



State of New Jersey  
2015-2016

Grade Span 04-05

23-4130-060  
MIDDLESEX  
PISCATAWAY TWP  
Arbor Elementary School  
1717 LESTER PLACE  
PISCATAWAY, NJ 08854

## 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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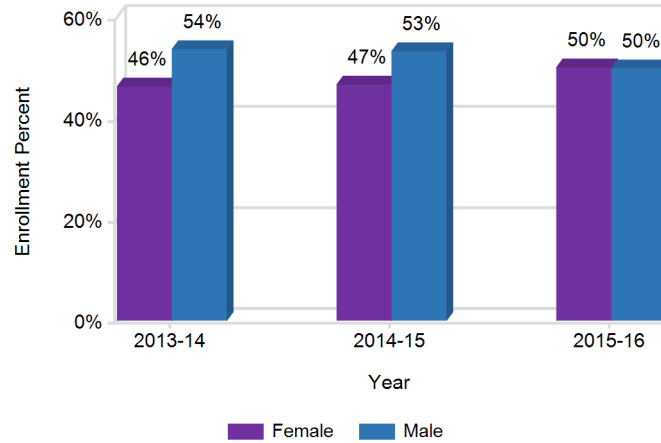
### Enrollment by Grade

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 04	269	283	216
Grade 05	293	259	271
UG	19	25	22
<b>Total</b>	<b>581</b>	<b>567</b>	<b>509</b>

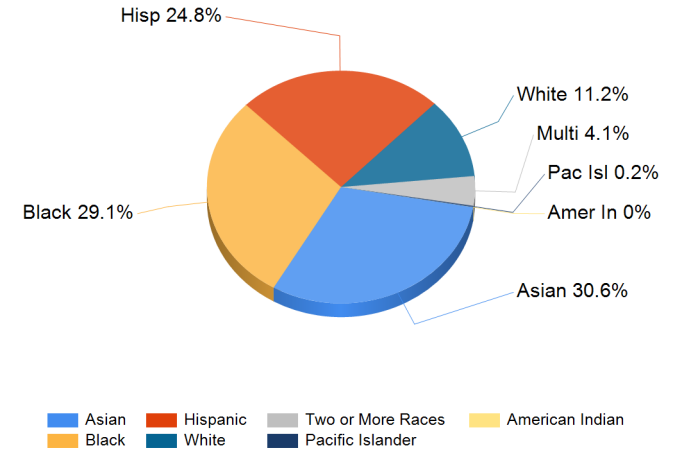
### Enrollment by Gender

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



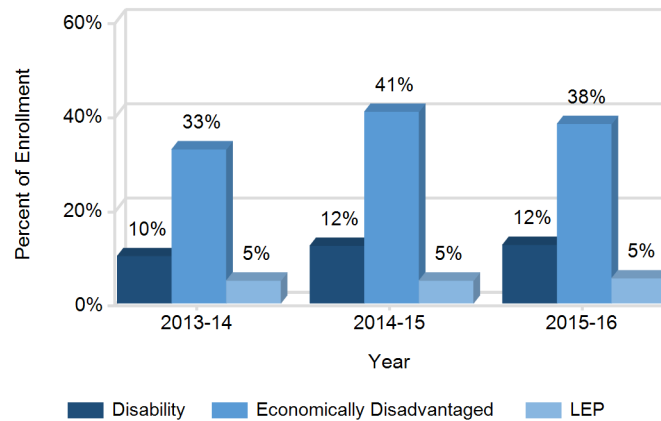
### Enrollment by Ethnic/ Racial Subgroup

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



### Enrollment Trends by Special Population

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



### Language Diversity

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

2015-2016	Percent
English	71.7%
Spanish	9.8%
Gujarati	6.1%
Hindi	2.9%
Telugu	1.8%
Other	7.8%

\* 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	56%	56	52
Mathematics Met or Exceeded Expectations	56%	56	62

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	469	56%	52	99%	✓	473	56%	62	99%	✓
White	55	62%	51	100%	✓	55	60%	61	100%	✓
African American	134	40%	55	99%	✓	134	35%	62	99%	✓
Hispanic	112	43%	48	98%	✓	115	42%	63	98%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	148	78%	47	99%	✓	149	83%	56	99%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	58	16%	43	95%	✓	58	21%	56	95%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	147	43%	67	99%	✓	147	50%	86	99%	✓



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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>	220	752	761	750	5%	15%	25%	47%	10%	56%	54%
White	S	S	765	759	S	S	S	S	S	S	64%
African American	66	736	747	733	9%	24%	35%	29%	3%	32%	33%
Hispanic	53	747	749	737	4%	17%	30%	45%	4%	49%	37%
Asian	66	769	775	773	N	6%	14%	64%	17%	80%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	767	756	S	S	S	S	S	S	62%
Students with Disability	27	717	731	723	26%	44%	15%	15%	N	15%	22%
English Language Learners	S	S	735	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	67	744	747	734	3%	24%	25%	40%	8%	48%	33%
PARCC MATH											
<b>Schoolwide</b>	223	749	756	745	9%	15%	21%	49%	6%	55%	47%
White	S	S	758	752	S	S	S	S	S	S	57%
African American	66	733	739	727	15%	26%	27%	29%	3%	32%	24%
Hispanic	54	737	740	733	9%	26%	30%	35%	N	35%	30%
Asian	68	770	773	771	2%	2%	13%	68%	16%	84%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	760	750	S	S	S	S	S	S	54%
Students with Disability	27	715	728	724	44%	19%	19%	19%	N	19%	22%
English Language Learners	S	S	748	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	68	740	741	730	15%	18%	19%	44%	4%	49%	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>	281	753	755	751	5%	13%	26%	49%	7%	56%	53%
White	32	751	755	758	9%	9%	25%	53%	3%	56%	64%
African American	76	745	745	733	5%	18%	29%	47%	N	47%	32%
Hispanic	69	743	744	738	4%	19%	39%	36%	1%	38%	37%
Asian	90	767	767	773	2%	7%	16%	60%	16%	76%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	14	764	765	759	7%	7%	21%	43%	21%	64%	63%
Students with Disability	33	721	722	723	27%	36%	21%	15%	N	15%	20%
English Language Learners	S	S	717	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	93	744	744	735	8%	15%	38%	38%	2%	40%	33%
PARCC MATH											
<b>Schoolwide</b>	284	753	756	747	4%	13%	29%	43%	11%	55%	47%
White	32	747	756	753	6%	19%	28%	41%	6%	47%	57%
African American	76	741	742	728	5%	17%	42%	33%	3%	36%	24%
Hispanic	71	743	743	735	6%	16%	34%	44%	1%	45%	31%
Asian	91	772	774	774	2%	4%	13%	52%	29%	80%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	14	754	759	754	N	14%	29%	50%	7%	57%	56%
Students with Disability	33	722	722	725	18%	36%	24%	21%	N	21%	19%
English Language Learners	S	S	736	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	93	745	746	732	2%	19%	32%	41%	5%	46%	28%

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



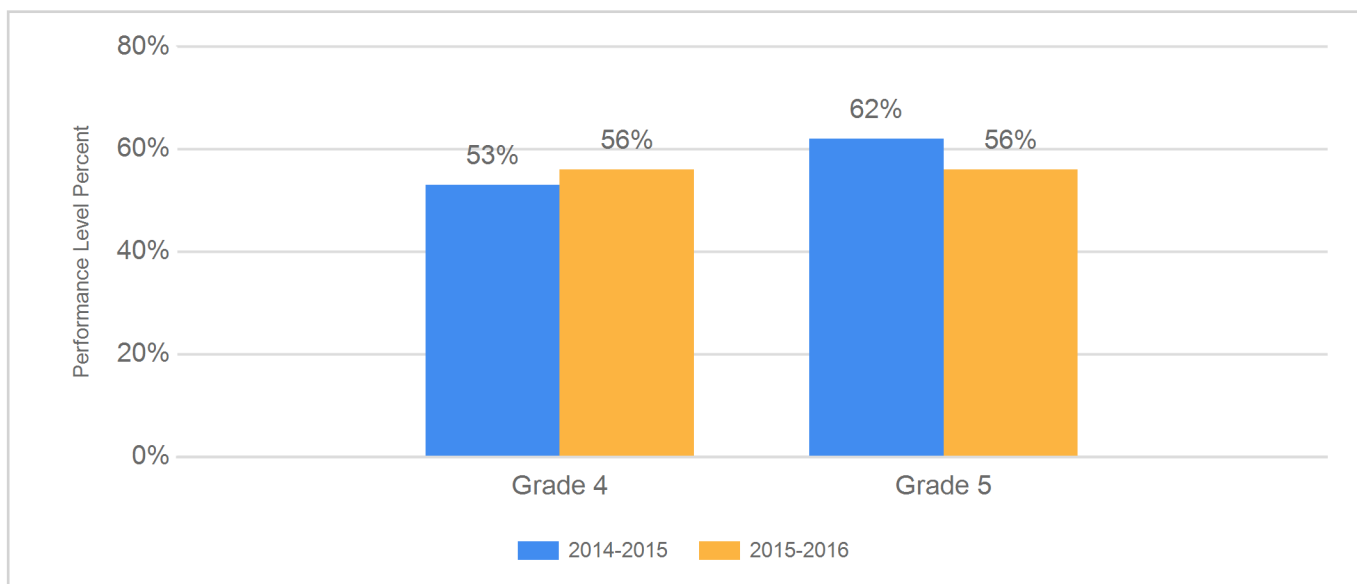
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### PARCC ELA Performance Trends

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



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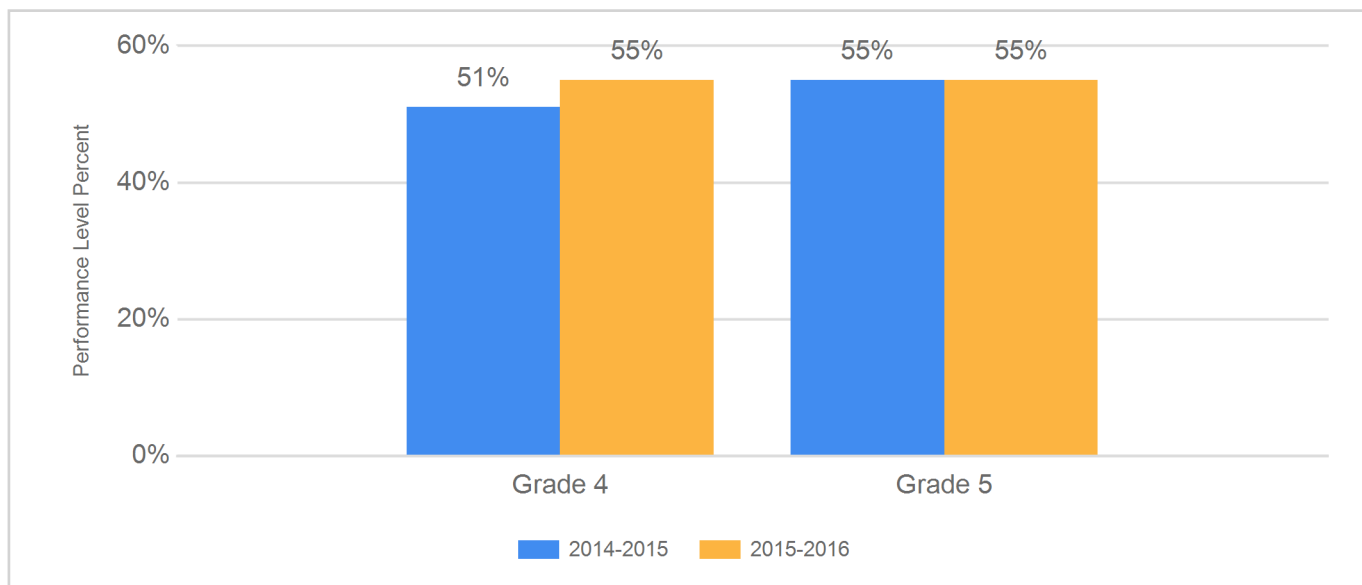
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### PARCC Math Performance Trends

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



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State of New Jersey  
2015-2016

Grade Span 04-05

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

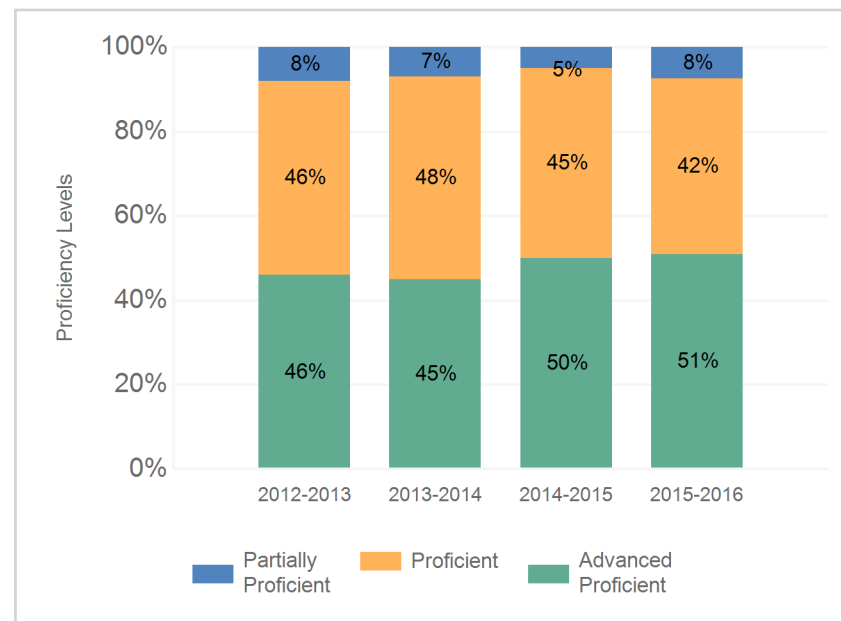
### NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	51%	42%	8%
White	78%	22%	N
African American	36%	47%	17%
Hispanic	36%	58%	6%
American Indian	N	N	N
Asian	66%	31%	3%
Two or More Races	S	S	S
Students with Disability	16%	61%	23%
English Language Learners	S	S	S
Economically Disadvantaged Students	43%	43%	15%

### NJASK Proficiency Trends Science - Grade Level 04

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



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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



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

### Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	57	50	50
Student Growth on Math	57	56	50

### Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	2%	4%
Partially Met (L2)	3%	4%	7%
Approached (L3)	8%	13%	8%
Met (L4)	11%	15%	17%
Exceeded (L5)	3%	2%	2%

### Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	2%	3%
Partially Met (L2)	3%	4%	7%
Approached (L3)	6%	12%	14%
Met (L4)	7%	15%	21%
Exceeded (L5)	1%	1%	1%



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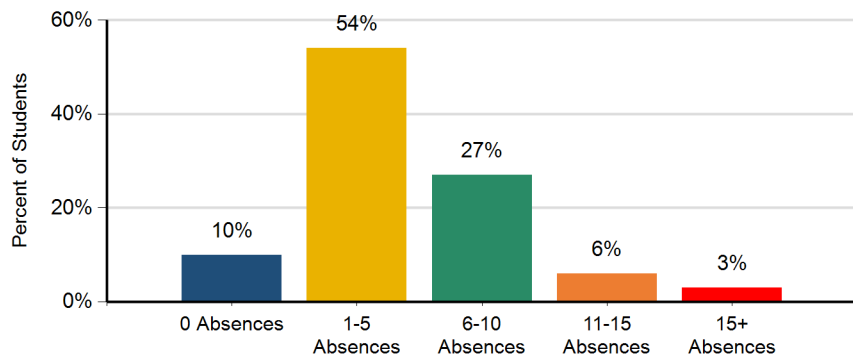
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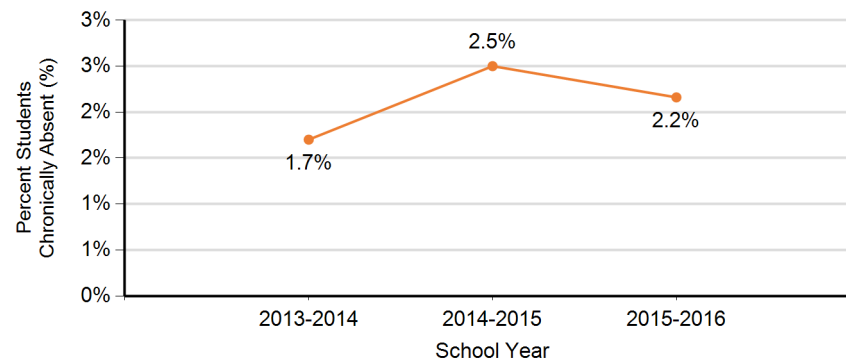
### Absenteeism

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



### Chronic Absenteeism Trend

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



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### Length of School Day

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

	School
2015-16	6 Hrs. 15 Mins.

### Instructional Time

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

2015-16	School
Full Time	5 Hrs. 23 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	255:1

### Student Suspension Rate

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

	School
2015-16	4.3%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	100%



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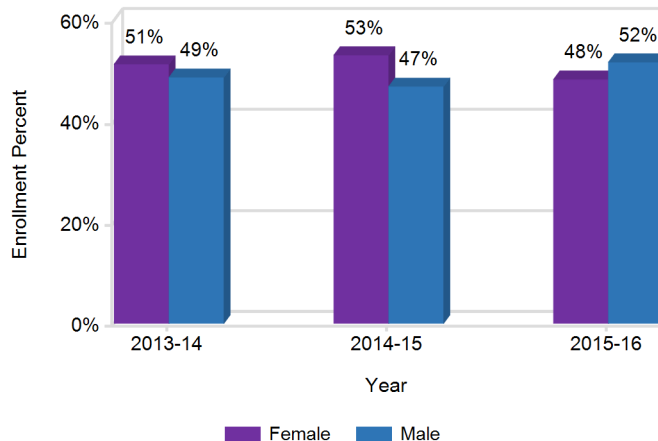
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Grade 06	151	138	154
Grade 07	143	158	156
Grade 08	133	154	161
UG	29	30	32
<b>Total</b>	<b>456</b>	<b>480</b>	<b>503</b>

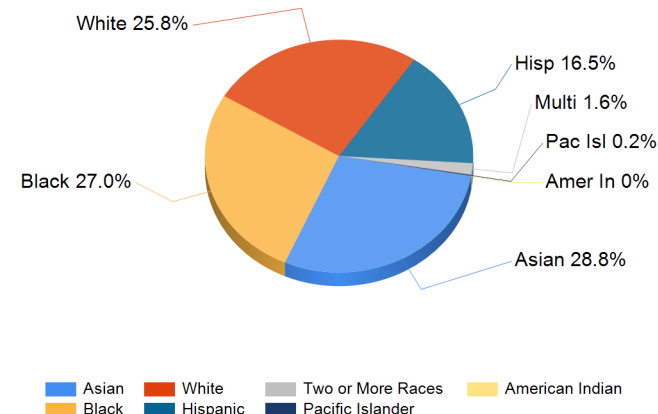
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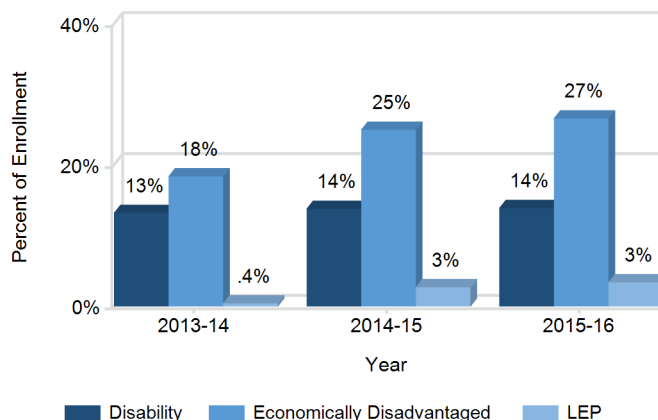
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### Language Diversity

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

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## Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	54%	22	46
Mathematics Met or Exceeded Expectations	55%	22	60

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	442	54%	46	96%	✓	447	55%	60	96%	✓
White	118	66%	58	93%	✓	120	59%	57	94%	✓
African American	116	38%	44	94%	✓	117	39%	68	95%	✓
Hispanic	68	32%	23	96%	✓	68	29%	31	96%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	130	71%	40	99%	✓	132	79%	52	99%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	61	12%	19	93%	✓	61	5%	21	93%	✗
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	98	33%	34	94%	✓	99	36%	64	95%	✓



State of New Jersey  
2015-2016

Grade Span 06-08

23-4130-053

MIDDLESEX

PISCATAWAY TWP

Conackamack Middle School

5205 WITHERSPOON STREET

PISCATAWAY, NJ 08854

## 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>	154	748	754	750	7%	14%	25%	47%	7%	55%	52%
White	45	751	748	756	7%	13%	13%	53%	13%	67%	61%
African American	32	741	746	732	6%	16%	38%	41%	N	41%	31%
Hispanic	S	S	742	738	S	S	S	S	S	S	37%
Asian	48	764	770	772	2%	4%	21%	63%	10%	73%	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	743	755	S	S	S	S	S	S	60%
Students with Disability	18	710	721	719	39%	39%	6%	17%	N	17%	15%
English Language Learners	S	S	712	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	41	735	745	735	15%	27%	20%	37%	2%	39%	33%
PARCC MATH											
<b>Schoolwide</b>	157	752	750	743	5%	14%	22%	49%	10%	59%	43%
White	45	757	750	750	2%	11%	24%	51%	11%	62%	53%
African American	33	742	737	724	9%	18%	27%	42%	3%	46%	20%
Hispanic	S	S	738	730	S	S	S	S	S	S	26%
Asian	50	768	765	768	N	6%	12%	64%	18%	82%	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	727	748	S	S	S	S	S	S	49%
Students with Disability	S	S	715	717	S	S	S	S	S	S	13%
English Language Learners	S	S	726	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	42	741	741	728	12%	21%	24%	36%	7%	43%	23%

