



State of New Jersey  
2015-2016

Grade Span KF-05

23-4860-085  
MIDDLESEX  
SOUTH BRUNSWICK TWP  
Brooks Crossing Elementary School  
50 DEANS HALL ROAD  
MONMOUTH JUNCTION, NJ 08852

## 2015-2016 School Performance Reports

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

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

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

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

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



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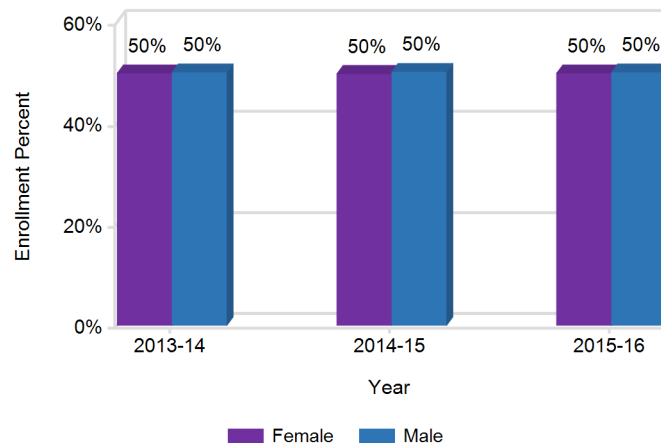
## Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade KG	97	98	104
Grade 01	92	97	102
Grade 02	143	109	100
Grade 03	140	148	110
Grade 04	133	145	153
Grade 05	138	137	145
UG	1	1	0
Total	744	735	714

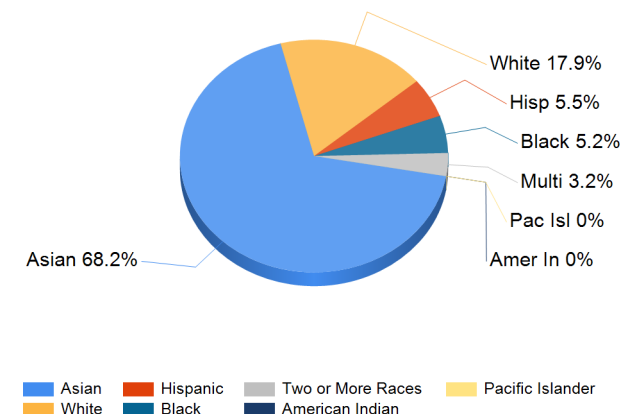
## Enrollment by Gender

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



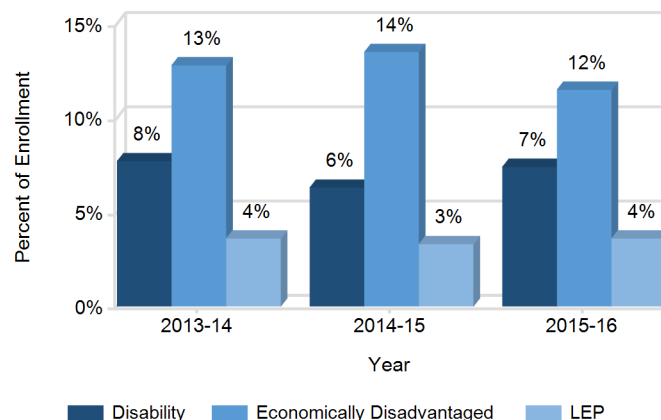
## Enrollment by Ethnic/ Racial Subgroup

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



## Enrollment Trends by Special Population

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



## Language Diversity

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

2015-2016	Percent
English	54.5%
Telugu	9.5%
Tamil	7.1%
Gujarati	5.7%
Hindi	4.9%
Other	18.1%

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

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

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

## Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	75%	78	85
Mathematics Met or Exceeded Expectations	76%	89	90

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	354	75%	85	97%	✓	354	76%	90	97%	✓
White	65	58%	42	91%	✗	66	52%	43	91%	✗
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	244	85%	59	100%	✓	244	89%	66	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	43	44%	71	94%	✓	43	33%	65	92%	✓



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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>	107	757	758	746	6%	12%	27%	49%	7%	55%	48%
White	21	745	745	756	5%	24%	43%	24%	5%	29%	58%
African American	S	S	735	727	S	S	S	S	S	S	30%
Hispanic	S	S	721	730	S	S	S	S	S	S	31%
Asian	67	765	771	772	5%	8%	19%	60%	9%	69%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	757	753	S	S	S	S	S	S	55%
Students with Disability	S	S	713	718	S	S	S	S	S	S	22%
English Language Learners	S	S	702	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	16	723	730	727	19%	19%	50%	13%	N	13%	28%
PARCC MATH											
<b>Schoolwide</b>	108	762	760	749	7%	8%	19%	44%	22%	66%	52%
White	22	737	744	757	23%	9%	27%	36%	5%	41%	63%
African American	S	S	735	730	S	S	S	S	S	S	31%
Hispanic	S	S	726	736	S	S	S	S	S	S	35%
Asian	67	776	775	777	2%	5%	10%	49%	34%	84%	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	11	728	722	727	18%	36%	18%	18%	9%	27%	28%
English Language Learners	S	S	732	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	17	732	736	732	12%	18%	53%	18%	N	18%	32%

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



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## PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	147	776	769	750	1%	5%	13%	46%	35%	81%	54%
White	28	764	762	759	N	18%	14%	43%	25%	68%	64%
African American	S	S	736	733	S	S	S	S	S	S	33%
Hispanic	S	S	746	737	S	S	S	S	S	S	37%
Asian	104	782	778	773	N	2%	12%	46%	40%	87%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	747	756	S	S	S	S	S	S	62%
Students with Disability	S	S	S	723	S	S	S	S	S	S	22%
English Language Learners	S	S	737	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	17	765	742	734	N	6%	24%	53%	18%	71%	33%
PARCC MATH											
<b>Schoolwide</b>	148	770	762	745	1%	8%	12%	63%	16%	79%	47%
White	29	757	751	752	N	24%	14%	52%	10%	62%	57%
African American	S	S	727	727	S	S	S	S	S	S	24%
Hispanic	S	S	729	733	S	S	S	S	S	S	30%
Asian	104	777	775	771	N	3%	9%	68%	20%	89%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	741	750	S	S	S	S	S	S	54%
Students with Disability	S	S	721	724	S	S	S	S	S	S	22%
English Language Learners	S	S	733	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	17	750	729	730	6%	12%	12%	65%	6%	71%	27%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations

## PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	143	770	770	751	1%	2%	14%	70%	13%	83%	53%
White	19	761	755	758	N	5%	21%	68%	5%	74%	64%
African American	S	S	743	733	S	S	S	S	S	S	32%
Hispanic	S	S	759	738	S	S	S	S	S	S	37%
Asian	105	776	778	773	N	1%	9%	74%	16%	91%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	761	759	S	S	S	S	S	S	63%
Students with Disability	11	743	739	723	9%	9%	27%	55%	N	55%	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	13	745	742	735	15%	N	31%	54%	N	54%	33%
PARCC MATH											
<b>Schoolwide</b>	143	768	767	747	1%	6%	16%	53%	24%	77%	47%
White	19	752	746	753	N	11%	42%	37%	11%	47%	57%
African American	S	S	733	728	S	S	S	S	S	S	24%
Hispanic	S	S	746	735	S	S	S	S	S	S	31%
Asian	106	775	779	774	N	3%	9%	59%	30%	89%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	755	754	S	S	S	S	S	S	56%
Students with Disability	11	734	735	725	9%	46%	18%	18%	9%	27%	19%
English Language Learners	S	S	718	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	S	732	S	S	S	S	S	S	28%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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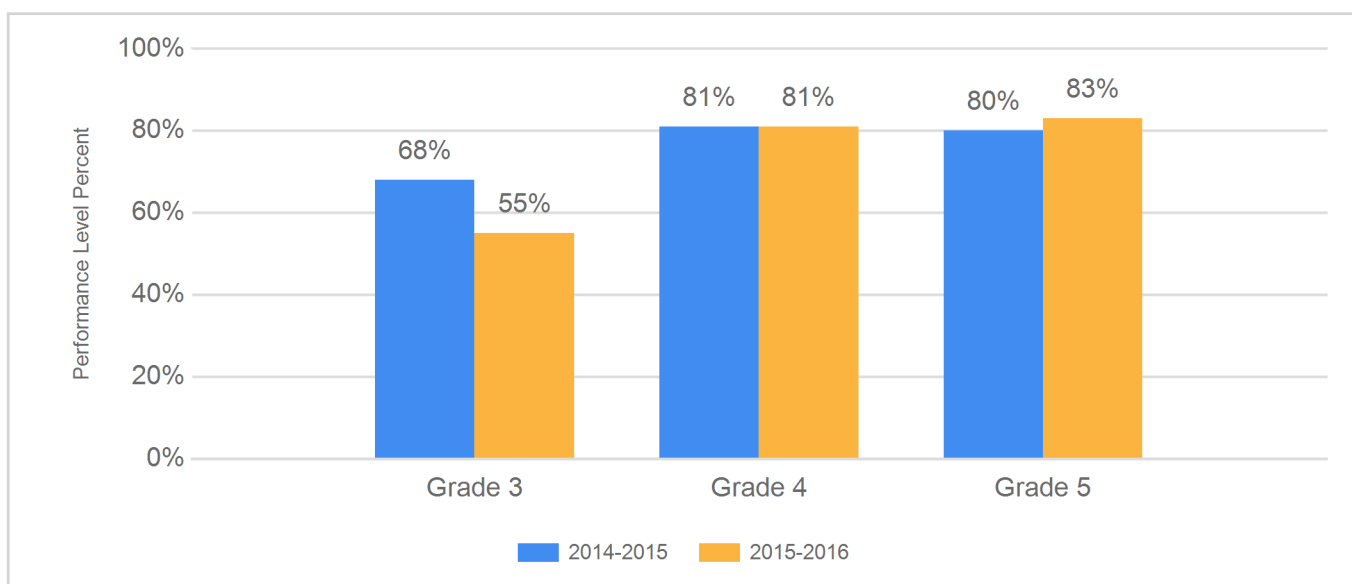
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## PARCC ELA Performance Trends

