



State of New Jersey  
2015-2016

Grade Span KH-05

21-1245-055

MERCER

EAST WINDSOR REGIONAL

ETHEL McKNIGHT ELEMENTARY SCHOOL

58 TWIN RIVERS DR SOUTH

EAST WINDSOR, NJ 08520

## 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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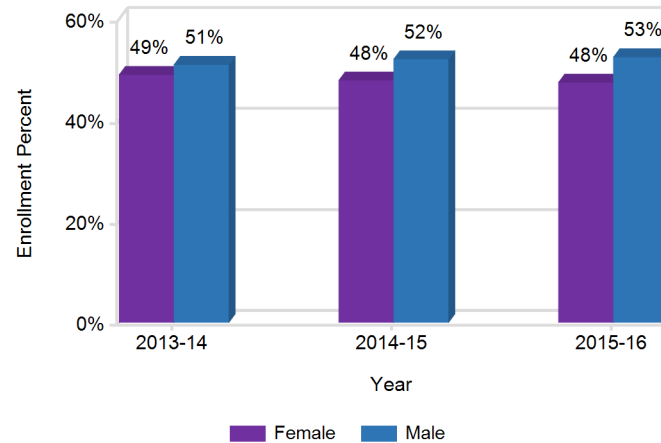
## Enrollment by Grade

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	64	50	57
Grade 01	149	76	59
Grade 02	70	145	77
Grade 03	77	77	116
Grade 04	121	86	81
Grade 05	152	109	81
UG	10	8	34
Total	643	551	505

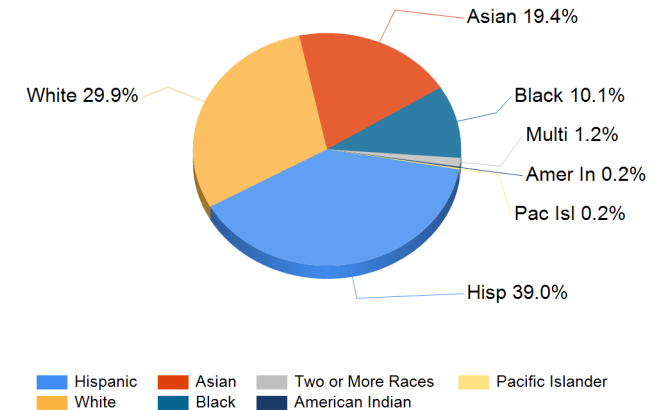
## Enrollment by Gender

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



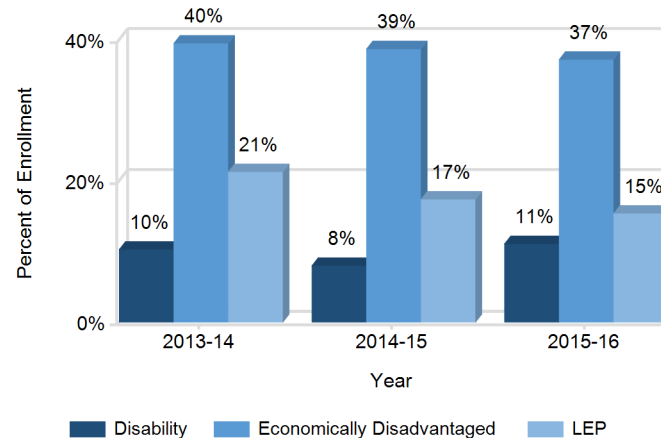
## Enrollment by Ethnic/ Racial Subgroup

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	57.6%
Spanish	29.5%
Gujarati	2.0%
Tamil	1.6%
Panjabi	1.4%
Other	8.0%

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



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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	43%	20	27
Mathematics Met or Exceeded Expectations	49%	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	274	43%	27	98%	✓	273	49%	47	97%	✓
White	73	60%	48	95%	✓	73	71%	79	95%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	121	17%	8	98%	✓	120	25%	27	98%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	51	75%	35	100%	✓	51	73%	35	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	45	N	10	100%	✓	45	4%	41	100%	✓
Economically Disadvantaged Students	110	17%	7	100%	✓	110	28%	42	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>	112	723	740	746	32%	19%	27%	21%	1%	22%	48%
White	19	756	756	756	5%	5%	37%	47%	5%	53%	58%
African American	S	S	741	727	S	S	S	S	S	S	30%
Hispanic	S	S	721	730	S	S	S	S	S	S	31%
Asian	14	744	759	772	14%	N	36%	50%	N	50%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	755	753	S	S	S	S	S	S	55%
Students with Disability	S	S	725	718	S	S	S	S	S	S	22%
English Language Learners	S	S	S	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	S	S	724	727	S	S	S	S	S	S	28%
PARCC MATH											
<b>Schoolwide</b>	114	735	749	749	15%	26%	25%	25%	9%	34%	52%
White	19	763	762	757	N	5%	16%	58%	21%	79%	63%
African American	S	S	739	730	S	S	S	S	S	S	31%
Hispanic	72	720	733	736	22%	35%	28%	14%	1%	15%	35%
Asian	14	763	772	777	7%	14%	7%	43%	29%	71%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	757	754	S	S	S	S	S	S	57%
Students with Disability	S	S	734	727	S	S	S	S	S	S	28%
English Language Learners	S	S	714	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	66	723	734	732	20%	36%	26%	15%	3%	18%	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>	81	751	751	750	3%	11%	35%	46%	6%	52%	54%
White	23	763	762	759	N	N	35%	48%	17%	65%	64%
African American	S	S	750	733	S	S	S	S	S	S	33%
Hispanic	32	739	735	737	3%	19%	50%	28%	N	28%	37%
Asian	18	760	768	773	6%	6%	11%	72%	6%	78%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	743	756	S	S	S	S	S	S	62%
Students with Disability	S	S	720	723	S	S	S	S	S	S	22%
English Language Learners	S	S	700	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	27	741	734	734	N	19%	56%	22%	4%	26%	33%
PARCC MATH											
<b>Schoolwide</b>	83	755	749	745	2%	10%	30%	51%	7%	58%	47%
White	23	763	759	752	N	9%	17%	65%	9%	74%	57%
African American	S	S	742	727	S	S	S	S	S	S	24%
Hispanic	32	744	732	733	N	16%	44%	41%	N	41%	30%
Asian	19	769	770	771	N	N	32%	53%	16%	68%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	725	750	S	S	S	S	S	S	54%
Students with Disability	S	S	726	724	S	S	S	S	S	S	22%
English Language Learners	S	S	705	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	29	744	730	730	7%	10%	41%	38%	3%	41%	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>	85	749	750	751	5%	15%	25%	54%	1%	55%	53%
White	31	753	759	758	N	10%	29%	61%	N	61%	64%
African American	S	S	752	733	S	S	S	S	S	S	32%
Hispanic	22	736	738	738	5%	32%	27%	36%	N	36%	37%
Asian	22	756	761	773	14%	5%	9%	68%	5%	73%	80%
American Indian	S	S	S	750	S	S	S	S	S	S	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	14	742	734	723	7%	21%	36%	36%	N	36%	20%
English Language Learners	S	S	701	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	22	730	737	735	9%	36%	32%	23%	N	23%	33%
PARCC MATH											
<b>Schoolwide</b>	86	754	751	747	1%	23%	23%	35%	17%	52%	47%
White	31	756	760	753	N	19%	19%	48%	13%	61%	57%
African American	S	S	747	728	S	S	S	S	S	S	24%
Hispanic	22	739	737	735	5%	27%	36%	32%	N	32%	31%
Asian	23	770	771	774	N	17%	17%	26%	39%	65%	80%
American Indian	S	S	S	747	S	S	S	S	S	S	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	14	742	730	725	N	50%	14%	21%	14%	36%	19%
English Language Learners	S	S	714	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	23	738	738	732	4%	30%	35%	26%	4%	30%	28%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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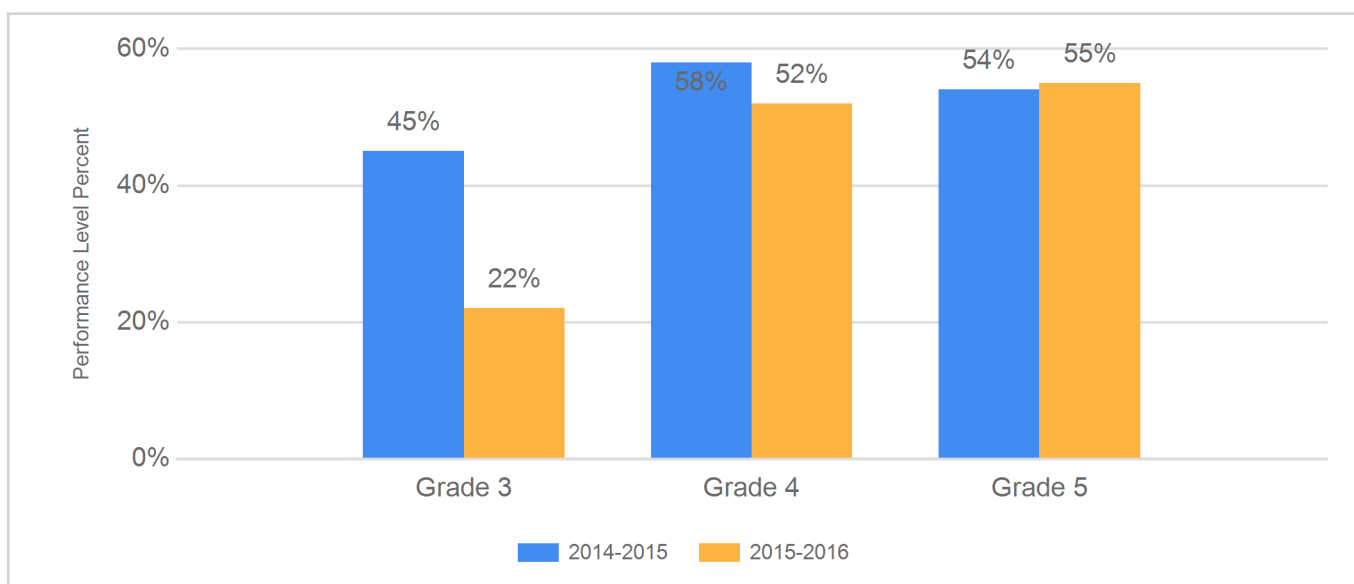
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## PARCC ELA Performance Trends

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





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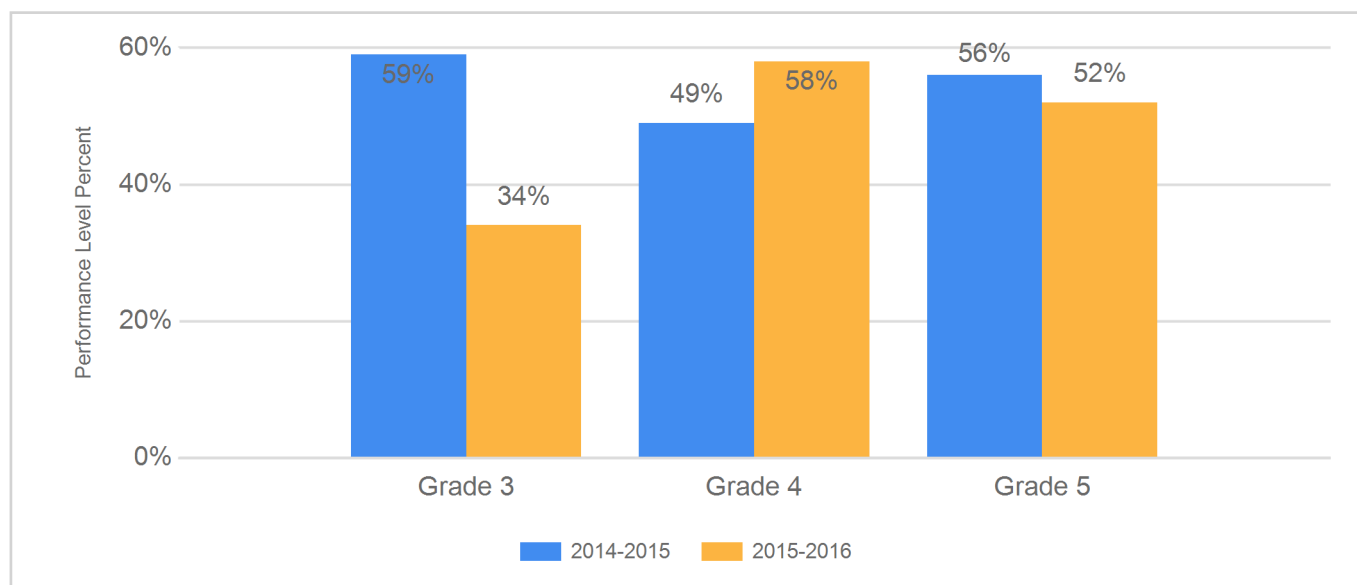
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## PARCC Math Performance Trends

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

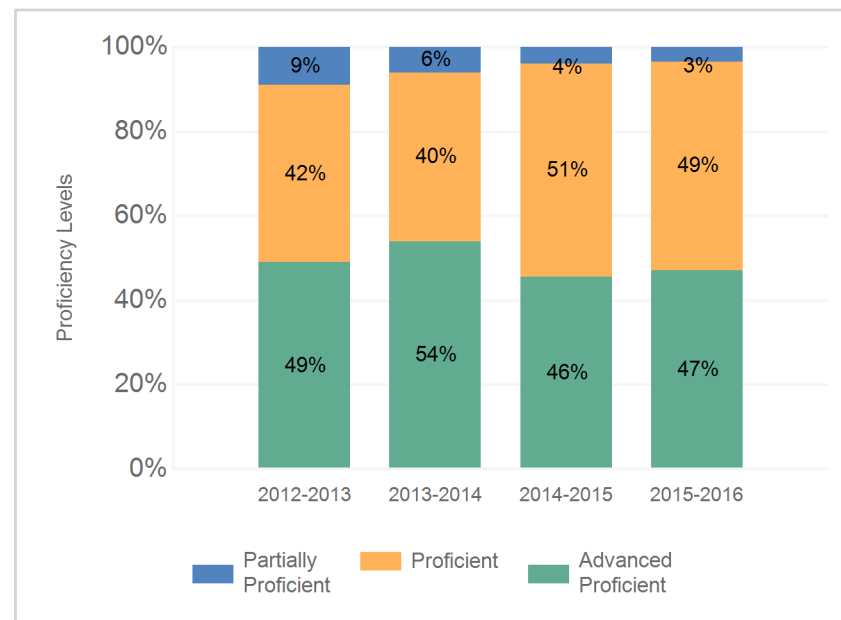
### NJASK Results Science - Grade Level 04