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



State of New Jersey  
2015-2016

Grade Span 06-08

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MIDDLESEX

PISCATAWAY TWP

Conackamack Middle School

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PISCATAWAY, NJ 08854

## 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>	150	756	757	753	8%	14%	18%	37%	23%	60%	56%
White	32	763	760	760	6%	6%	19%	38%	31%	69%	65%
African American	42	742	749	733	7%	21%	26%	41%	5%	45%	35%
Hispanic	S	S	746	739	S	S	S	S	S	S	41%
Asian	45	782	776	781	N	4%	11%	36%	49%	84%	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	749	759	S	S	S	S	S	S	63%
Students with Disability	S	S	714	716	S	S	S	S	S	S	16%
English Language Learners	S	S	705	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	28	718	743	735	29%	36%	18%	18%	N	18%	37%
PARCC MATH											
<b>Schoolwide</b>	150	753	749	740	5%	11%	27%	45%	12%	57%	39%
White	33	757	755	747	3%	9%	27%	49%	12%	61%	47%
African American	41	743	739	724	5%	15%	39%	39%	2%	42%	19%
Hispanic	S	S	740	729	S	S	S	S	S	S	23%
Asian	45	773	765	763	N	2%	9%	62%	27%	89%	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	734	744	S	S	S	S	S	S	44%
Students with Disability	S	S	711	713	S	S	S	S	S	S	9%
English Language Learners	S	S	718	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	29	726	736	727	21%	21%	35%	24%	N	24%	21%

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



State of New Jersey  
2015-2016

Grade Span 06-08

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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>	157	745	750	753	10%	15%	33%	34%	10%	43%	55%
White	43	755	756	759	5%	9%	26%	51%	9%	61%	63%
African American	46	725	736	732	17%	22%	41%	20%	N	20%	34%
Hispanic	S	S	746	740	S	S	S	S	S	S	43%
Asian	42	762	766	780	5%	12%	24%	36%	24%	60%	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	S	S	734	756	S	S	S	S	S	S	59%
Students with Disability	S	S	701	715	S	S	S	S	S	S	16%
English Language Learners	S	S	709	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	35	733	737	736	20%	14%	37%	20%	9%	29%	38%
**PARCC MATH											
<b>Schoolwide</b>	84	718	721	726	27%	24%	35%	14%	N	14%	26%
White	18	726	728	732	17%	17%	50%	17%	N	17%	32%
African American	33	708	714	712	39%	21%	24%	15%	N	15%	14%
Hispanic	S	S	724	721	S	S	S	S	S	S	20%
Asian	13	727	729	745	15%	31%	31%	23%	N	23%	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	S	S	716	726	S	S	S	S	S	S	26%
Students with Disability	S	S	693	704	S	S	S	S	S	S	8%
English Language Learners	S	S	713	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	718	718	S	S	S	S	S	S	18%

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

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

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



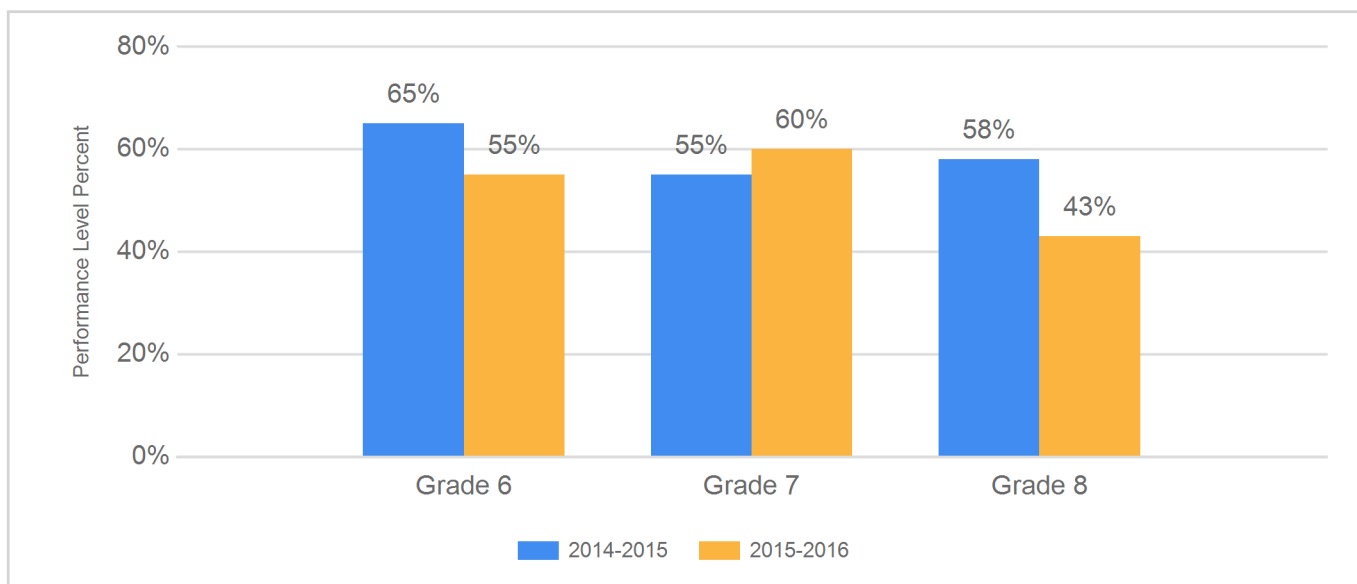
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2015-2016

Grade Span 06-08

23-4130-053  
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PISCATAWAY TWP  
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### PARCC ELA Performance Trends

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



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State of New Jersey  
2015-2016

Grade Span 06-08

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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>75</b>	<b>772</b>	<b>773</b>	<b>769</b>	<b>N</b>	<b>1%</b>	<b>20%</b>	<b>69%</b>	<b>9%</b>	<b>79%</b>	<b>41%</b>
White	25	769	774	772	N	N	24%	76%	N	76%	51%
African American	14	759	761	748	N	N	29%	64%	7%	71%	20%
Hispanic	S	S	771	746	S	S	S	S	S	S	25%
Asian	30	780	782	789	N	3%	13%	63%	20%	83%	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	S	S	770	746	S	S	S	S	S	S	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey  
2015-2016

Grade Span 06-08

23-4130-053

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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>S</b>	<b>S</b>	<b>802</b>	<b>776</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>27%</b>
White	S	S	805	772	S	S	S	S	S	S	34%
African American	N	N	N	755	N	N	N	N	N	N	9%
Hispanic	N	N	N	761	N	N	N	N	N	N	13%
Asian	S	S	802	785	S	S	S	S	S	S	61%
American Indian	N	N	N	777	N	N	N	N	N	N	15%
Two or More Races	N	N	N	778	N	N	N	N	N	N	29%
Students with Disability	N	N	N	771	N	N	N	N	N	N	5%
English Language Learners	N	N	N	770	N	N	N	N	N	N	6%
Economically Disadvantaged Students	N	N	N	759	N	N	N	N	N	N	12%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



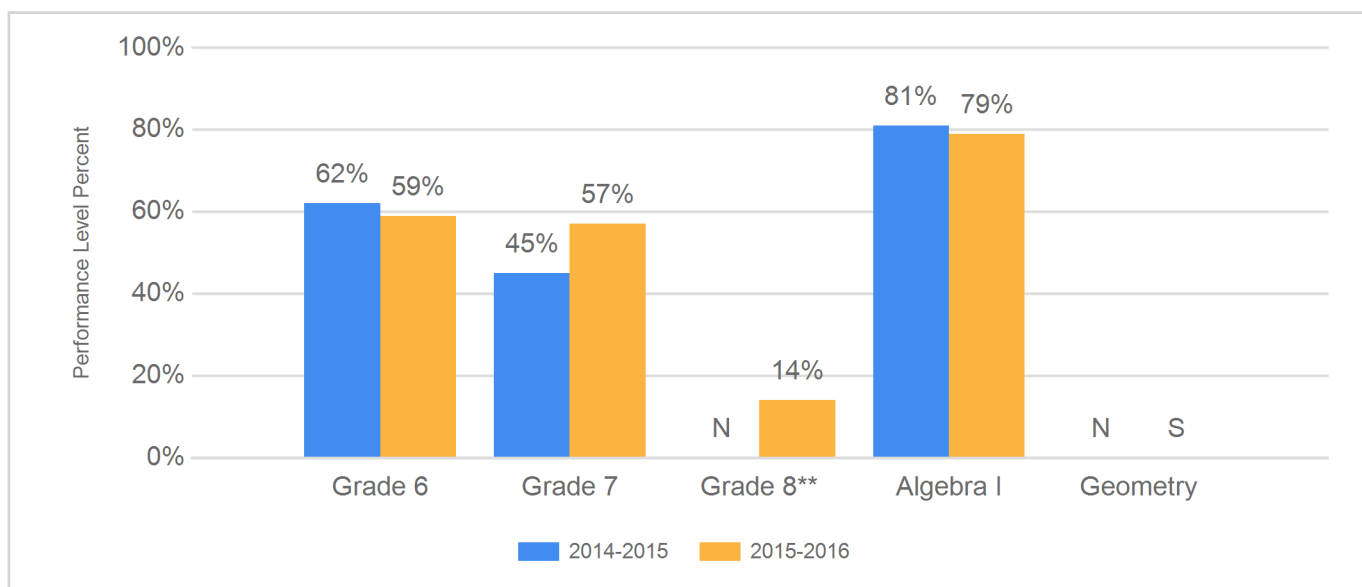
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2015-2016

Grade Span 06-08

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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.

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



State of New Jersey  
2015-2016

Grade Span 06-08

23-4130-053

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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

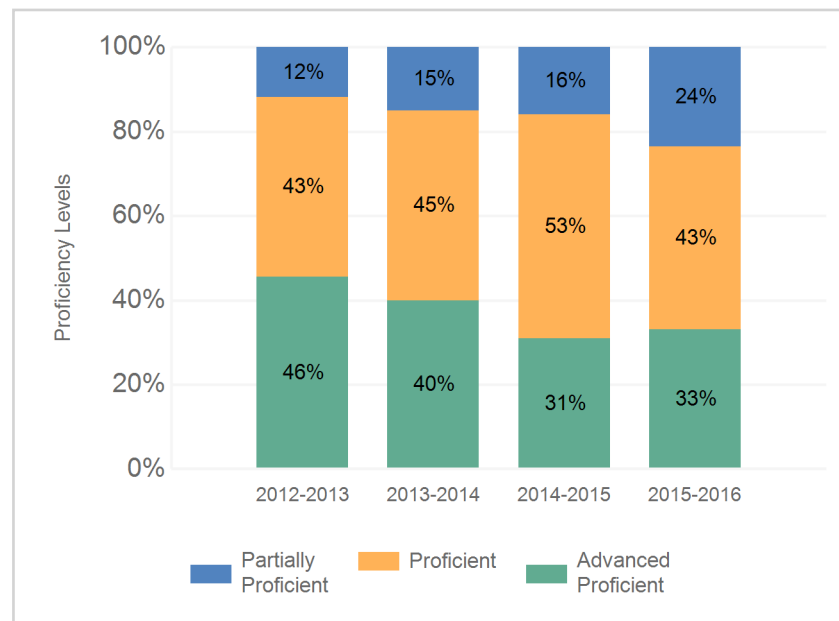
### NJASK Results Science - Grade Level 08

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	33%	43%	24%
White	51%	40%	9%
African American	10%	53%	37%
Hispanic	17%	48%	35%
American Indian	N	N	N
Asian	51%	30%	19%
Two or More Races	S	S	S
Students with Disability	N	13%	87%
English Language Learners	S	S	S
Economically Disadvantaged Students	20%	43%	37%

### NJASK Proficiency Trends Science - Grade Level 08

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



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



State of New Jersey  
2015-2016

Grade Span 06-08

23-4130-053  
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PISCATAWAY TWP  
Conackamack Middle School  
5205 WITHERSPOON STREET  
PISCATAWAY, NJ 08854

## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



State of New Jersey  
2015-2016

Grade Span 06-08

23-4130-053

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

### Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	33	50	50
Student Growth on Math	51	56	50

### Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	3%	2%
Partially Met (L2)	3%	2%	2%
Approached (L3)	13%	12%	4%
Met (L4)	23%	12%	7%
Exceeded (L5)	9%	4%	3%

### Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	2%	1%
Partially Met (L2)	4%	2%	3%
Approached (L3)	4%	11%	14%
Met (L4)	13%	19%	21%
Exceeded (L5)	1%	4%	3%



State of New Jersey  
2015-2016

Grade Span 06-08

23-4130-053

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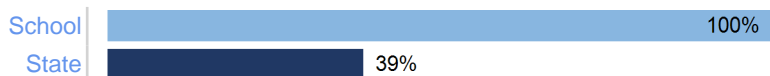
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### Visual and Performing Arts

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



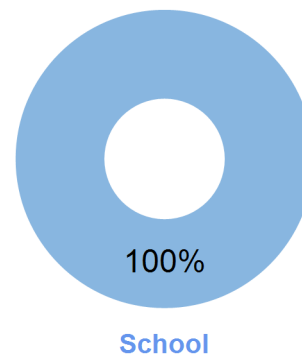
#### DANCE



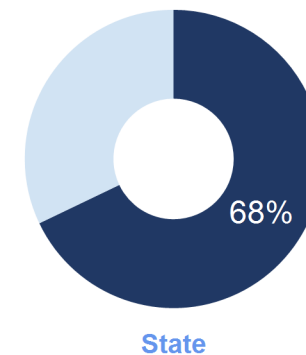
#### VISUAL ARTS



#### Any Visual and Performing Arts



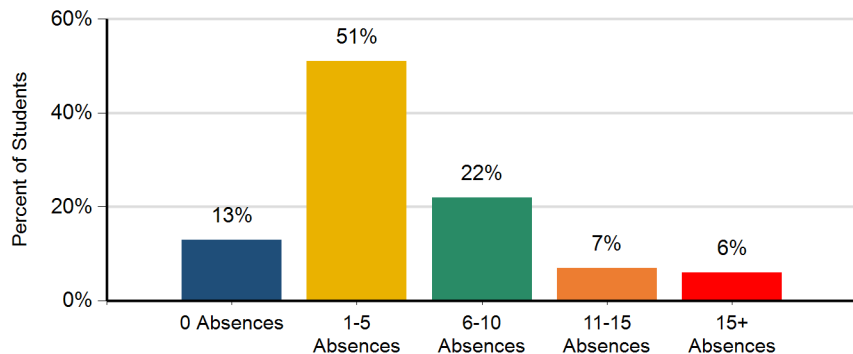
School



State

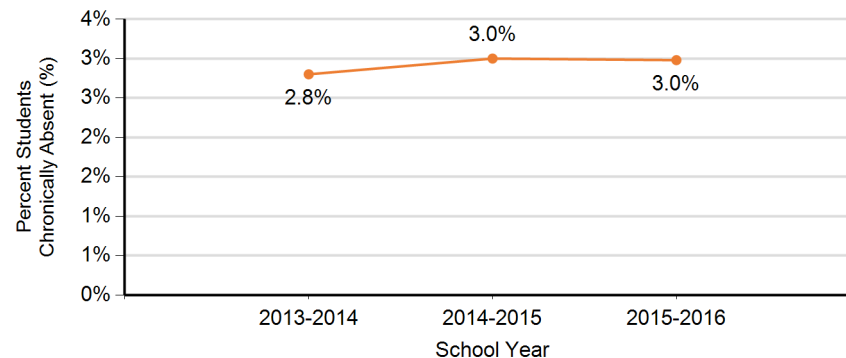
### Absenteeism

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.



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



State of New Jersey  
2015-2016

Grade Span 06-08

23-4130-053  
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PISCATAWAY, NJ 08854

### Length of School Day

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

	School
2015-16	6 Hrs. 15 Mins.

### Instructional Time

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

2015-16	School
Full Time	5 Hrs. 23 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	252:1

### Student Suspension Rate

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

	School
2015-16	1.6%

### 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	100%



State of New Jersey  
2015-2016

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## 2015-2016 School Performance Reports

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

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

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

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



State of New Jersey  
2015-2016

Grade Span KF-03

23-4130-065  
MIDDLESEX  
PISCATAWAY TWP  
Dwight D. Eisenhower Elementary School  
360 STELTON ROAD  
PISCATAWAY, NJ 08854

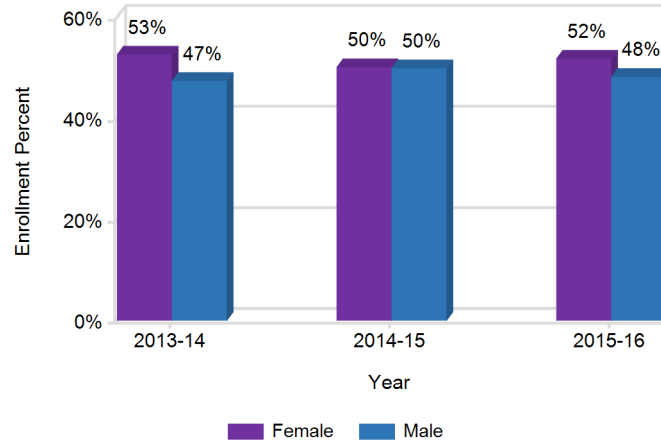
### Enrollment by Grade

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	137	131	133
Grade 01	145	137	120
Grade 02	114	136	123
Grade 03	124	110	140
UG	29	23	23
<b>Total</b>	<b>549</b>	<b>537</b>	<b>539</b>

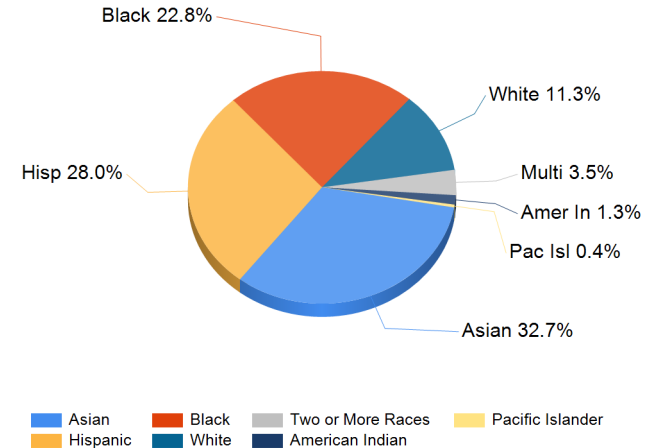
### Enrollment by Gender

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



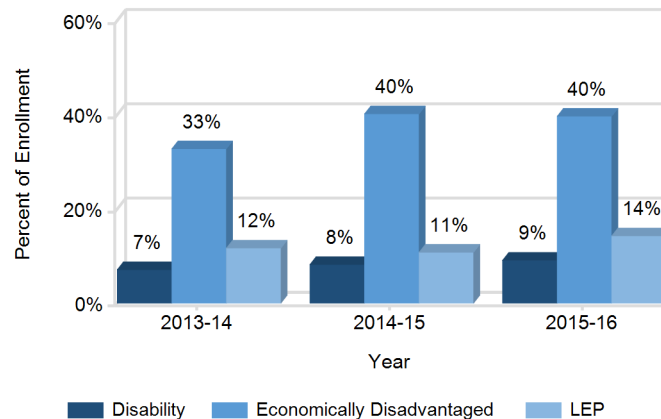
### Enrollment by Ethnic/ Racial Subgroup

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



### Enrollment Trends by Special Population

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



### Language Diversity

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

2015-2016	Percent
English	65.9%
Spanish	10.8%
Gujarati	8.9%
Telugu	2.6%
Hindi	2.2%
Other	9.8%

\* 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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State of New Jersey  
2015-2016

Grade Span KF-03

23-4130-065

MIDDLESEX

PISCATAWAY TWP

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PISCATAWAY, NJ 08854

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

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

### Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	39%	11	27
Mathematics Met or Exceeded Expectations	52%	33	60

### Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	137	39%	27	98%	✓	137	52%	60	98%	✓
White	S	S	S	S		S	S	S	S	
African American	S	S	S	S		S	S	S	S	
Hispanic	45	38%	42	98%	✓	44	39%	63	96%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	42	50%	18	100%	✓	42	79%	49	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	60	30%	37	99%	✓	61	38%	76	100%	✓



State of New Jersey  
2015-2016

Grade Span KF-03

23-4130-065

MIDDLESEX

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## PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	138	740	752	746	11%	25%	23%	37%	4%	41%	48%
White	12	750	753	756	8%	25%	8%	50%	8%	58%	58%
African American	28	723	736	727	21%	25%	36%	18%	N	18%	30%
Hispanic	48	736	737	730	13%	27%	21%	40%	N	40%	31%
Asian	44	753	771	772	5%	23%	21%	41%	11%	52%	74%
American Indian	S	S	743	746	S	S	S	S	S	S	47%
Two or More Races	S	S	751	753	S	S	S	S	S	S	55%
Students with Disability	19	702	716	718	32%	53%	5%	11%	N	11%	22%
English Language Learners	S	S	718	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	64	733	734	727	11%	31%	27%	30%	2%	31%	28%
PARCC MATH											
<b>Schoolwide</b>	139	751	762	749	9%	11%	27%	37%	17%	54%	52%
White	12	767	761	757	N	8%	17%	50%	25%	75%	63%
African American	29	729	745	730	21%	14%	35%	21%	10%	31%	31%
Hispanic	47	744	744	736	9%	13%	38%	30%	11%	40%	35%
Asian	45	769	784	777	2%	9%	11%	51%	27%	78%	82%
American Indian	S	S	779	746	S	S	S	S	S	S	48%
Two or More Races	S	S	751	754	S	S	S	S	S	S	57%
Students with Disability	20	712	725	727	40%	20%	25%	15%	N	15%	28%
English Language Learners	S	S	736	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	65	740	743	732	11%	15%	34%	29%	11%	40%	32%

