18	100%	✓	50	62%	26	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	57	4%	13	88%	X	57	4%	13	90%	X
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	178	23%	17	86%	X	178	23%	27	86%	X



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## PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	171	736	741	750	10%	21%	42%	25%	2%	28%	52%
White	67	737	739	756	10%	18%	43%	25%	3%	28%	61%
African American	24	729	734	732	8%	42%	33%	17%	N	17%	31%
Hispanic	58	733	731	738	12%	19%	41%	28%	N	28%	37%
Asian	S	S	755	772	S	S	S	S	S	S	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	729	755	S	S	S	S	S	S	60%
Students with Disability	S	S	708	719	S	S	S	S	S	S	15%
English Language Learners	N	N	N	709	N	N	N	N	N	N	10%
Economically Disadvantaged Students	78	727	731	735	13%	31%	41%	15%	N	15%	33%
PARCC MATH											
<b>Schoolwide</b>	171	735	740	743	11%	25%	33%	29%	3%	32%	43%
White	67	739	737	750	9%	21%	33%	34%	3%	37%	53%
African American	S	S	726	724	S	S	S	S	S	S	20%
Hispanic	58	731	730	730	9%	33%	33%	24%	2%	26%	26%
Asian	20	760	758	768	N	N	40%	50%	10%	60%	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	721	748	S	S	S	S	S	S	49%
Students with Disability	S	S	708	717	S	S	S	S	S	S	13%
English Language Learners	N	N	N	713	N	N	N	N	N	N	12%
Economically Disadvantaged Students	78	727	729	728	13%	36%	28%	23%	N	23%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	124	741	744	753	17%	11%	26%	33%	13%	46%	56%
White	49	748	740	760	12%	10%	22%	35%	20%	55%	65%
African American	S	S	731	733	S	S	S	S	S	S	35%
Hispanic	40	728	730	739	25%	10%	35%	28%	3%	30%	41%
Asian	22	759	764	781	9%	18%	9%	41%	23%	64%	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	747	759	S	S	S	S	S	S	63%
Students with Disability	S	S	702	716	S	S	S	S	S	S	16%
English Language Learners	N	N	N	703	N	N	N	N	N	N	10%
Economically Disadvantaged Students	56	727	732	735	27%	14%	30%	27%	2%	29%	37%
PARCC MATH											
<b>Schoolwide</b>	124	737	740	740	11%	29%	23%	33%	5%	38%	39%
White	49	743	737	747	10%	18%	20%	45%	6%	51%	47%
African American	S	S	728	724	S	S	S	S	S	S	19%
Hispanic	40	722	724	729	15%	53%	18%	15%	N	15%	23%
Asian	22	754	761	763	5%	14%	18%	50%	14%	64%	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	738	744	S	S	S	S	S	S	44%
Students with Disability	S	S	706	713	S	S	S	S	S	S	9%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	56	727	730	727	11%	38%	34%	18%	N	18%	21%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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MIDDLESEX

WOODBIDGE TWP

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## PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	113	742	742	753	12%	17%	30%	33%	8%	41%	55%
White	37	753	741	759	3%	16%	32%	35%	14%	49%	63%
African American	19	724	728	732	26%	26%	16%	26%	5%	32%	34%
Hispanic	44	735	725	740	18%	16%	32%	30%	5%	34%	43%
Asian	S	S	764	780	S	S	S	S	S	S	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	S	S	733	756	S	S	S	S	S	S	59%
Students with Disability	S	S	699	715	S	S	S	S	S	S	16%
English Language Learners	N	N	N	701	N	N	N	N	N	N	9%
Economically Disadvantaged Students	56	728	726	736	16%	29%	30%	25%	N	25%	38%
**PARCC MATH											
<b>Schoolwide</b>	79	719	723	726	27%	32%	27%	15%	N	15%	26%
White	20	725	723	732	15%	40%	25%	20%	N	20%	32%
African American	S	S	707	712	S	S	S	S	S	S	14%
Hispanic	40	721	713	721	28%	25%	30%	18%	N	18%	20%
Asian	S	S	746	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	S	S	735	726	S	S	S	S	S	S	26%
Students with Disability	S	S	698	704	S	S	S	S	S	S	8%
English Language Learners	N	N	N	704	N	N	N	N	N	N	9%
Economically Disadvantaged Students	49	718	716	718	29%	35%	20%	16%	N	16%	18%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations

\*\*Grade 8 does not include students who took an Algebra test.