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	47%	49%	3%
White	59%	41%	N
African American	S	S	S
Hispanic	22%	72%	6%
American Indian	N	N	N
Asian	68%	26%	5%
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	22%	74%	4%

### 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	59	50
Student Growth on Math	57	53	50

### Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	0%	0%
Partially Met (L2)	9%	2%	2%
Approached (L3)	14%	12%	4%
Met (L4)	13%	15%	25%
Exceeded (L5)	0%	1%	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)	1%	1%	0%
Partially Met (L2)	8%	6%	2%
Approached (L3)	9%	8%	9%
Met (L4)	6%	16%	21%
Exceeded (L5)	1%	4%	8%



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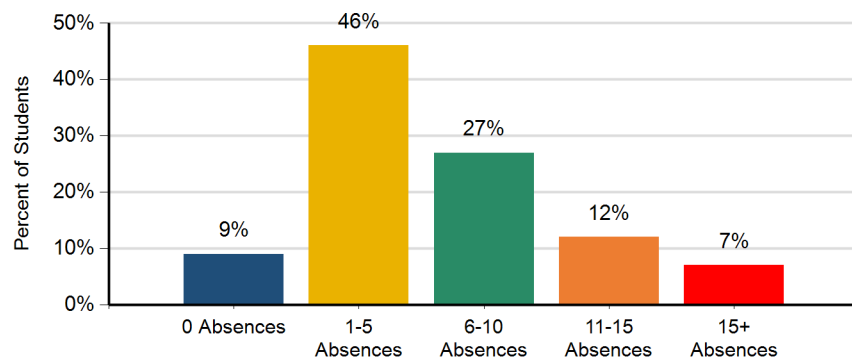
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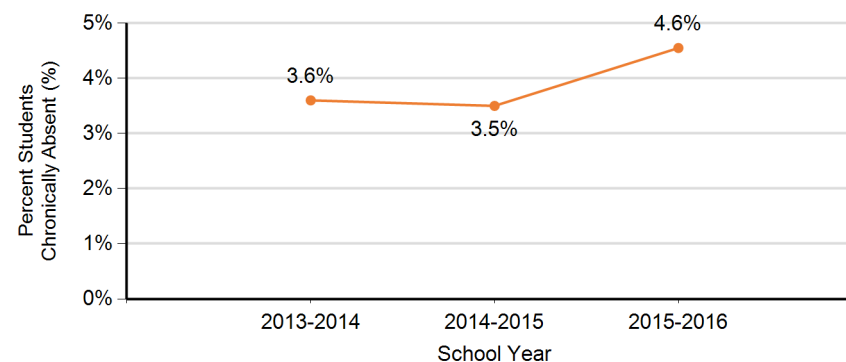
## Absenteeism

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. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

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

2015-16	School
Faculty	11:1
Administrator	253:1

### 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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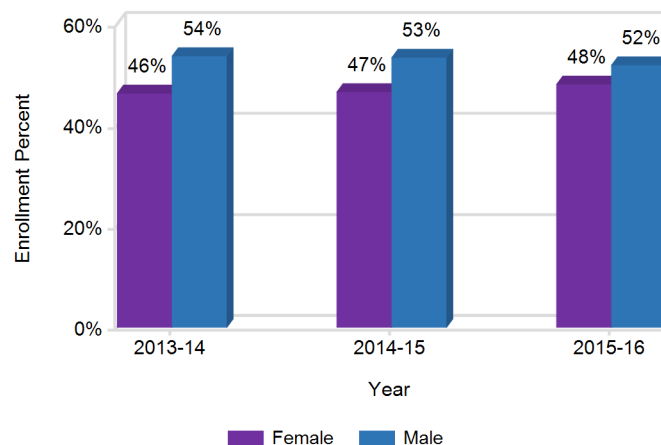
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Grade 03	158	137	78
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Grade 05	97	95	141
UG	12	2	61
<b>Total</b>	<b>707</b>	<b>652</b>	<b>694</b>

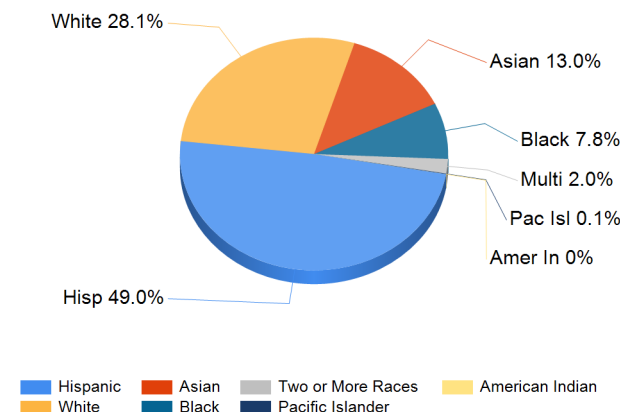
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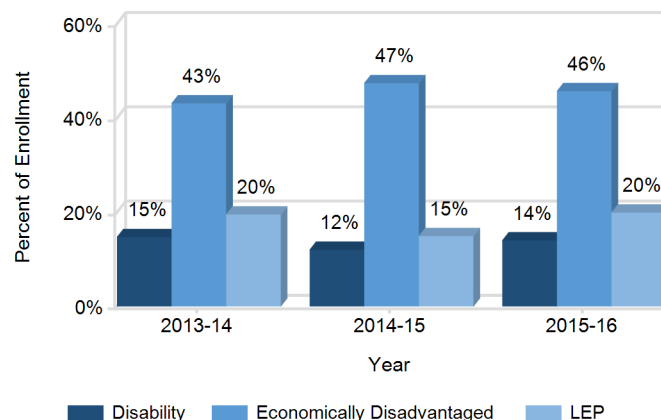
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This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



### 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	44.4%
Spanish	41.6%
Gujarati	4.3%
Panjabi	1.2%
Hindi	1.0%
Other	6.8%

\* 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	45%	40	32
Mathematics Met or Exceeded Expectations	40%	20	35

## 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	328	45%	32	98%	✓	331	40%	35	98%	✓
White	88	72%	67	95%	✓	88	63%	62	95%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	179	26%	18	100%	✓	181	23%	23	100%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		37	78%	42	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	41	N	10	100%	✓	41	N	8	100%	✓
Economically Disadvantaged Students	166	28%	27	99%	✓	168	24%	32	99%	✓





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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	746	740	746	11%	14%	21%	50%	5%	55%	48%
White	29	760	756	756	3%	N	31%	59%	7%	66%	58%
African American	S	S	741	727	S	S	S	S	S	S	30%
Hispanic	38	727	721	730	18%	29%	16%	37%	N	37%	31%
Asian	S	S	759	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	755	753	S	S	S	S	S	S	55%
Students with Disability	S	S	725	718	S	S	S	S	S	S	22%
English Language Learners	S	S	695	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	37	732	724	727	19%	24%	14%	41%	3%	43%	28%
PARCC MATH											
<b>Schoolwide</b>	87	748	749	749	5%	14%	36%	40%	6%	46%	52%
White	29	758	762	757	N	7%	35%	48%	10%	59%	63%
African American	S	S	739	730	S	S	S	S	S	S	31%
Hispanic	38	738	733	736	8%	18%	37%	37%	N	37%	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	757	754	S	S	S	S	S	S	57%
Students with Disability	11	727	734	727	27%	18%	18%	36%	N	36%	28%
English Language Learners	S	S	714	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	37	741	734	732	8%	19%	35%	35%	3%	38%	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>	110	743	751	750	11%	17%	32%	31%	9%	40%	54%
White	29	756	762	759	3%	7%	31%	48%	10%	59%	64%
African American	S	S	750	733	S	S	S	S	S	S	33%
Hispanic	62	729	735	737	16%	26%	34%	21%	3%	24%	37%
Asian	S	S	768	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	720	723	S	S	S	S	S	S	22%
English Language Learners	S	S	700	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	57	724	734	734	18%	33%	30%	19%	N	19%	33%
PARCC MATH											
<b>Schoolwide</b>	114	741	749	745	11%	24%	28%	30%	8%	38%	47%
White	29	761	759	752	N	7%	28%	55%	10%	66%	57%
African American	S	S	S	727	S	S	S	S	S	S	24%
Hispanic	65	723	732	733	19%	39%	28%	14%	2%	15%	30%
Asian	S	S	770	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	12	732	726	724	17%	25%	33%	25%	N	25%	22%
English Language Learners	S	S	705	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	730	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>	143	742	750	751	7%	20%	33%	39%	1%	41%	53%
White	36	763	759	758	3%	N	17%	78%	3%	81%	64%
African American	S	S	752	733	S	S	S	S	S	S	32%
Hispanic	82	732	738	738	10%	28%	42%	20%	1%	21%	37%
Asian	S	S	761	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	734	723	S	S	S	S	S	S	20%
English Language Learners	S	S	701	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	76	731	737	735	11%	28%	37%	25%	N	25%	33%
PARCC MATH											
<b>Schoolwide</b>	146	741	751	747	4%	25%	35%	31%	6%	36%	47%
White	36	759	760	753	N	6%	36%	44%	14%	58%	57%
African American	S	S	747	728	S	S	S	S	S	S	24%
Hispanic	85	731	737	735	5%	35%	39%	20%	1%	21%	31%
Asian	S	S	771	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	730	725	S	S	S	S	S	S	19%
English Language Learners	S	S	714	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	78	731	738	732	6%	35%	33%	24%	1%	26%	28%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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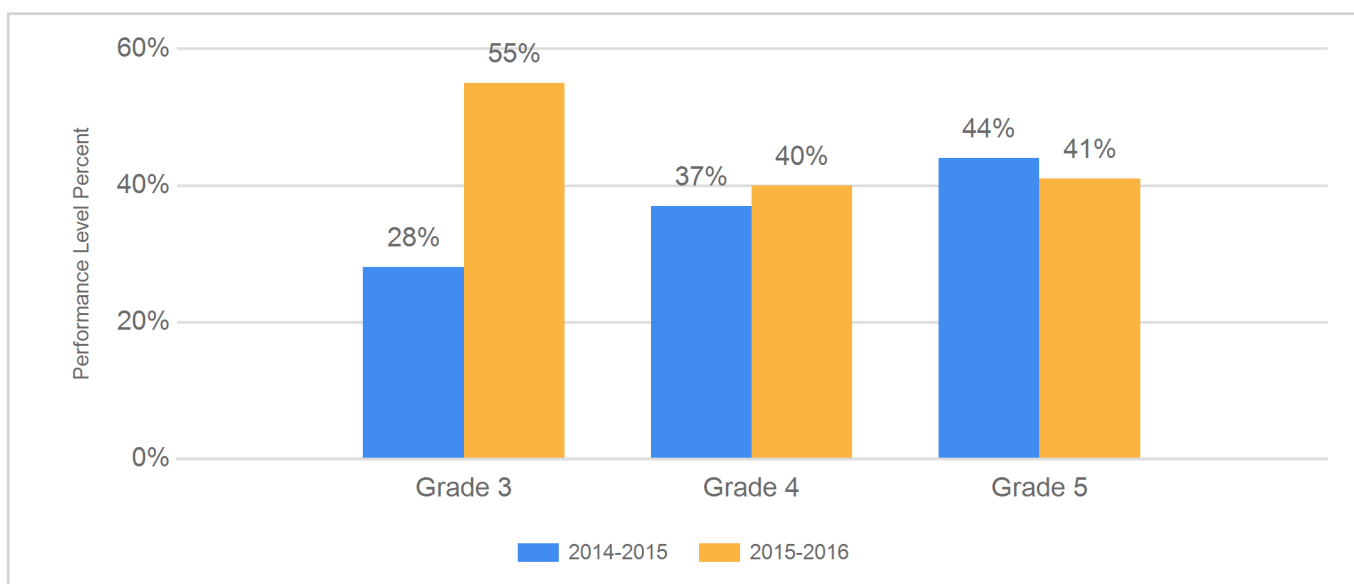
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## PARCC ELA Performance Trends

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





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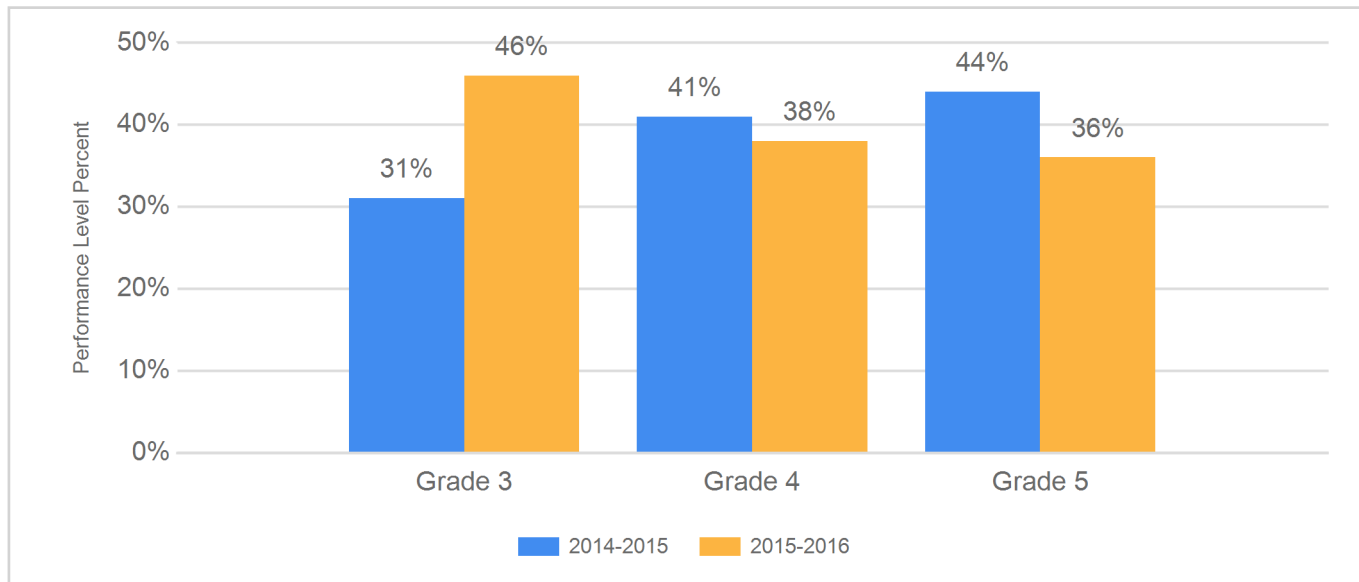
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## PARCC Math Performance Trends