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



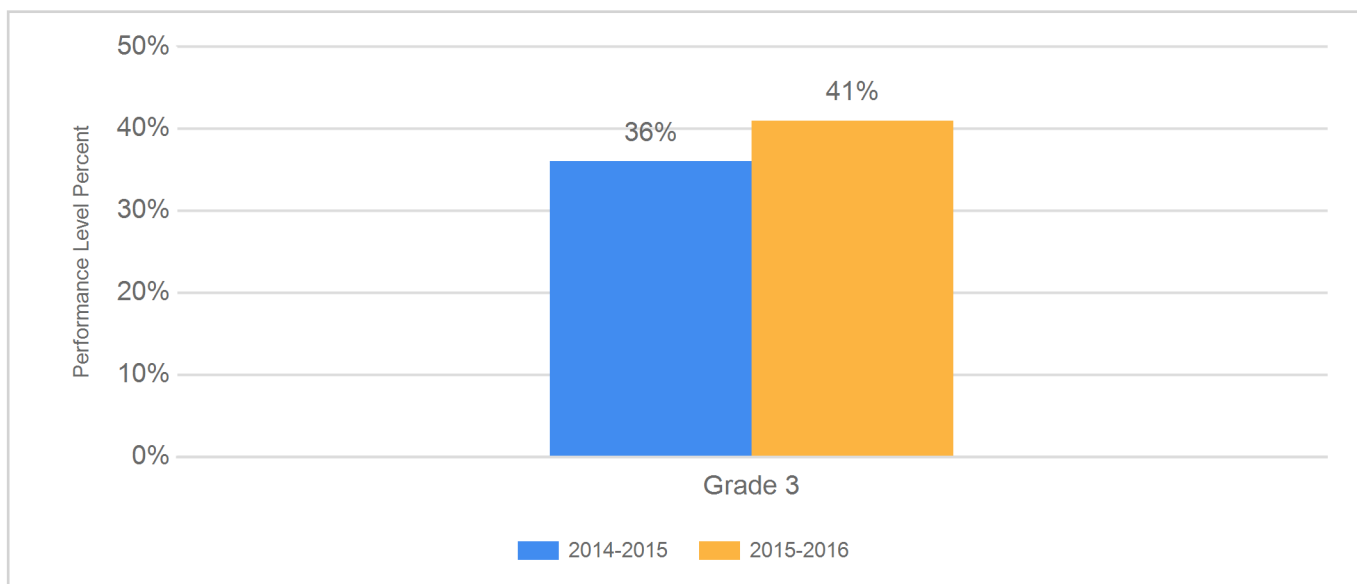
State of New Jersey  
2015-2016

Grade Span KF-03

23-4130-065  
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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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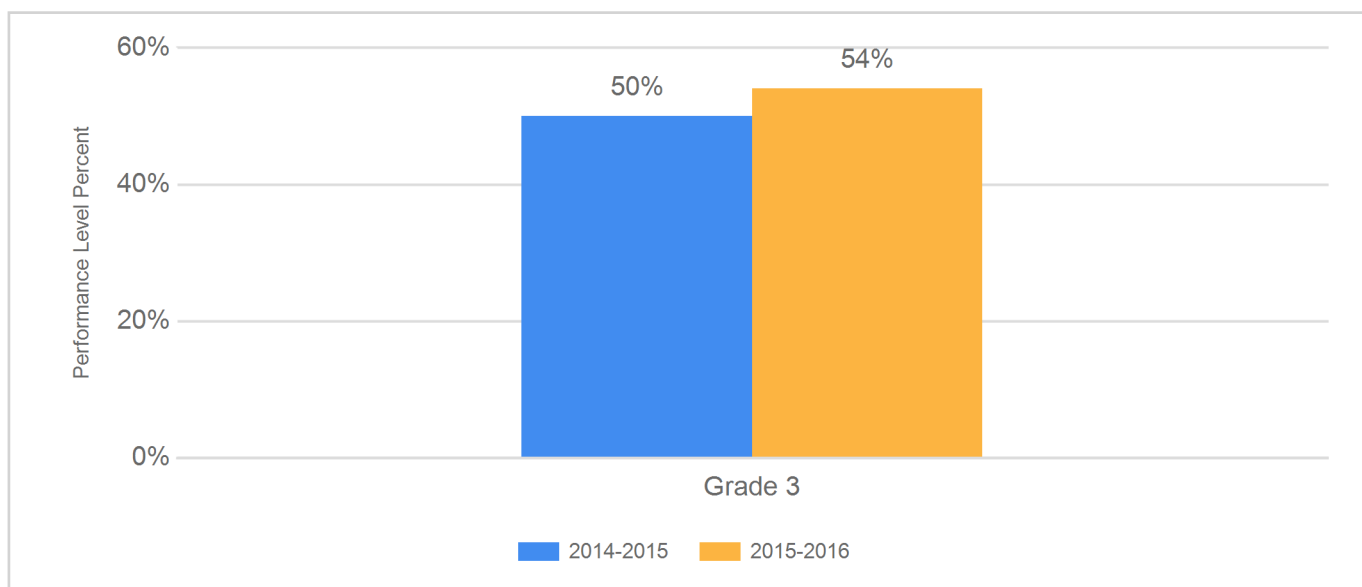
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2015-2016

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23-4130-065  
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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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State of New Jersey  
2015-2016

Grade Span KF-03

23-4130-065  
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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing.

The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

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

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

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



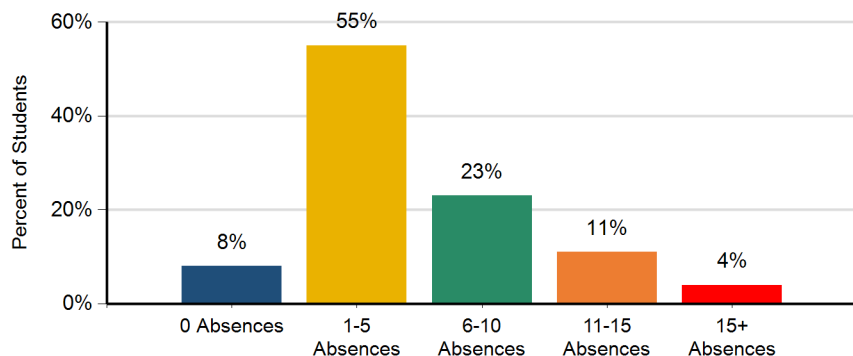
State of New Jersey  
2015-2016

Grade Span KF-03

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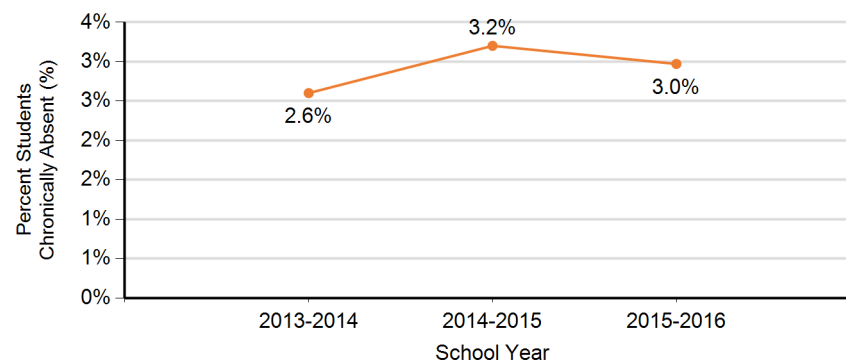
### Absenteeism

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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State of New Jersey  
2015-2016

Grade Span KF-03

23-4130-065  
MIDDLESEX  
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### Length of School Day

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

	School
2015-16	6 Hrs. 15 Mins.

### Instructional Time

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

2015-16	School
Full Time	5 Hrs. 25 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	270:1

### Student Suspension Rate

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

	School
2015-16	0.9%

### 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	100%



State of New Jersey  
2015-2016

Grade Span 3H-03

23-4130-080  
MIDDLESEX  
PISCATAWAY TWP  
Grandview Elementary School  
130 NORTH RANDOLPHVILLE RD  
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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.

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State of New Jersey  
2015-2016

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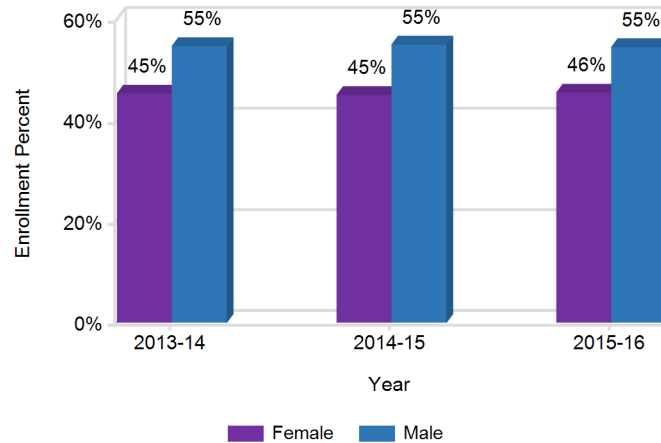
### Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade PK	96	101	86
Grade KG	171	159	142
Grade 01	162	164	164
Grade 02	137	166	149
Grade 03	158	130	152
UG	58	55	100
<b>Total</b>	<b>782</b>	<b>775</b>	<b>793</b>

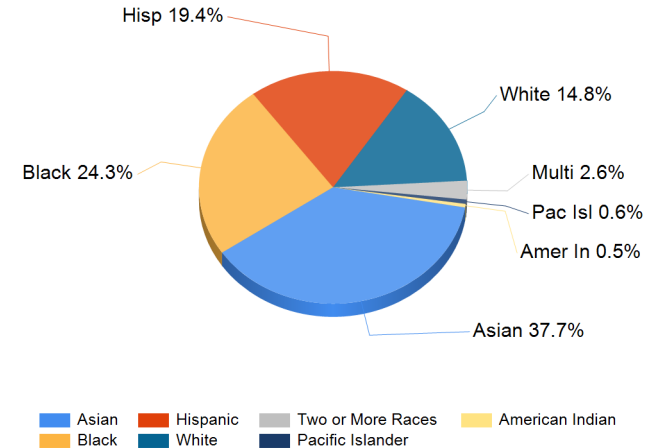
### Enrollment by Gender

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



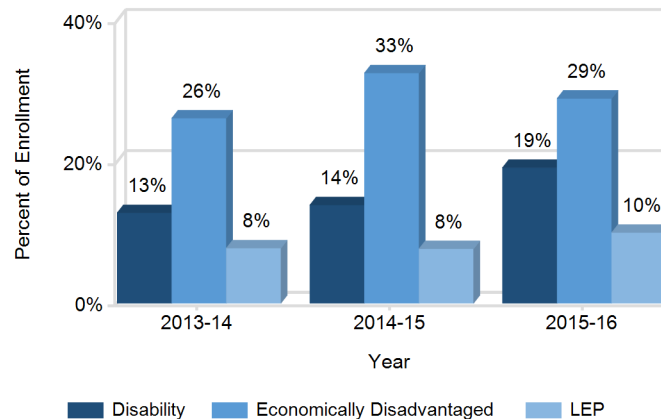
### Enrollment by Ethnic/ Racial Subgroup

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



### Enrollment Trends by Special Population

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



### Language Diversity

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

2015-2016	Percent
English	65.6%
Spanish	7.8%
Gujarati	4.0%
Telugu	4.0%
Arabic	3.0%
Other	15.5%

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

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State of New Jersey  
2015-2016

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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	55%	33	48
Mathematics Met or Exceeded Expectations	66%	67	76

### Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	146	55%	48	98%	✓	146	66%	76	98%	✓
White	S	S	S	S		S	S	S	S	
African American	47	34%	39	100%	✓	47	45%	75	100%	✓
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	51	88%	67	100%	✓	51	94%	77	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	40	30%	31	98%	✓	40	35%	59	98%	✓



State of New Jersey  
2015-2016

Grade Span 3H-03

23-4130-080  
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PISCATAWAY TWP  
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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>	156	751	752	746	8%	17%	22%	47%	6%	53%	48%
White	S	S	753	756	S	S	S	S	S	S	58%
African American	49	731	736	727	16%	22%	29%	33%	N	33%	30%
Hispanic	28	736	737	730	7%	29%	32%	32%	N	32%	31%
Asian	52	781	771	772	2%	2%	8%	71%	17%	89%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	751	753	S	S	S	S	S	S	55%
Students with Disability	S	S	716	718	S	S	S	S	S	S	22%
English Language Learners	S	S	718	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	45	726	734	727	24%	22%	24%	29%	N	29%	28%
PARCC MATH											
<b>Schoolwide</b>	157	758	762	749	8%	12%	17%	43%	20%	64%	52%
White	S	S	761	757	S	S	S	S	S	S	63%
African American	49	740	745	730	14%	20%	20%	37%	8%	45%	31%
Hispanic	29	743	744	736	10%	17%	28%	38%	7%	45%	35%
Asian	52	788	784	777	2%	N	4%	44%	50%	94%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	751	754	S	S	S	S	S	S	57%
Students with Disability	S	S	725	727	S	S	S	S	S	S	28%
English Language Learners	S	S	736	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	46	734	743	732	15%	22%	30%	28%	4%	33%	32%

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



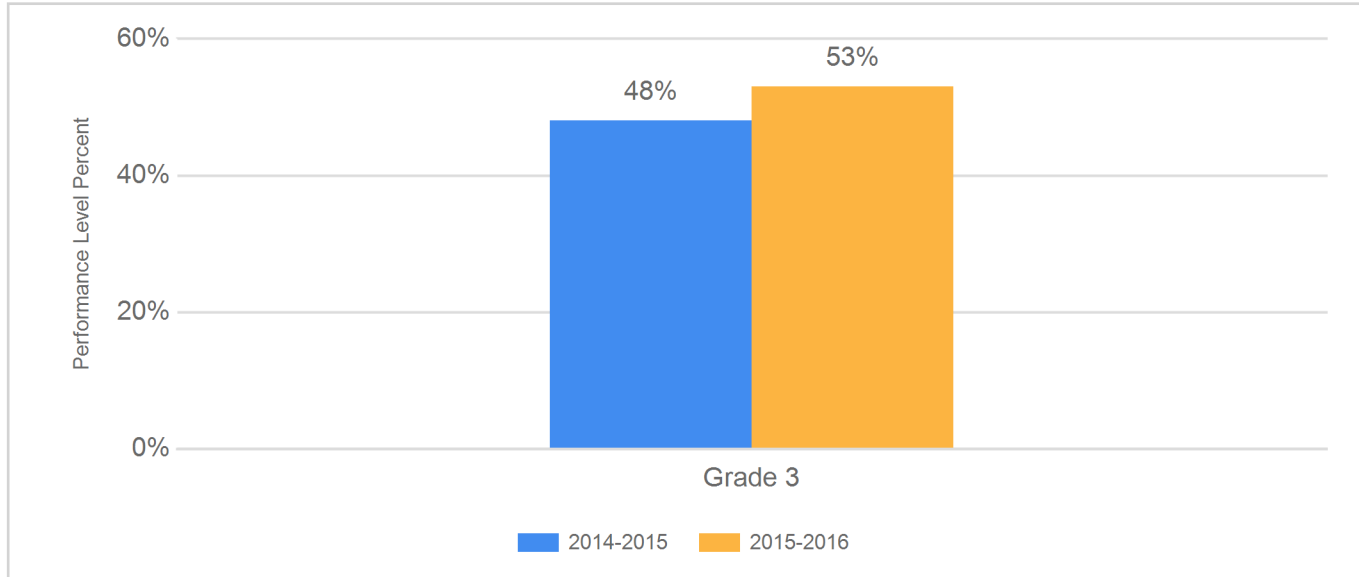
State of New Jersey  
2015-2016

Grade Span 3H-03

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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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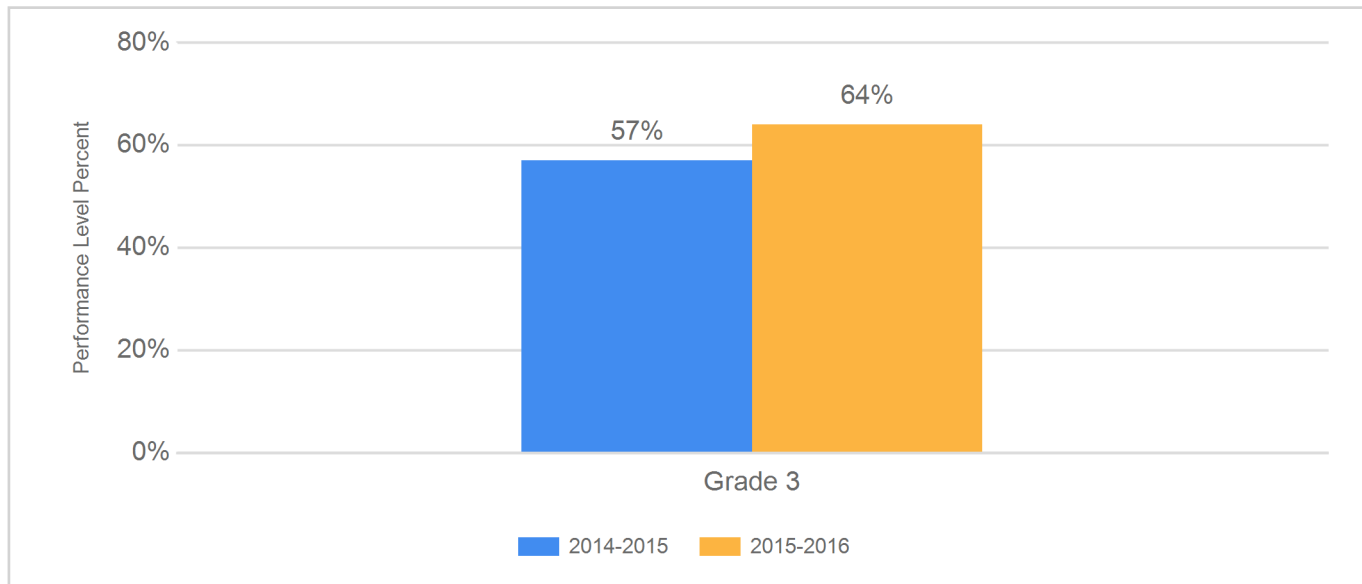
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Grade Span 3H-03

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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

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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

Reading Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4read.html">http://www.nj.gov/education/pr/1415/naep/naep4read.html</a>
Reading Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8read.html">http://www.nj.gov/education/pr/1415/naep/naep8read.html</a>
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For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

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



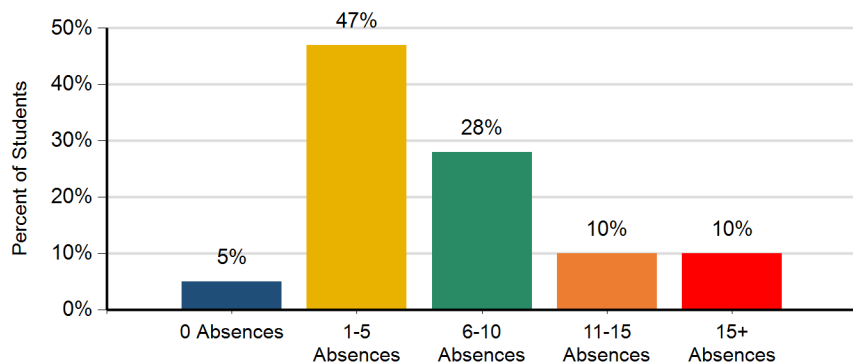
State of New Jersey  
2015-2016

Grade Span 3H-03

23-4130-080  
MIDDLESEX  
PISCATAWAY TWP  
Grandview Elementary School  
130 NORTH RANDOLPHVILLE RD  
PISCATAWAY, NJ 08854

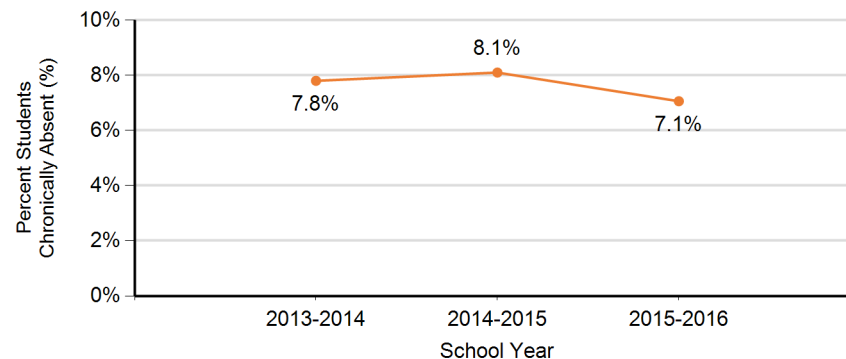
### Absenteeism

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



### Chronic Absenteeism Trend

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



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State of New Jersey  
2015-2016

Grade Span 3H-03

23-4130-080  
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### Length of School Day

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

	School
2015-16	6 Hrs. 15 Mins.

### Instructional Time

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

	School
2015-16	
Full Time	5 Hrs. 25 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.