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





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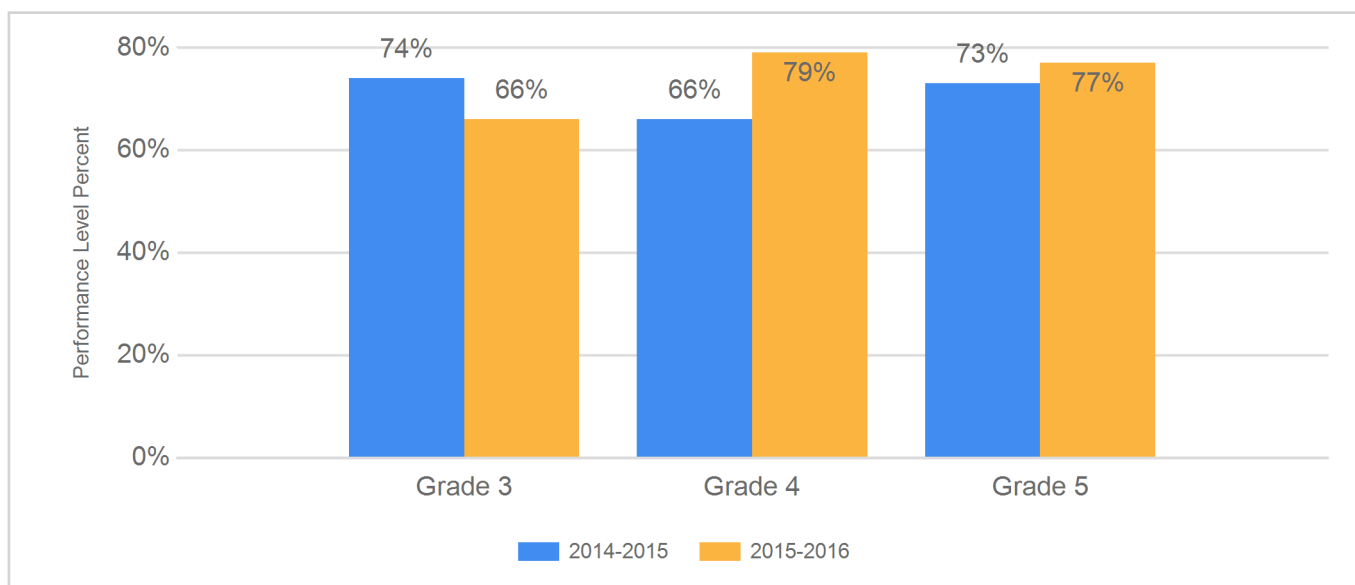
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## PARCC Math Performance Trends

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







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

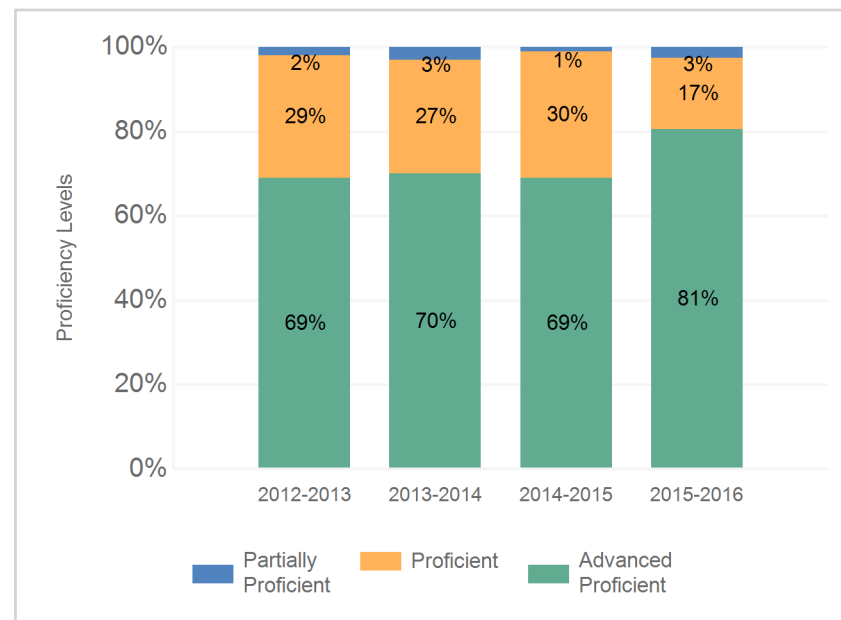
## NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	81%	17%	3%
White	72%	25%	3%
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	88%	12%	1%
Two or More Races	S	S	S
Students with Disability	29%	64%	7%
English Language Learners	S	S	S
Economically Disadvantaged Students	55%	40%	5%

## NJASK Proficiency Trends Science - Grade Level 04

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





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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



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### Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	64	54	50
Student Growth on Math	55	48	50

### Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	1%	1%
Partially Met (L2)	2%	2%	5%
Approached (L3)	3%	4%	8%
Met (L4)	12%	18%	30%
Exceeded (L5)	4%	6%	5%

### Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	1%	0%
Partially Met (L2)	3%	2%	3%
Approached (L3)	3%	8%	9%
Met (L4)	12%	20%	19%
Exceeded (L5)	5%	7%	7%



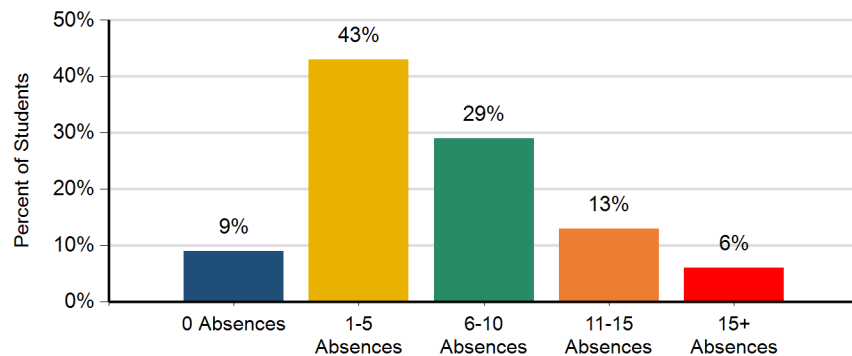
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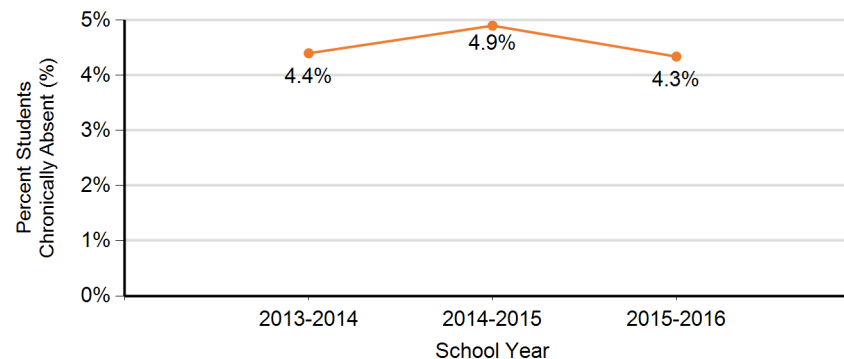
## Absenteeism

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



## Chronic Absenteeism Trend

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





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### Length of School Day

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

	School
2015-16	6 Hrs. 35 Mins.

### Instructional Time

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

2015-16	School
Full Time	5 Hrs. 35 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

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

2015-16	School
Faculty	13:1
Administrator	357:1

### Student Suspension Rate

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

	School
2015-16	0.1%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	99%



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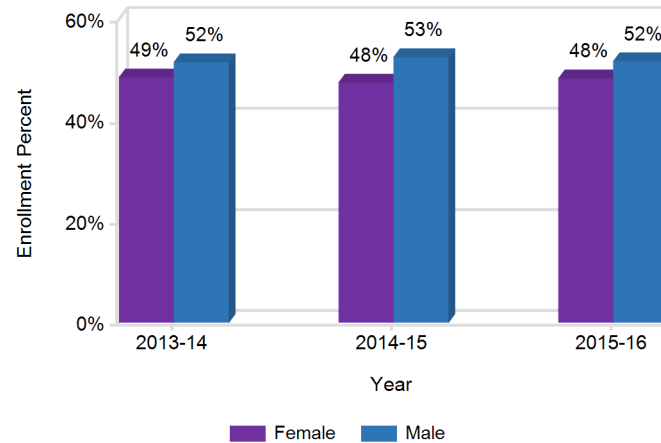
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Grade 03	78	100	83
Grade 04	91	81	99
Grade 05	89	96	82
UG	24	24	17
<b>Total</b>	<b>534</b>	<b>512</b>	<b>528</b>

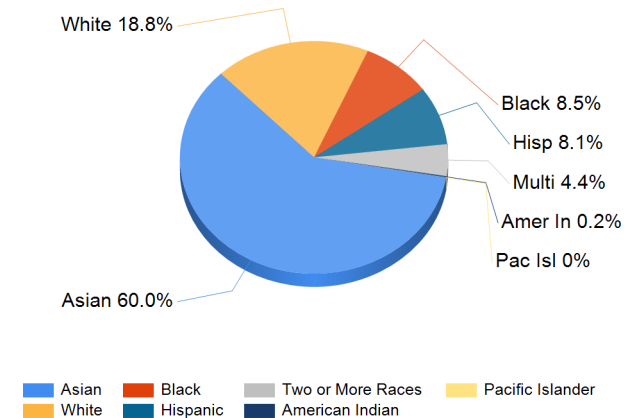
## Enrollment by Gender

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



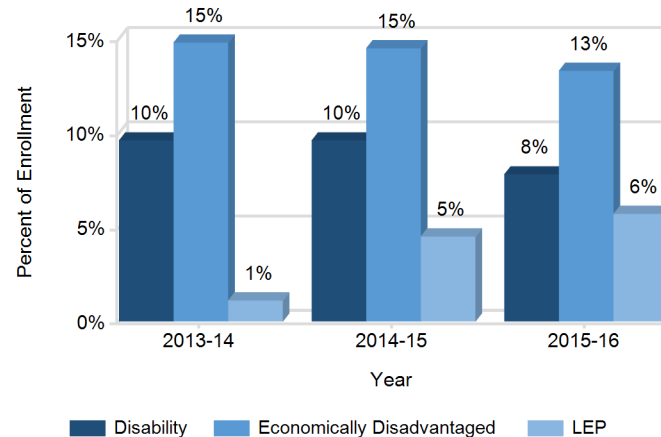
## Enrollment by Ethnic/ Racial Subgroup

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	59.3%
Hindi	6.3%
Telugu	6.3%
Gujarati	5.3%
Tamil	5.1%
Other	17.9%

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



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

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

## Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	66%	44	70
Mathematics Met or Exceeded Expectations	61%	44	73