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

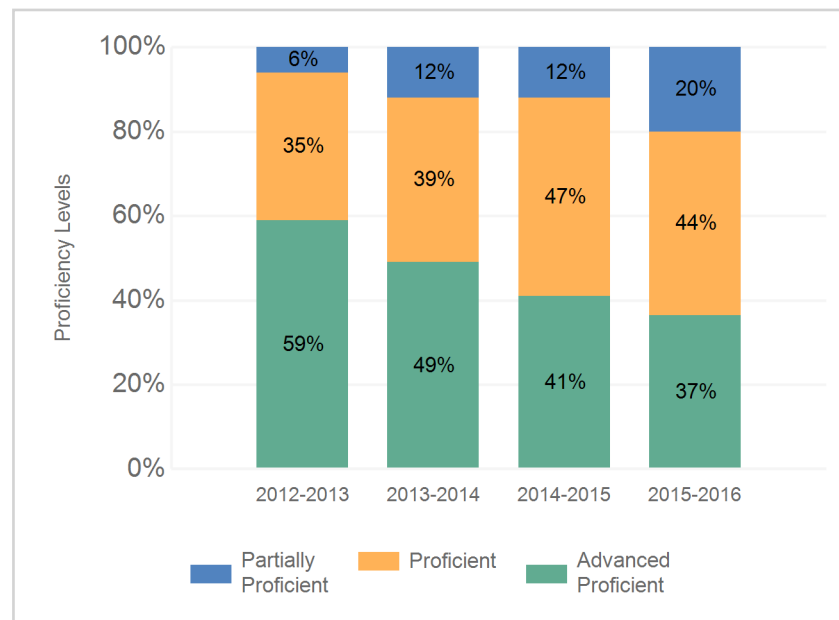
### NJASK Results Science - Grade Level 04

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	37%	44%	20%
White	66%	34%	N
African American	S	S	S
Hispanic	15%	49%	35%
American Indian	N	N	N
Asian	73%	27%	N
Two or More Races	N	N	N
Students with Disability	27%	64%	9%
English Language Learners	4%	25%	71%
Economically Disadvantaged Students	4%	58%	38%

### 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	58	59	50
Student Growth on Math	56	53	50

### Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	6%	1%	0%
Partially Met (L2)	5%	9%	6%
Approached (L3)	7%	13%	13%
Met (L4)	6%	12%	19%
Exceeded (L5)	0%	0%	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)	4%	2%	0%
Partially Met (L2)	7%	11%	5%
Approached (L3)	10%	9%	14%
Met (L4)	7%	8%	16%
Exceeded (L5)	0%	1%	6%





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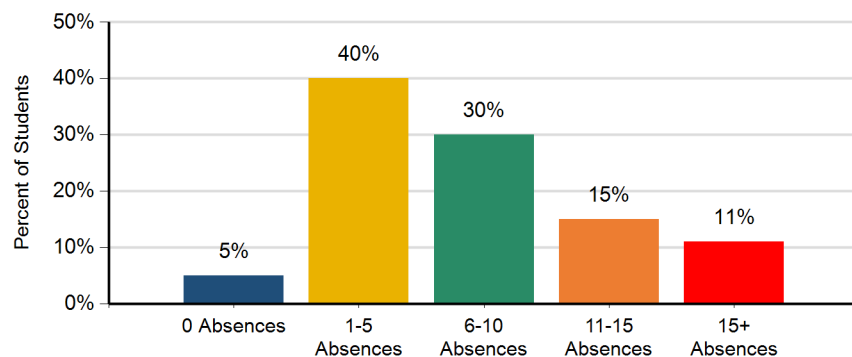
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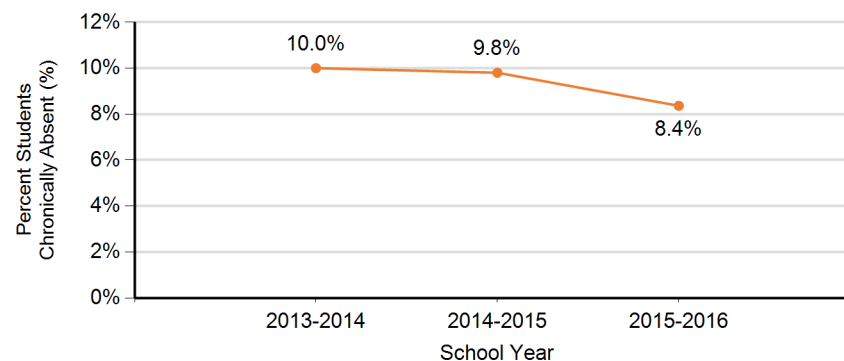
## Absenteeism

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. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

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

2015-16	School
Faculty	12:1
Administrator	694:1

### Student Suspension Rate

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

	School
2015-16	1.7%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	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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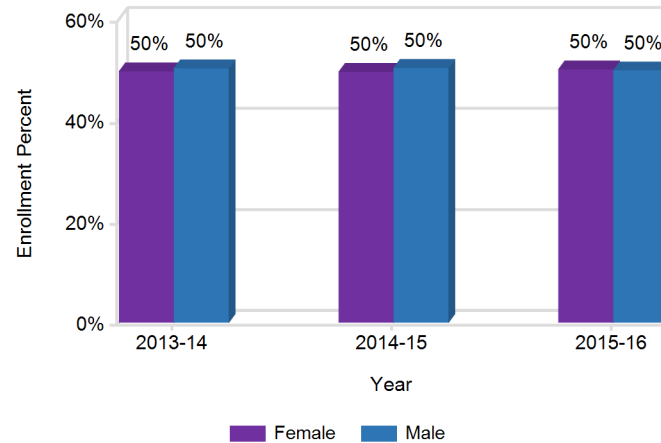
## Enrollment by Grade

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 09	393	344	345
Grade 10	384	398	319
Grade 11	333	378	307
Grade 12	317	325	295
UG	37	36	118
Total	1464	1481	1384

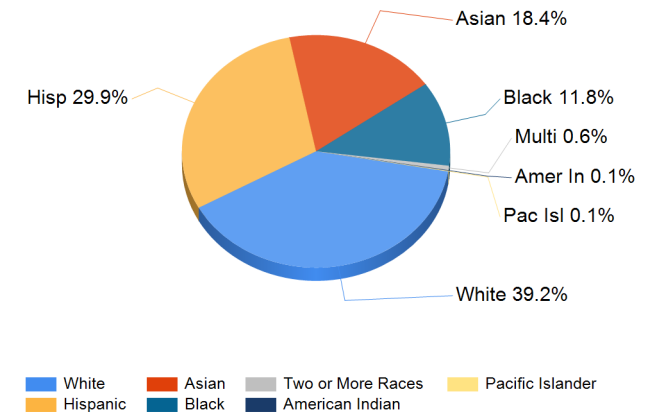
## Enrollment by Gender

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



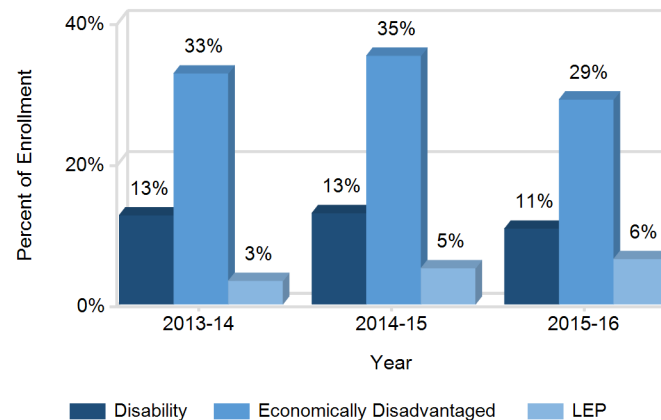
## Enrollment by Ethnic/ Racial Subgroup

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	57.8%
Spanish	24.5%
Gujarati	4.0%
Hindi	2.0%
Telugu	1.4%
Other	10.4%

\* 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	52%	S	67
Mathematics Met or Exceeded Expectations	28%	S	51

## 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	665	52%	67	93%	X	603	28%	51	93%	X
White	232	62%	74	87%	X	211	33%	50	86%	X
African American	84	44%	76	98%	✓	78	17%	60	94%	✓
Hispanic	232	37%	59	97%	✓	221	15%	36	98%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	114	71%	56	94%	✓	89	56%	48	97%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	101	17%	75	95%	✓	99	2%	20	94%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	217	34%	65	98%	✓	205	14%	44	97%	✓



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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	365	757	757	746	6%	10%	27%	40%	17%	57%	49%
White	127	763	763	754	3%	5%	25%	50%	17%	67%	58%
African American	S	S	S	729	S	S	S	S	S	S	30%
Hispanic	125	738	738	730	12%	18%	32%	34%	4%	38%	34%
Asian	68	781	781	774	2%	4%	21%	29%	44%	74%	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	S	S	S	748	S	S	S	S	S	S	53%
Students with Disability	44	722	722	713	21%	30%	34%	16%	N	16%	12%
English Language Learners	S	S	S	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	108	740	740	729	8%	20%	34%	31%	7%	37%	31%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



State of New Jersey  
2015-2016

Grade Span 09-12

21-1245-050

MERCER

EAST WINDSOR REGIONAL

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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>324</b>	<b>746</b>	<b>746</b>	<b>740</b>	<b>13%</b>	<b>15%</b>	<b>25%</b>	<b>34%</b>	<b>13%</b>	<b>46%</b>	<b>44%</b>
White	109	755	755	747	7%	13%	24%	39%	17%	56%	50%
African American	S	S	S	722	S	S	S	S	S	S	28%
Hispanic	114	730	730	726	24%	18%	25%	30%	4%	33%	33%
Asian	52	767	767	767	6%	10%	19%	35%	31%	65%	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	S	S	S	741	S	S	S	S	S	S	45%
Students with Disability	52	708	708	702	39%	39%	10%	12%	2%	14%	11%
English Language Learners	S	S	S	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	120	727	727	723	26%	19%	25%	26%	4%	30%	30%

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



State of New Jersey  
2015-2016

Grade Span 09-12

21-1245-050

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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>304</b>	<b>749</b>	<b>749</b>	<b>736</b>	<b>8%</b>	<b>16%</b>	<b>25%</b>	<b>40%</b>	<b>11%</b>	<b>51%</b>	<b>40%</b>
White	108	759	759	739	3%	14%	22%	45%	16%	61%	42%
African American	53	740	740	728	8%	25%	32%	23%	13%	36%	30%
Hispanic	112	740	740	732	13%	18%	27%	37%	5%	42%	37%
Asian	S	S	S	753	S	S	S	S	S	S	58%
American Indian	S	S	S	735	S	S	S	S	S	S	34%
Two or More Races	N	N	N	736	N	N	N	N	N	N	39%
Students with Disability	46	725	725	710	20%	28%	33%	20%	N	20%	13%
English Language Learners	S	S	S	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	107	739	739	730	13%	17%	32%	35%	4%	38%	33%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations

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





State of New Jersey  
2015-2016

Grade Span 09-12

21-1245-050

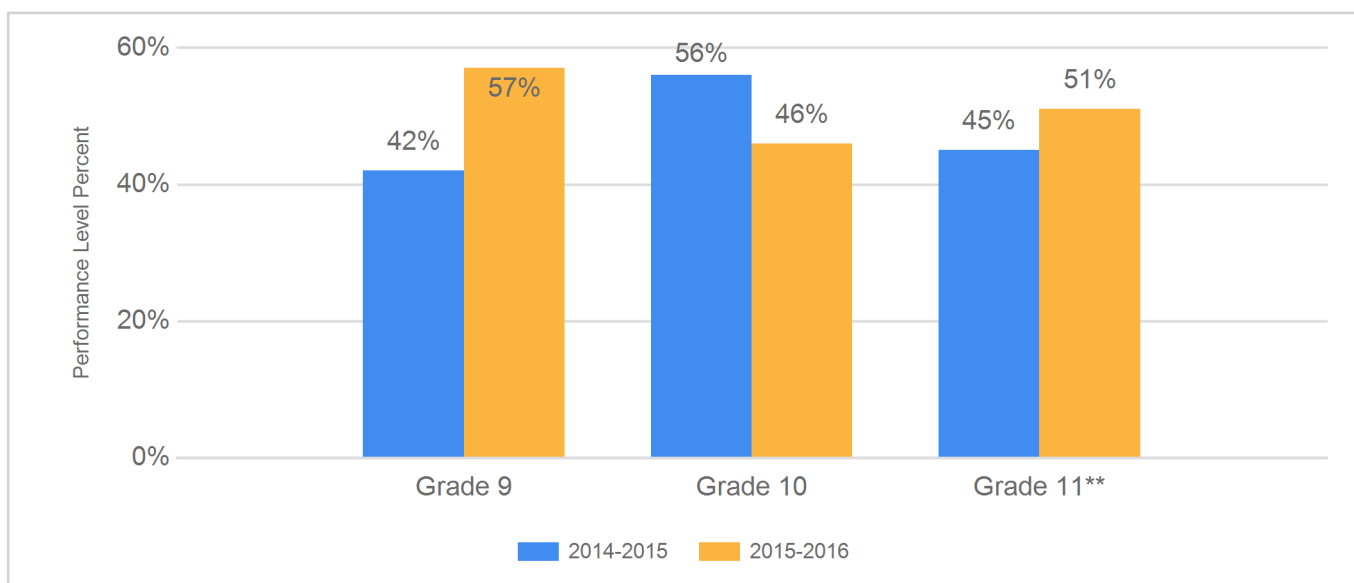
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## PARCC ELA Performance Trends

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>267</b>	<b>723</b>	<b>723</b>	<b>727</b>	<b>15%</b>	<b>37%</b>	<b>31%</b>	<b>17%</b>	<b>N</b>	<b>17%</b>	<b>41%</b>
White	69	726	726	734	12%	35%	35%	19%	N	19%	51%
African American	33	723	723	717	12%	46%	24%	18%	N	18%	20%
Hispanic	143	720	720	720	18%	38%	32%	13%	N	13%	25%
Asian	S	S	S	746	S	S	S	S	S	S	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	S	S	S	727	S	S	S	S	S	S	47%
Students with Disability	S	S	S	708	S	S	S	S	S	S	10%
English Language Learners	S	S	S	707	S	S	S	S	S	S	9%
Economically Disadvantaged Students	125	718	718	719	22%	38%	26%	13%	N	13%	23%