	School
2015-16	
Faculty	13:1
Administrator	397:1

### Student Suspension Rate

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

	School
2015-16	0.3%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	100%



State of New Jersey  
2015-2016

Grade Span KF-03

23-4130-100  
MIDDLESEX  
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333 WILLOW AVENUE  
PISCATAWAY, NJ 08854-1332

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

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



State of New Jersey  
2015-2016

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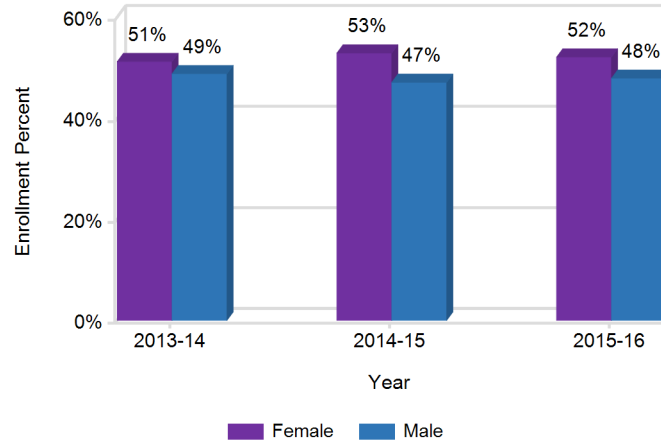
### Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade KG	117	110	122
Grade 01	127	123	115
Grade 02	123	128	119
Grade 03	123	119	120
UG	14	15	21
<b>Total</b>	<b>504</b>	<b>495</b>	<b>497</b>

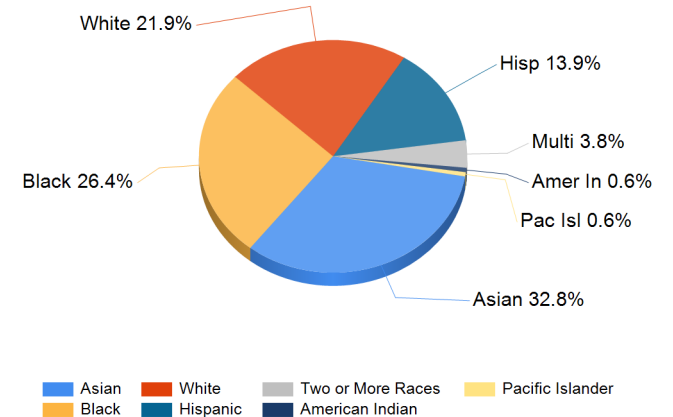
### Enrollment by Gender

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



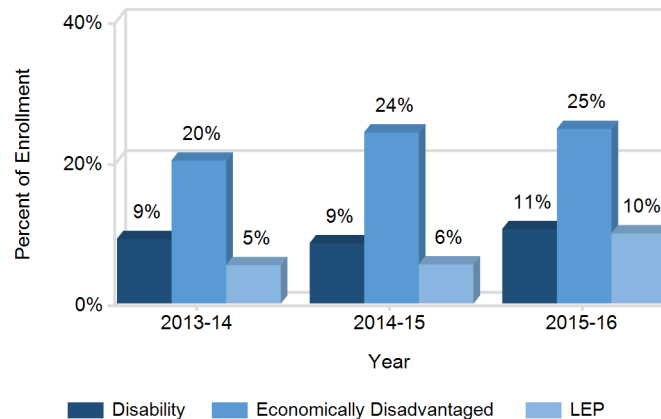
### Enrollment by Ethnic/ Racial Subgroup

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



### Enrollment Trends by Special Population

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



### Language Diversity

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

2015-2016	Percent
English	72.0%
Arabic	5.8%
Gujarati	5.2%
Urdu	3.2%
Spanish	3.0%
Other	10.6%

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

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

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

## Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	58%	67	57
Mathematics Met or Exceeded Expectations	71%	89	87

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	115	58%	57	98%	✓	115	71%	87	98%	✓
White	S	S	S	S		S	S	S	S	
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	42	69%	38	100%	✓	42	86%	65	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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## 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>	123	760	752	746	7%	13%	22%	46%	13%	59%	48%
White	25	761	753	756	4%	16%	24%	40%	16%	56%	58%
African American	36	750	736	727	8%	17%	25%	42%	8%	50%	30%
Hispanic	S	S	737	730	S	S	S	S	S	S	31%
Asian	44	774	771	772	2%	9%	18%	50%	21%	71%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	751	753	S	S	S	S	S	S	55%
Students with Disability	S	S	716	718	S	S	S	S	S	S	22%
English Language Learners	S	S	718	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	25	748	734	727	12%	12%	28%	44%	4%	48%	28%
PARCC MATH											
<b>Schoolwide</b>	123	768	762	749	3%	7%	19%	42%	30%	72%	52%
White	25	766	761	757	4%	4%	16%	48%	28%	76%	63%
African American	35	756	745	730	6%	9%	29%	43%	14%	57%	31%
Hispanic	S	S	744	736	S	S	S	S	S	S	35%
Asian	45	783	784	777	2%	4%	7%	38%	49%	87%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	751	754	S	S	S	S	S	S	57%
Students with Disability	S	S	725	727	S	S	S	S	S	S	28%
English Language Learners	S	S	736	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	25	756	743	732	N	16%	24%	44%	16%	60%	32%

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



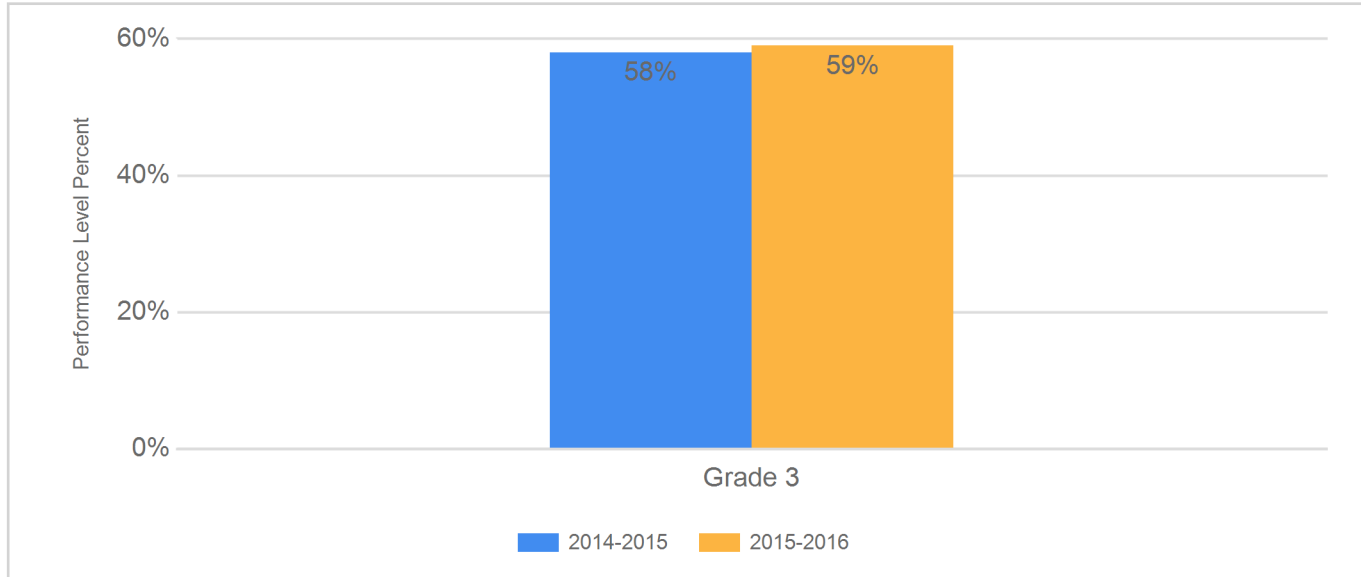
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### PARCC ELA Performance Trends

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



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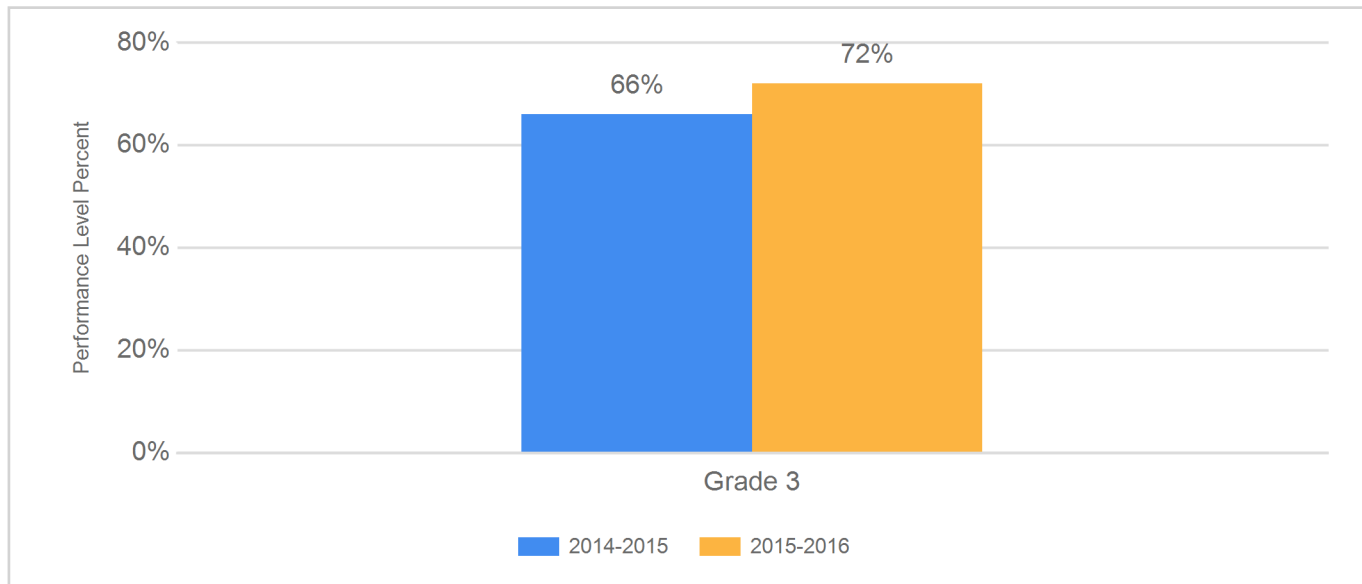
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### PARCC Math Performance Trends

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		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



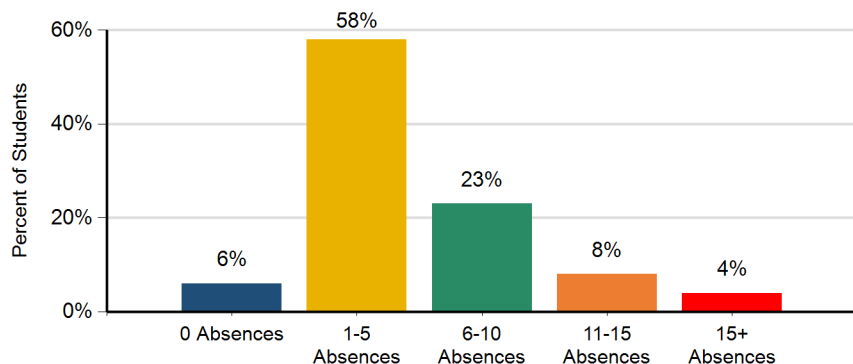
State of New Jersey  
2015-2016

Grade Span KF-03

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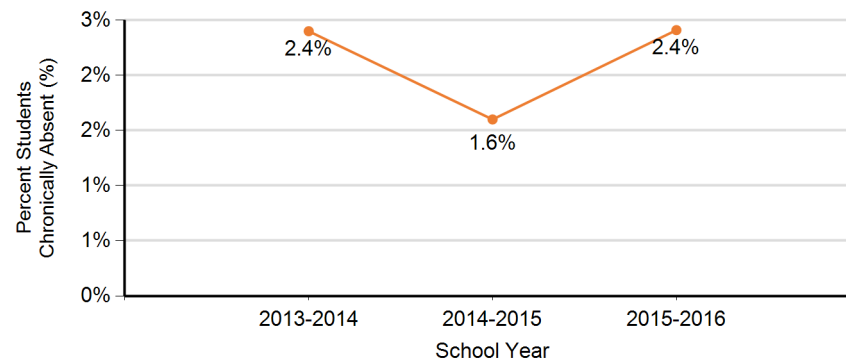
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The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



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



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### Length of School Day

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

	School
2015-16	6 Hrs. 15 Mins.

### Instructional Time

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

2015-16	School
Full Time	5 Hrs. 25 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

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

2015-16	School
Faculty	14:1
Administrator	249:1

### Student Suspension Rate

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

	School
2015-16	0.0%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	100%



State of New Jersey  
2015-2016

Grade Span 04-05

23-4130-105

MIDDLESEX

PISCATAWAY TWP

Martin Luther King Elementary School

5205 LUDLOW STREET

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Grade Span 04-05

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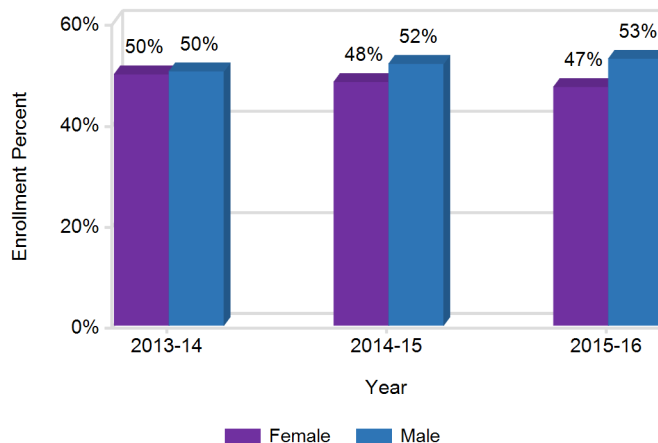
### Enrollment by Grade

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 04	253	262	244
Grade 05	234	249	261
UG	18	12	22
<b>Total</b>	<b>505</b>	<b>523</b>	<b>527</b>

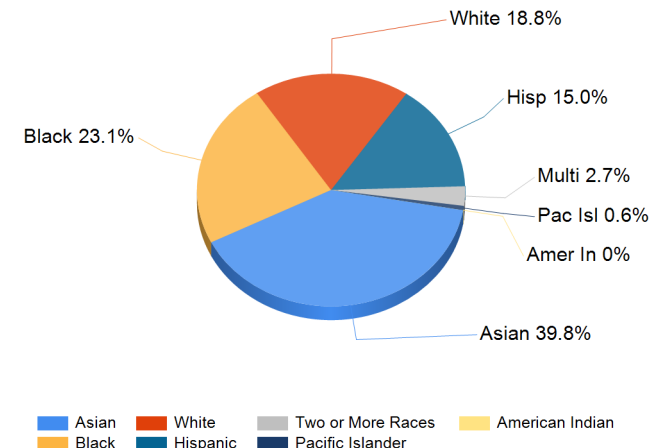
### Enrollment by Gender

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



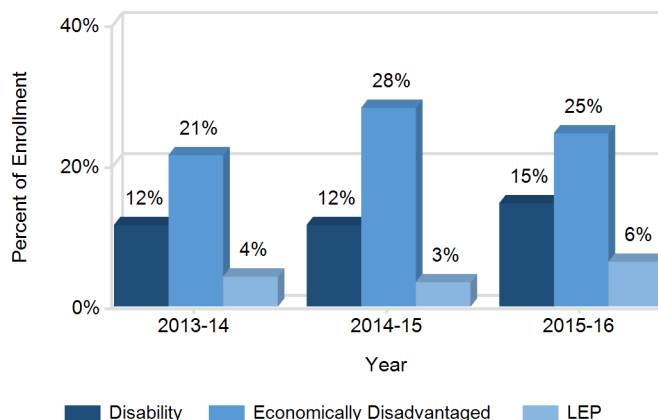
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This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



### 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	72.1%
Gujarati	6.5%
Spanish	4.2%
Arabic	3.0%
Hindi	2.8%
Other	11.5%

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



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

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

## Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	66%	100	71
Mathematics Met or Exceeded Expectations	63%	78	77

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	495	66%	71	99%	✓	496	63%	77	99%	✓
White	95	69%	72	98%	✓	95	65%	76	98%	✓
African American	113	50%	65	100%	✓	113	38%	68	100%	✓
Hispanic	68	51%	67	100%	✓	68	50%	74	100%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	198	80%	48	99%	✓	199	82%	55	98%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	78	28%	65	100%	✓	78	26%	69	100%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	110	49%	74	99%	✓	110	47%	87	99%	✓



State of New Jersey  
2015-2016

Grade Span 04-05

23-4130-105

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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>	242	770	761	750	4%	7%	16%	40%	33%	73%	54%
White	47	768	765	759	6%	9%	4%	51%	30%	81%	64%
African American	49	761	747	733	2%	12%	27%	35%	25%	59%	33%
Hispanic	S	S	749	737	S	S	S	S	S	S	37%
Asian	105	780	775	773	6%	1%	12%	36%	45%	81%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	767	756	S	S	S	S	S	S	62%
Students with Disability	30	745	731	723	10%	27%	23%	30%	10%	40%	22%
English Language Learners	S	S	735	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	48	752	747	734	13%	6%	31%	31%	19%	50%	33%
PARCC MATH											
<b>Schoolwide</b>	245	762	756	745	5%	10%	19%	51%	16%	67%	47%
White	47	760	758	752	6%	6%	19%	64%	4%	68%	57%
African American	49	747	739	727	6%	18%	35%	35%	6%	41%	24%
Hispanic	S	S	740	733	S	S	S	S	S	S	30%
Asian	108	774	773	771	2%	5%	13%	52%	29%	81%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	760	750	S	S	S	S	S	S	54%
Students with Disability	30	739	728	724	13%	20%	30%	30%	7%	37%	22%
English Language Learners	S	S	748	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	49	743	741	730	12%	18%	22%	45%	2%	47%	27%

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



State of New Jersey  
2015-2016

Grade Span 04-05

23-4130-105

MIDDLESEX

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Martin Luther King Elementary School

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PISCATAWAY, NJ 08854

## 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>	258	757	755	751	4%	13%	23%	51%	9%	60%	53%
White	48	758	755	758	6%	10%	21%	50%	13%	63%	64%
African American	68	744	745	733	3%	22%	35%	40%	N	40%	32%
Hispanic	S	S	744	738	S	S	S	S	S	S	37%
Asian	98	768	767	773	1%	8%	15%	60%	15%	76%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	765	759	S	S	S	S	S	S	63%
Students with Disability	S	S	722	723	S	S	S	S	S	S	20%
English Language Learners	S	S	717	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	69	745	744	735	6%	22%	26%	44%	3%	46%	33%
PARCC MATH											
<b>Schoolwide</b>	263	759	756	747	5%	9%	24%	44%	18%	62%	47%
White	49	762	756	753	4%	10%	18%	45%	22%	67%	57%
African American	68	742	742	728	7%	12%	43%	35%	3%	38%	24%
Hispanic	S	S	S	735	S	S	S	S	S	S	31%
Asian	102	775	774	774	4%	3%	12%	51%	30%	81%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	759	754	S	S	S	S	S	S	56%
Students with Disability	26	722	722	725	23%	39%	23%	15%	N	15%	19%
English Language Learners	S	S	736	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	73	748	746	732	10%	12%	30%	34%	14%	48%	28%

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



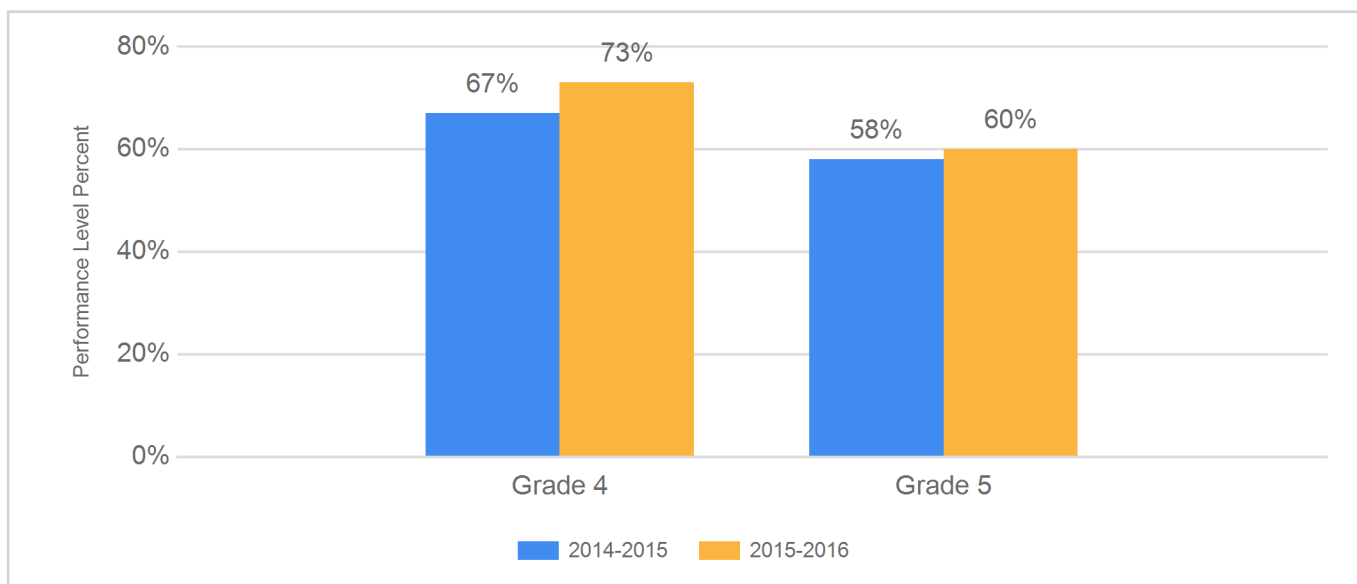
State of New Jersey  
2015-2016

Grade Span 04-05

23-4130-105  
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PISCATAWAY, NJ 08854

### PARCC ELA Performance Trends

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



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



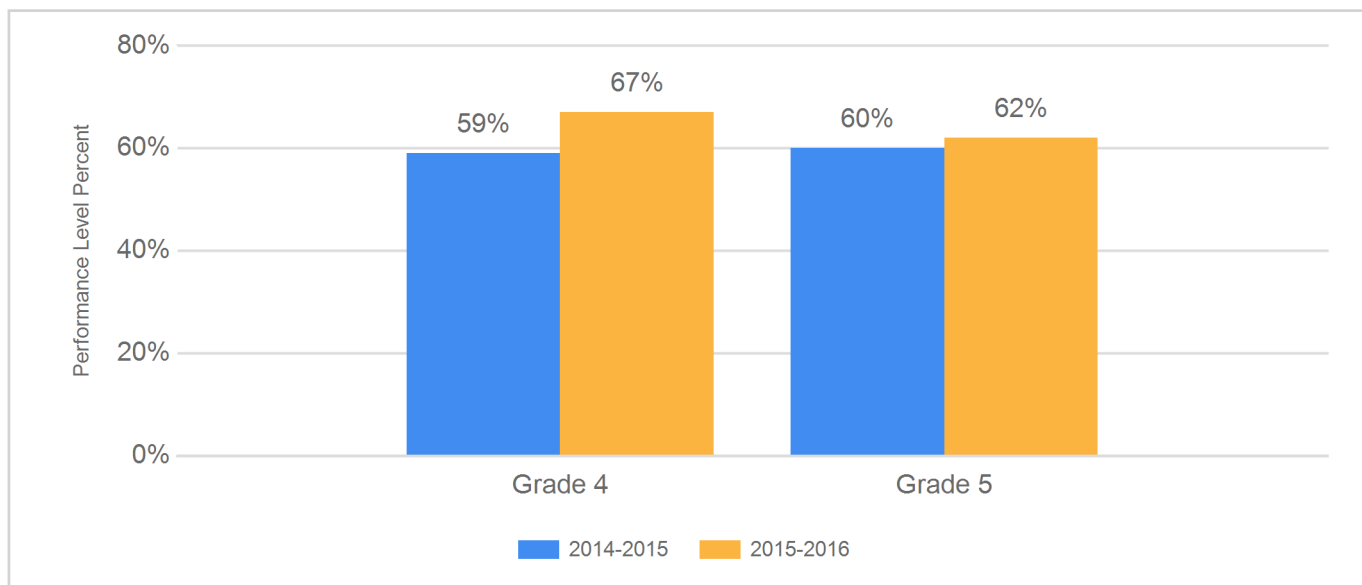
State of New Jersey  
2015-2016

Grade Span 04-05

23-4130-105  
MIDDLESEX  
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Martin Luther King Elementary School  
5205 LUDLOW STREET  
PISCATAWAY, NJ 08854

### PARCC Math Performance Trends

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



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State of New Jersey  
2015-2016