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	238	66%	70	99%	✓	238	61%	73	99%	✓
White	54	54%	36	98%	✓	54	41%	23	98%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	136	79%	54	100%	✓	136	79%	56	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	38	37%	37	100%	✓	38	21%	17	100%	✓





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## PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	82	754	758	746	6%	17%	28%	37%	12%	49%	48%
White	24	736	745	756	8%	33%	25%	29%	4%	33%	58%
African American	S	S	735	727	S	S	S	S	S	S	30%
Hispanic	S	S	721	730	S	S	S	S	S	S	31%
Asian	46	769	771	772	2%	9%	22%	50%	17%	67%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	757	753	S	S	S	S	S	S	55%
Students with Disability	S	S	713	718	S	S	S	S	S	S	22%
English Language Learners	S	S	702	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	13	732	730	727	8%	31%	46%	8%	8%	15%	28%
PARCC MATH											
<b>Schoolwide</b>	82	759	760	749	2%	12%	23%	49%	13%	62%	52%
White	24	744	744	757	4%	25%	33%	33%	4%	38%	63%
African American	S	S	735	730	S	S	S	S	S	S	31%
Hispanic	S	S	726	736	S	S	S	S	S	S	35%
Asian	46	771	775	777	N	4%	17%	57%	22%	78%	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	722	727	S	S	S	S	S	S	28%
English Language Learners	S	S	732	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	13	737	736	732	N	39%	31%	31%	N	31%	32%

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



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## PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	101	762	769	750	2%	11%	16%	55%	17%	71%	54%
White	19	757	762	759	5%	11%	16%	58%	11%	68%	64%
African American	S	S	736	733	S	S	S	S	S	S	33%
Hispanic	13	740	746	737	8%	31%	23%	31%	8%	39%	37%
Asian	59	772	778	773	N	5%	12%	61%	22%	83%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	747	756	S	S	S	S	S	S	62%
Students with Disability	S	S	727	723	S	S	S	S	S	S	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	20	737	742	734	5%	30%	30%	35%	N	35%	33%
PARCC MATH											
<b>Schoolwide</b>	102	757	762	745	6%	11%	20%	52%	12%	64%	47%
White	19	747	751	752	N	26%	32%	37%	5%	42%	57%
African American	S	S	727	727	S	S	S	S	S	S	24%
Hispanic	13	727	729	733	23%	23%	31%	23%	N	23%	30%
Asian	60	770	775	771	2%	3%	12%	67%	17%	83%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	741	750	S	S	S	S	S	S	54%
Students with Disability	S	S	721	724	S	S	S	S	S	S	22%
English Language Learners	S	S	733	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	20	723	729	730	15%	40%	30%	15%	N	15%	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>	83	773	770	751	1%	6%	17%	49%	27%	76%	53%
White	17	761	755	758	N	6%	29%	53%	12%	65%	64%
African American	S	S	743	733	S	S	S	S	S	S	32%
Hispanic	S	S	759	738	S	S	S	S	S	S	37%
Asian	49	785	778	773	N	2%	8%	51%	39%	90%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	761	759	S	S	S	S	S	S	63%
Students with Disability	S	S	739	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	S	S	S	735	S	S	S	S	S	S	33%
PARCC MATH											
<b>Schoolwide</b>	83	764	767	747	N	13%	27%	31%	29%	60%	47%
White	17	748	746	753	N	12%	47%	29%	12%	41%	57%
African American	S	S	733	728	S	S	S	S	S	S	24%
Hispanic	S	S	746	735	S	S	S	S	S	S	31%
Asian	49	780	779	774	N	4%	14%	39%	43%	82%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	755	754	S	S	S	S	S	S	56%
Students with Disability	S	S	735	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	731	732	S	S	S	S	S	S	28%

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



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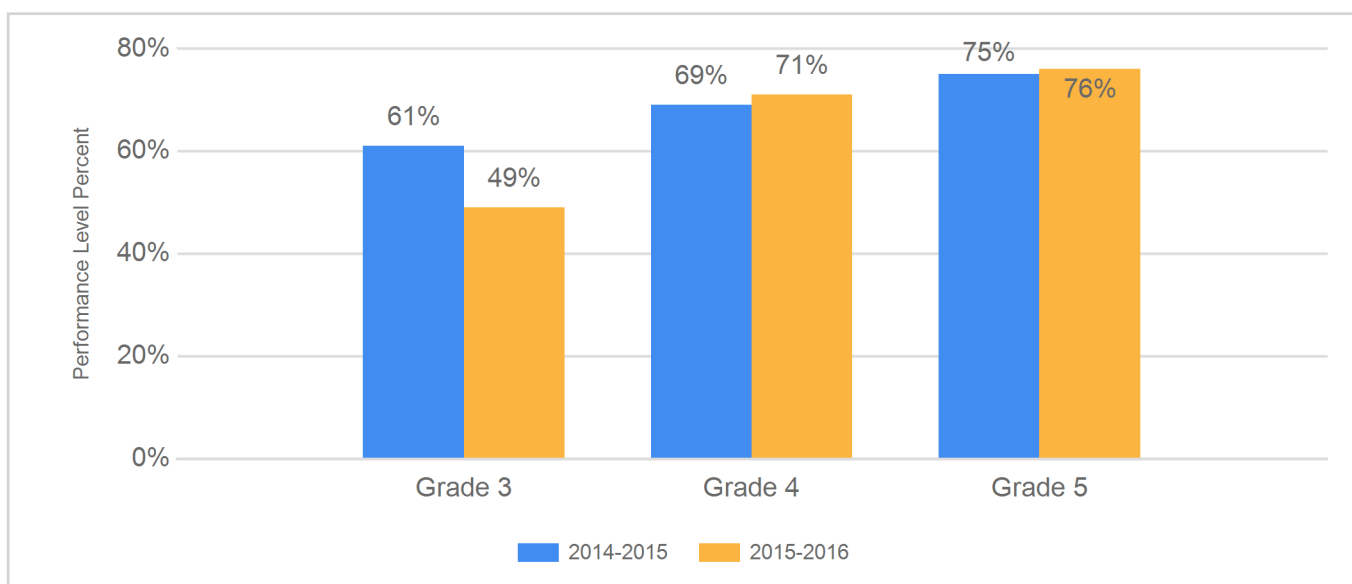
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## PARCC ELA Performance Trends

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





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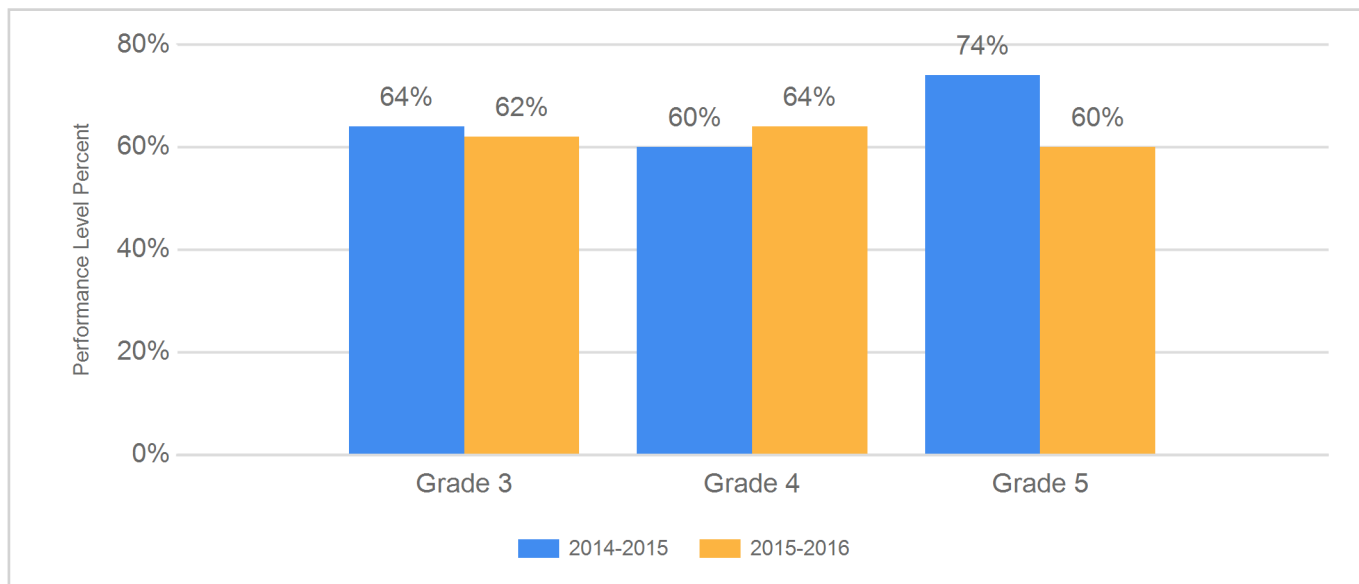
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## PARCC Math Performance Trends

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





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

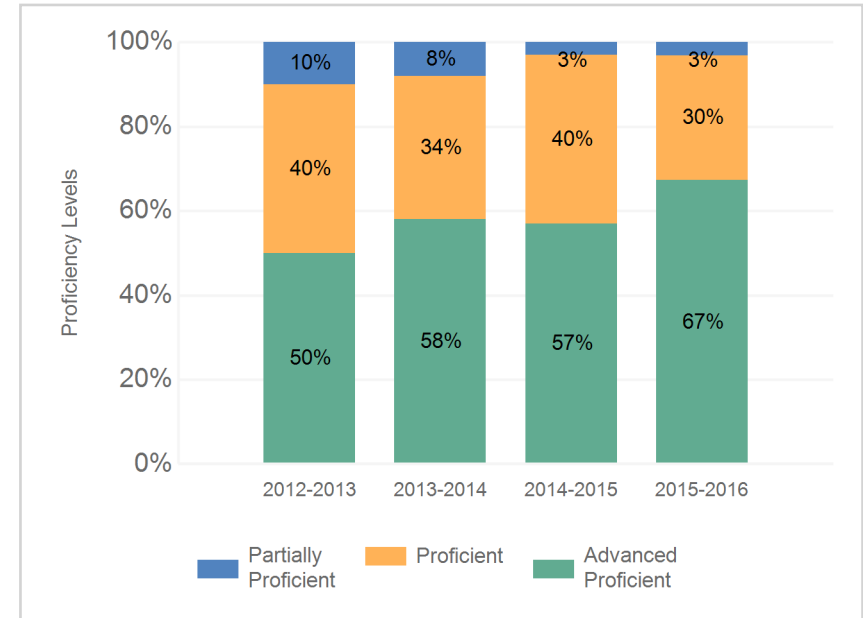
### NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	67%	30%	3%
White	74%	16%	11%
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	72%	28%	N
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	44%	56%	N