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



State of New Jersey  
2015-2016

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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>295</b>	<b>725</b>	<b>725</b>	<b>730</b>	<b>10%</b>	<b>41%</b>	<b>36%</b>	<b>14%</b>	<b>N</b>	<b>14%</b>	<b>27%</b>
White	93	733	733	736	5%	26%	44%	25%	N	25%	34%
African American	S	S	S	717	S	S	S	S	S	S	9%
Hispanic	S	S	S	720	S	S	S	S	S	S	13%
Asian	33	738	738	750	N	30%	46%	24%	N	24%	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	S	S	S	730	S	S	S	S	S	S	29%
Students with Disability	S	S	S	709	S	S	S	S	S	S	5%
English Language Learners	S	S	S	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	S	S	S	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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2015-2016

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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>290</b>	<b>734</b>	<b>734</b>	<b>722</b>	<b>17%</b>	<b>25%</b>	<b>24%</b>	<b>32%</b>	<b>2%</b>	<b>34%</b>	<b>27%</b>
White	118	738	738	728	10%	25%	30%	35%	1%	36%	31%
African American	34	711	711	700	29%	41%	18%	12%	N	12%	8%
Hispanic	76	719	719	707	32%	29%	21%	18%	N	18%	12%
Asian	60	761	761	754	3%	12%	20%	58%	7%	65%	60%
American Indian	S	S	S	714	S	S	S	S	S	S	16%
Two or More Races	S	S	S	727	S	S	S	S	S	S	34%
Students with Disability	S	S	S	690	S	S	S	S	S	S	5%
English Language Learners	S	S	S	692	S	S	S	S	S	S	7%
Economically Disadvantaged Students	68	719	719	705	29%	28%	25%	18%	N	18%	11%

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



State of New Jersey  
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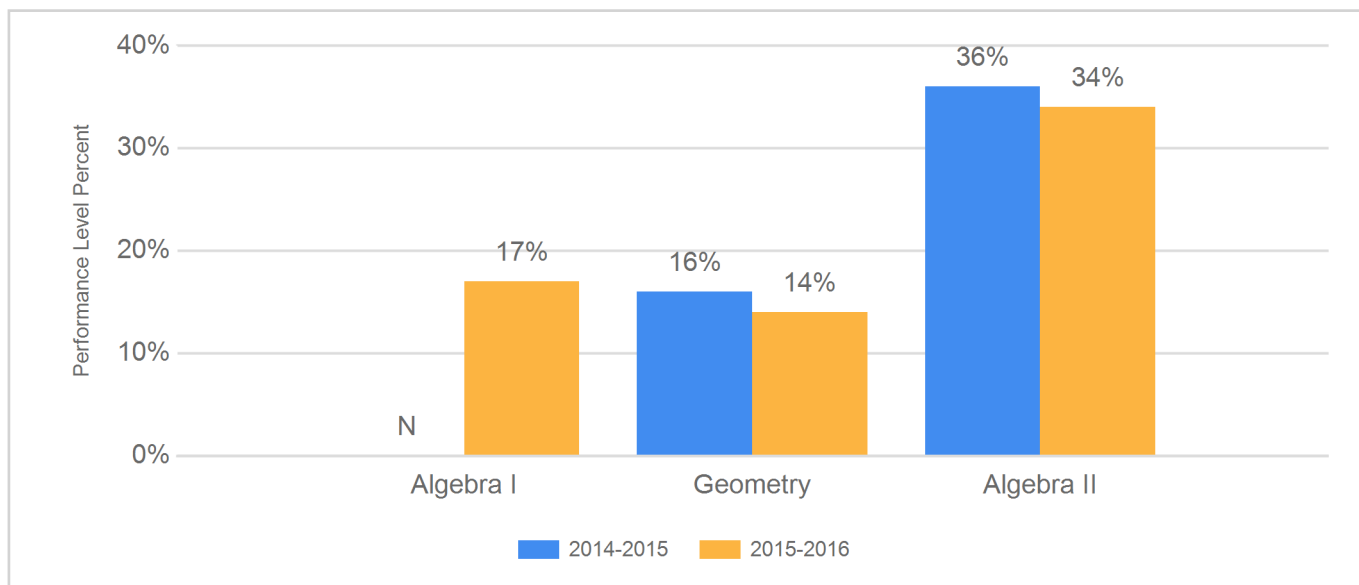
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## PARCC Math Performance Trends

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





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

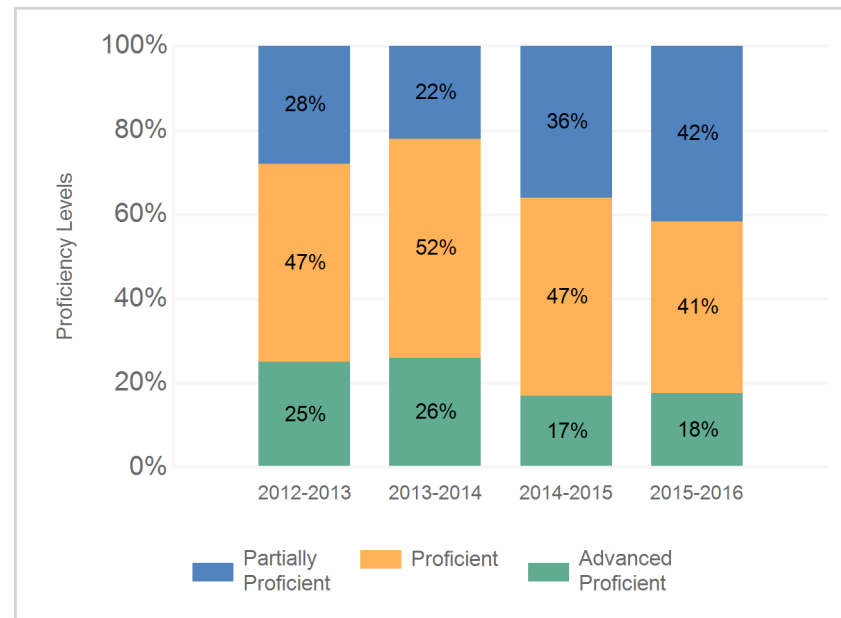
### Proficiency Outcomes - Biology

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	18%	41%	42%
White	16%	58%	26%
African American	10%	22%	67%
Hispanic	4%	37%	58%
American Indian	N	N	N
Asian	49%	30%	20%
Two or More Races	8%	25%	67%
Students with Disability	N	20%	80%
English Language Learners	N	20%	80%
Economically Disadvantaged Students	5%	32%	63%

### 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	67.8%	58.0%
Percent of Students Participating in ACT	52.2%	27.6%

### PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
<b>PSAT</b>	960	950
<b>SAT</b>	-	-
Reading and Writing	566	537
Math	563	538
<b>ACT</b>	-	-
Reading	24	23
English	24	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	82%	71%
Math	530	63%	53%
<b>ACT</b>	-	-	-
Reading	22	60%	58%
English	18	79%	74%
Math	22	67%	61%
Science	23	51%	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.

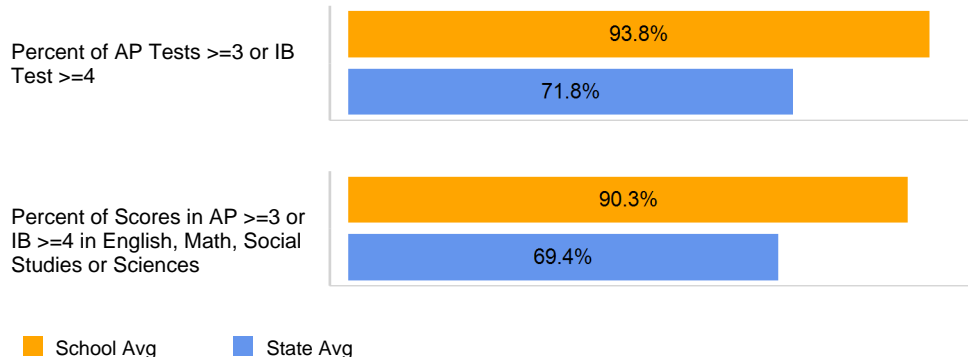
2015-16	75 Percentile	50 Percentile	25 Percentile
<b>PSAT</b>	1090	940	810
<b>SAT</b>	-	-	-
Reading and Writing	640	560	495
Math	630	560	500
<b>ACT</b>	-	-	-
Reading	29	24	19
English	29	24	19
Math	28	25	19
Science	26	24	19

State of New Jersey  
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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	46.7%	39.1%
One of More Test	32.2%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	23.9%	26.6%
Participating in Dual Enrollment	4.3%	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	37	24
AP Calculus AB	91	46
AP Calculus BC	0	20
AP Chemistry	52	3
AP Comparative Government and Politics	40	1
AP Computer Science A	20	19
AP English Language and Composition	73	64
AP English Literature and Composition	18	15
AP Environmental Science	0	1
AP French Language	12	6
AP German Language	0	10
AP Macroeconomics	0	1
AP Microeconomics	112	50
AP Music Theory	7	5
AP Physics C	28	0
AP Physics C: Electricity and Magnetism	0	2
AP Physics C: Mechanics	0	15
AP Psychology	0	6
AP Spanish Language	39	32
AP Statistics	60	41
AP U.S. Government and Politics	0	23
AP U.S. History	29	22
IB Language A (non-English)—German	16	0
Student AP Tests $\geq 3$ and IB Tests $\geq 4$		182





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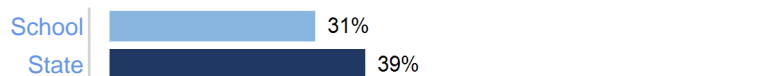
25 LESHIN LANE

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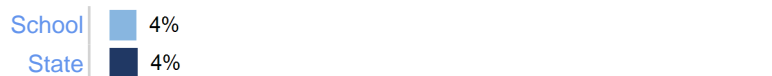
## Visual and Performing Arts

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



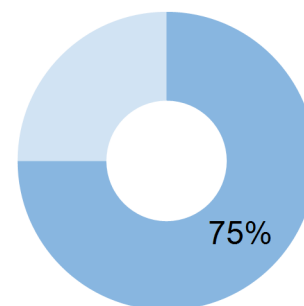
### DANCE



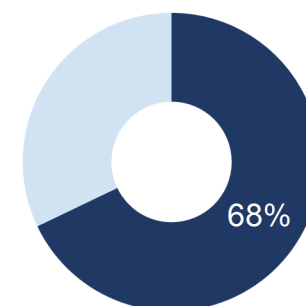
### VISUAL ARTS



### Any Visual and Performing Arts



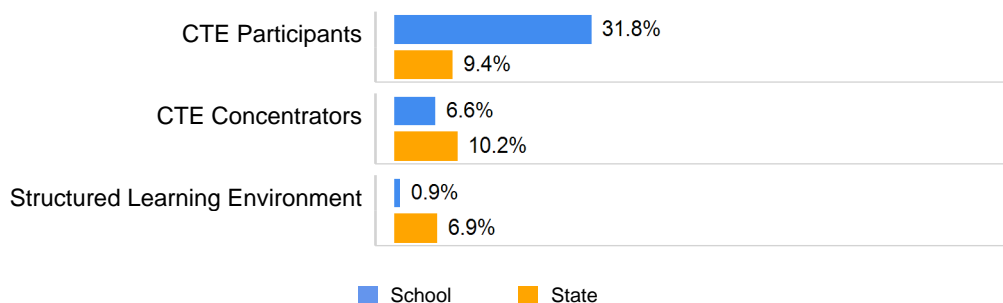
School



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.





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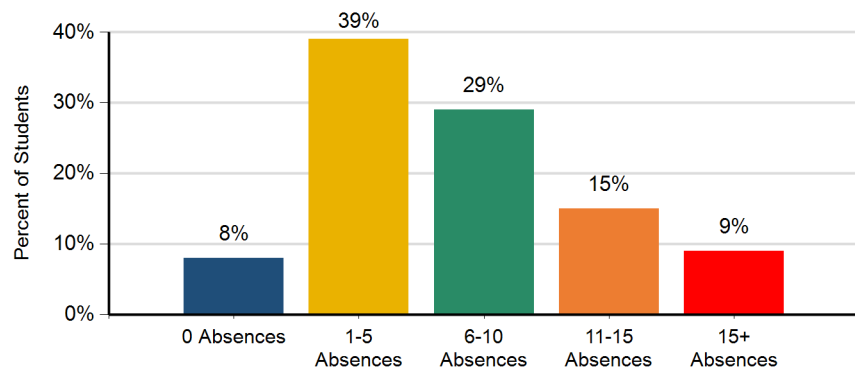
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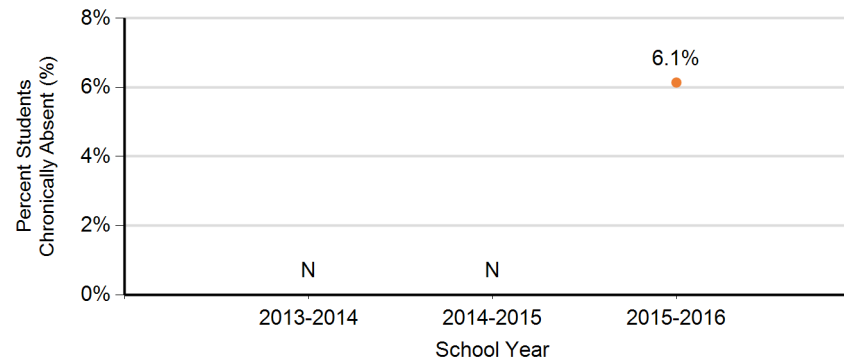
## Absenteeism

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.