Grade Span 04-05

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

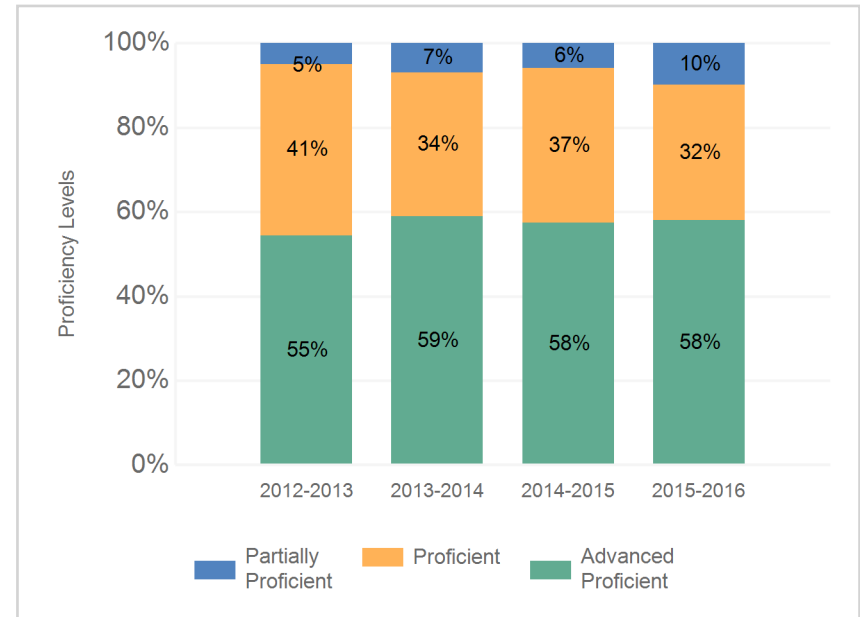
### NJASK Results Science - Grade Level 04

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	58%	32%	10%
White	67%	24%	9%
African American	43%	47%	10%
Hispanic	30%	49%	21%
American Indian	N	N	N
Asian	69%	24%	7%
Two or More Races	S	S	S
Students with Disability	37%	43%	20%
English Language Learners	8%	54%	39%
Economically Disadvantaged Students	38%	40%	21%

### NJASK Proficiency Trends Science - Grade Level 04

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



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State of New Jersey  
2015-2016

Grade Span 04-05

23-4130-105

MIDDLESEX

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Martin Luther King Elementary School

5205 LUDLOW STREET

PISCATAWAY, NJ 08854

## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



State of New Jersey  
2015-2016

Grade Span 04-05

23-4130-105

MIDDLESEX

PISCATAWAY TWP

Martin Luther King Elementary School

5205 LUDLOW STREET

PISCATAWAY, NJ 08854

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

### Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	55	50	50
Student Growth on Math	61	56	50

### Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	0%	1%
Partially Met (L2)	3%	3%	4%
Approached (L3)	8%	8%	5%
Met (L4)	21%	15%	13%
Exceeded (L5)	7%	7%	4%

### 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)	3%	1%	0%
Partially Met (L2)	3%	3%	6%
Approached (L3)	8%	10%	9%
Met (L4)	14%	10%	23%
Exceeded (L5)	1%	4%	5%



State of New Jersey  
2015-2016

Grade Span 04-05

23-4130-105

MIDDLESEX

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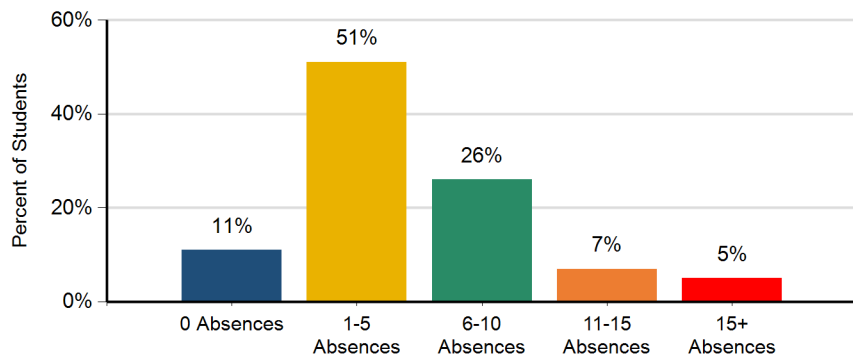
Martin Luther King Elementary School

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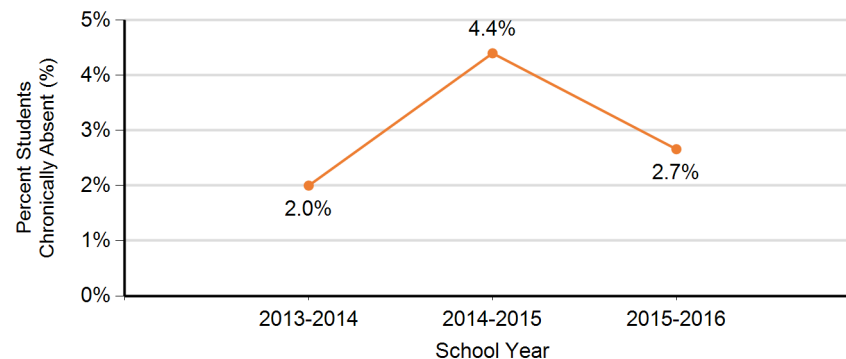
### Absenteeism

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



### Chronic Absenteeism Trend

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



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



State of New Jersey  
2015-2016

Grade Span 04-05

23-4130-105  
MIDDLESEX  
PISCATAWAY TWP  
Martin Luther King Elementary School  
5205 LUDLOW STREET  
PISCATAWAY, NJ 08854

### Length of School Day

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

	School
2015-16	6 Hrs. 15 Mins.

### Instructional Time

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

2015-16	School
Full Time	5 Hrs. 25 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

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

2015-16	School
Faculty	14:1
Administrator	264:1

### Student Suspension Rate

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

	School
2015-16	1.7%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	100%



State of New Jersey  
2015-2016

Grade Span 09-12

23-4130-050  
MIDDLESEX  
PISCATAWAY TWP  
Piscataway Township High School  
100 BEHMER ROAD  
PISCATAWAY, NJ 08854

## 2015-2016 School Performance Reports

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

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

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

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



State of New Jersey  
2015-2016

Grade Span 09-12

23-4130-050  
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PISCATAWAY TWP  
Piscataway Township High School  
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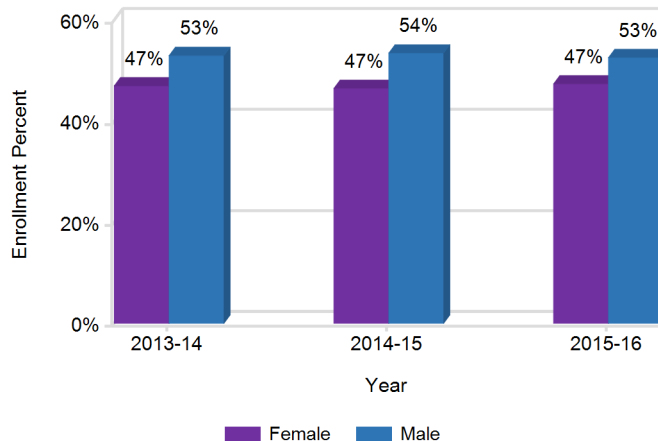
### Enrollment by Grade

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	526	486	536
Grade 10	559	541	517
Grade 11	587	543	555
Grade 12	493	561	549
UG	28	39	39
<b>Total</b>	<b>2193</b>	<b>2168</b>	<b>2196</b>

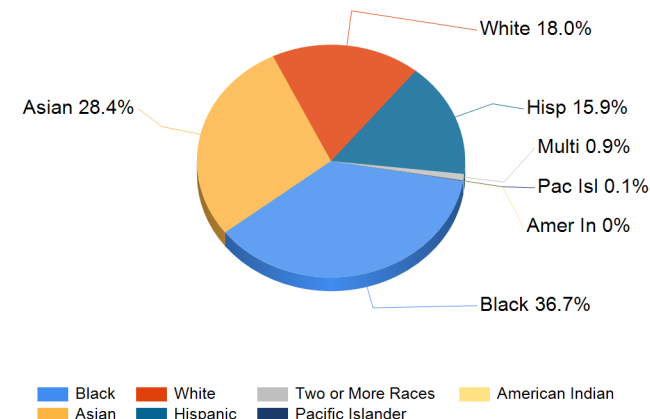
### Enrollment by Gender

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



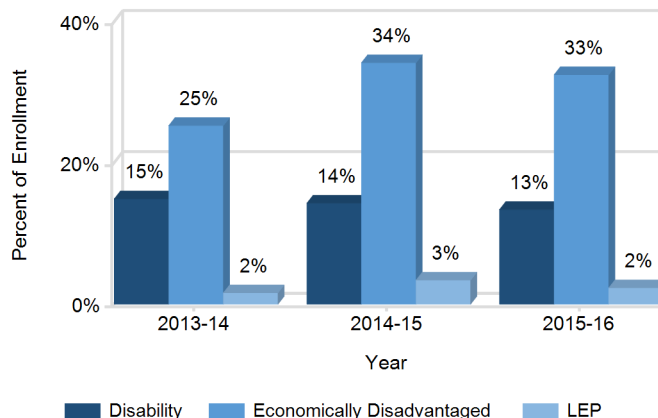
### Enrollment by Ethnic/ Racial Subgroup

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



### Enrollment Trends by Special Population

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



### Language Diversity

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

2015-2016	Percent
English	72.5%
Spanish	7.7%
Gujarati	7.4%
Hindi	1.6%
Vietnamese	1.3%
Other	8.6%

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

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



State of New Jersey  
2015-2016

Grade Span 09-12

23-4130-050

MIDDLESEX

PISCATAWAY TWP

Piscataway Township High School

100 BEHMER ROAD

PISCATAWAY, NJ 08854

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	38%	S	36
Mathematics Met or Exceeded Expectations	31%	S	57

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	935	38%	36	94%	X	938	31%	57	96%	✓
White	178	44%	27	96%	✓	177	38%	59	96%	✓
African American	327	23%	35	91%	X	338	15%	60	95%	✓
Hispanic	138	25%	24	94%	X	140	14%	32	96%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	282	59%	34	98%	✓	274	54%	53	98%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	101	11%	28	89%	X	104	4%	33	94%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	236	23%	29	91%	X	241	17%	55	94%	X



State of New Jersey  
2015-2016

Grade Span 09-12

23-4130-050

MIDDLESEX

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Piscataway Township High School

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PISCATAWAY, NJ 08854

## 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
<b>Schoolwide</b>	<b>525</b>	<b>747</b>	<b>747</b>	<b>746</b>	<b>9%</b>	<b>20%</b>	<b>25%</b>	<b>33%</b>	<b>14%</b>	<b>47%</b>	<b>49%</b>
White	101	749	749	754	7%	19%	23%	38%	14%	52%	58%
African American	179	735	735	729	13%	24%	31%	29%	3%	32%	30%
Hispanic	S	S	S	730	S	S	S	S	S	S	34%
Asian	167	768	768	774	4%	7%	19%	42%	29%	71%	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	S	S	S	713	S	S	S	S	S	S	12%
English Language Learners	S	S	S	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	129	729	729	729	15%	36%	23%	23%	5%	27%	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

23-4130-050

MIDDLESEX

PISCATAWAY TWP

Piscataway Township High School

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PISCATAWAY, NJ 08854

## 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>462</b>	<b>720</b>	<b>720</b>	<b>740</b>	<b>39%</b>	<b>21%</b>	<b>14%</b>	<b>17%</b>	<b>10%</b>	<b>26%</b>	<b>44%</b>
White	83	721	721	747	39%	15%	17%	23%	7%	30%	50%
African American	171	706	706	722	44%	31%	12%	9%	4%	12%	28%
Hispanic	S	S	S	726	S	S	S	S	S	S	33%
Asian	130	740	740	767	28%	14%	16%	22%	20%	42%	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	S	S	S	741	S	S	S	S	S	S	45%
Students with Disability	S	S	S	702	S	S	S	S	S	S	11%
English Language Learners	S	S	S	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	123	709	709	723	49%	21%	13%	11%	7%	17%	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

23-4130-050

MIDDLESEX

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Piscataway Township High School

100 BEHMER ROAD

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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>462</b>	<b>728</b>	<b>728</b>	<b>736</b>	<b>26%</b>	<b>18%</b>	<b>25%</b>	<b>27%</b>	<b>4%</b>	<b>31%</b>	<b>40%</b>
White	90	732	732	739	27%	14%	27%	24%	8%	32%	42%
African American	179	720	720	728	31%	22%	24%	21%	2%	24%	30%
Hispanic	S	S	S	732	S	S	S	S	S	S	37%
Asian	115	747	747	753	9%	15%	24%	45%	7%	52%	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	S	S	S	736	S	S	S	S	S	S	39%
Students with Disability	S	S	S	710	S	S	S	S	S	S	13%
English Language Learners	N	N	N	702	N	N	N	N	N	N	8%
Economically Disadvantaged Students	120	722	722	730	29%	22%	26%	21%	3%	23%	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.



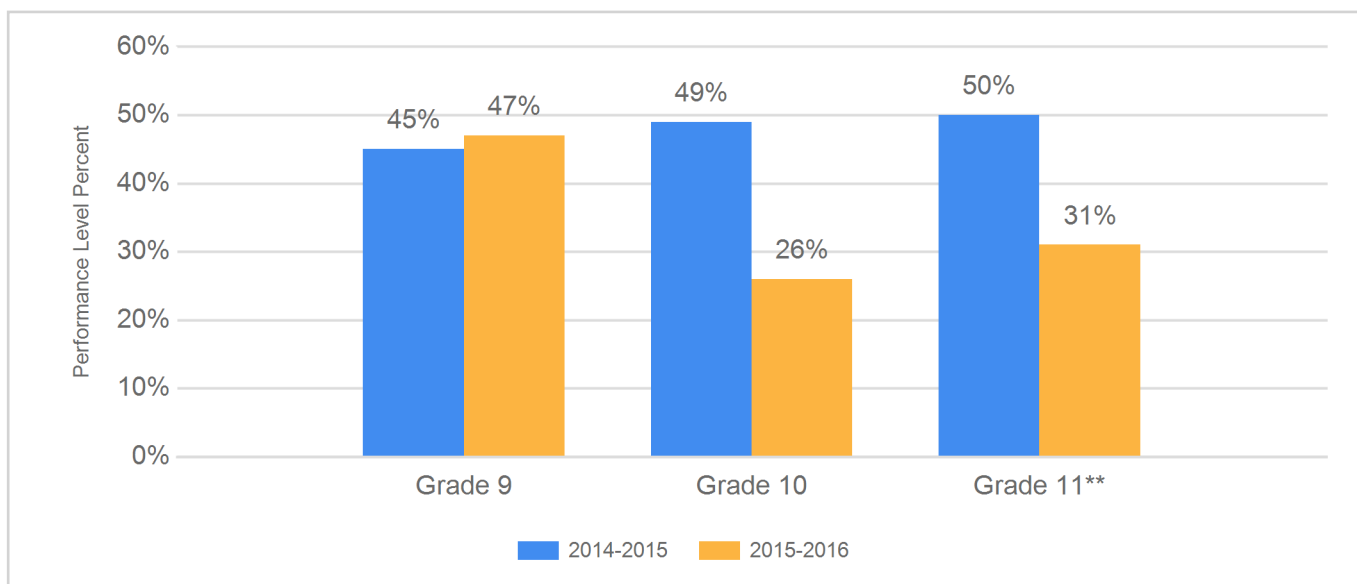
State of New Jersey  
2015-2016

Grade Span 09-12

23-4130-050  
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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.



State of New Jersey  
2015-2016

Grade Span 09-12

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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>382</b>	<b>720</b>	<b>720</b>	<b>727</b>	<b>21%</b>	<b>32%</b>	<b>31%</b>	<b>15%</b>	<b>N</b>	<b>15%</b>	<b>41%</b>
White	72	724	724	734	18%	31%	31%	21%	N	21%	51%
African American	S	S	S	717	S	S	S	S	S	S	20%
Hispanic	S	S	S	720	S	S	S	S	S	S	25%
Asian	56	738	738	746	13%	18%	27%	43%	N	43%	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	18	728	728	707	17%	28%	39%	17%	N	17%	9%
Economically Disadvantaged Students	S	S	S	719	S	S	S	S	S	S	23%

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



State of New Jersey  
2015-2016

Grade Span 09-12

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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>469</b>	<b>736</b>	<b>736</b>	<b>730</b>	<b>8%</b>	<b>31%</b>	<b>28%</b>	<b>27%</b>	<b>6%</b>	<b>34%</b>	<b>27%</b>
White	71	745	745	736	9%	20%	24%	41%	7%	48%	34%
African American	177	723	723	717	14%	40%	33%	13%	1%	14%	9%
Hispanic	S	S	S	720	S	S	S	S	S	S	13%
Asian	158	752	752	750	1%	17%	25%	45%	13%	58%	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	106	728	728	719	10%	41%	27%	19%	3%	22%	12%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey  
2015-2016

Grade Span 09-12

23-4130-050  
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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>422</b>	<b>722</b>	<b>722</b>	<b>722</b>	<b>32%</b>	<b>23%</b>	<b>21%</b>	<b>23%</b>	<b>2%</b>	<b>24%</b>	<b>27%</b>
White	85	729	729	728	20%	25%	27%	28%	N	28%	31%
African American	143	707	707	700	45%	25%	18%	12%	1%	13%	8%
Hispanic	S	S	S	707	S	S	S	S	S	S	12%
Asian	120	741	741	754	19%	16%	23%	38%	5%	43%	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	S	S	S	727	S	S	S	S	S	S	34%
Students with Disability	S	S	S	690	S	S	S	S	S	S	5%
English Language Learners	N	N	N	692	N	N	N	N	N	N	7%
Economically Disadvantaged Students	103	713	713	705	34%	33%	19%	13%	1%	14%	11%

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



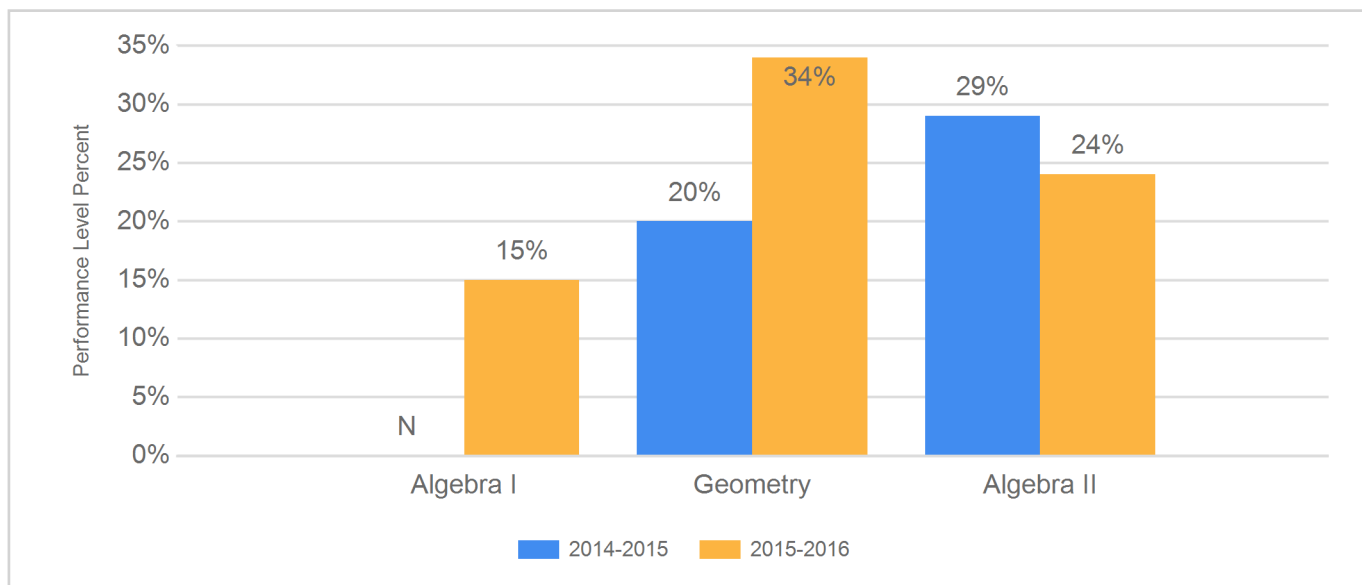
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2015-2016

Grade Span 09-12

23-4130-050  
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### PARCC Math Performance Trends

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



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

State of New Jersey  
2015-2016

Grade Span 09-12



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

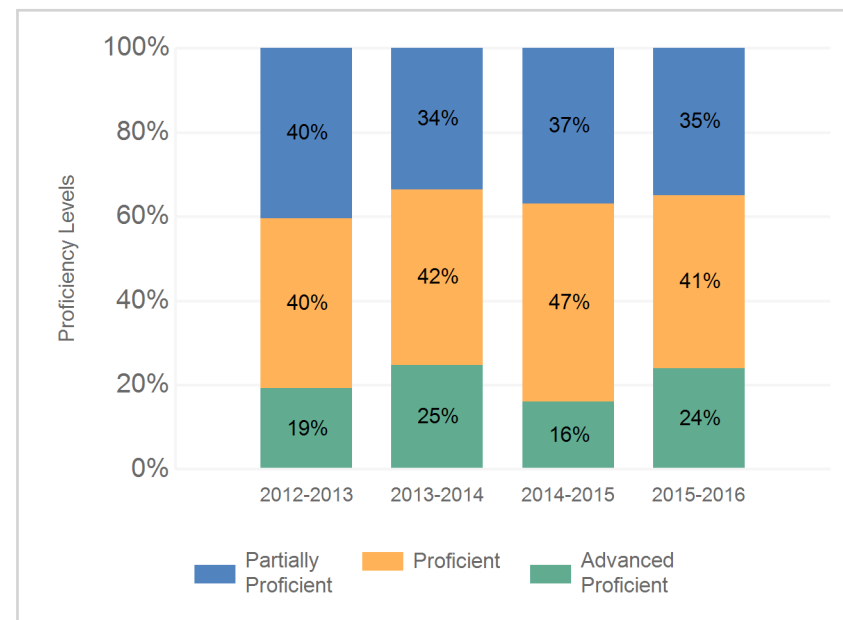
### Proficiency Outcomes - Biology

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	24%	41%	35%
White	28%	47%	25%
African American	9%	39%	52%
Hispanic	10%	44%	46%
American Indian	N	N	N
Asian	46%	39%	15%
Two or More Races	S	S	S
Students with Disability	2%	16%	82%
English Language Learners	N	44%	56%
Economically Disadvantaged Students	8%	41%	52%