### 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	66	54	50
Student Growth on Math	51	48	50

### Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	1%	1%
Partially Met (L2)	3%	5%	3%
Approached (L3)	7%	7%	9%
Met (L4)	13%	11%	26%
Exceeded (L5)	2%	2%	9%

### Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	1%	1%
Partially Met (L2)	3%	4%	5%
Approached (L3)	9%	9%	7%
Met (L4)	11%	18%	12%
Exceeded (L5)	7%	7%	5%





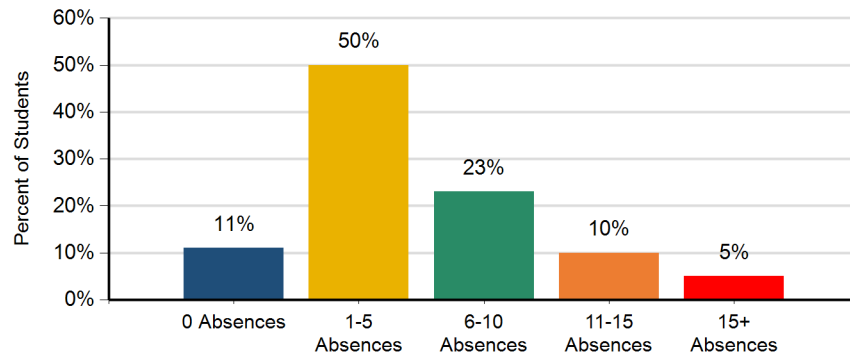
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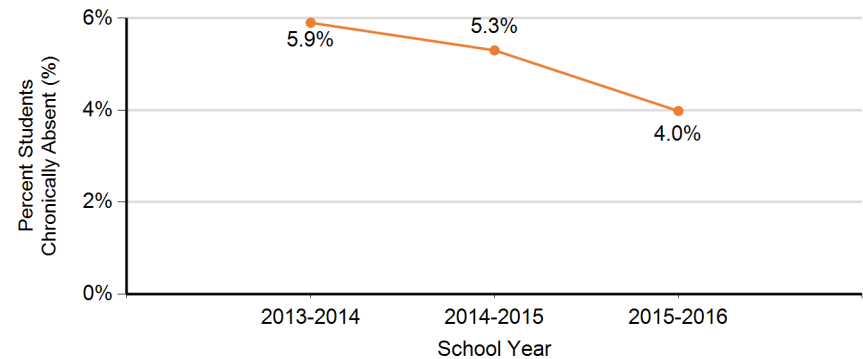
## Absenteeism

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



## Chronic Absenteeism Trend

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





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### Length of School Day

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

	School
2015-16	6 Hrs. 35 Mins.

### Instructional Time

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

2015-16	School
Full Time	5 Hrs. 35 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	528:1

### Student Suspension Rate

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

	School
2015-16	0.8%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	98%



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## 2015-2016 School Performance Reports

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

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

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

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

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



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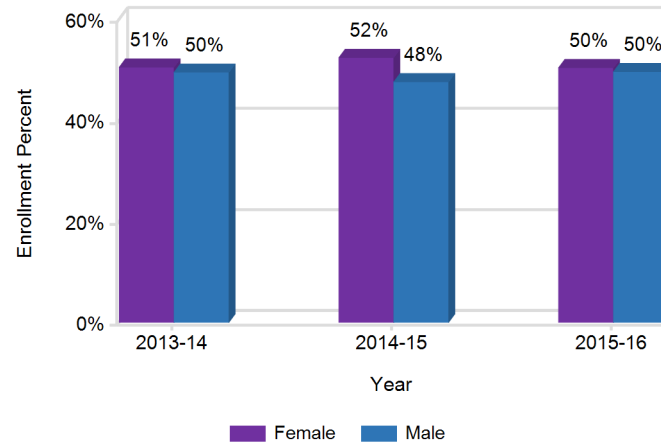
## Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade PK	25	21	26
Grade KG	89	66	73
Grade 01	74	87	66
Grade 02	81	74	90
Grade 03	92	83	81
Grade 04	100	100	92
Grade 05	115	103	102
UG	16	18	18
<b>Total</b>	<b>592</b>	<b>552</b>	<b>548</b>

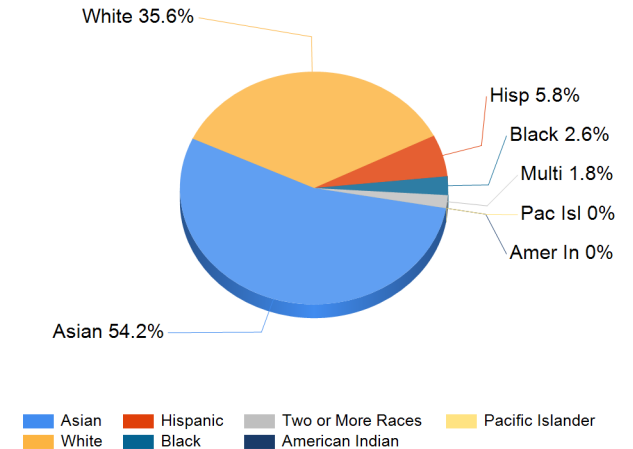
## Enrollment by Gender

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



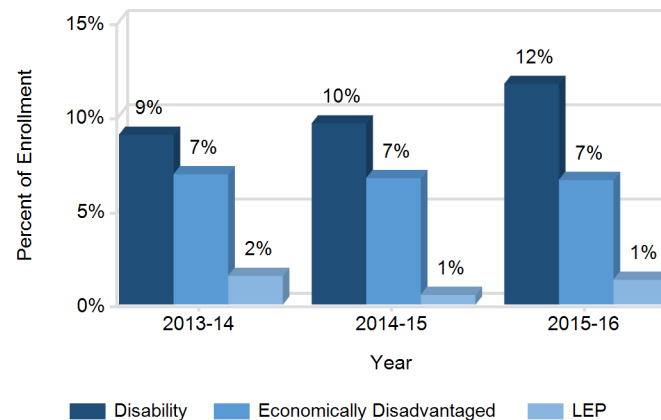
## Enrollment by Ethnic/ Racial Subgroup

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	68.2%
Hindi	5.5%
Telugu	4.7%
Gujarati	4.4%
Tamil	2.7%
Other	14.8%

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



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

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

## Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	77%	67	84
Mathematics Met or Exceeded Expectations	71%	78	86

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	238	77%	84	96%	✓	238	71%	86	96%	✓
White	83	69%	62	91%	✗	83	57%	54	91%	✗
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	133	86%	55	99%	✓	133	87%	63	99%	✓
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 3H-05

23-4860-060

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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>	79	772	758	746	1%	9%	20%	53%	17%	70%	48%
White	23	755	745	756	N	22%	22%	48%	9%	57%	58%
African American	S	S	735	727	S	S	S	S	S	S	30%
Hispanic	S	S	S	730	S	S	S	S	S	S	31%
Asian	52	783	771	772	N	4%	19%	56%	21%	77%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	S	S	713	718	S	S	S	S	S	S	22%
English Language Learners	S	S	702	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	S	S	730	727	S	S	S	S	S	S	28%
PARCC MATH											
<b>Schoolwide</b>	79	769	760	749	3%	5%	18%	46%	29%	75%	52%
White	23	750	744	757	4%	13%	30%	39%	13%	52%	63%
African American	S	S	735	730	S	S	S	S	S	S	31%
Hispanic	S	S	726	736	S	S	S	S	S	S	35%
Asian	52	781	775	777	N	N	10%	52%	39%	90%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	S	S	722	727	S	S	S	S	S	S	28%
English Language Learners	S	S	732	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	S	S	736	732	S	S	S	S	S	S	32%

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



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## PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	89	771	769	750	N	9%	19%	37%	35%	72%	54%
White	33	770	762	759	N	3%	21%	49%	27%	76%	64%
African American	S	S	736	733	S	S	S	S	S	S	33%
Hispanic	S	S	746	737	S	S	S	S	S	S	37%
Asian	47	778	778	773	N	6%	17%	32%	45%	77%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	747	756	S	S	S	S	S	S	62%
Students with Disability	S	S	727	723	S	S	S	S	S	S	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	S	S	742	734	S	S	S	S	S	S	33%
PARCC MATH											
<b>Schoolwide</b>	89	760	762	745	5%	10%	18%	55%	12%	67%	47%
White	33	753	751	752	6%	12%	21%	55%	6%	61%	57%
African American	S	S	727	727	S	S	S	S	S	S	24%
Hispanic	S	S	729	733	S	S	S	S	S	S	30%
Asian	47	770	775	771	N	6%	15%	62%	17%	79%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	741	750	S	S	S	S	S	S	54%
Students with Disability	S	S	721	724	S	S	S	S	S	S	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	729	730	S	S	S	S	S	S	27%

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



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## PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	99	774	770	751	N	4%	16%	64%	16%	80%	53%
White	32	766	755	758	N	6%	28%	56%	9%	66%	64%
African American	S	S	743	733	S	S	S	S	S	S	32%
Hispanic	S	S	759	738	S	S	S	S	S	S	37%
Asian	55	782	778	773	N	2%	7%	67%	24%	91%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	761	759	S	S	S	S	S	S	63%
Students with Disability	S	S	739	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	S	S	742	735	S	S	S	S	S	S	33%
PARCC MATH											
<b>Schoolwide</b>	99	764	767	747	4%	9%	16%	42%	28%	71%	47%
White	32	751	746	753	3%	19%	22%	41%	16%	56%	57%
African American	S	S	733	728	S	S	S	S	S	S	24%
Hispanic	S	S	746	735	S	S	S	S	S	S	31%
Asian	55	777	779	774	4%	2%	7%	46%	42%	87%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	755	754	S	S	S	S	S	S	56%
Students with Disability	S	S	735	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	731	732	S	S	S	S	S	S	28%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations





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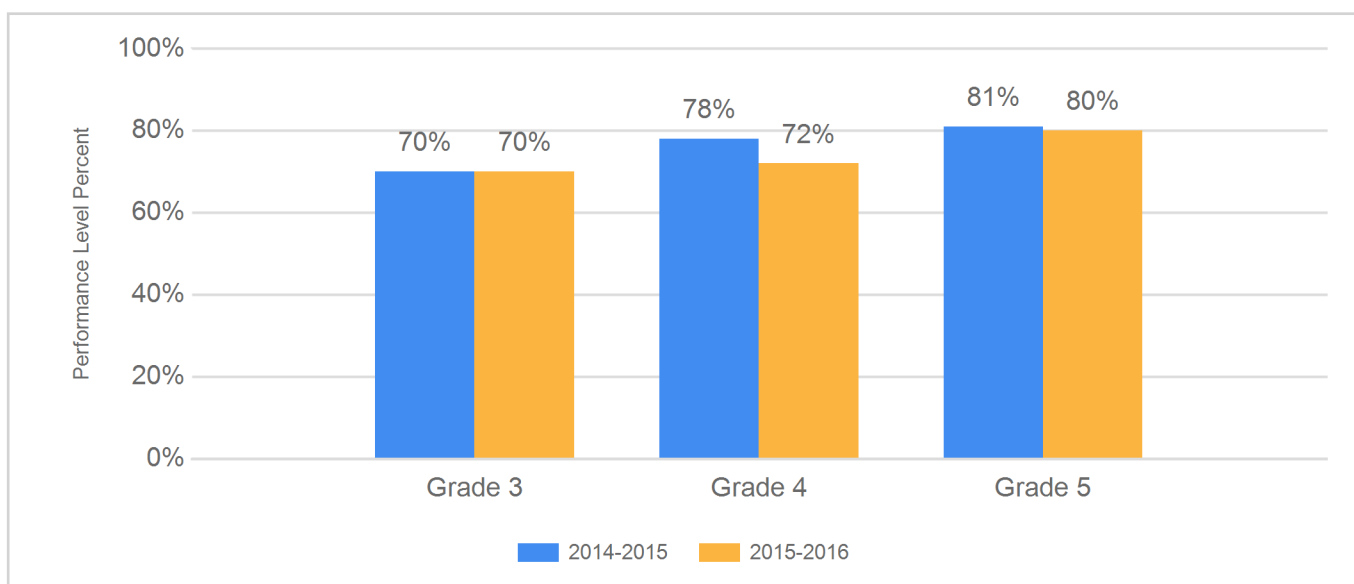
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## PARCC ELA Performance Trends

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





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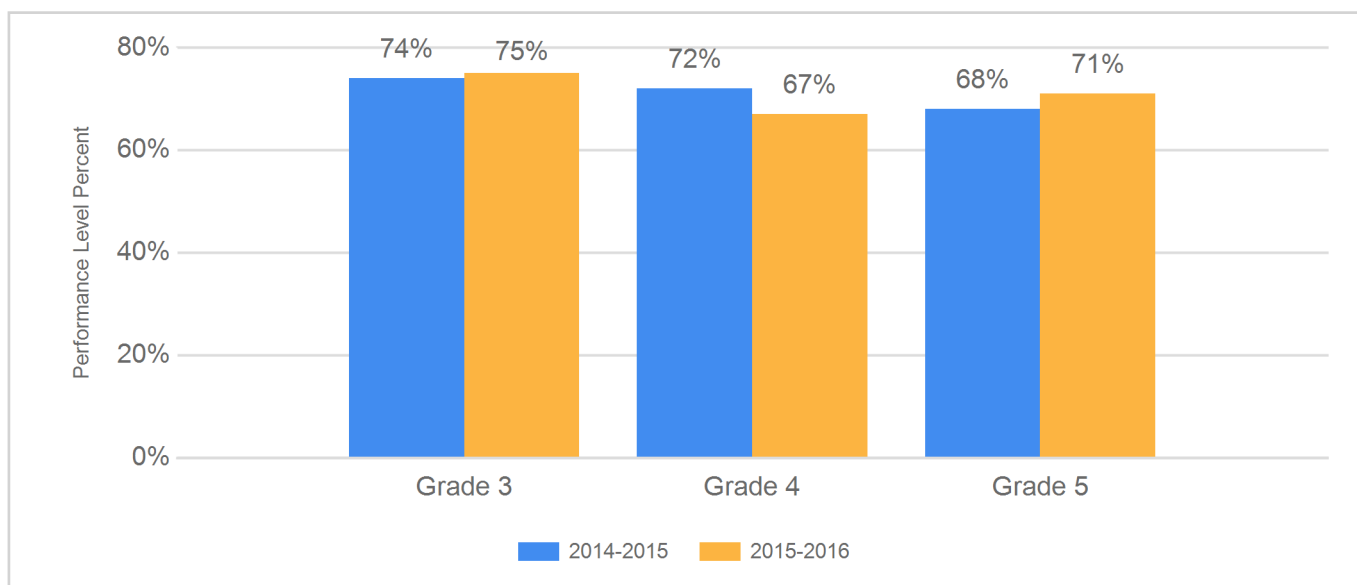
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## PARCC Math Performance Trends

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





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

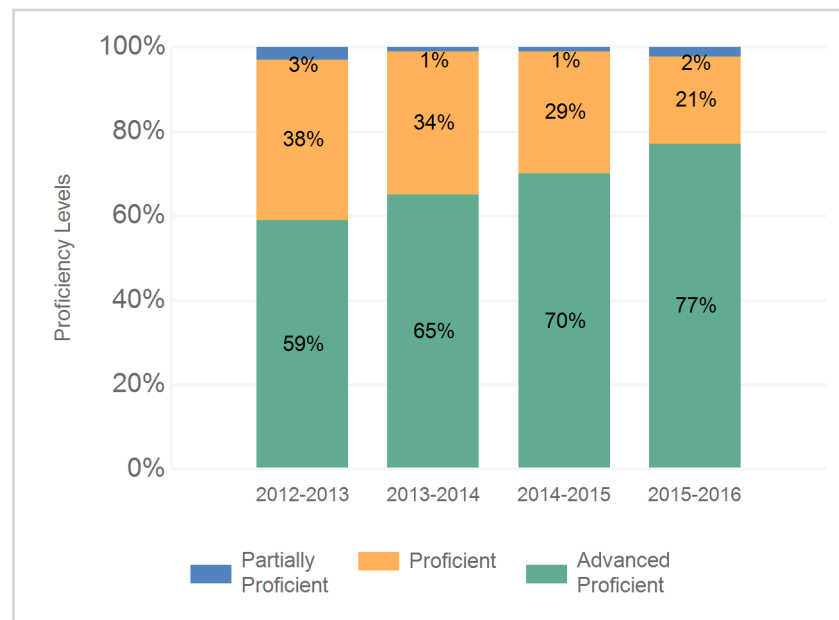
### NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	77%	21%	2%
White	76%	24%	N
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	85%	15%	N
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	N	N	N
Economically Disadvantaged Students	S	S	S

### NJASK Proficiency Trends Science - Grade Level 04

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





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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

Reading Grade 4

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

Reading Grade 8

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

Math Grade 4

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

Math Grade 8

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

Science Grade 4

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

Science Grade 8

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

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

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



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### Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	59	54	50
Student Growth on Math	48	48	50

### Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	1%
Partially Met (L2)	3%	3%	3%
Approached (L3)	4%	5%	9%
Met (L4)	13%	11%	19%
Exceeded (L5)	7%	11%	10%

### Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	1%	1%
Partially Met (L2)	2%	4%	1%
Approached (L3)	7%	7%	5%
Met (L4)	16%	23%	17%
Exceeded (L5)	7%	6%	4%



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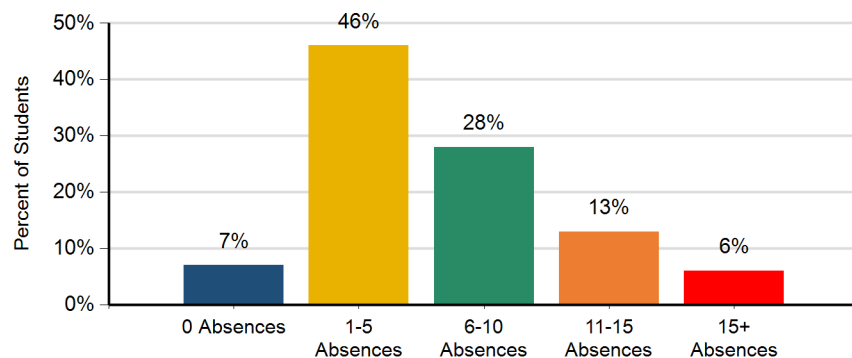
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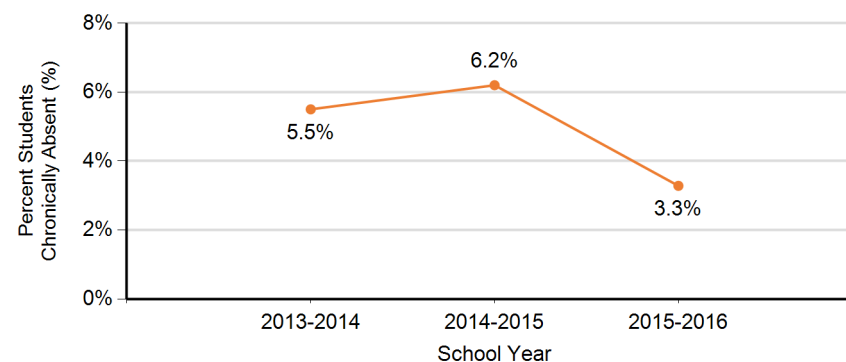
## Absenteeism

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



## Chronic Absenteeism Trend

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





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### Length of School Day

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

	School
2015-16	6 Hrs. 35 Mins.