State of New Jersey  
2015-2016

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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	91.9%	45	81%
White	92.6%	35	
African American	89.6%	49	
Hispanic	87.1%	42	
American Indian	N	N	
Asian	100%	100	
Native Hawaiian	N	N	
Two or More Races	S	S	
Students with Disability	81.5%	46	
English Language Learners	S	S	
Economically Disadvantaged Students	90.2%	65	

### 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	1.0%	1.2%
White	0.4%	0.6%
African American	0.7%	2.6%
Hispanic	2.9%	2.2%
American Indian	N	3.4%
Asian	0.4%	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	3.2%	1.7%
English Language Learners	0.3%	0.1%
Economically Disadvantaged Students	0.3%	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	93%	95%
2014	88%	90%
2015	93%	95%
2016	92%	

### Postsecondary Enrollment Rates

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

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	88.0%	41.0%	59.0%
White	87.2%	36.7%	63.3%
African American	87.1%	40.7%	59.3%
Hispanic	84.1%	62.3%	37.7%
American Indian	0.0%	0.0%	0.0%
Asian	96.1%	20.4%	79.6%
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	82.3%	56.9%	43.1%



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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. 40 Mins.

### Instructional Time

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

2015-16	School
Full Time	5 Hrs. 36 Mins.
Shared Time	2 Hrs. 48 Mins.

### Student to Staff Ratio

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

2015-16	School
Faculty	10:1
Administrator	231:1

### Student Suspension Rate

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

	School
2015-16	7.1%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	98%



State of New Jersey  
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Grade Span 06-08

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EAST WINDSOR, NJ 08520

## 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

21-1245-070

MERCER

EAST WINDSOR REGIONAL

MELVIN H. KREPS MIDDLE SCHOOL

5 KENT LANE

EAST WINDSOR, NJ 08520

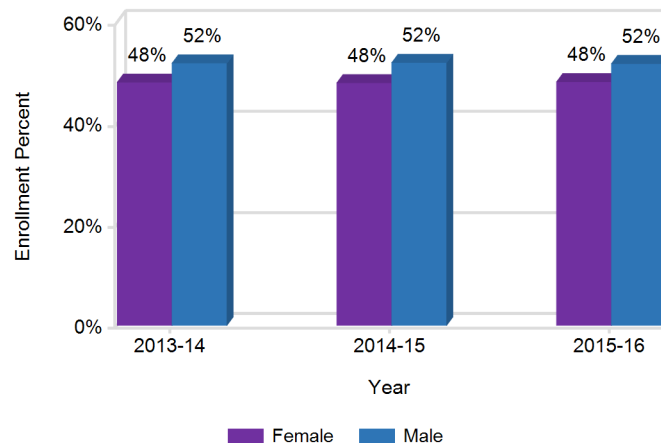
## Enrollment by Grade

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	371	431	376
Grade 07	389	383	423
Grade 08	371	396	372
UG	26	21	88
Total	1157	1231	1259

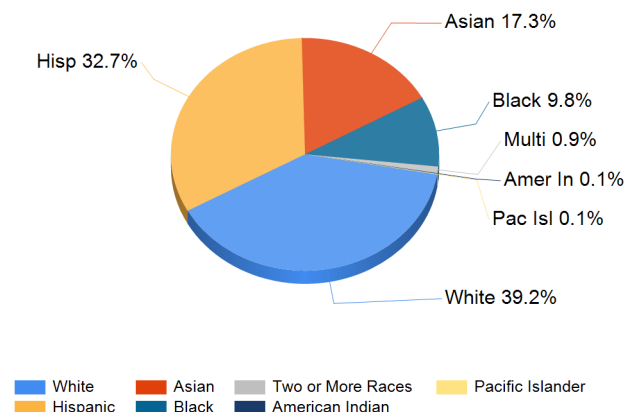
## Enrollment by Gender

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



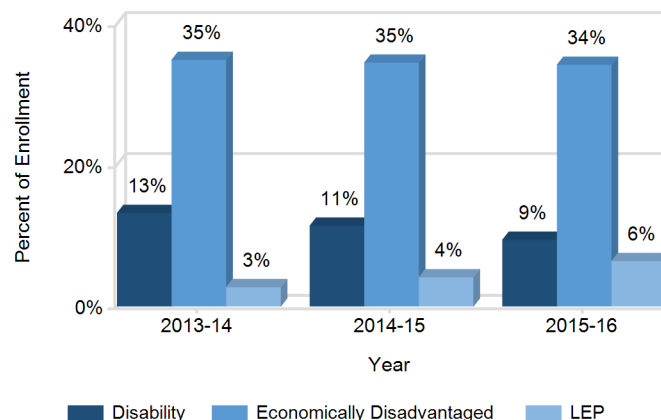
## Enrollment by Ethnic/ Racial Subgroup

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	61.8%
Spanish	24.4%
Gujarati	3.4%
Hindi	2.0%
Telugu	1.4%
Other	7.3%

\* 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	65%	80	68
Mathematics Met or Exceeded Expectations	48%	60	48

## 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	1115	65%	68	93%	✓	1117	48%	48	93%	✓
White	421	73%	76	87%	✗	420	58%	56	86%	✗
African American	116	60%	78	96%	✓	116	31%	57	96%	✓
Hispanic	366	46%	56	97%	✓	368	27%	30	96%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	200	86%	61	100%	✓	201	77%	43	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	109	19%	40	91%	✗	109	10%	28	91%	✗
English Learner Students	33	3%	53	100%	✓	34	3%	47	100%	✓
Economically Disadvantaged Students	377	45%	70	95%	✓	379	26%	39	95%	✓





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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>	371	756	756	750	5%	8%	26%	48%	14%	62%	52%
White	140	765	765	756	3%	6%	19%	54%	19%	73%	61%
African American	S	S	S	732	S	S	S	S	S	S	31%
Hispanic	138	742	742	738	9%	12%	39%	36%	5%	41%	37%
Asian	59	770	770	772	N	3%	15%	56%	25%	81%	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	S	755	S	S	S	S	S	S	60%
Students with Disability	S	S	S	719	S	S	S	S	S	S	15%
English Language Learners	S	S	S	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	134	739	739	735	8%	13%	44%	31%	4%	35%	33%
PARCC MATH											
<b>Schoolwide</b>	386	749	749	743	5%	16%	30%	36%	13%	49%	43%
White	141	756	756	750	4%	11%	23%	47%	15%	62%	53%
African American	S	S	S	724	S	S	S	S	S	S	20%
Hispanic	145	733	733	730	8%	26%	39%	23%	3%	26%	26%
Asian	65	773	773	768	2%	5%	15%	40%	39%	79%	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	S	748	S	S	S	S	S	S	49%
Students with Disability	27	714	714	717	30%	44%	15%	11%	N	11%	13%
English Language Learners	23	719	719	713	22%	35%	22%	22%	N	22%	12%
Economically Disadvantaged Students	142	730	730	728	8%	31%	40%	20%	1%	21%	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>	417	758	758	753	6%	12%	19%	39%	24%	63%	56%
White	161	764	764	760	4%	6%	18%	44%	27%	71%	65%
African American	38	742	742	733	13%	11%	26%	42%	8%	50%	35%
Hispanic	129	740	740	739	8%	24%	25%	36%	7%	43%	41%
Asian	85	779	779	781	2%	5%	9%	34%	49%	84%	84%
American Indian	S	S	S	748	S	S	S	S	S	S	54%
Two or More Races	S	S	S	759	S	S	S	S	S	S	63%
Students with Disability	42	722	722	716	24%	26%	31%	19%	N	19%	16%
English Language Learners	S	S	S	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	131	739	739	735	10%	24%	22%	38%	5%	44%	37%
PARCC MATH											
<b>Schoolwide</b>	289	730	730	740	9%	30%	41%	21%	N	21%	39%
White	97	736	736	747	5%	21%	45%	29%	N	29%	47%
African American	29	721	721	724	17%	31%	41%	10%	N	10%	19%
Hispanic	128	726	726	729	12%	37%	36%	16%	N	16%	23%
Asian	32	736	736	763	3%	25%	47%	25%	N	25%	72%
American Indian	S	S	S	736	S	S	S	S	S	S	30%
Two or More Races	S	S	S	744	S	S	S	S	S	S	44%
Students with Disability	S	S	S	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	132	725	725	727	12%	38%	33%	17%	N	17%	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>	350	764	764	753	3%	6%	21%	55%	16%	71%	55%
White	126	769	769	759	2%	2%	20%	55%	22%	77%	63%
African American	S	S	S	732	S	S	S	S	S	S	34%
Hispanic	108	751	751	740	6%	12%	26%	48%	8%	57%	43%
Asian	65	782	782	780	2%	2%	6%	63%	28%	91%	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	S	S	S	756	S	S	S	S	S	S	59%
Students with Disability	28	723	723	715	18%	21%	50%	11%	N	11%	16%
English Language Learners	S	S	S	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	122	752	752	736	7%	12%	24%	50%	7%	57%	38%
**PARCC MATH											
<b>Schoolwide</b>	211	726	726	726	16%	27%	36%	21%	N	21%	26%
White	66	736	736	732	5%	24%	46%	26%	N	26%	32%
African American	35	723	723	712	17%	31%	37%	14%	N	14%	14%
Hispanic	88	719	719	721	24%	32%	26%	18%	N	18%	20%
Asian	S	S	S	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	S	S	S	726	S	S	S	S	S	S	26%
Students with Disability	28	711	711	704	32%	36%	21%	11%	N	11%	8%
English Language Learners	S	S	S	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	98	719	719	718	28%	27%	26%	20%	N	20%	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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2015-2016

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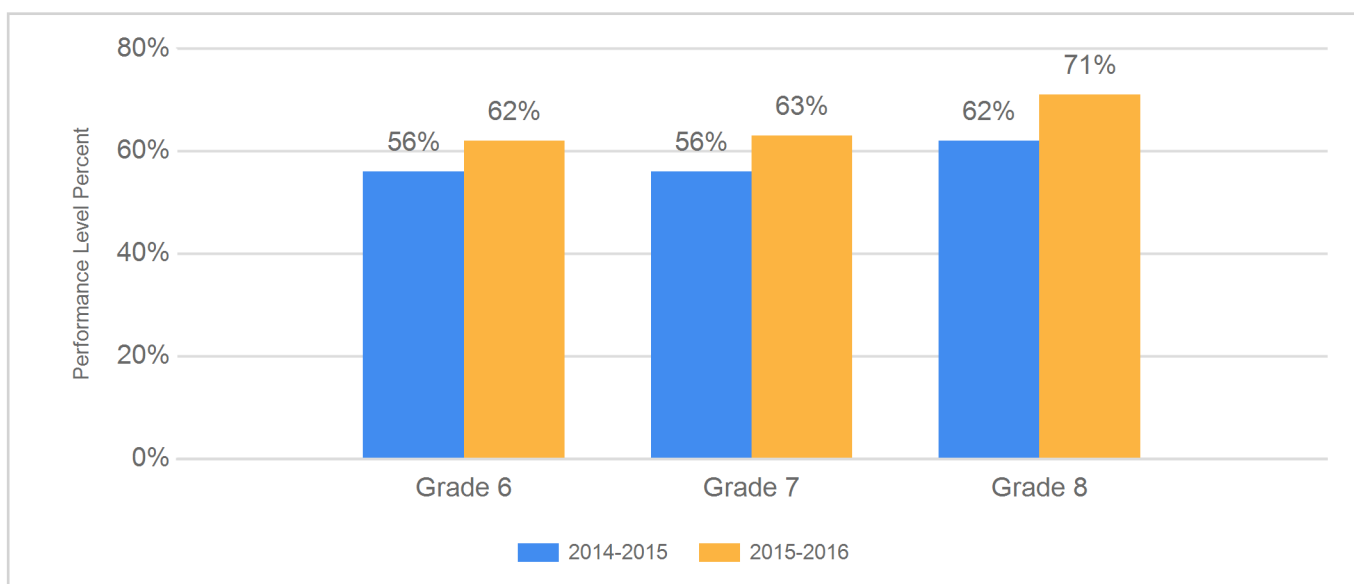
MELVIN H. KREPS MIDDLE SCHOOL

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## PARCC ELA Performance Trends

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





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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>205</b>	<b>774</b>	<b>774</b>	<b>769</b>	<b>N</b>	<b>N</b>	<b>9%</b>	<b>85%</b>	<b>6%</b>	<b>91%</b>	<b>41%</b>
White	90	773	773	772	N	N	9%	86%	6%	91%	51%
African American	S	S	S	748	S	S	S	S	S	S	20%
Hispanic	27	768	768	746	N	N	19%	78%	4%	82%	25%
Asian	69	780	780	789	N	N	3%	87%	10%	97%	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	S	S	S	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	27	768	768	746	N	N	7%	93%	N	93%	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>76</b>	<b>770</b>	<b>770</b>	<b>776</b>	<b>N</b>	<b>N</b>	<b>7%</b>	<b>72%</b>	<b>21%</b>	<b>93%</b>	<b>27%</b>
White	32	771	771	772	N	N	3%	78%	19%	97%	34%
African American	S	S	S	755	S	S	S	S	S	S	9%
Hispanic	S	S	S	761	S	S	S	S	S	S	13%
Asian	36	771	771	785	N	N	11%	61%	28%	89%	61%
American Indian	N	N	N	777	N	N	N	N	N	N	15%
Two or More Races	N	N	N	778	N	N	N	N	N	N	29%
Students with Disability	S	S	S	771	S	S	S	S	S	S	5%
English Language Learners	N	N	N	770	N	N	N	N	N	N	6%
Economically Disadvantaged Students	S	S	S	759	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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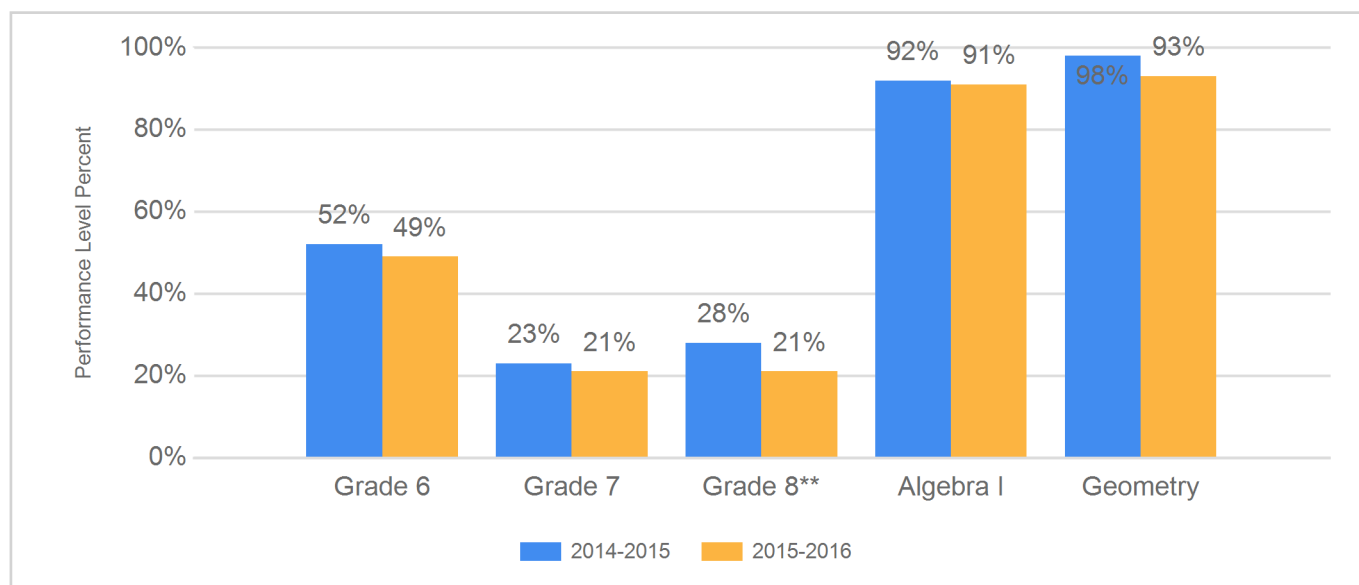
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## PARCC Math Performance Trends