### Proficiency Trends - Biology

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





State of New Jersey  
2015-2016

Grade Span 09-12

23-4130-050

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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	66.5%	58.0%
Percent of Students Participating in ACT	11.7%	27.6%

### PSAT/SAT/ACT Benchmarks

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

2015-16	Benchmark	Schoolwide	Statewide
<b>PSAT</b>	N	N	N
<b>SAT</b>	-	-	-
Reading and Writing	480	72%	71%
Math	530	57%	53%
<b>ACT</b>	-	-	-
Reading	22	53%	58%
English	18	67%	74%
Math	22	58%	61%
Science	23	55%	49%

### PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
<b>PSAT</b>	930	950
<b>SAT</b>	-	-
Reading and Writing	543	537
Math	549	538
<b>ACT</b>	-	-
Reading	23	23
English	22	22
Math	24	23
Science	23	22

### PSAT/SAT/ACT Performance by Percentile

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

2015-16	75 Percentile	50 Percentile	25 Percentile
<b>PSAT</b>	1040	910	800
<b>SAT</b>	-	-	-
Reading and Writing	620	540	470
Math	620	540	480
<b>ACT</b>	-	-	-
Reading	29	22	19
English	29	21	17
Math	29	24	17
Science	26	23	18

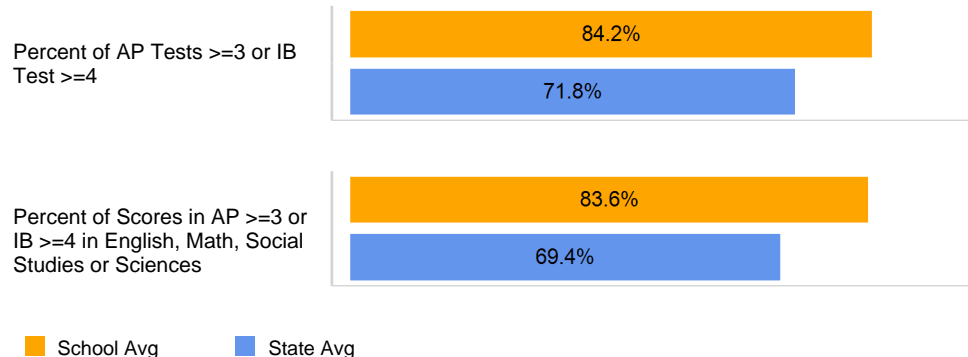


State of New Jersey  
2015-2016

Grade Span 09-12

## AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP  $\geq 3$  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	34.0%	39.1%
One of More Test	29.3%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	24.3%	26.6%
Participating in Dual Enrollment	0.0%	15.4%

## AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	72	59
AP Calculus AB	44	37
AP Calculus BC	27	28
AP Chemistry	0	52
AP Computer Science A	49	43
AP English Language and Composition	54	47
AP English Literature and Composition	28	28
AP Environmental Science	29	12
AP European History	12	9
AP Human Geography	0	1
AP Macroeconomics	0	1
AP Microeconomics	0	1
AP Music Theory	3	1
AP Physics C	29	0
AP Physics C: Electricity and Magnetism	0	24
AP Physics C: Mechanics	0	27
AP Psychology	59	31
AP Spanish Language	15	9
AP Statistics	0	17
AP Studio Art—Drawing Portfolio	10	0
AP Studio Art—General Portfolio	0	10
AP Studio Art—Two-Dimensional	0	5
AP U.S. History	77	68
AP World History	43	41
Student AP Tests $\geq 3$ and IB Tests $\geq 4$		272



State of New Jersey  
2015-2016

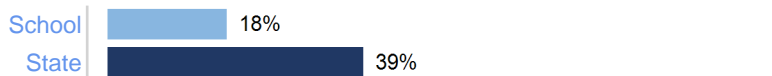
Grade Span 09-12

23-4130-050  
MIDDLESEX  
PISCATAWAY TWP  
Piscataway Township High School  
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### Visual and Performing Arts

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

#### MUSIC



#### DRAMA



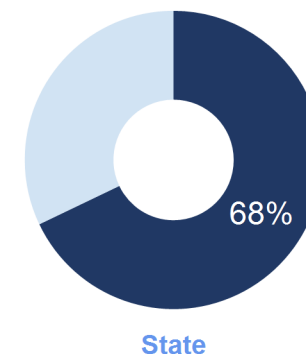
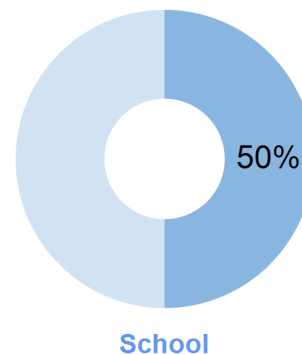
#### DANCE



#### VISUAL ARTS

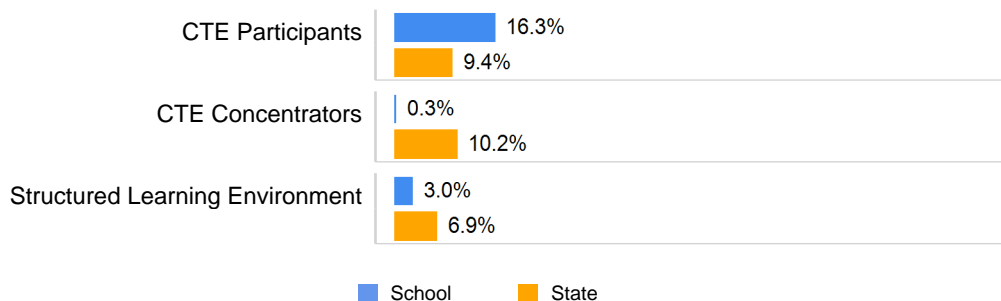


#### Any Visual and Performing Arts



### Career and Technical Education Participation

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



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



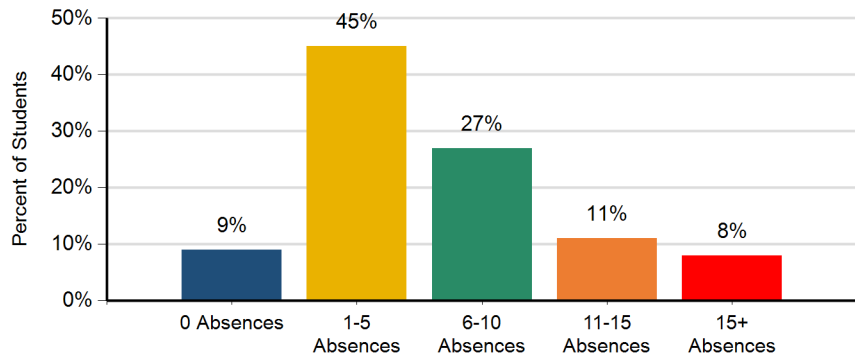
State of New Jersey  
2015-2016

Grade Span 09-12

23-4130-050  
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PISCATAWAY TWP  
Piscataway Township High School  
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PISCATAWAY, NJ 08854

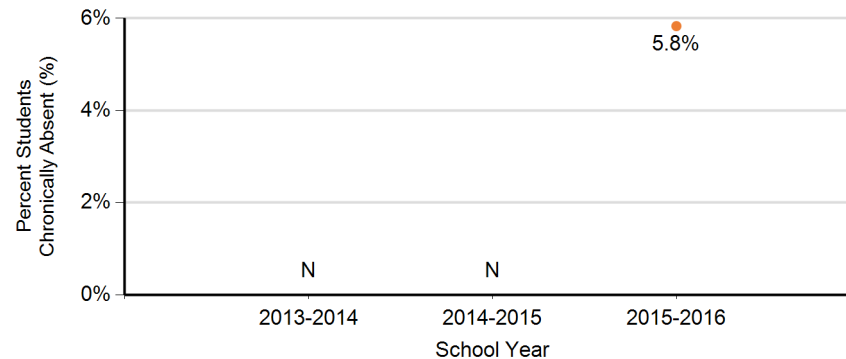
### Absenteeism

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



### Chronic Absenteeism Trend

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



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



State of New Jersey  
2015-2016

Grade Span 09-12

### Graduation Rate by Subgroup

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

	School Rate	Statewide Percentile	State Target
Schoolwide	90.3%	35	81%
White	90.8%	25	
African American	87.5%	45	
Hispanic	89.1%	51	
American Indian	N	N	
Asian	94.7%	22	
Native Hawaiian	S	S	
Two or More Races	S	S	
Students with Disability	71.1%	20	
English Language Learners	S	S	
Economically Disadvantaged Students	86%	44	

### 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	1.6%	0.6%
African American	1.4%	2.6%
Hispanic	0.6%	2.2%
American Indian	N	3.4%
Asian	0.5%	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	1.6%	1.7%
English Language Learners	0.1%	0.1%
Economically Disadvantaged Students	1.7%	1.7%



State of New Jersey  
2015-2016

Grade Span 09-12

23-4130-050  
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Piscataway Township High School  
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PISCATAWAY, NJ 08854

### 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	92%	93%
2014	89%	93%
2015	92%	94%
2016	90%	

### 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	83.6%	40.3%	59.7%
White	75.7%	41.0%	59.0%
African American	82.8%	34.4%	65.6%
Hispanic	80.2%	63.8%	36.2%
American Indian	0.0%	0.0%	0.0%
Asian	93.2%	34.7%	65.3%
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	S	S	S
Students with Disability	54.5%	70.0%	30.0%
English Language Learners	S	S	S
Economically Disadvantaged Students	77.7%	42.6%	57.4%



State of New Jersey  
2015-2016

Grade Span 09-12

23-4130-050

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PISCATAWAY, NJ 08854

### 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. 0 Mins.
Shared Time	3 Hrs. 45 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	149:1

### Student Suspension Rate

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

	School
2015-16	10.2%

### 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	100%



State of New Jersey  
2015-2016

Grade Span 06-08

23-4130-055  
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## 2015-2016 School Performance Reports

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

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

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

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



State of New Jersey  
2015-2016

Grade Span 06-08

23-4130-055  
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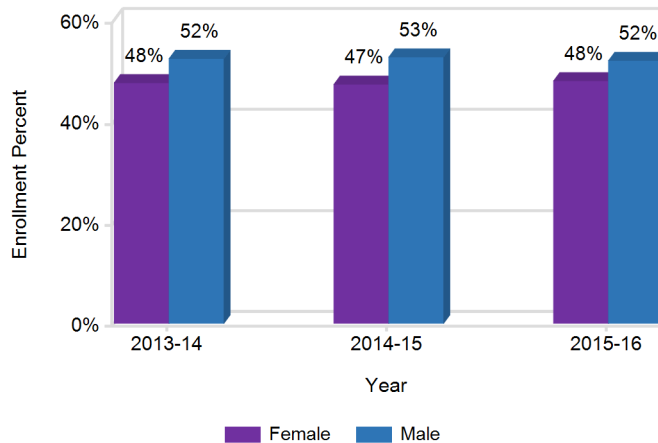
### Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 06	180	190	152
Grade 07	185	182	192
Grade 08	173	185	189
UG	15	20	21
<b>Total</b>	<b>553</b>	<b>577</b>	<b>554</b>

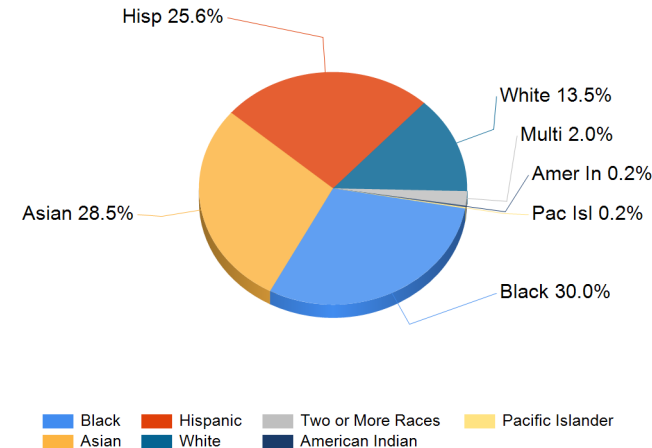
### Enrollment by Gender

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



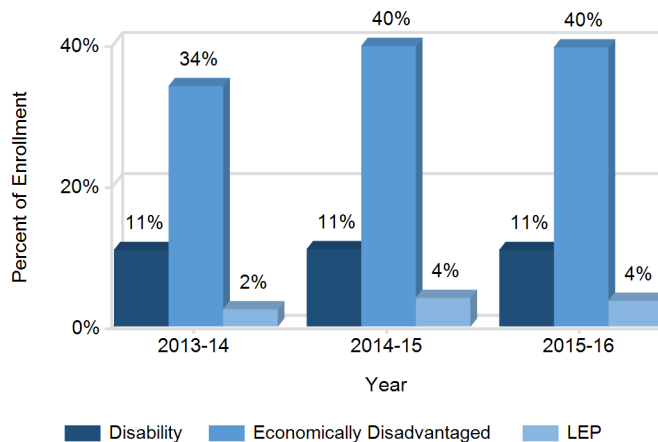
### Enrollment by Ethnic/ Racial Subgroup

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



### Enrollment Trends by Special Population

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



### Language Diversity

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

2015-2016	Percent
English	70.0%
Spanish	11.2%
Gujarati	7.4%
Vietnamese	2.2%
Hindi	1.4%
Other	7.8%

\* 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.

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



State of New Jersey  
2015-2016

Grade Span 06-08

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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	56%	44	50
Mathematics Met or Exceeded Expectations	49%	11	49

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	521	56%	50	99%	✓	523	49%	49	100%	✓
White	75	45%	19	100%	✓	75	52%	43	100%	✓
African American	150	49%	64	99%	✓	151	35%	57	100%	✓
Hispanic	136	47%	59	99%	✓	137	42%	66	100%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	148	78%	47	99%	✓	148	70%	36	99%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	60	8%	21	100%	✓	60	7%	24	100%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	187	44%	64	99%	✓	188	37%	69	100%	✓



State of New Jersey  
2015-2016

Grade Span 06-08

23-4130-055

MIDDLESEX

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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>	152	751	754	750	7%	12%	28%	41%	13%	53%	52%
White	S	S	748	756	S	S	S	S	S	S	61%
African American	40	741	746	732	8%	23%	28%	38%	5%	43%	31%
Hispanic	32	746	742	738	6%	9%	41%	34%	9%	44%	37%
Asian	54	770	770	772	2%	2%	13%	59%	24%	83%	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	743	755	S	S	S	S	S	S	60%
Students with Disability	16	718	721	719	25%	31%	31%	13%	N	13%	15%
English Language Learners	S	S	712	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	52	744	745	735	4%	12%	44%	39%	2%	40%	33%
PARCC MATH											
<b>Schoolwide</b>	155	744	750	743	9%	15%	34%	35%	8%	43%	43%
White	S	S	750	750	S	S	S	S	S	S	53%
African American	40	730	737	724	13%	20%	48%	20%	N	20%	20%
Hispanic	33	736	738	730	15%	15%	30%	39%	N	39%	26%
Asian	56	763	765	768	2%	7%	23%	48%	20%	68%	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	727	748	S	S	S	S	S	S	49%
Students with Disability	16	711	715	717	38%	25%	25%	13%	N	13%	13%
English Language Learners	S	S	726	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	52	737	741	728	10%	21%	31%	39%	N	39%	23%

■ 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 - 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>	200	753	757	753	5%	11%	27%	40%	18%	57%	56%
White	S	S	760	760	S	S	S	S	S	S	65%
African American	63	753	749	733	2%	13%	32%	40%	14%	54%	35%
Hispanic	52	742	746	739	10%	15%	27%	42%	6%	48%	41%
Asian	54	765	776	781	4%	7%	17%	37%	35%	72%	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	749	759	S	S	S	S	S	S	63%
Students with Disability	18	709	714	716	39%	22%	28%	11%	N	11%	16%
English Language Learners	S	S	705	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	72	746	743	735	4%	17%	32%	36%	11%	47%	37%
PARCC MATH											
<b>Schoolwide</b>	198	745	749	740	6%	13%	38%	37%	6%	43%	39%
White	S	S	755	747	S	S	S	S	S	S	47%
African American	62	740	739	724	7%	16%	45%	29%	3%	32%	19%
Hispanic	52	736	740	729	10%	17%	35%	39%	N	39%	23%
Asian	53	758	765	763	2%	8%	32%	45%	13%	59%	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	734	744	S	S	S	S	S	S	44%
Students with Disability	S	S	711	713	S	S	S	S	S	S	9%
English Language Learners	S	S	718	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	71	735	736	727	11%	18%	42%	25%	3%	28%	21%

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



State of New Jersey  
2015-2016

Grade Span 06-08

23-4130-055  
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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>	196	751	750	753	10%	14%	22%	43%	11%	54%	55%
White	28	753	756	759	11%	7%	25%	46%	11%	57%	63%
African American	60	741	736	732	13%	20%	23%	37%	7%	43%	34%
Hispanic	57	746	746	740	14%	14%	23%	42%	7%	49%	43%
Asian	47	770	766	780	2%	6%	15%	55%	21%	77%	82%
American Indian	S	S	S	753	S	S	S	S	S	S	52%
Two or More Races	S	S	734	756	S	S	S	S	S	S	59%
Students with Disability	S	S	701	715	S	S	S	S	S	S	16%
English Language Learners	S	S	709	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	75	735	737	736	19%	23%	20%	33%	5%	39%	38%
**PARCC MATH											
<b>Schoolwide</b>	110	726	721	726	22%	25%	26%	27%	N	27%	26%
White	15	734	728	732	7%	27%	20%	47%	N	47%	32%
African American	39	718	714	712	36%	26%	23%	15%	N	15%	14%
Hispanic	39	730	724	721	18%	21%	31%	31%	N	31%	20%
Asian	S	S	729	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	716	726	S	S	S	S	S	S	26%
Students with Disability	S	S	693	704	S	S	S	S	S	S	8%
English Language Learners	S	S	713	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	55	721	718	718	31%	24%	18%	27%	N	27%	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.



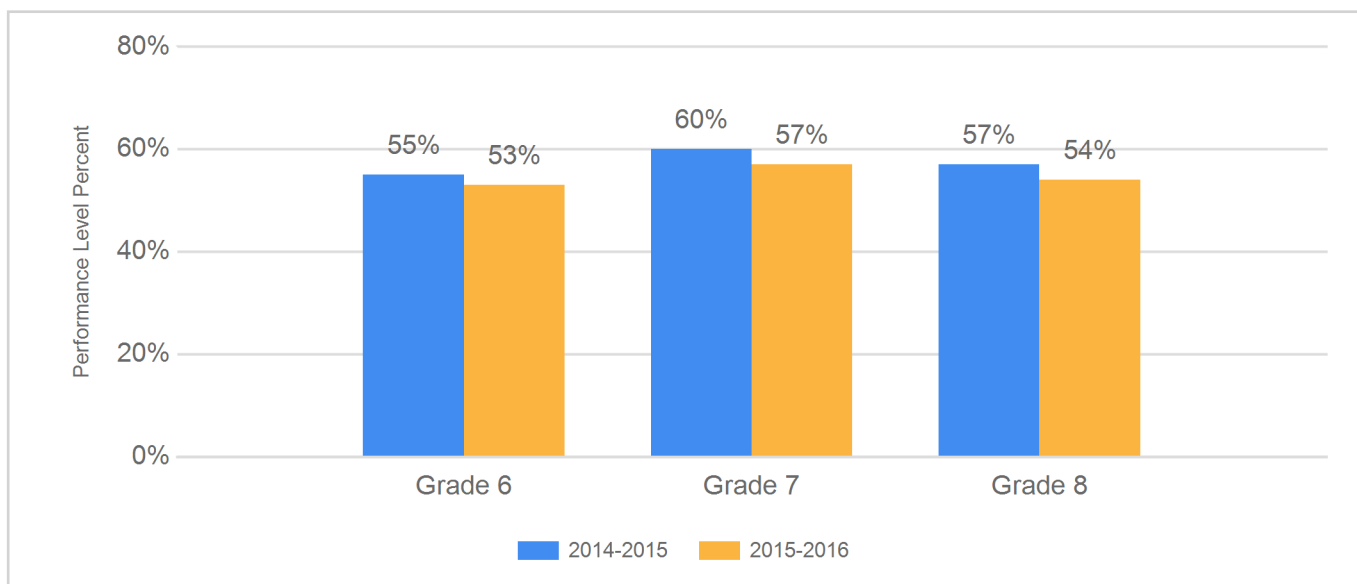
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2015-2016

Grade Span 06-08

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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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State of New Jersey  
2015-2016

Grade Span 06-08

23-4130-055  
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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>90</b>	<b>775</b>	<b>773</b>	<b>769</b>	<b>N</b>	<b>1%</b>	<b>11%</b>	<b>77%</b>	<b>11%</b>	<b>88%</b>	<b>41%</b>
White	S	S	774	772	S	S	S	S	S	S	51%
African American	23	765	761	748	N	N	17%	78%	4%	83%	20%
Hispanic	19	771	771	746	N	N	16%	79%	5%	84%	25%
Asian	34	784	782	789	N	3%	3%	74%	21%	94%	76%
American Indian	S	S	S	769	S	S	S	S	S	S	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	24	767	770	746	N	4%	21%	67%	8%	75%	23%

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



State of New Jersey  
2015-2016

Grade Span 06-08

23-4130-055  
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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>S</b>	<b>S</b>	<b>802</b>	<b>776</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>27%</b>
White	N	N	N	772	N	N	N	N	N	N	34%
African American	N	N	N	755	N	N	N	N	N	N	9%
Hispanic	N	N	N	761	N	N	N	N	N	N	13%
Asian	S	S	802	785	S	S	S	S	S	S	61%
American Indian	N	N	N	777	N	N	N	N	N	N	15%
Two or More Races	N	N	N	778	N	N	N	N	N	N	29%
Students with Disability	N	N	N	771	N	N	N	N	N	N	5%
English Language Learners	N	N	N	770	N	N	N	N	N	N	6%
Economically Disadvantaged Students	N	N	N	759	N	N	N	N	N	N	12%

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



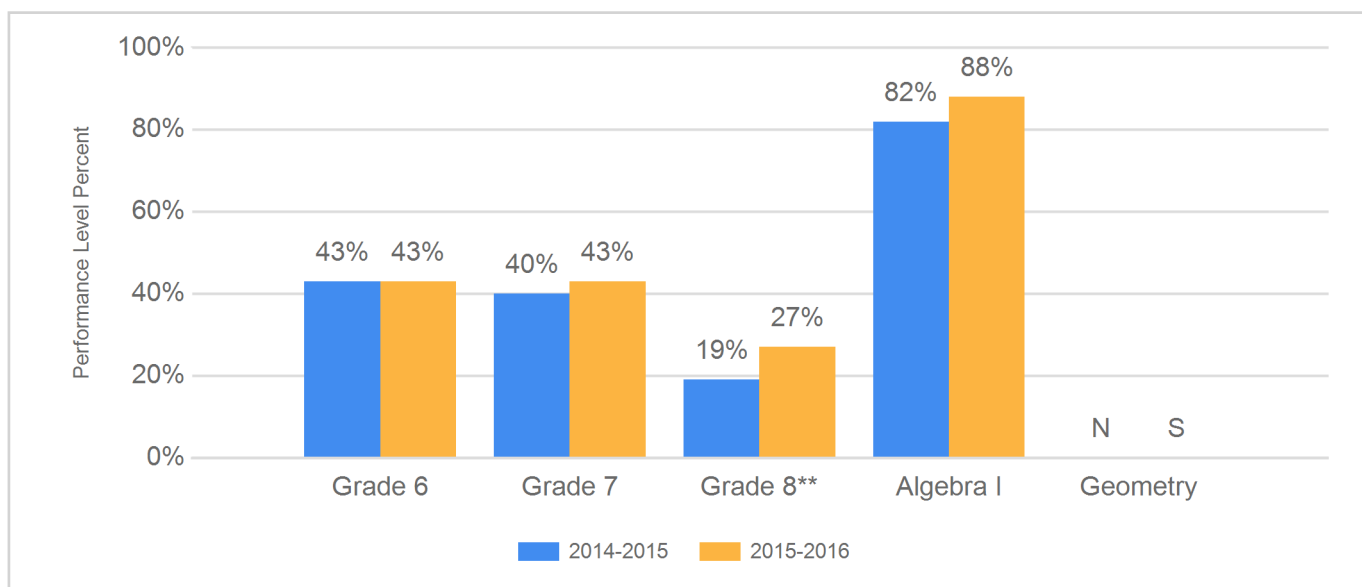
State of New Jersey  
2015-2016

Grade Span 06-08

23-4130-055  
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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.