\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



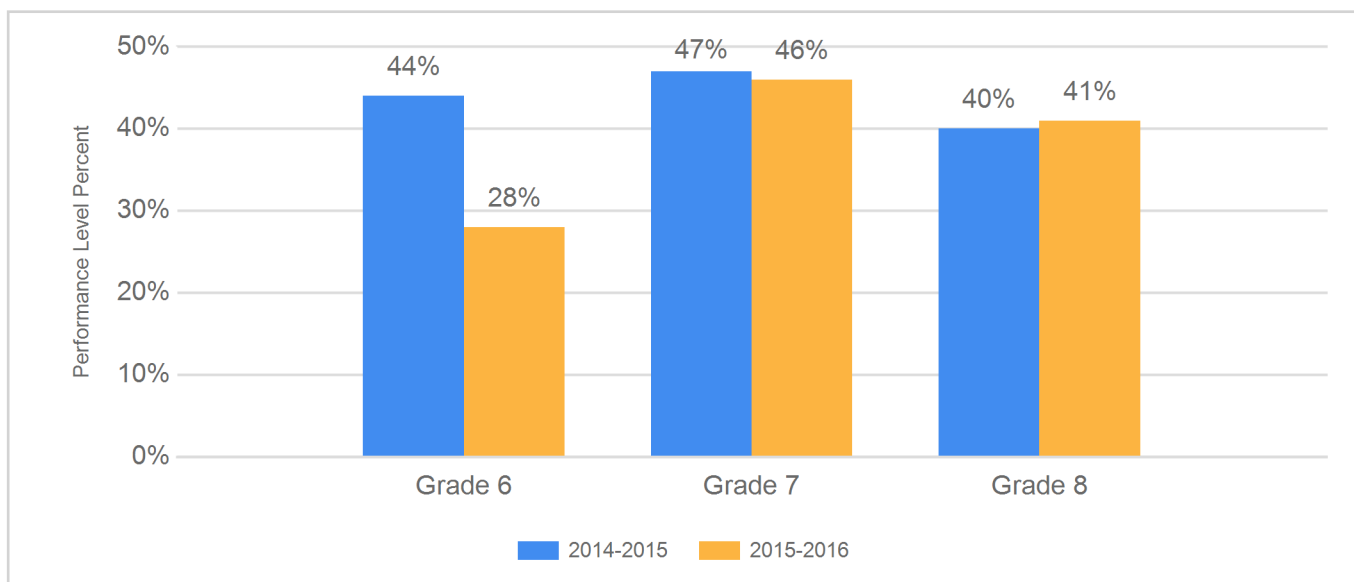
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## PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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## PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>34</b>	<b>780</b>	<b>789</b>	<b>769</b>	<b>N</b>	<b>N</b>	<b>12%</b>	<b>71%</b>	<b>18%</b>	<b>88%</b>	<b>41%</b>
White	17	780	777	772	N	N	12%	77%	12%	88%	51%
African American	S	S	778	748	S	S	S	S	S	S	20%
Hispanic	S	S	773	746	S	S	S	S	S	S	25%
Asian	S	S	805	789	S	S	S	S	S	S	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	S	S	769	776	S	S	S	S	S	S	47%
Students with Disability	S	S	S	738	S	S	S	S	S	S	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	770	746	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