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

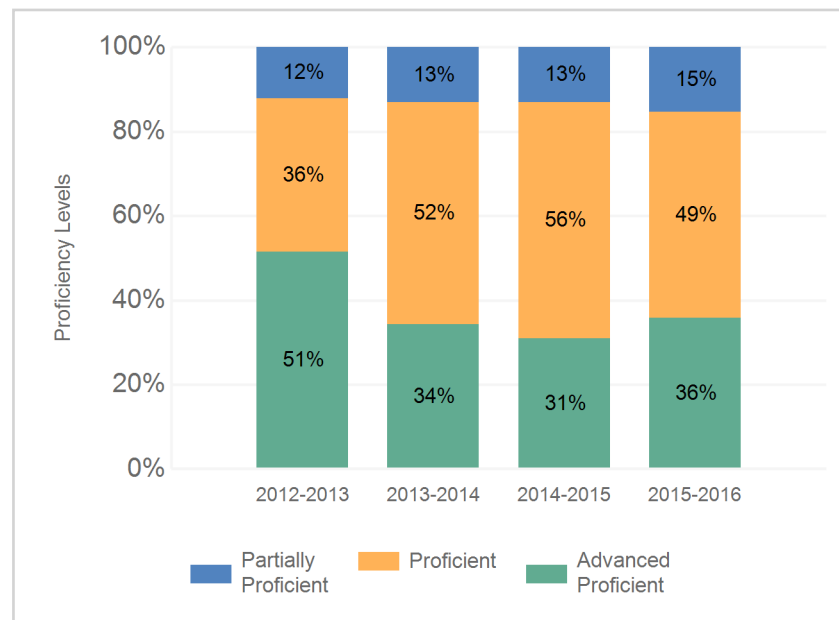
### NJASK Results Science - Grade Level 08

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	36%	49%	15%
White	45%	48%	7%
African American	28%	54%	18%
Hispanic	19%	53%	29%
American Indian	N	N	N
Asian	52%	37%	10%
Two or More Races	S	S	S
Students with Disability	9%	44%	47%
English Language Learners	N	19%	81%
Economically Disadvantaged Students	22%	50%	29%

### NJASK Proficiency Trends Science - Grade Level 08

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







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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

Reading Grade 4

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

Reading Grade 8

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

Math Grade 4

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

Math Grade 8

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

Science Grade 4

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

Science Grade 8

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

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

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



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### Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	61	59	50
Student Growth on Math	50	53	50

### Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	1%	0%
Partially Met (L2)	3%	3%	2%
Approached (L3)	6%	7%	9%
Met (L4)	10%	17%	20%
Exceeded (L5)	2%	4%	13%

### 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)	6%	1%	1%
Partially Met (L2)	9%	8%	5%
Approached (L3)	12%	13%	11%
Met (L4)	8%	9%	11%
Exceeded (L5)	0%	2%	4%



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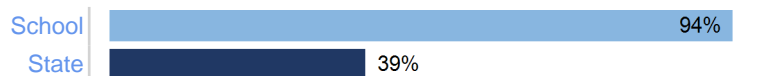
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## Visual and Performing Arts

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



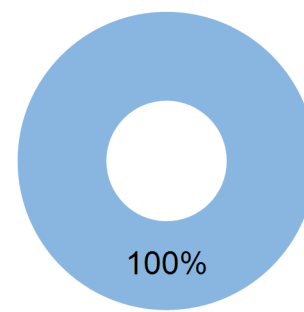
### DANCE



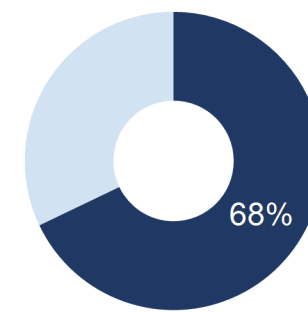
### VISUAL ARTS



### Any Visual and Performing Arts



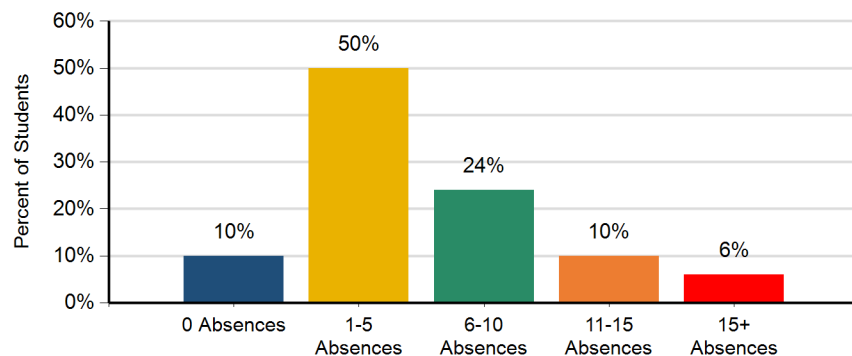
School



State

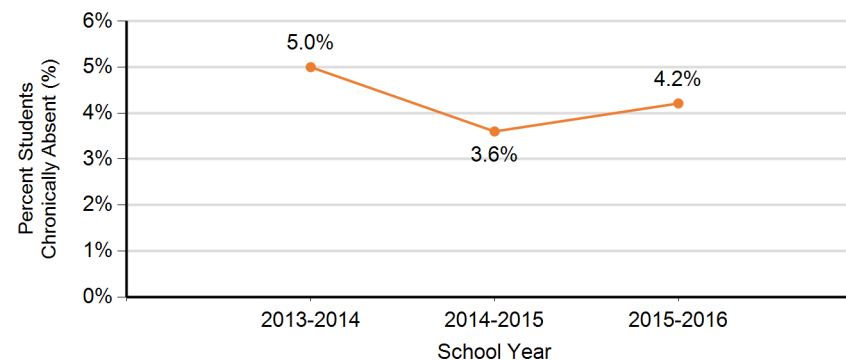
## Absenteeism

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



## Chronic Absenteeism Trend

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





State of New Jersey  
2015-2016

Grade Span 06-08

21-1245-070  
MERCER  
EAST WINDSOR REGIONAL  
MELVIN H. KREPS MIDDLE SCHOOL  
5 KENT LANE  
EAST WINDSOR, NJ 08520

### 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. 55 Mins.

### Instructional Time

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

2015-16	School
Full Time	5 Hrs. 36 Mins.
Shared Time	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	315:1

### Student Suspension Rate

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

	School
2015-16	6.2%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	98%



State of New Jersey  
2015-2016

Grade Span KH-05

21-1245-075

MERCER

EAST WINDSOR REGIONAL

PERRY L. DREW ELEMENTARY SCHOOL

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EAST WINDSOR, NJ 08520

## 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

21-1245-075

MERCER

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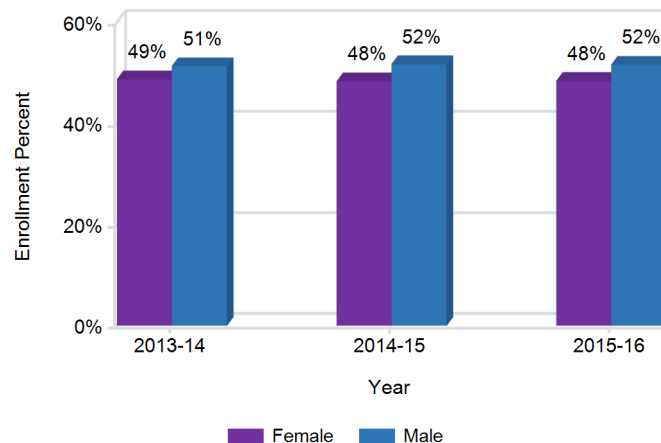
## Enrollment by Grade

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	155	59	114
Grade 01	95	162	78
Grade 02	89	88	130
Grade 03	97	90	103
Grade 04	98	105	97
Grade 05	89	95	83
UG	36	32	64
Total	659	631	669

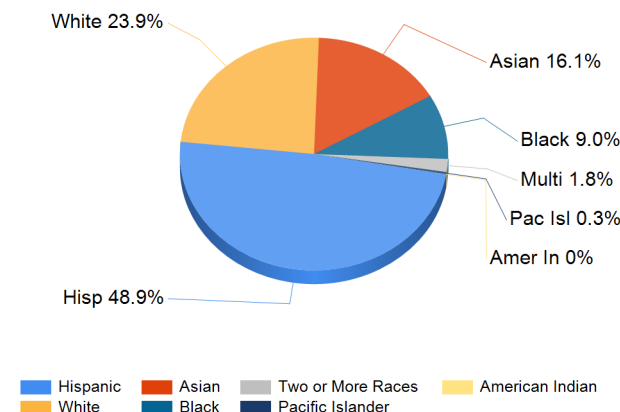
## Enrollment by Gender

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



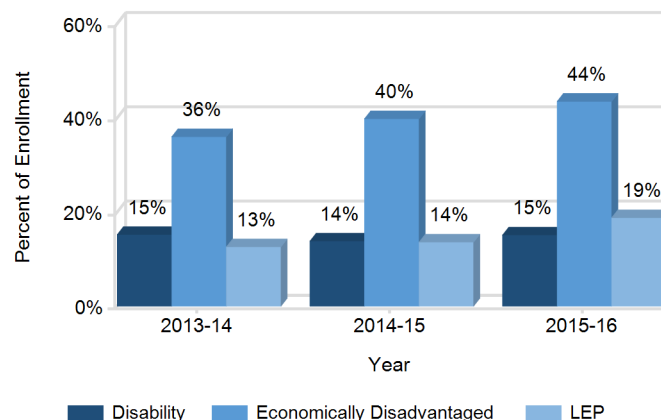
## Enrollment by Ethnic/ Racial Subgroup

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	51.6%
Spanish	37.5%
Gujarati	2.4%
Telugu	1.6%
Hindi	0.9%
Other	5.4%

\* 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.



State of New Jersey  
2015-2016

Grade Span KH-05

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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%	60	53
Mathematics Met or Exceeded Expectations	58%	80	63

## 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	292	57%	53	95%	✓	291	58%	63	94%	✓
White	74	65%	56	88%	✗	74	61%	60	87%	✗
African American	S	S	S	S		S	S	S	S	
Hispanic	124	40%	38	98%	✓	123	41%	53	98%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	58	79%	50	98%	✓	58	90%	71	98%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	53	34%	61	92%	✗	53	36%	63	92%	✗
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	121	38%	46	99%	✓	121	38%	67	98%	✓



State of New Jersey  
2015-2016

Grade Span KH-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>	110	742	740	746	9%	16%	36%	38%	1%	39%	48%
White	21	740	756	756	10%	14%	43%	33%	N	33%	58%
African American	S	S	741	727	S	S	S	S	S	S	30%
Hispanic	49	732	721	730	12%	25%	37%	27%	N	27%	31%
Asian	25	760	759	772	N	N	40%	56%	4%	60%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	755	753	S	S	S	S	S	S	55%
Students with Disability	14	724	725	718	29%	29%	14%	29%	N	29%	22%
English Language Learners	S	S	695	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	46	729	724	727	15%	24%	37%	24%	N	24%	28%
PARCC MATH											
<b>Schoolwide</b>	109	751	749	749	2%	14%	32%	43%	9%	52%	52%
White	20	752	762	757	N	5%	50%	40%	5%	45%	63%
African American	S	S	739	730	S	S	S	S	S	S	31%
Hispanic	49	741	733	736	N	22%	45%	33%	N	33%	35%
Asian	25	776	772	777	N	N	12%	56%	32%	88%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	757	754	S	S	S	S	S	S	57%
Students with Disability	14	734	734	727	7%	21%	43%	29%	N	29%	28%
English Language Learners	S	S	714	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	45	738	734	732	N	27%	44%	27%	2%	29%	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

21-1245-075

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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>	94	757	751	750	3%	12%	18%	56%	11%	67%	54%
White	33	766	762	759	N	6%	12%	70%	12%	82%	64%
African American	S	S	750	733	S	S	S	S	S	S	33%
Hispanic	31	736	735	737	10%	29%	26%	32%	3%	36%	37%
Asian	18	777	768	773	N	N	11%	67%	22%	89%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	743	756	S	S	S	S	S	S	62%
Students with Disability	S	S	720	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	34	741	734	734	9%	24%	27%	35%	6%	41%	33%
PARCC MATH											
<b>Schoolwide</b>	94	746	749	745	4%	22%	23%	48%	2%	50%	47%
White	33	752	759	752	N	12%	24%	64%	N	64%	57%
African American	S	S	S	727	S	S	S	S	S	S	24%
Hispanic	31	728	732	733	10%	42%	29%	19%	N	19%	30%
Asian	18	769	770	771	N	11%	6%	72%	11%	83%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	725	750	S	S	S	S	S	S	54%
Students with Disability	11	720	726	724	27%	36%	18%	18%	N	18%	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	34	732	730	730	9%	38%	24%	29%	N	29%	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