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



State of New Jersey  
2015-2016

Grade Span 06-08

23-4130-055

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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

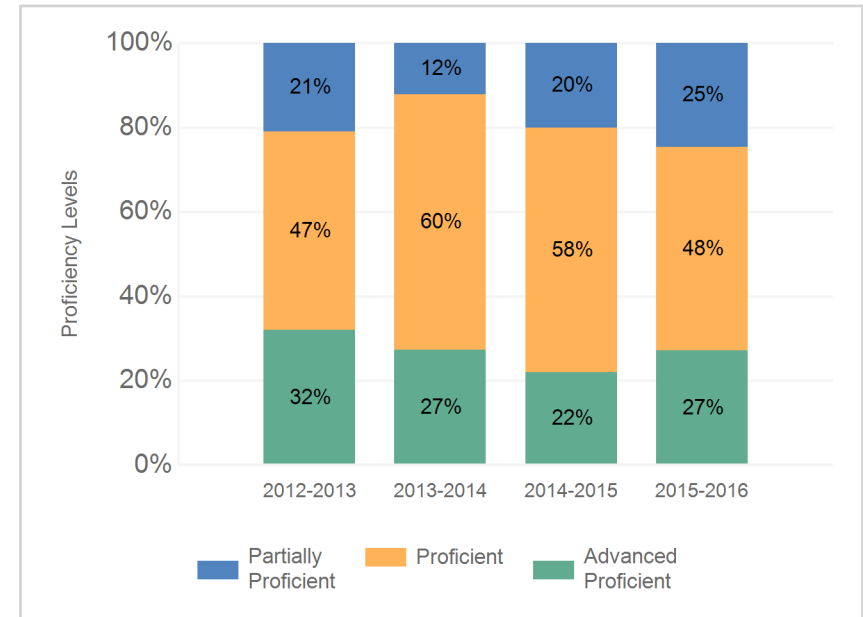
### NJASK Results Science - Grade Level 08

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	27%	48%	25%
White	36%	46%	18%
African American	16%	47%	37%
Hispanic	21%	58%	21%
American Indian	S	S	S
Asian	46%	38%	17%
Two or More Races	S	S	S
Students with Disability	N	12%	88%
English Language Learners	S	S	S
Economically Disadvantaged Students	16%	46%	38%

### NJASK Proficiency Trends Science - Grade Level 08

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





State of New Jersey  
2015-2016

Grade Span 06-08

23-4130-055  
MIDDLESEX  
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Quibbletown Middle School  
99 ACADEMY STREET  
PISCATAWAY, NJ 08854

## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



State of New Jersey  
2015-2016

Grade Span 06-08

23-4130-055

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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	45	50	50
Student Growth on Math	52	56	50

### Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	2%	2%
Partially Met (L2)	4%	3%	4%
Approached (L3)	9%	8%	7%
Met (L4)	22%	14%	11%
Exceeded (L5)	3%	5%	4%

### Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	1%	1%
Partially Met (L2)	6%	7%	8%
Approached (L3)	7%	13%	13%
Met (L4)	9%	13%	15%
Exceeded (L5)	2%	1%	1%



State of New Jersey  
2015-2016

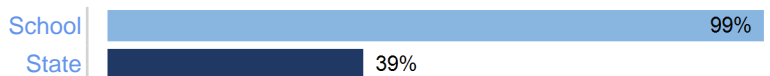
Grade Span 06-08

23-4130-055  
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99 ACADEMY STREET  
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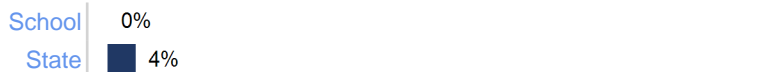
### Visual and Performing Arts

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



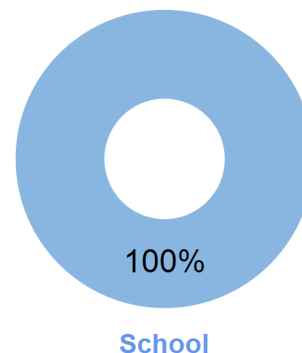
#### DANCE



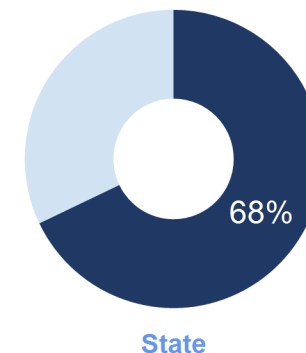
#### VISUAL ARTS



#### Any Visual and Performing Arts



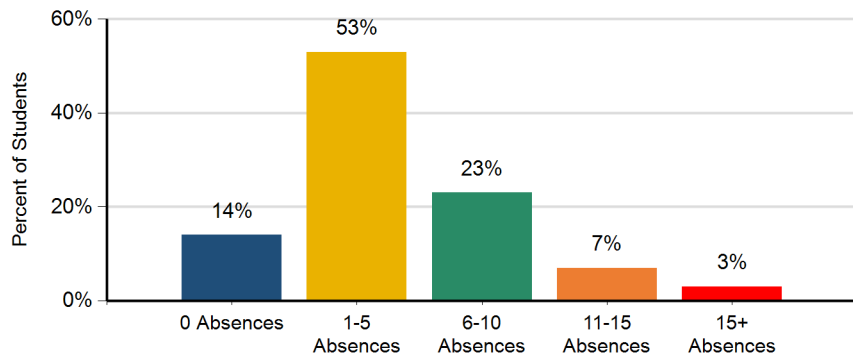
School



State

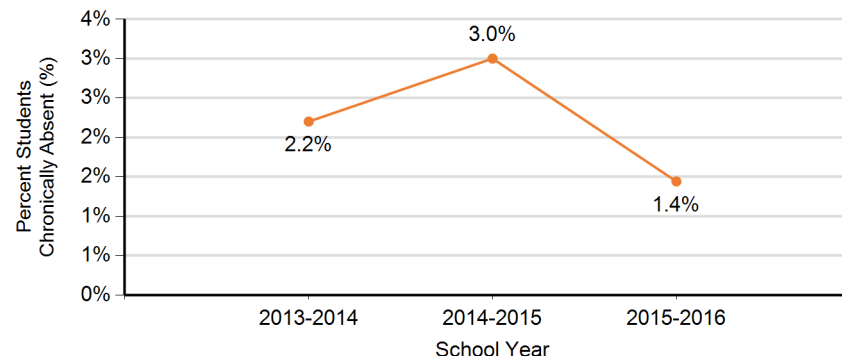
### Absenteeism

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.



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



State of New Jersey  
2015-2016

Grade Span 06-08

23-4130-055  
MIDDLESEX  
PISCATAWAY TWP  
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99 ACADEMY STREET  
PISCATAWAY, NJ 08854

### Length of School Day

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

	School
2015-16	6 Hrs. 15 Mins.

### Instructional Time

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

2015-16	School
Full Time	5 Hrs. 23 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	277:1

### Student Suspension Rate

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

	School
2015-16	8.8%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	100%



State of New Jersey  
2015-2016

Grade Span KF-03

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Randolphville Elementary School  
ONE SUTTIE AVENUE  
PISCATAWAY, NJ 08854

## 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 KF-03

23-4130-120  
MIDDLESEX  
PISCATAWAY TWP  
Randolphville Elementary School  
ONE SUTTIE AVENUE  
PISCATAWAY, NJ 08854

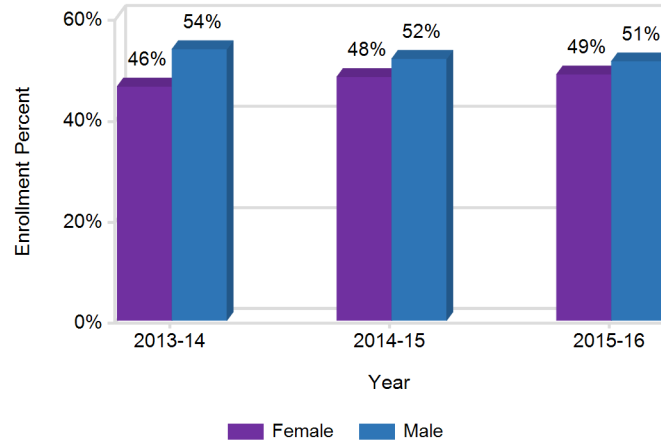
### Enrollment by Grade

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	141	143	132
Grade 01	172	146	129
Grade 02	141	143	134
Grade 03	144	135	139
UG	9	2	0
<b>Total</b>	<b>607</b>	<b>569</b>	<b>534</b>

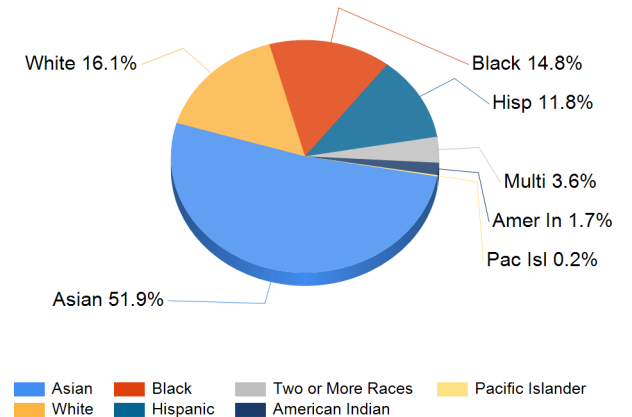
### Enrollment by Gender

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



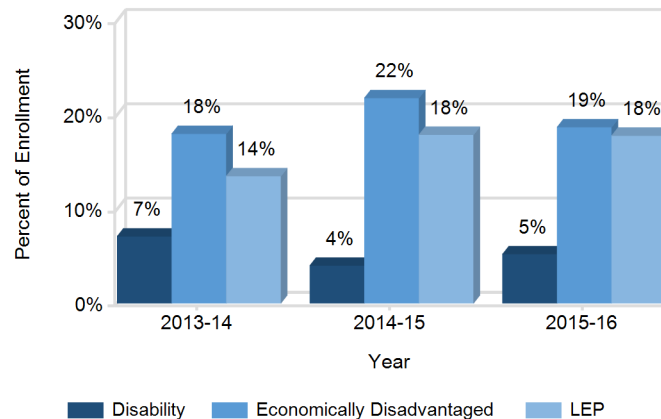
### Enrollment by Ethnic/ Racial Subgroup

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



### Enrollment Trends by Special Population

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



### Language Diversity

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

2015-2016	Percent
English	58.6%
Telugu	6.9%
Gujarati	6.7%
Hindi	6.6%
Spanish	4.1%
Other	17.3%

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

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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	61%	78	61
Mathematics Met or Exceeded Expectations	77%	100	92

### Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	122	61%	61	99%	✓	122	77%	92	99%	✓
White	S	S	S	S		S	S	S	S	
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	S	S	S	S		S	S	S	S	
Asian	54	80%	47	100%	✓	54	96%	78	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



State of New Jersey  
2015-2016

Grade Span KF-03

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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>	136	757	752	746	7%	10%	22%	53%	8%	61%	48%
White	23	757	753	756	4%	4%	22%	70%	N	70%	58%
African American	32	738	736	727	13%	19%	25%	44%	N	44%	30%
Hispanic	13	739	737	730	N	15%	62%	23%	N	23%	31%
Asian	62	774	771	772	5%	5%	13%	60%	18%	77%	74%
American Indian	S	S	743	746	S	S	S	S	S	S	47%
Two or More Races	S	S	751	753	S	S	S	S	S	S	55%
Students with Disability	S	S	716	718	S	S	S	S	S	S	22%
English Language Learners	S	S	718	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	24	734	734	727	8%	29%	38%	25%	N	25%	28%
PARCC MATH											
<b>Schoolwide</b>	138	773	762	749	1%	7%	15%	45%	32%	77%	52%
White	23	767	761	757	N	9%	9%	65%	17%	83%	63%
African American	32	757	745	730	3%	13%	25%	44%	16%	59%	31%
Hispanic	14	741	744	736	N	21%	36%	43%	N	43%	35%
Asian	63	792	784	777	2%	N	2%	43%	54%	97%	82%
American Indian	S	S	779	746	S	S	S	S	S	S	48%
Two or More Races	S	S	751	754	S	S	S	S	S	S	57%
Students with Disability	S	S	725	727	S	S	S	S	S	S	28%
English Language Learners	S	S	736	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	24	753	743	732	N	13%	38%	42%	8%	50%	32%

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



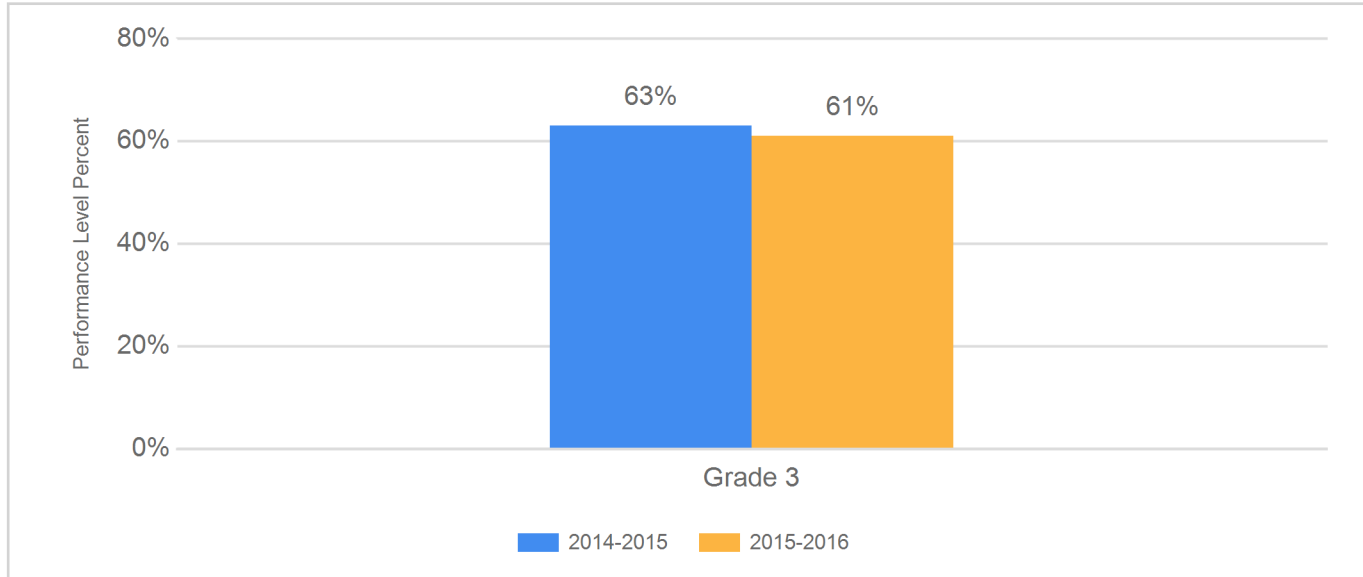
State of New Jersey  
2015-2016

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### PARCC ELA Performance Trends

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



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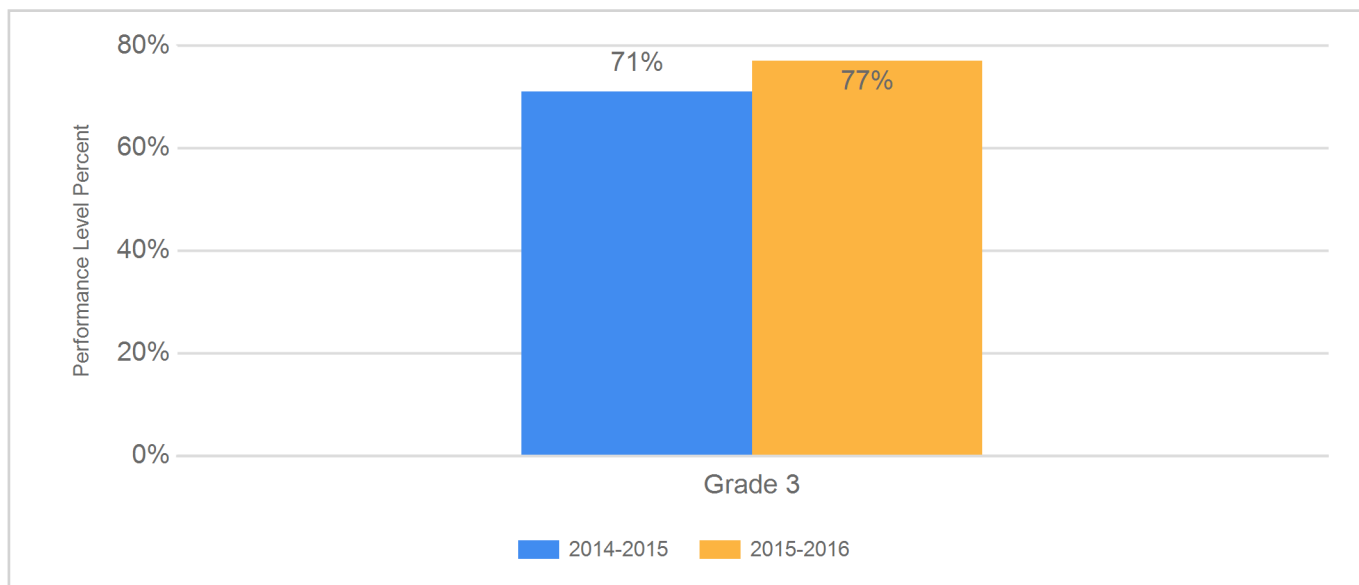
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### PARCC Math Performance Trends

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



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2015-2016

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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing.

The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4

<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



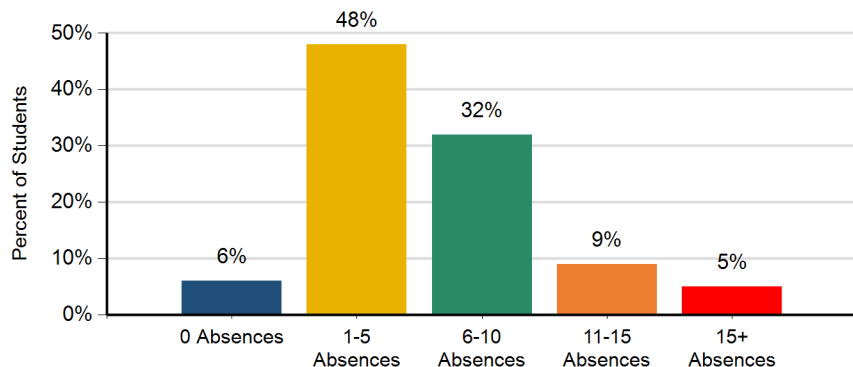
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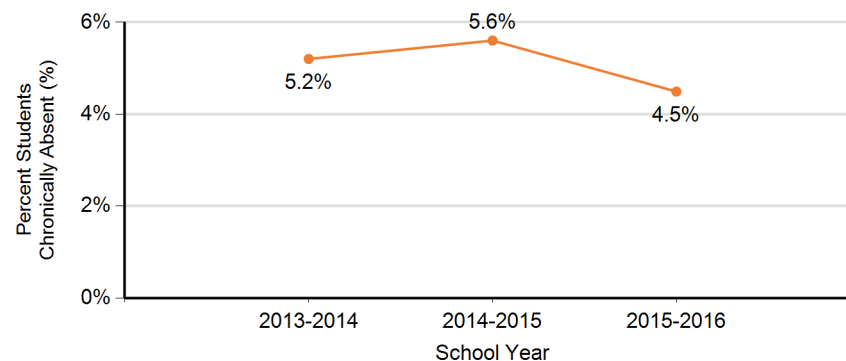
### Absenteeism

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



### Chronic Absenteeism Trend

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



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### Length of School Day

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

	School
2015-16	6 Hrs. 15 Mins.

### Instructional Time

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

	School
2015-16	
Full Time	5 Hrs. 25 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.