### Instructional Time

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

2015-16	School
Full Time	5 Hrs. 35 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	274:1

### Student Suspension Rate

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

	School
2015-16	0.5%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	96%



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## 2015-2016 School Performance Reports

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

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

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

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

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





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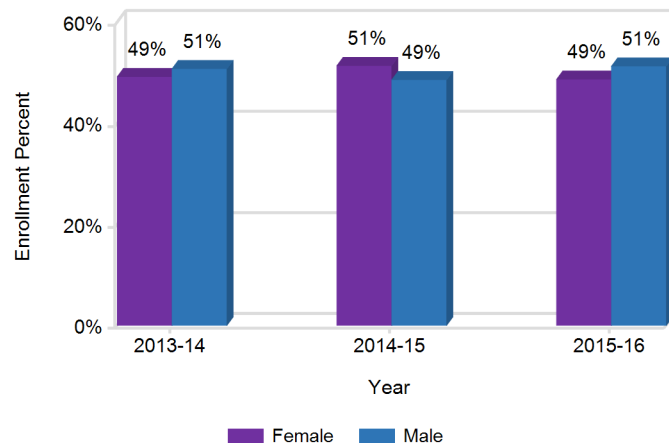
## Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade KG	83	73	54
Grade 01	68	76	81
Grade 02	74	66	86
Grade 03	57	76	71
Grade 04	87	57	77
Grade 05	88	81	62
UG	38	30	29
<b>Total</b>	<b>520</b>	<b>484</b>	<b>460</b>

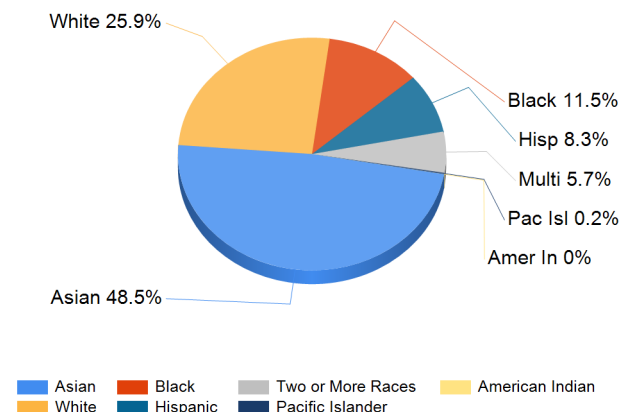
## Enrollment by Gender

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



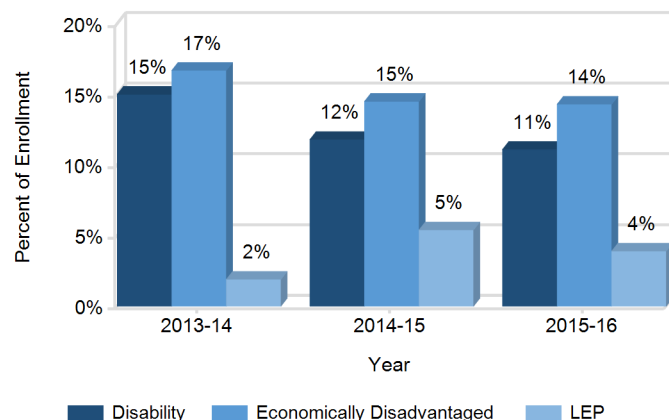
## Enrollment by Ethnic/ Racial Subgroup

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	58.5%
Telugu	5.4%
Urdu	4.8%
Gujarati	4.1%
Hindi	3.9%
Other	23.0%

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



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

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

## Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	67%	33	67
Mathematics Met or Exceeded Expectations	61%	33	71

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	190	67%	67	99%	✓	189	61%	71	99%	✓
White	57	56%	37	100%	✓	56	41%	29	100%	✓
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	93	81%	47	100%	✓	93	86%	60	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	N	N	N	N		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>	75	754	758	746	9%	11%	25%	44%	11%	55%	48%
White	20	750	745	756	5%	5%	50%	35%	5%	40%	58%
African American	S	S	735	727	S	S	S	S	S	S	30%
Hispanic	S	S	721	730	S	S	S	S	S	S	31%
Asian	36	769	771	772	3%	11%	14%	56%	17%	72%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	757	753	S	S	S	S	S	S	55%
Students with Disability	11	709	713	718	46%	18%	9%	27%	N	27%	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	13	733	730	727	15%	23%	31%	31%	N	31%	28%
PARCC MATH											
<b>Schoolwide</b>	75	758	760	749	5%	12%	27%	33%	23%	56%	52%
White	20	745	744	757	5%	20%	30%	35%	10%	45%	63%
African American	S	S	735	730	S	S	S	S	S	S	31%
Hispanic	S	S	726	736	S	S	S	S	S	S	35%
Asian	36	781	775	777	N	N	17%	44%	39%	83%	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	722	727	S	S	S	S	S	S	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	13	738	736	732	N	39%	23%	39%	N	39%	32%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



State of New Jersey  
2015-2016

Grade Span KF-05

23-4860-070

MIDDLESEX

SOUTH BRUNSWICK TWP

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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>	79	771	769	750	6%	5%	15%	38%	35%	73%	54%
White	28	764	762	759	4%	7%	14%	54%	21%	75%	64%
African American	S	S	736	733	S	S	S	S	S	S	33%
Hispanic	S	S	746	737	S	S	S	S	S	S	37%
Asian	40	787	778	773	N	3%	15%	33%	50%	83%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	747	756	S	S	S	S	S	S	62%
Students with Disability	S	S	727	723	S	S	S	S	S	S	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	S	S	742	734	S	S	S	S	S	S	33%
PARCC MATH											
<b>Schoolwide</b>	80	757	762	745	8%	5%	26%	50%	11%	61%	47%
White	28	749	751	752	N	7%	46%	46%	N	46%	57%
African American	S	S	727	727	S	S	S	S	S	S	24%
Hispanic	S	S	729	733	S	S	S	S	S	S	30%
Asian	40	774	775	771	3%	3%	13%	60%	23%	83%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	741	750	S	S	S	S	S	S	54%
Students with Disability	S	S	721	724	S	S	S	S	S	S	22%
English Language Learners	S	S	733	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	729	730	S	S	S	S	S	S	27%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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## PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	66	760	770	751	2%	17%	17%	52%	14%	65%	53%
White	13	737	755	758	8%	31%	31%	31%	N	31%	64%
African American	S	S	743	733	S	S	S	S	S	S	32%
Hispanic	S	S	759	738	S	S	S	S	S	S	37%
Asian	35	774	778	773	N	6%	17%	51%	26%	77%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	761	759	S	S	S	S	S	S	63%
Students with Disability	S	S	739	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	S	S	742	735	S	S	S	S	S	S	33%
PARCC MATH											
<b>Schoolwide</b>	67	765	767	747	5%	10%	19%	40%	25%	66%	47%
White	14	741	746	753	7%	21%	36%	36%	N	36%	57%
African American	S	S	733	728	S	S	S	S	S	S	24%
Hispanic	S	S	746	735	S	S	S	S	S	S	31%
Asian	35	785	779	774	N	3%	11%	40%	46%	86%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	755	754	S	S	S	S	S	S	56%
Students with Disability	S	S	735	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	731	732	S	S	S	S	S	S	28%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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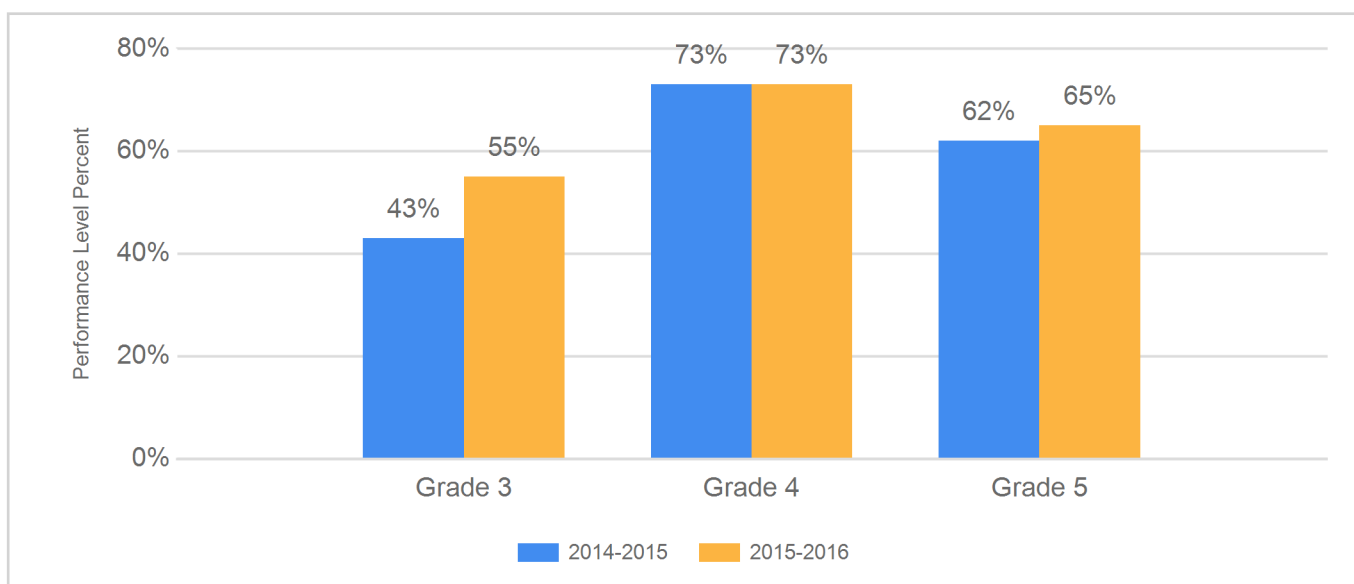
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## PARCC ELA Performance Trends

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





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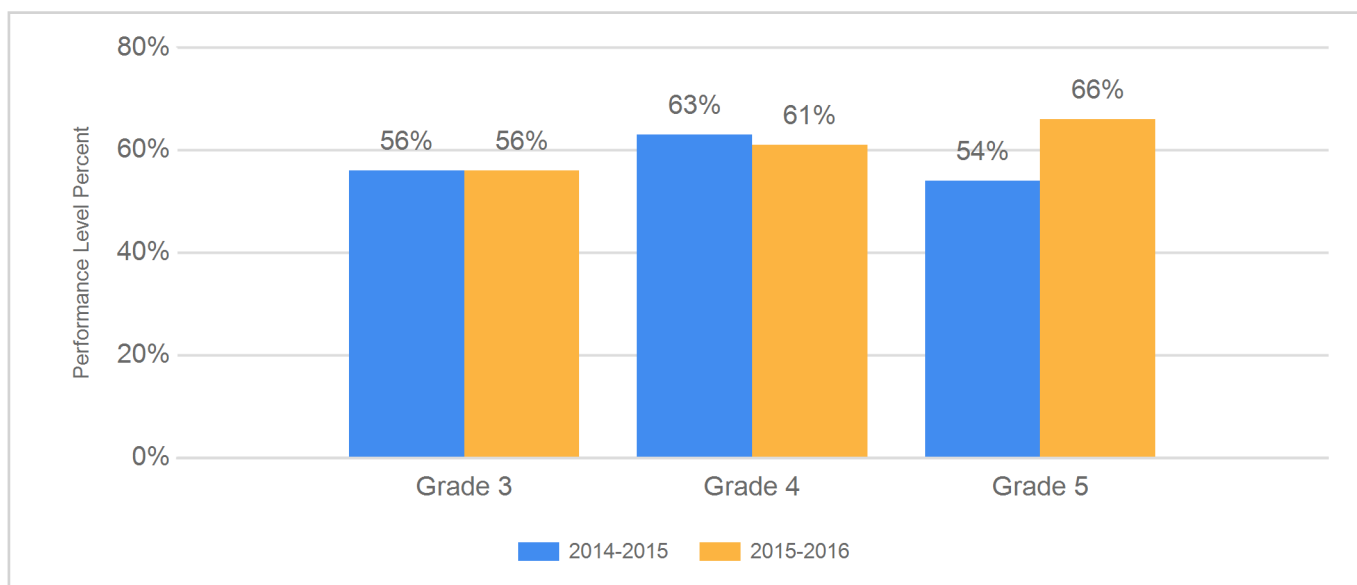
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## PARCC Math Performance Trends