## 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>	91	757	750	751	2%	9%	23%	60%	6%	66%	53%
White	24	758	759	758	N	13%	21%	63%	4%	67%	64%
African American	13	759	752	733	N	15%	23%	62%	N	62%	32%
Hispanic	38	748	738	738	5%	8%	34%	50%	3%	53%	37%
Asian	16	777	761	773	N	N	N	81%	19%	100%	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	18	732	734	723	11%	17%	44%	22%	6%	28%	20%
English Language Learners	S	S	S	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	36	745	737	735	6%	14%	39%	39%	3%	42%	33%
PARCC MATH											
<b>Schoolwide</b>	90	761	751	747	2%	10%	21%	48%	19%	67%	47%
White	24	762	760	753	N	13%	21%	50%	17%	67%	57%
African American	13	762	747	728	N	8%	31%	39%	23%	62%	24%
Hispanic	37	747	737	735	5%	14%	27%	49%	5%	54%	31%
Asian	16	790	771	774	N	N	N	50%	50%	100%	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	18	725	730	725	11%	39%	28%	22%	N	22%	19%
English Language Learners	S	S	714	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	36	747	738	732	6%	11%	33%	44%	6%	50%	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

21-1245-075

MERCER

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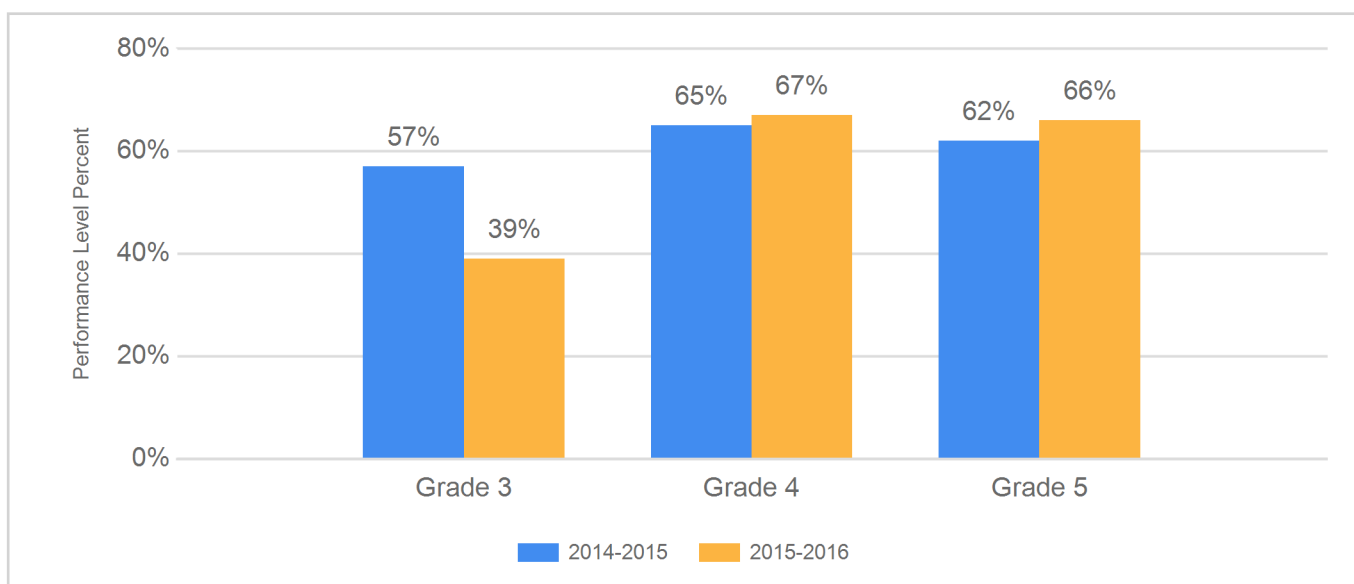
PERRY L. DREW ELEMENTARY SCHOOL

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## PARCC ELA Performance Trends

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





State of New Jersey  
2015-2016

Grade Span KH-05

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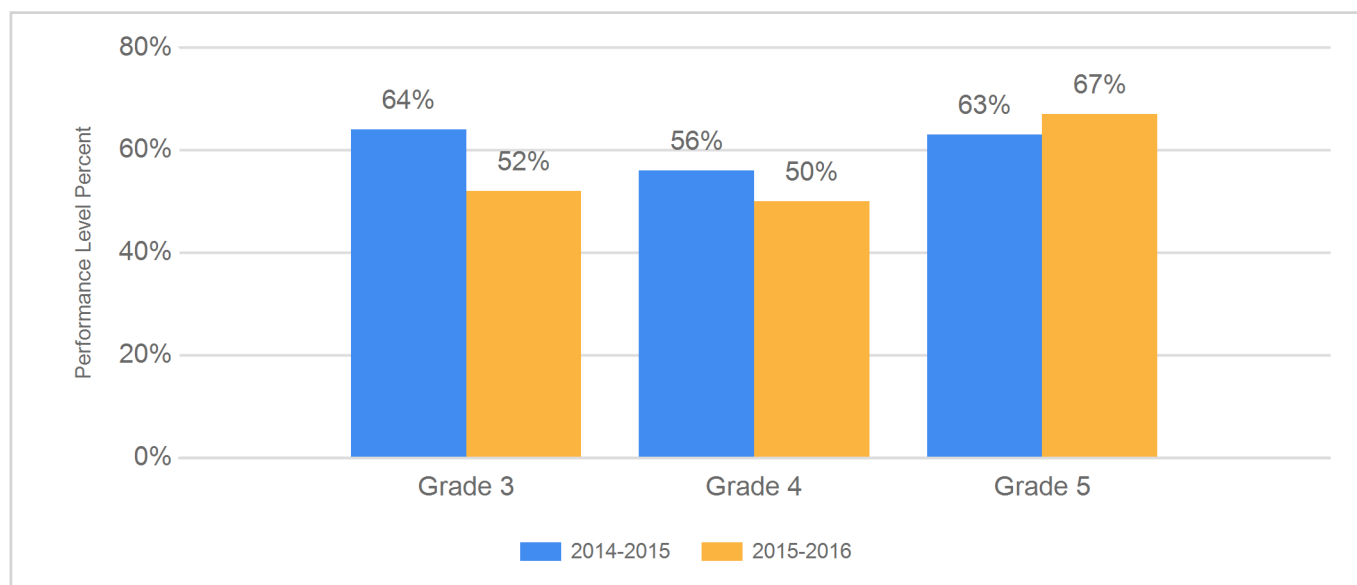
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## PARCC Math Performance Trends

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





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2015-2016

Grade Span KH-05

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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

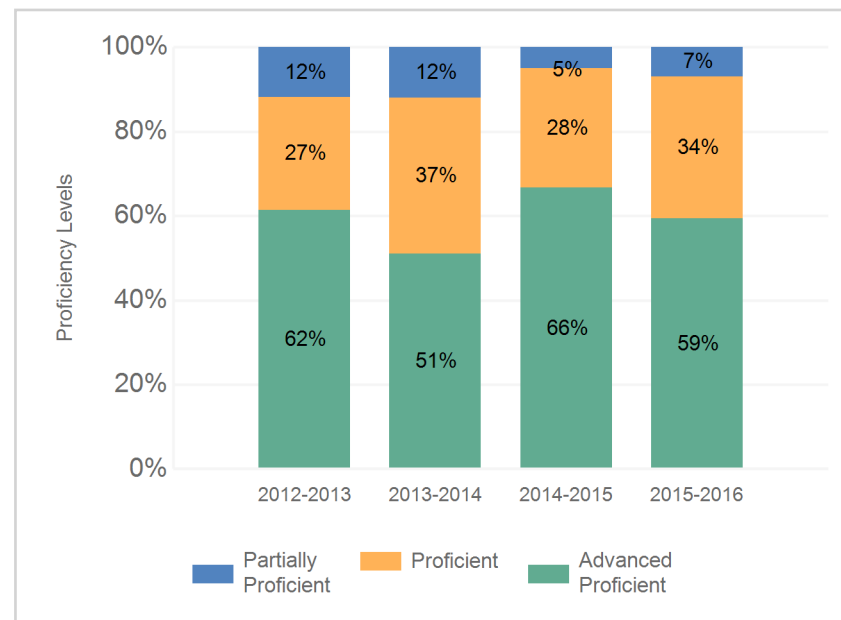
## NJASK Results Science - Grade Level 04

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	59%	34%	7%
White	74%	26%	N
African American	S	S	S
Hispanic	29%	52%	19%
American Indian	N	N	N
Asian	85%	15%	N
Two or More Races	S	S	S
Students with Disability	39%	31%	31%
English Language Learners	S	S	S
Economically Disadvantaged Students	39%	45%	16%

## NJASK Proficiency Trends Science - Grade Level 04

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





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2015-2016

Grade Span KH-05

21-1245-075

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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

Reading Grade 4

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

Reading Grade 8

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

Math Grade 4

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

Math Grade 8

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

Science Grade 4

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

Science Grade 8

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

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

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



State of New Jersey  
2015-2016

Grade Span KH-05

21-1245-075

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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	61	59	50
Student Growth on Math	59	53	50

### Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	1%	0%
Partially Met (L2)	5%	4%	1%
Approached (L3)	5%	5%	8%
Met (L4)	9%	26%	26%
Exceeded (L5)	1%	1%	7%

### Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	1%	0%
Partially Met (L2)	7%	6%	1%
Approached (L3)	4%	7%	9%
Met (L4)	11%	17%	24%
Exceeded (L5)	1%	3%	7%



State of New Jersey  
2015-2016

Grade Span KH-05

21-1245-075

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EAST WINDSOR REGIONAL

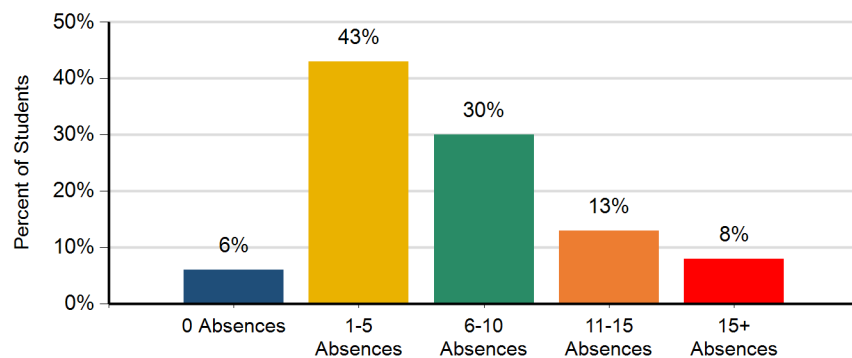
PERRY L. DREW ELEMENTARY SCHOOL

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EAST WINDSOR, NJ 08520

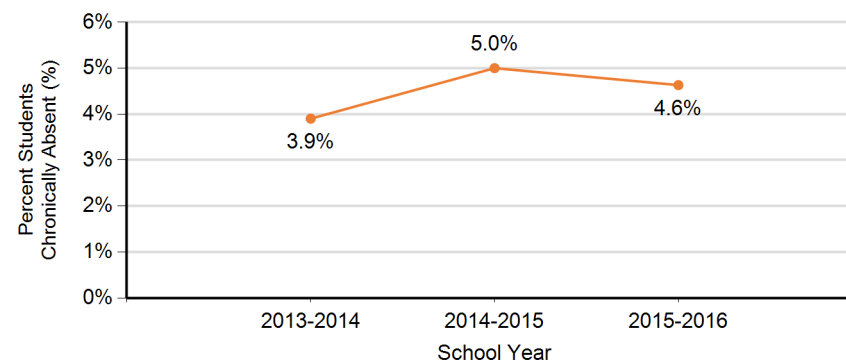
## Absenteeism

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

21-1245-075

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PERRY L. DREW ELEMENTARY SCHOOL

70 TWIN RIVERS DRIVE NORTH

EAST WINDSOR, NJ 08520

### 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. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

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

2015-16	School
Faculty	13:1
Administrator	335:1

### 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	98%



State of New Jersey  
2015-2016

Grade Span KH-05

21-1245-080

MERCER

EAST WINDSOR REGIONAL

WALTER C. BLACK ELEMENTARY SCHOOL

371 STOCKTON STREET

HIGHTSTOWN, NJ 08520

## 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

21-1245-080

MERCER

EAST WINDSOR REGIONAL

WALTER C. BLACK ELEMENTARY SCHOOL

371 STOCKTON STREET

HIGHTSTOWN, NJ 08520

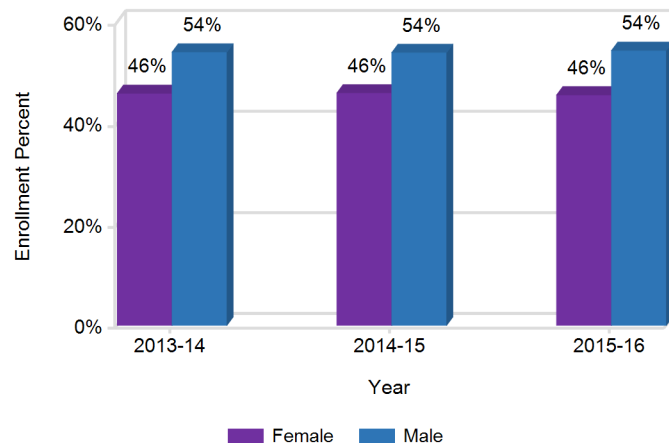
## Enrollment by Grade

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	82	137	52
Grade 01	90	90	114
Grade 02	71	96	87
Grade 03	68	81	90
Grade 04	78	66	82
Grade 05	87	83	69
UG	10	10	45
Total	486	563	539