	School
2015-16	
Faculty	17:1
Administrator	534:1

### Student Suspension Rate

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

	School
2015-16	0.9%

### 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	100%



State of New Jersey  
2015-2016

Grade Span 06-08

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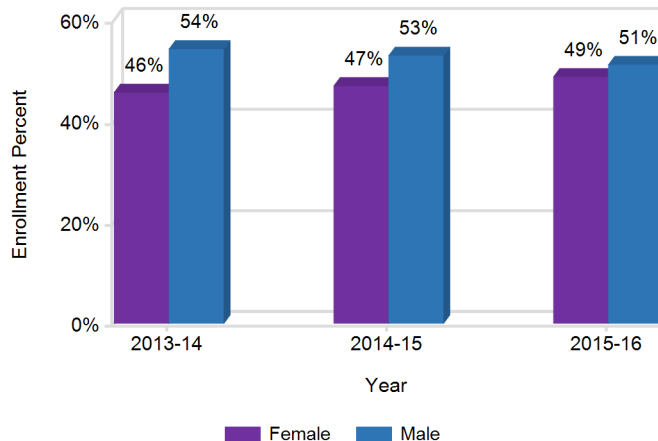
### Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 06	206	203	183
Grade 07	210	195	197
Grade 08	177	202	185
UG	15	13	13
<b>Total</b>	<b>608</b>	<b>613</b>	<b>578</b>

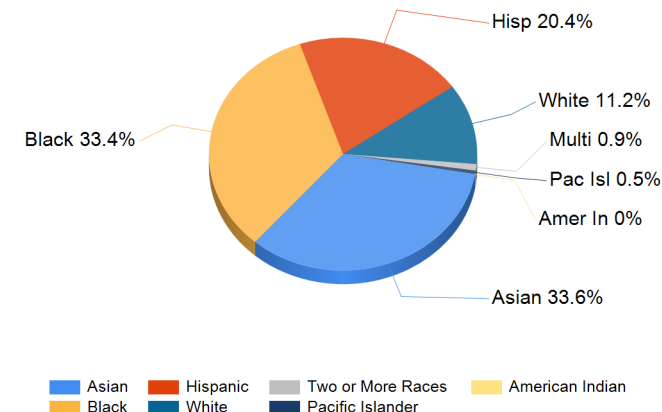
### Enrollment by Gender

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



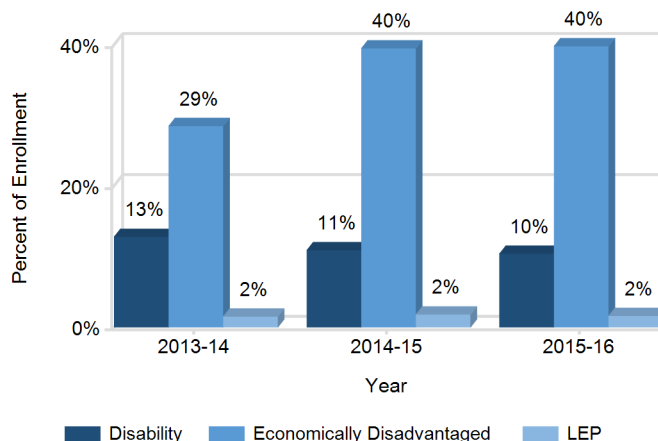
### Enrollment by Ethnic/ Racial Subgroup

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



### Enrollment Trends by Special Population

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



### Language Diversity

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

2015-2016	Percent
English	66.4%
Spanish	10.2%
Gujarati	8.3%
Tagalog	2.8%
Vietnamese	1.6%
Other	10.7%

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

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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%	89	68
Mathematics Met or Exceeded Expectations	54%	44	60

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	550	65%	68	97%	✓	550	54%	60	97%	✓
White	62	71%	71	97%	✓	62	60%	60	97%	✓
African American	180	48%	65	94%	✓	180	31%	57	94%	✓
Hispanic	109	65%	84	98%	✓	109	51%	79	98%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	194	77%	46	100%	✓	194	76%	46	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	59	14%	41	97%	✓	59	9%	30	97%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	201	54%	85	98%	✓	201	38%	74	98%	✓



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23-4130-057

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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>	186	762	754	750	2%	5%	22%	53%	18%	70%	52%
White	S	S	748	756	S	S	S	S	S	S	61%
African American	56	754	746	732	2%	11%	25%	55%	7%	63%	31%
Hispanic	29	752	742	738	3%	3%	35%	52%	7%	59%	37%
Asian	78	772	770	772	3%	3%	17%	47%	31%	78%	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	743	755	S	S	S	S	S	S	60%
Students with Disability	22	731	721	719	14%	18%	55%	9%	5%	14%	15%
English Language Learners	S	S	712	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	68	752	745	735	3%	12%	25%	54%	6%	60%	33%
PARCC MATH											
<b>Schoolwide</b>	186	753	750	743	3%	13%	24%	52%	9%	61%	43%
White	S	S	750	750	S	S	S	S	S	S	53%
African American	56	740	737	724	4%	21%	32%	43%	N	43%	20%
Hispanic	29	748	738	730	7%	10%	31%	45%	7%	52%	26%
Asian	78	765	765	768	1%	6%	12%	67%	14%	81%	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	727	748	S	S	S	S	S	S	49%
Students with Disability	22	724	715	717	18%	41%	23%	14%	5%	18%	13%
English Language Learners	S	S	726	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	68	744	741	728	4%	21%	25%	46%	4%	50%	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>	195	763	757	753	2%	8%	24%	41%	25%	66%	56%
White	S	S	760	760	S	S	S	S	S	S	65%
African American	71	749	749	733	3%	11%	38%	37%	11%	48%	35%
Hispanic	50	760	746	739	2%	10%	18%	52%	18%	70%	41%
Asian	56	782	776	781	N	5%	9%	38%	48%	86%	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	749	759	S	S	S	S	S	S	63%
Students with Disability	17	728	714	716	12%	24%	41%	24%	N	24%	16%
English Language Learners	S	S	705	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	76	750	743	735	3%	16%	30%	40%	12%	51%	37%
PARCC MATH											
<b>Schoolwide</b>	190	749	749	740	3%	15%	33%	38%	10%	48%	39%
White	S	S	755	747	S	S	S	S	S	S	47%
African American	71	735	739	724	7%	25%	47%	17%	4%	21%	19%
Hispanic	50	749	740	729	N	16%	28%	54%	2%	56%	23%
Asian	52	766	765	763	N	6%	23%	46%	25%	71%	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	734	744	S	S	S	S	S	S	44%
Students with Disability	S	S	711	713	S	S	S	S	S	S	9%
English Language Learners	S	S	718	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	76	740	736	727	7%	18%	45%	26%	4%	30%	21%

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



State of New Jersey  
2015-2016

Grade Span 06-08

23-4130-057

MIDDLESEX

PISCATAWAY TWP

Theodore Schor Middle School

243 NORTH RANDOLPHVILLE RD

PISCATAWAY, NJ 08854

## 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>	179	754	750	753	7%	16%	20%	43%	14%	57%	55%
White	S	S	756	759	S	S	S	S	S	S	63%
African American	54	738	736	732	7%	28%	30%	32%	4%	35%	34%
Hispanic	36	751	746	740	17%	3%	19%	47%	14%	61%	43%
Asian	63	766	766	780	3%	19%	10%	43%	25%	68%	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	S	S	734	756	S	S	S	S	S	S	59%
Students with Disability	S	S	701	715	S	S	S	S	S	S	16%
English Language Learners	S	S	709	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	65	742	737	736	12%	19%	19%	48%	3%	51%	38%
**PARCC MATH											
<b>Schoolwide</b>	89	719	721	726	21%	34%	32%	14%	N	14%	26%
White	S	S	728	732	S	S	S	S	S	S	32%
African American	37	714	714	712	32%	27%	30%	11%	N	11%	14%
Hispanic	18	713	724	721	22%	50%	17%	11%	N	11%	20%
Asian	21	730	729	745	5%	38%	38%	19%	N	19%	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	S	S	716	726	S	S	S	S	S	S	26%
Students with Disability	S	S	693	704	S	S	S	S	S	S	8%
English Language Learners	S	S	713	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	43	718	718	718	23%	30%	33%	14%	N	14%	18%

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

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

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



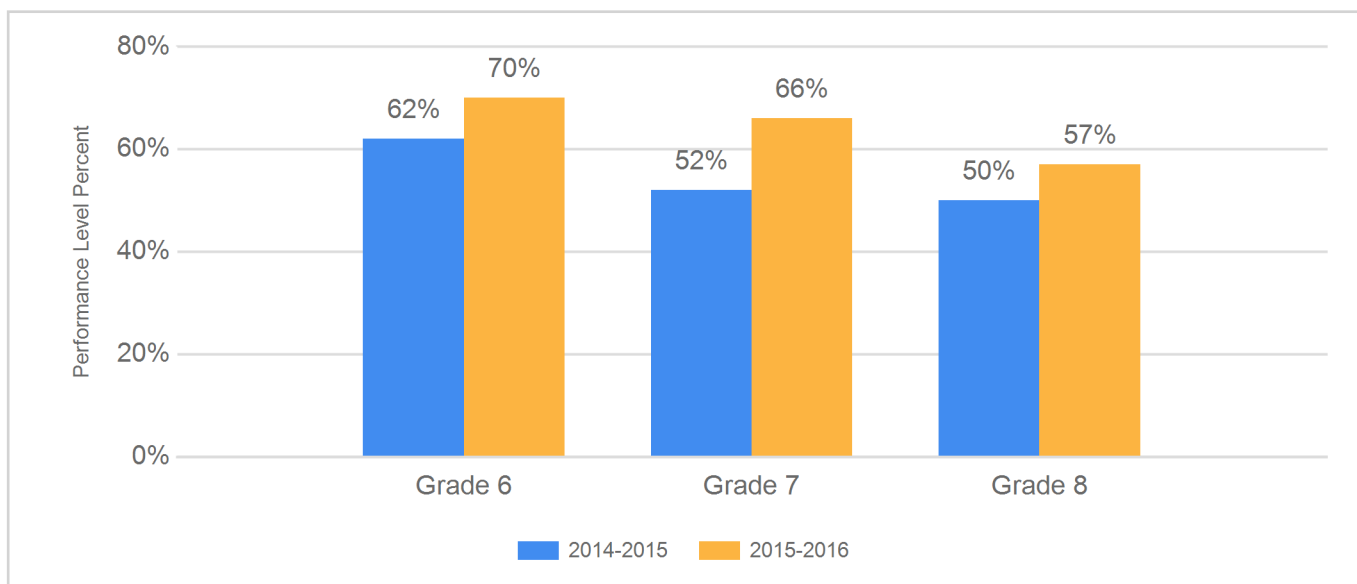
State of New Jersey  
2015-2016

Grade Span 06-08

23-4130-057  
MIDDLESEX  
PISCATAWAY TWP  
Theodore Schor Middle School  
243 NORTH RANDOLPHVILLE RD  
PISCATAWAY, NJ 08854

### 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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State of New Jersey  
2015-2016

Grade Span 06-08

23-4130-057

MIDDLESEX

PISCATAWAY TWP

Theodore Schor Middle School

243 NORTH RANDOLPHVILLE RD

PISCATAWAY, NJ 08854

## 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>87</b>	<b>774</b>	<b>773</b>	<b>769</b>	<b>N</b>	<b>1%</b>	<b>9%</b>	<b>81%</b>	<b>9%</b>	<b>90%</b>	<b>41%</b>
White	13	780	774	772	N	N	N	85%	15%	100%	51%
African American	17	757	761	748	N	6%	12%	82%	N	82%	20%
Hispanic	18	770	771	746	N	N	28%	67%	6%	72%	25%
Asian	39	781	782	789	N	N	3%	85%	13%	97%	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	S	S	S	738	S	S	S	S	S	S	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	21	772	770	746	N	N	19%	76%	5%	81%	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey  
2015-2016

Grade Span 06-08

23-4130-057

MIDDLESEX

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Theodore Schor Middle School

243 NORTH RANDOLPHVILLE RD

PISCATAWAY, NJ 08854

## 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>S</b>	<b>S</b>	<b>802</b>	<b>776</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>27%</b>
White	S	S	805	772	S	S	S	S	S	S	34%
African American	N	N	N	755	N	N	N	N	N	N	9%
Hispanic	N	N	N	761	N	N	N	N	N	N	13%
Asian	S	S	802	785	S	S	S	S	S	S	61%
American Indian	N	N	N	777	N	N	N	N	N	N	15%
Two or More Races	N	N	N	778	N	N	N	N	N	N	29%
Students with Disability	N	N	N	771	N	N	N	N	N	N	5%
English Language Learners	N	N	N	770	N	N	N	N	N	N	6%
Economically Disadvantaged Students	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



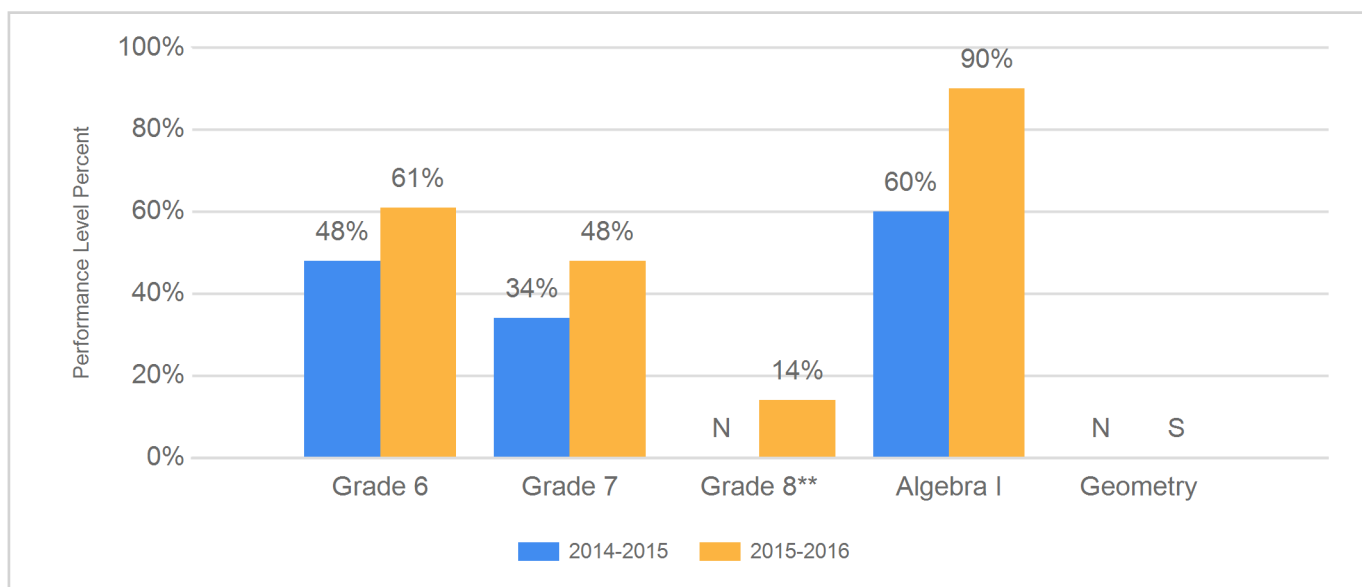
State of New Jersey  
2015-2016

Grade Span 06-08

23-4130-057  
MIDDLESEX  
PISCATAWAY TWP  
Theodore Schor Middle School  
243 NORTH RANDOLPHVILLE RD  
PISCATAWAY, NJ 08854

### PARCC Math Performance Trends

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



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State of New Jersey  
2015-2016

Grade Span 06-08

23-4130-057  
MIDDLESEX  
PISCATAWAY TWP  
Theodore Schor Middle School  
243 NORTH RANDOLPHVILLE RD  
PISCATAWAY, NJ 08854

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

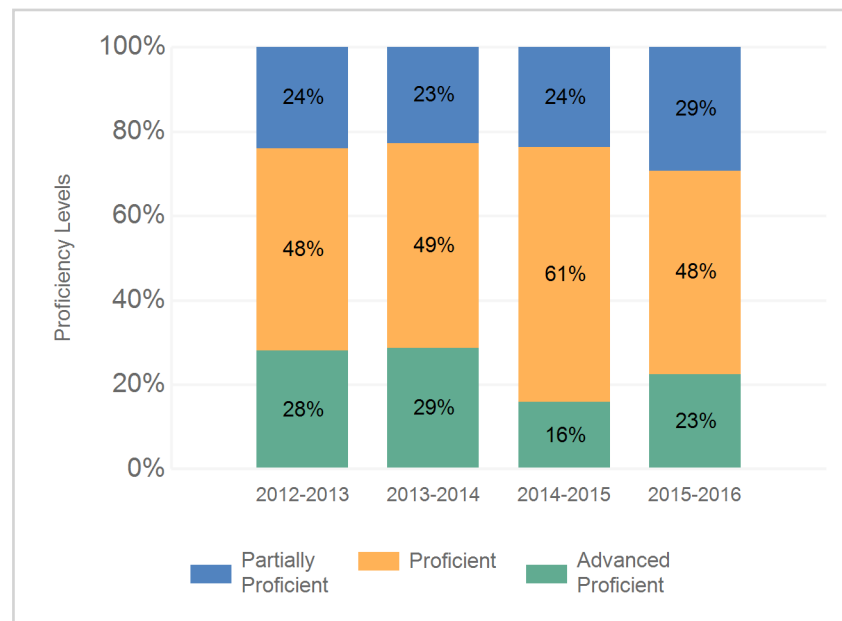
### NJASK Results Science - Grade Level 08

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	23%	48%	29%
White	22%	70%	7%
African American	7%	42%	52%
Hispanic	24%	50%	26%
American Indian	N	N	N
Asian	38%	43%	19%
Two or More Races	S	S	S
Students with Disability	N	24%	77%
English Language Learners	S	S	S
Economically Disadvantaged Students	18%	52%	30%

### 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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State of New Jersey  
2015-2016

Grade Span 06-08

23-4130-057  
MIDDLESEX  
PISCATAWAY TWP  
Theodore Schor Middle School  
243 NORTH RANDOLPHVILLE RD  
PISCATAWAY, NJ 08854

## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



State of New Jersey  
2015-2016

Grade Span 06-08

23-4130-057

MIDDLESEX

PISCATAWAY TWP

Theodore Schor Middle School  
243 NORTH RANDOLPHVILLE RD  
PISCATAWAY, NJ 08854

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

### Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	56	50	50
Student Growth on Math	57	56	50

### Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	2%	3%
Partially Met (L2)	3%	5%	5%
Approached (L3)	10%	10%	5%
Met (L4)	12%	14%	17%
Exceeded (L5)	4%	6%	4%

### Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	2%	4%
Partially Met (L2)	4%	5%	12%
Approached (L3)	4%	8%	16%
Met (L4)	7%	12%	18%
Exceeded (L5)	1%	2%	3%



State of New Jersey  
2015-2016

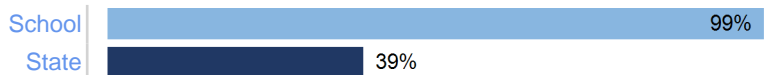
Grade Span 06-08

23-4130-057  
MIDDLESEX  
PISCATAWAY TWP  
Theodore Schor Middle School  
243 NORTH RANDOLPHVILLE RD  
PISCATAWAY, NJ 08854

### Visual and Performing Arts

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

#### MUSIC



#### DRAMA



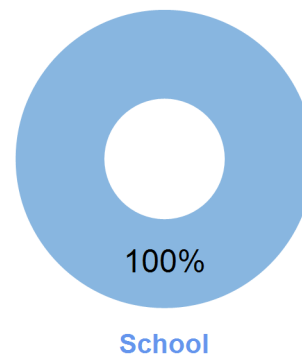
#### DANCE



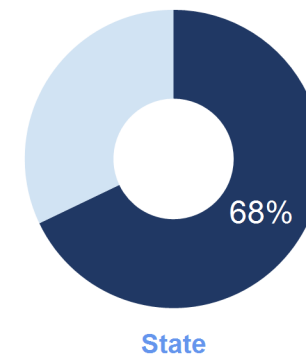
#### VISUAL ARTS



#### Any Visual and Performing Arts



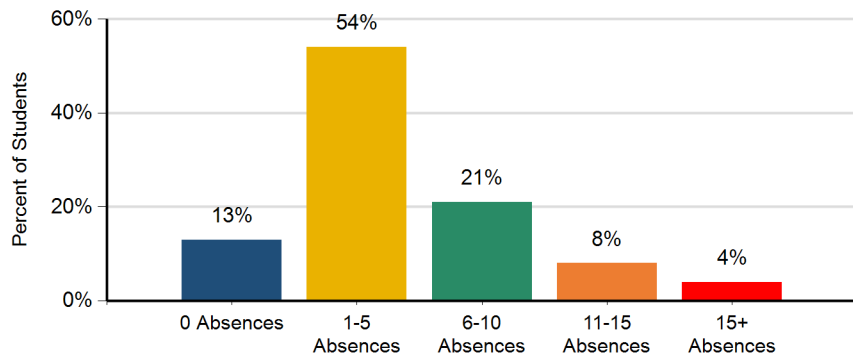
School



State

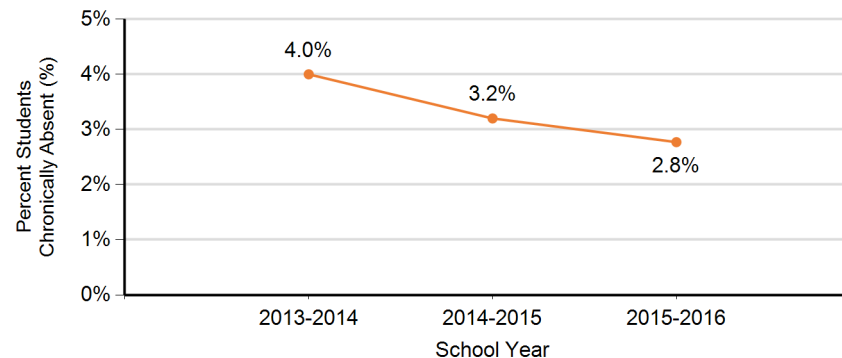
### Absenteeism

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



### Chronic Absenteeism Trend

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



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State of New Jersey  
2015-2016

Grade Span 06-08

23-4130-057  
MIDDLESEX  
PISCATAWAY TWP  
Theodore Schor Middle School  
243 NORTH RANDOLPHVILLE RD  
PISCATAWAY, NJ 08854

### Length of School Day

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

	School
2015-16	6 Hrs. 15 Mins.

### Instructional Time

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

2015-16	School
Full Time	5 Hrs. 23 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	289:1

### Student Suspension Rate

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

	School
2015-16	7.4%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	100%