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





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

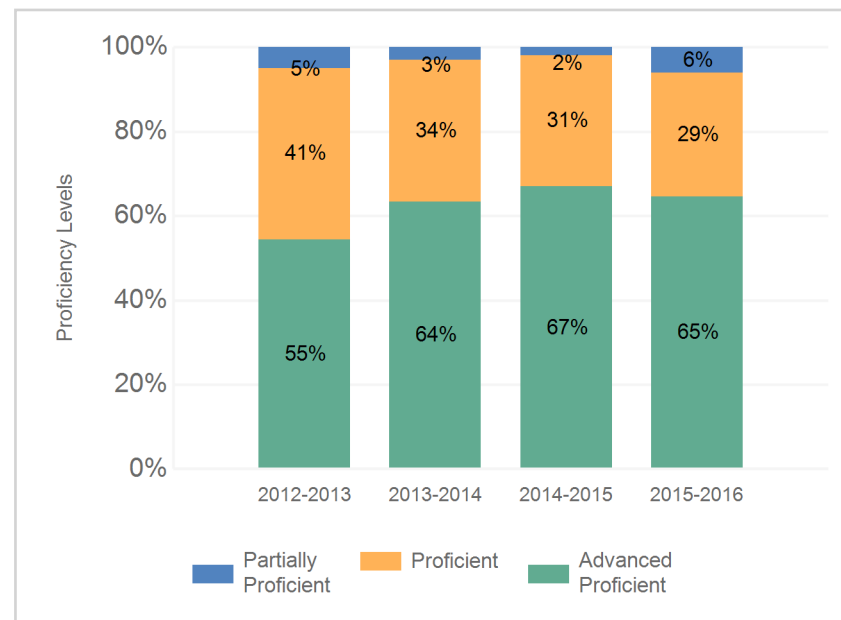
### NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	65%	29%	6%
White	68%	32%	N
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	76%	17%	7%
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	36%	55%	9%

### NJASK Proficiency Trends Science - Grade Level 04

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







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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

Reading Grade 4	<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	66	54	50
Student Growth on Math	56	48	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%	3%
Partially Met (L2)	5%	2%	5%
Approached (L3)	5%	2%	14%
Met (L4)	13%	5%	20%
Exceeded (L5)	5%	6%	8%

### Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	2%	1%
Partially Met (L2)	4%	4%	5%
Approached (L3)	7%	5%	10%
Met (L4)	19%	15%	15%
Exceeded (L5)	0%	9%	6%



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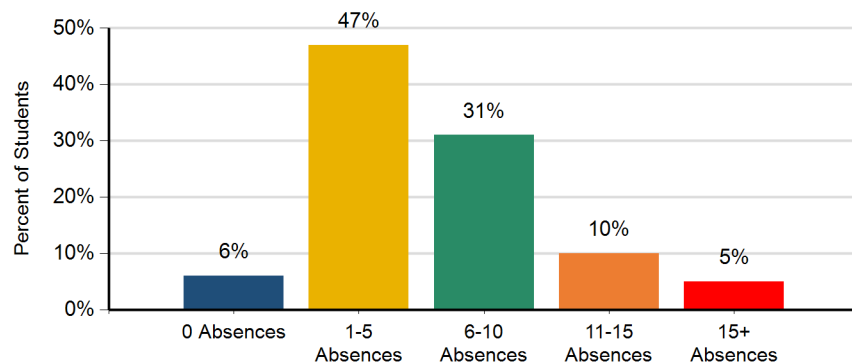
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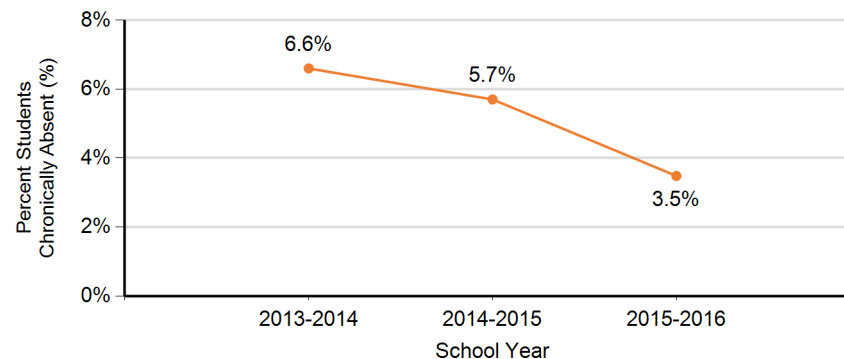
## Absenteeism

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



## Chronic Absenteeism Trend

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





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### Length of School Day

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

	School
2015-16	6 Hrs. 35 Mins.

### Instructional Time

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

2015-16	School
Full Time	5 Hrs. 35 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	460:1

### 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	99%



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## 2015-2016 School Performance Reports

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

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

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

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

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



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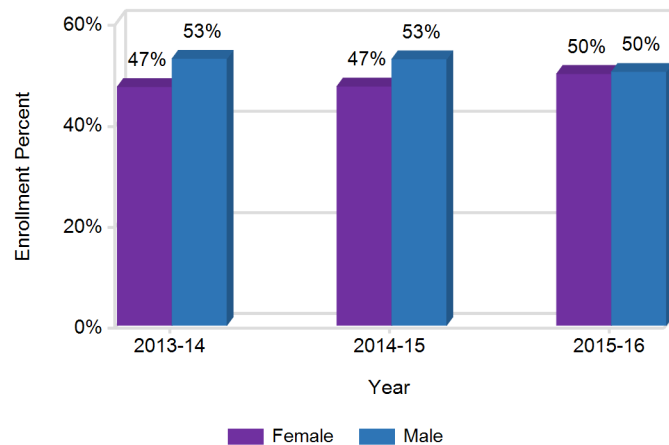
## Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 06	348	339	319
Grade 07	315	348	345
Grade 08	382	318	347
UG	15	17	7
Total	1060	1022	1018

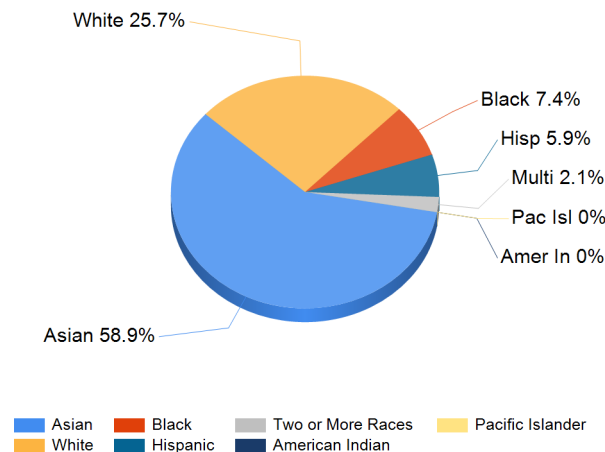
## Enrollment by Gender

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



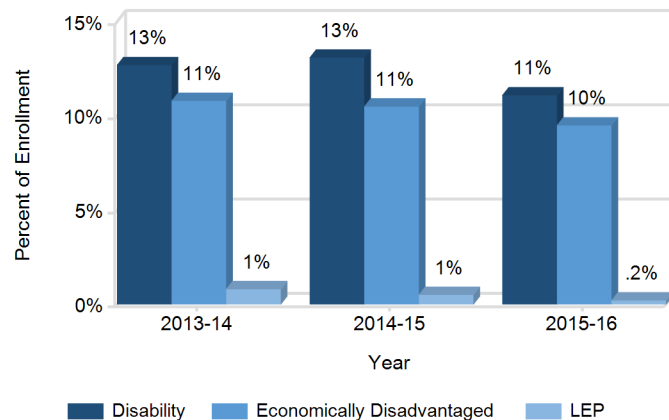
## Enrollment by Ethnic/ Racial Subgroup

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



## Enrollment Trends by Special Population

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



## Language Diversity

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

2015-2016	Percent
English	59.7%
Telugu	5.7%
Hindi	5.3%
Gujarati	4.4%
Tamil	4.0%
Other	21.1%

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



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

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

## Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	76%	89	86
Mathematics Met or Exceeded Expectations	71%	67	84

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	877	76%	86	95%	✓	877	71%	84	95%	✓
White	219	65%	54	89%	✗	219	52%	39	89%	✗
African American	63	35%	39	92%	✓	63	30%	55	92%	✓
Hispanic	43	44%	50	92%	✗	43	23%	21	92%	✗
American Indian	S	S	S	S		S	S	S	S	
Asian	537	88%	66	99%	✓	537	88%	64	99%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	90	14%	35	86%	✗	90	14%	41	86%	✗
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	79	38%	46	92%	✗	79	24%	28	92%	✓