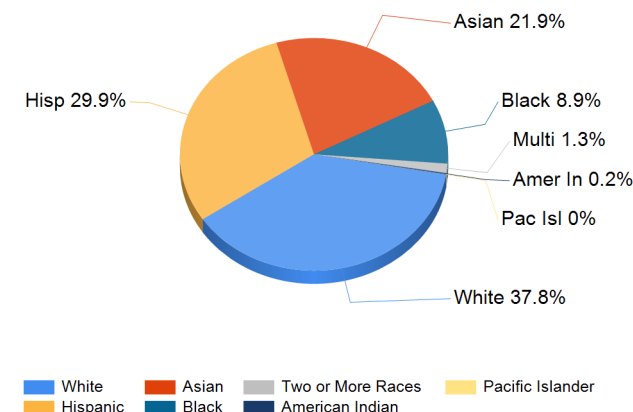
## Enrollment by Gender

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



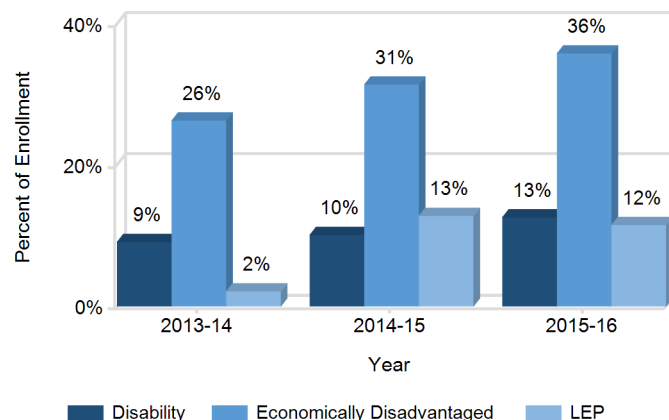
## Enrollment by Ethnic/ Racial Subgroup

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	61.0%
Spanish	22.6%
Gujarati	4.5%
Telugu	1.5%
Russian	1.3%
Other	9.3%

\* 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	66%	100	68
Mathematics Met or Exceeded Expectations	69%	100	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	235	66%	68	97%	✓	235	69%	82	97%	✓
White	104	74%	78	96%	✓	104	76%	88	96%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	57	49%	51	97%	✓	57	54%	75	97%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	52	69%	37	100%	✓	52	77%	47	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	74	49%	71	98%	✓	74	51%	86	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>	89	753	740	746	7%	18%	15%	56%	5%	61%	48%
White	42	761	756	756	N	19%	7%	69%	5%	74%	58%
African American	S	S	741	727	S	S	S	S	S	S	30%
Hispanic	18	735	721	730	11%	17%	39%	33%	N	33%	31%
Asian	18	758	759	772	11%	11%	17%	50%	11%	61%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	755	753	S	S	S	S	S	S	55%
Students with Disability	14	744	725	718	N	36%	21%	43%	N	43%	22%
English Language Learners	S	S	695	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	26	736	724	727	15%	15%	23%	46%	N	46%	28%
PARCC MATH											
<b>Schoolwide</b>	91	763	749	749	1%	9%	20%	48%	22%	70%	52%
White	42	769	762	757	N	7%	12%	52%	29%	81%	63%
African American	S	S	739	730	S	S	S	S	S	S	31%
Hispanic	19	746	733	736	N	16%	37%	47%	N	47%	35%
Asian	19	778	772	777	5%	5%	5%	42%	42%	84%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	757	754	S	S	S	S	S	S	57%
Students with Disability	14	744	734	727	N	21%	36%	43%	N	43%	28%
English Language Learners	S	S	714	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	27	745	734	732	4%	19%	30%	44%	4%	48%	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>	80	757	751	750	3%	6%	26%	58%	8%	65%	54%
White	31	762	762	759	N	N	29%	58%	13%	71%	64%
African American	S	S	750	733	S	S	S	S	S	S	33%
Hispanic	S	S	735	737	S	S	S	S	S	S	37%
Asian	23	765	768	773	N	4%	22%	65%	9%	74%	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	720	723	S	S	S	S	S	S	22%
English Language Learners	S	S	700	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	26	739	734	734	8%	15%	39%	39%	N	39%	33%
PARCC MATH											
<b>Schoolwide</b>	80	757	749	745	3%	10%	20%	63%	5%	68%	47%
White	31	761	759	752	N	7%	16%	74%	3%	77%	57%
African American	S	S	742	727	S	S	S	S	S	S	24%
Hispanic	S	S	732	733	S	S	S	S	S	S	30%
Asian	23	765	770	771	4%	N	22%	61%	13%	74%	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	S	724	S	S	S	S	S	S	22%
English Language Learners	S	S	705	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	26	738	730	730	8%	27%	23%	42%	N	42%	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>	66	759	750	751	2%	6%	21%	62%	9%	71%	53%
White	29	762	759	758	N	7%	14%	66%	14%	79%	64%
African American	S	S	752	733	S	S	S	S	S	S	32%
Hispanic	17	751	738	738	N	12%	35%	53%	N	53%	37%
Asian	12	762	761	773	8%	N	17%	58%	17%	75%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	S	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	S	S	701	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	21	748	737	735	5%	10%	33%	52%	N	52%	33%
PARCC MATH											
<b>Schoolwide</b>	67	760	751	747	N	8%	28%	54%	10%	64%	47%
White	29	764	760	753	N	N	28%	62%	10%	72%	57%
African American	S	S	S	728	S	S	S	S	S	S	24%
Hispanic	17	749	737	735	N	18%	29%	53%	N	53%	31%
Asian	13	768	771	774	N	15%	15%	46%	23%	69%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	S	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	S	S	714	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	21	746	738	732	N	19%	29%	52%	N	52%	28%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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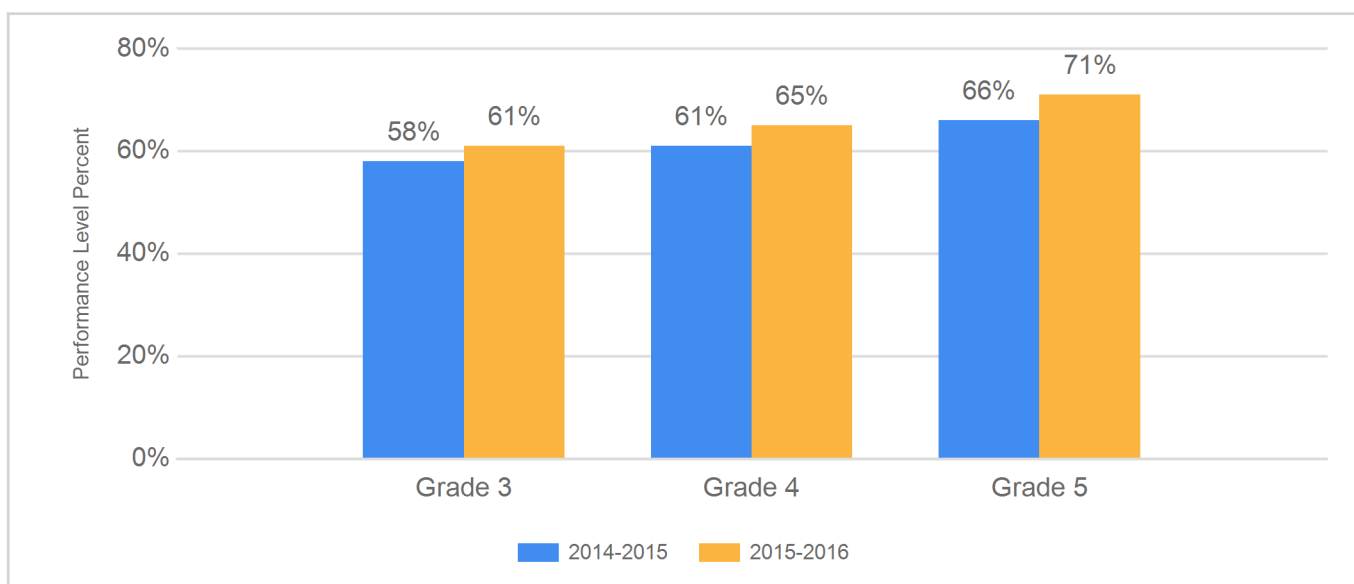
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## PARCC ELA Performance Trends

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







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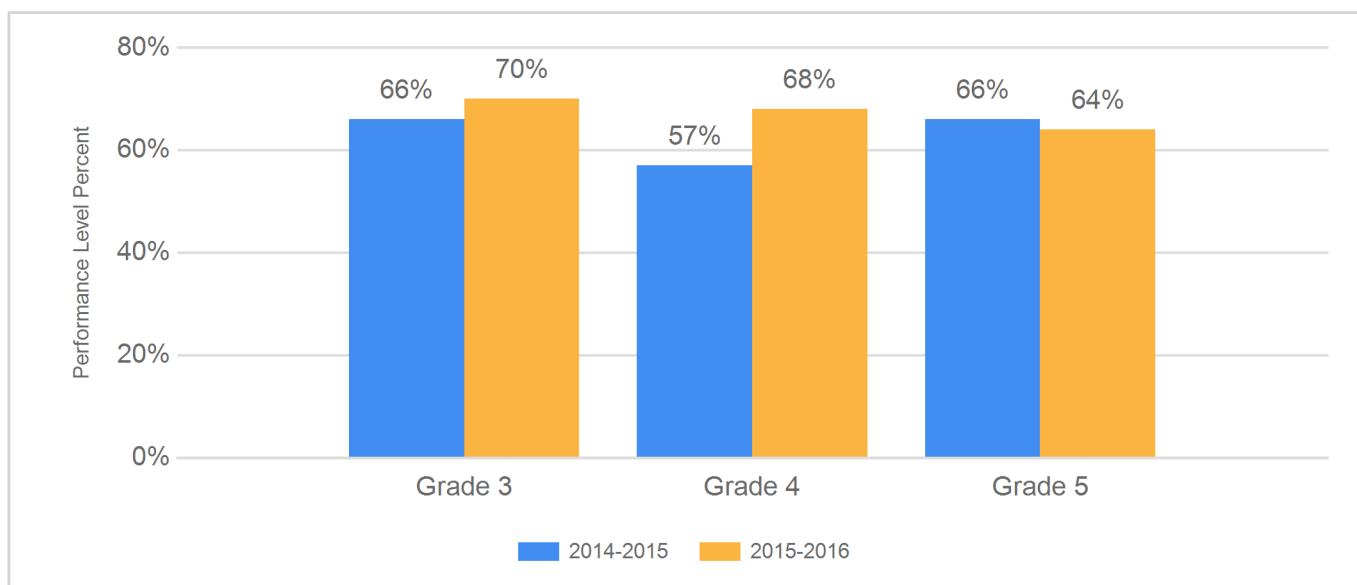
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## PARCC Math Performance Trends

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

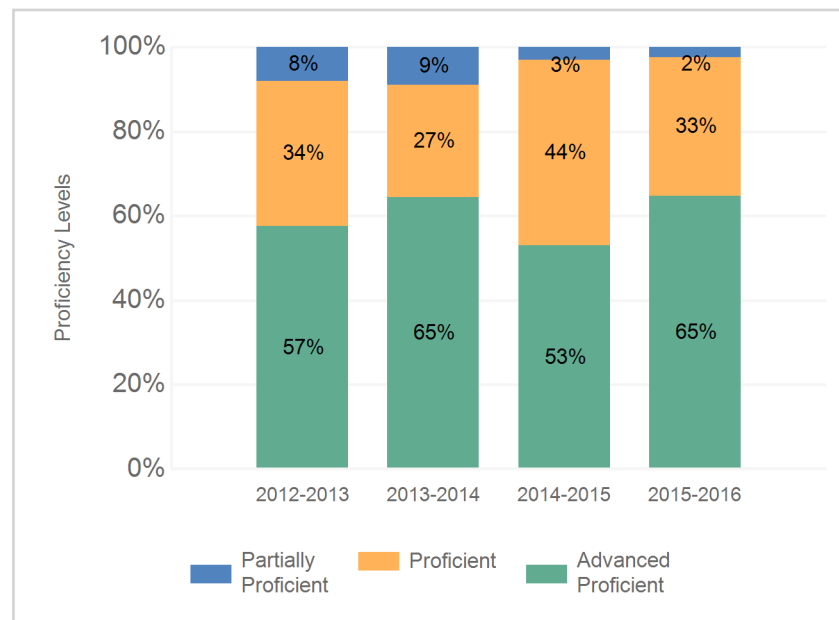
## NJASK Results Science - Grade Level 04

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	65%	33%	2%
White	79%	21%	N
African American	S	S	S
Hispanic	40%	55%	5%
American Indian	N	N	N
Asian	70%	30%	N
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	28%	68%	4%

## 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	51	59	50
Student Growth on Math	55	53	50

### Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	1%	0%
Partially Met (L2)	3%	2%	0%
Approached (L3)	11%	9%	5%
Met (L4)	16%	26%	18%
Exceeded (L5)	1%	0%	8%

### Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	0%	0%
Partially Met (L2)	3%	6%	1%
Approached (L3)	7%	9%	7%
Met (L4)	15%	20%	24%
Exceeded (L5)	0%	4%	4%



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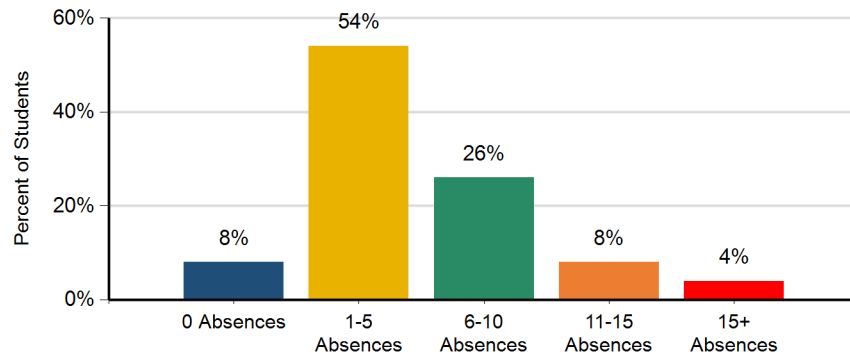
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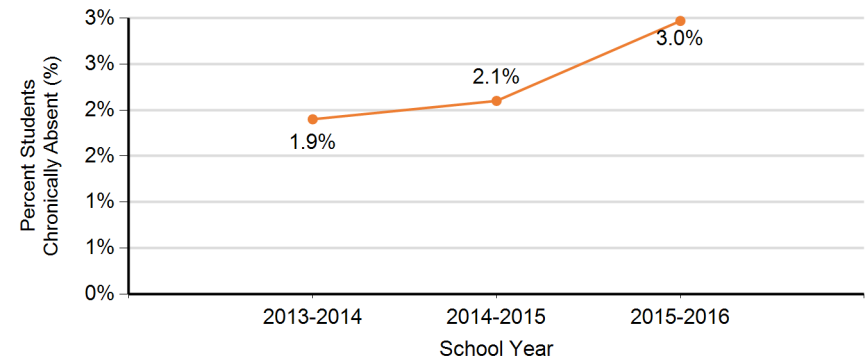
## Absenteeism

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. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

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

2015-16	School
Faculty	12:1
Administrator	539:1

### 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	98%