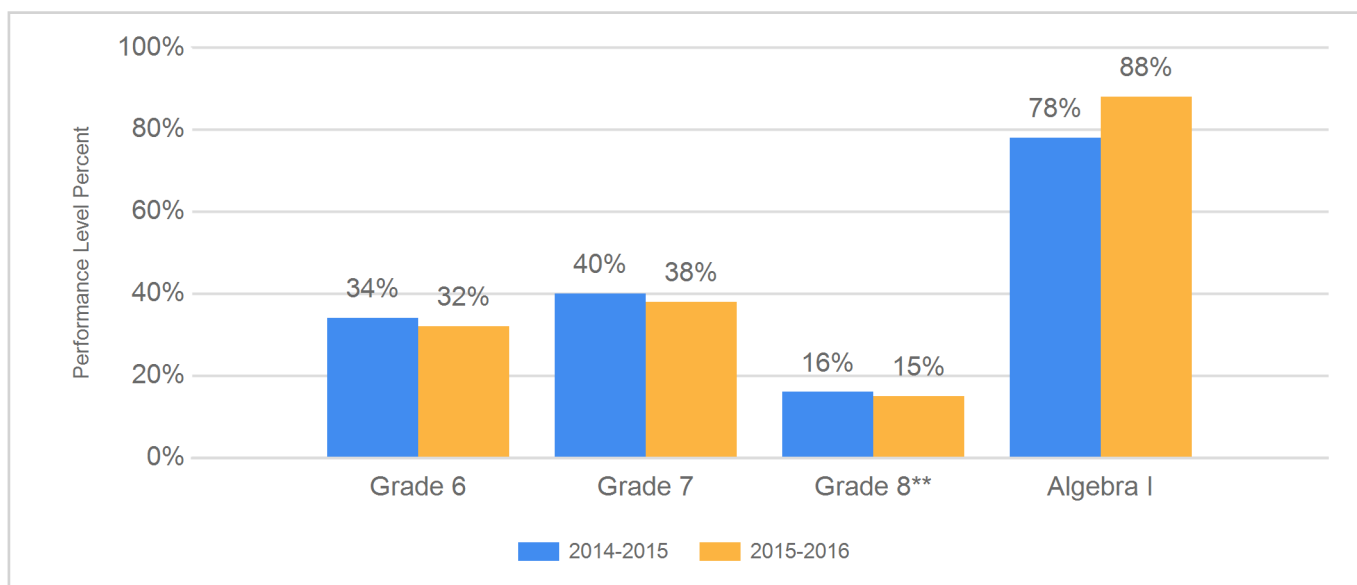
State of New Jersey  
2015-2016

Grade Span 06-08

23-5850-090  
MIDDLESEX  
WOODBIDGE TWP  
WOODBIDGE MIDDLE SCHOOL  
525 BARRON AVENUE  
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## PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



\*\*Grade 8 does not include students who took an Algebra test.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

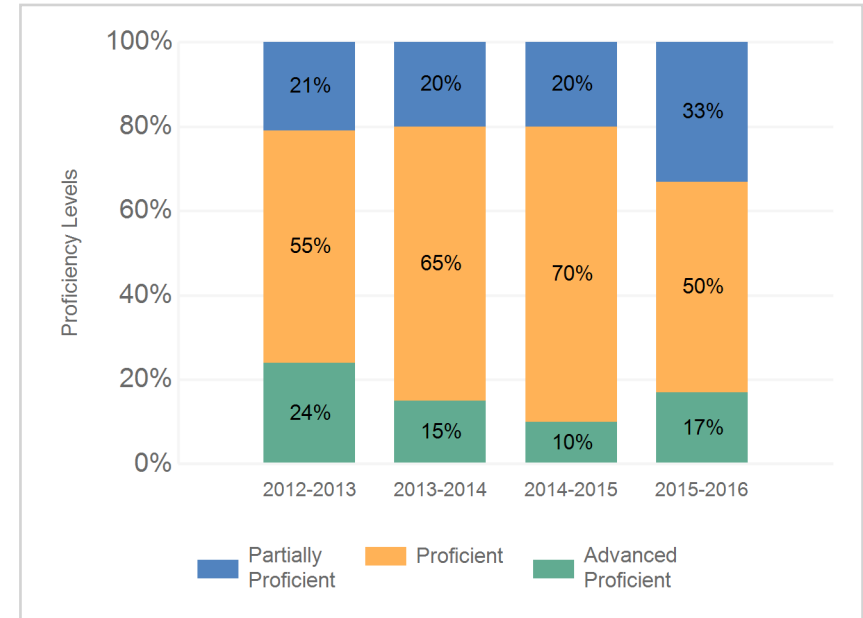
### NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	17%	50%	33%
White	25%	53%	23%
African American	9%	41%	50%
Hispanic	12%	49%	39%
American Indian	N	N	N
Asian	27%	64%	9%
Two or More Races	N	N	N
Students with Disability	N	33%	67%
English Language Learners	S	S	S
Economically Disadvantaged Students	3%	53%	43%

### NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4read.html">http://www.nj.gov/education/pr/1415/naep/naep4read.html</a>
Reading Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8read.html">http://www.nj.gov/education/pr/1415/naep/naep8read.html</a>
Math Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4math.html">http://www.nj.gov/education/pr/1415/naep/naep4math.html</a>
Math Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8math.html">http://www.nj.gov/education/pr/1415/naep/naep8math.html</a>
Science Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4science.html">http://www.nj.gov/education/pr/1415/naep/naep4science.html</a>
Science Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8science.html">http://www.nj.gov/education/pr/1415/naep/naep8science.html</a>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

### Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	35	37	50
Student Growth on Math	40	47	50

### Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	4%	3%	1%
Partially Met (L2)	11%	7%	2%
Approached (L3)	12%	8%	8%
Met (L4)	20%	11%	6%
Exceeded (L5)	5%	2%	1%

### Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	2%	2%
Partially Met (L2)	14%	7%	3%
Approached (L3)	13%	9%	8%
Met (L4)	15%	11%	8%
Exceeded (L5)	2%	3%	2%



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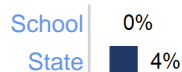
## Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

### MUSIC



### DRAMA



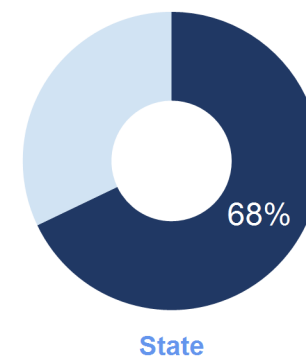
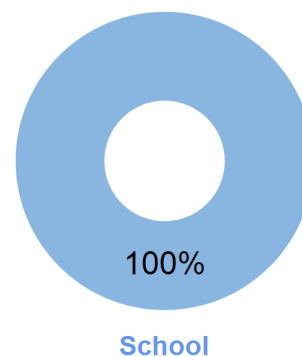
### DANCE



### VISUAL ARTS

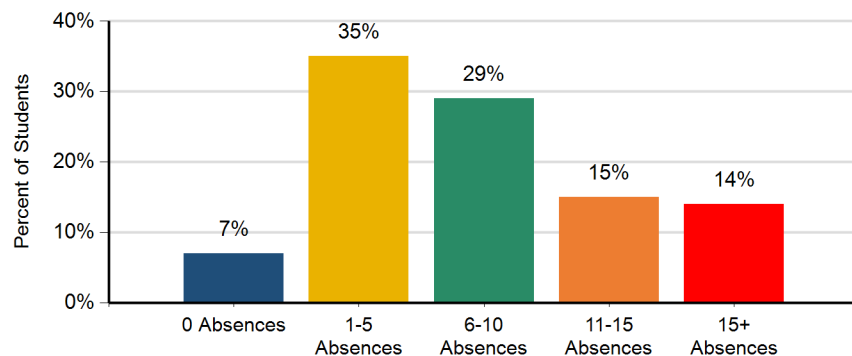


### Any Visual and Performing Arts



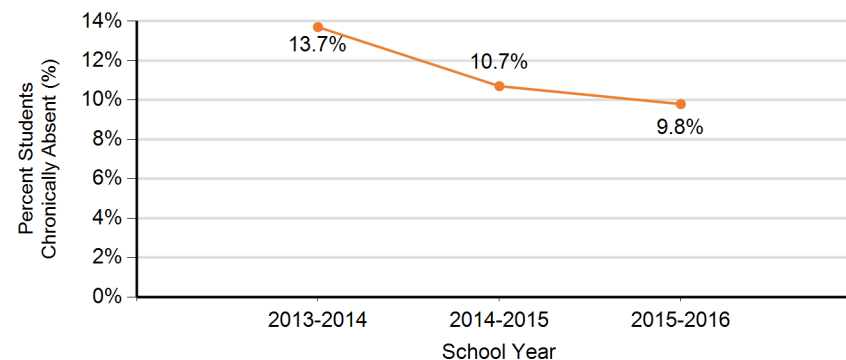
## Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



## Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 50 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 46 Mins.
Shared Time	2 Hrs. 53 Mins.

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	9:1
Administrator	235:1

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	20.6%

### Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%