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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>	309	764	765	750	2%	9%	20%	51%	18%	69%	52%
White	69	749	755	756	1%	17%	28%	48%	6%	54%	61%
African American	25	738	740	732	12%	20%	36%	32%	N	32%	31%
Hispanic	S	S	740	738	S	S	S	S	S	S	37%
Asian	190	775	776	772	N	2%	15%	58%	25%	83%	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	753	755	S	S	S	S	S	S	60%
Students with Disability	S	S	718	719	S	S	S	S	S	S	15%
English Language Learners	S	S	727	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	28	732	736	735	7%	36%	36%	21%	N	21%	33%
PARCC MATH											
<b>Schoolwide</b>	302	761	756	743	3%	12%	20%	41%	24%	65%	43%
White	69	744	742	750	3%	16%	38%	38%	6%	44%	53%
African American	24	730	725	724	8%	42%	17%	29%	4%	33%	20%
Hispanic	S	S	722	730	S	S	S	S	S	S	26%
Asian	184	776	771	768	1%	3%	13%	49%	35%	84%	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	743	748	S	S	S	S	S	S	49%
Students with Disability	22	713	713	717	27%	50%	9%	14%	N	14%	13%
English Language Learners	S	S	714	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	28	719	721	728	25%	39%	18%	14%	4%	18%	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>	326	775	774	753	3%	4%	14%	39%	40%	79%	56%
White	75	764	759	760	4%	5%	23%	44%	24%	68%	65%
African American	26	741	747	733	15%	12%	31%	31%	12%	42%	35%
Hispanic	S	S	744	739	S	S	S	S	S	S	41%
Asian	202	786	787	781	1%	2%	7%	39%	52%	91%	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	761	759	S	S	S	S	S	S	63%
Students with Disability	36	722	722	716	25%	28%	28%	17%	3%	19%	16%
English Language Learners	N	N	N	703	N	N	N	N	N	N	10%
Economically Disadvantaged Students	31	738	744	735	23%	3%	29%	45%	N	45%	37%
PARCC MATH											
<b>Schoolwide</b>	281	758	754	740	5%	9%	20%	51%	16%	66%	39%
White	72	749	743	747	6%	11%	32%	44%	7%	51%	47%
African American	26	731	729	724	23%	19%	27%	23%	8%	31%	19%
Hispanic	S	S	731	729	S	S	S	S	S	S	23%
Asian	159	770	768	763	N	5%	11%	61%	23%	84%	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	747	744	S	S	S	S	S	S	44%
Students with Disability	36	713	717	713	33%	44%	6%	17%	N	17%	9%
English Language Learners	S	S	694	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	32	730	728	727	16%	22%	44%	19%	N	19%	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

23-4860-150  
MIDDLESEX  
SOUTH BRUNSWICK TWP  
Crossroads North Middle School  
635 GEORGES ROAD  
MONMOUTH JUNCTION, NJ 08852

## 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>	331	775	768	753	5%	6%	12%	40%	36%	76%	55%
White	89	760	753	759	7%	9%	18%	47%	19%	66%	63%
African American	19	725	730	732	16%	37%	26%	21%	N	21%	34%
Hispanic	S	S	737	740	S	S	S	S	S	S	43%
Asian	202	788	785	780	2%	1%	8%	39%	50%	89%	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	S	S	S	756	S	S	S	S	S	S	59%
Students with Disability	S	S	711	715	S	S	S	S	S	S	16%
English Language Learners	S	S	740	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	28	742	739	736	4%	21%	39%	36%	N	36%	38%
**PARCC MATH											
<b>Schoolwide</b>	170	738	731	726	12%	21%	24%	41%	2%	43%	26%
White	65	734	728	732	8%	34%	26%	31%	2%	32%	32%
African American	18	715	709	712	39%	28%	11%	22%	N	22%	14%
Hispanic	S	S	708	721	S	S	S	S	S	S	20%
Asian	70	751	749	745	7%	9%	23%	60%	1%	61%	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	S	S	725	726	S	S	S	S	S	S	26%
Students with Disability	S	S	694	704	S	S	S	S	S	S	8%
English Language Learners	S	S	717	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	25	729	720	718	8%	24%	48%	20%	N	20%	18%

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

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

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



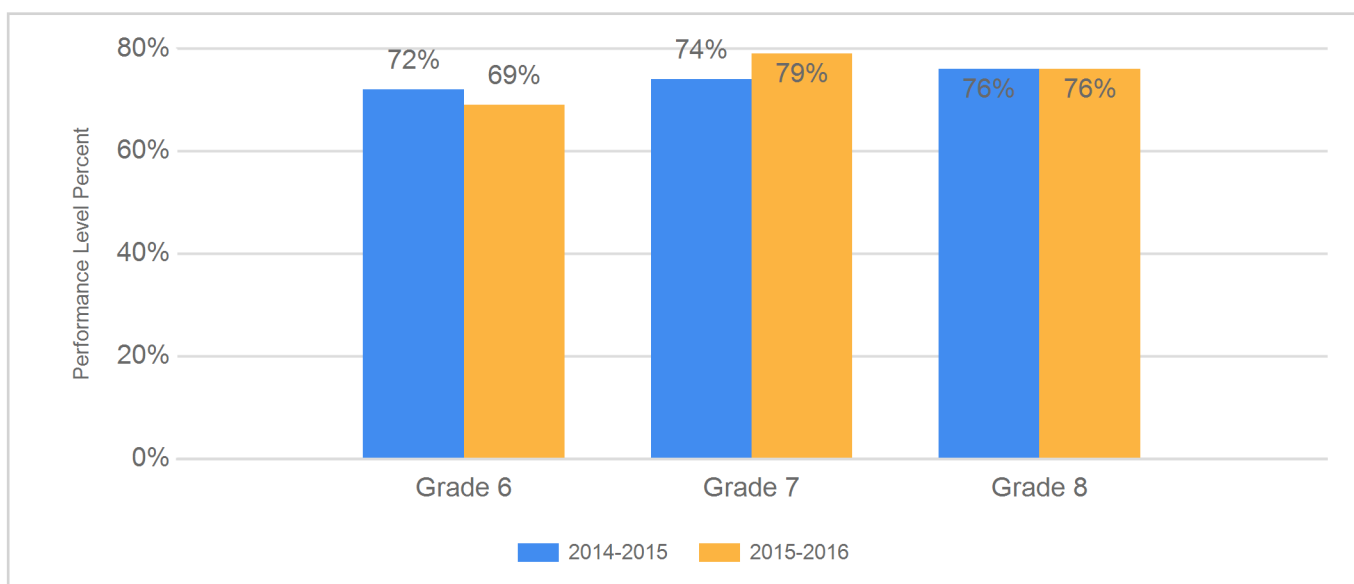
State of New Jersey  
2015-2016

Grade Span 06-08

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MIDDLESEX  
SOUTH BRUNSWICK TWP  
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### PARCC ELA Performance Trends

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





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## PARCC Performance Distribution - Algebra I

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>134</b>	<b>794</b>	<b>789</b>	<b>769</b>	<b>N</b>	<b>N</b>	<b>1%</b>	<b>72%</b>	<b>27%</b>	<b>99%</b>	<b>41%</b>
White	22	781	775	772	N	N	N	91%	9%	100%	51%
African American	S	S	780	748	S	S	S	S	S	S	20%
Hispanic	N	N	N	746	N	N	N	N	N	N	25%
Asian	108	797	792	789	N	N	1%	68%	32%	99%	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	S	S	777	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	S	S	S	723	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	776	746	S	S	S	S	S	S	23%

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



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## PARCC Performance Distribution - 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>79</b>	<b>778</b>	<b>777</b>	<b>776</b>	<b>N</b>	<b>N</b>	<b>N</b>	<b>66%</b>	<b>34%</b>	<b>100%</b>	<b>27%</b>
White	S	S	S	772	S	S	S	S	S	S	34%
African American	N	N	N	755	N	N	N	N	N	N	9%
Hispanic	S	S	785	761	S	S	S	S	S	S	13%
Asian	71	778	777	785	N	N	N	65%	35%	100%	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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## PARCC Performance Distribution - Algebra II

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>S</b>	<b>S</b>	<b>822</b>	<b>789</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	776	N	N	N	N	N	N	31%
African American	N	N	N	746	N	N	N	N	N	N	8%
Hispanic	N	N	N	782	N	N	N	N	N	N	12%
Asian	S	S	822	802	S	S	S	S	S	S	60%
American Indian	N	N	N	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	776	N	N	N	N	N	N	34%
Students with Disability	N	N	N	791	N	N	N	N	N	N	5%
English Language Learners	N	N	N	790	N	N	N	N	N	N	7%
Economically Disadvantaged Students	N	N	N	759	N	N	N	N	N	N	11%

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



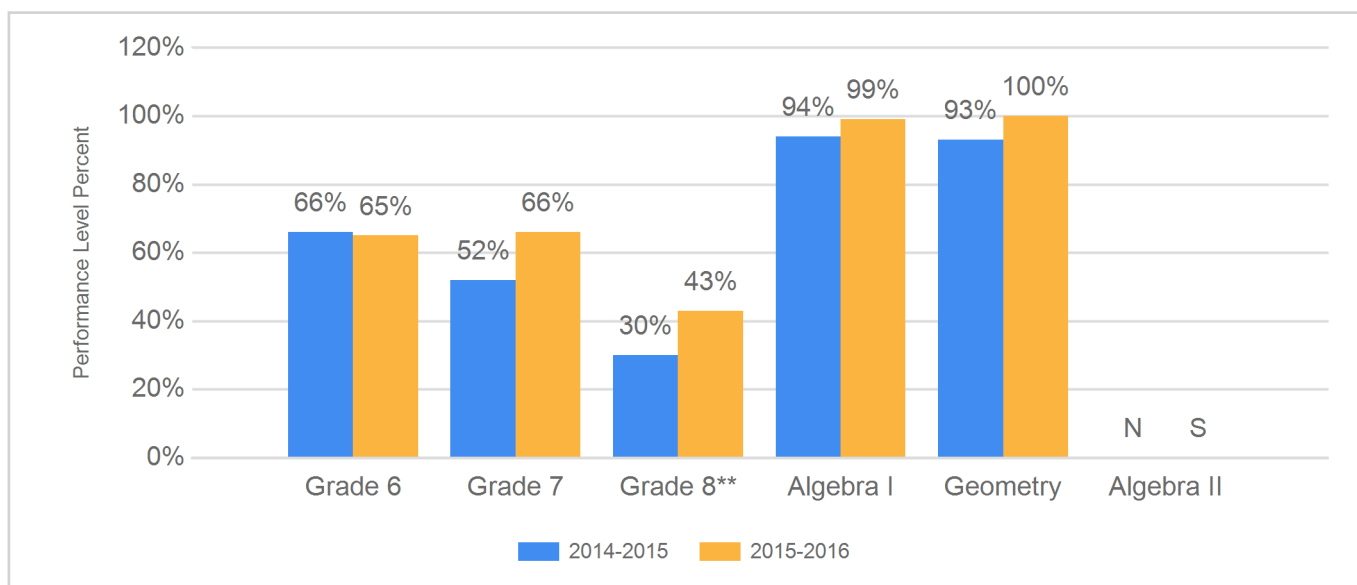
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## PARCC Math Performance Trends

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



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



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

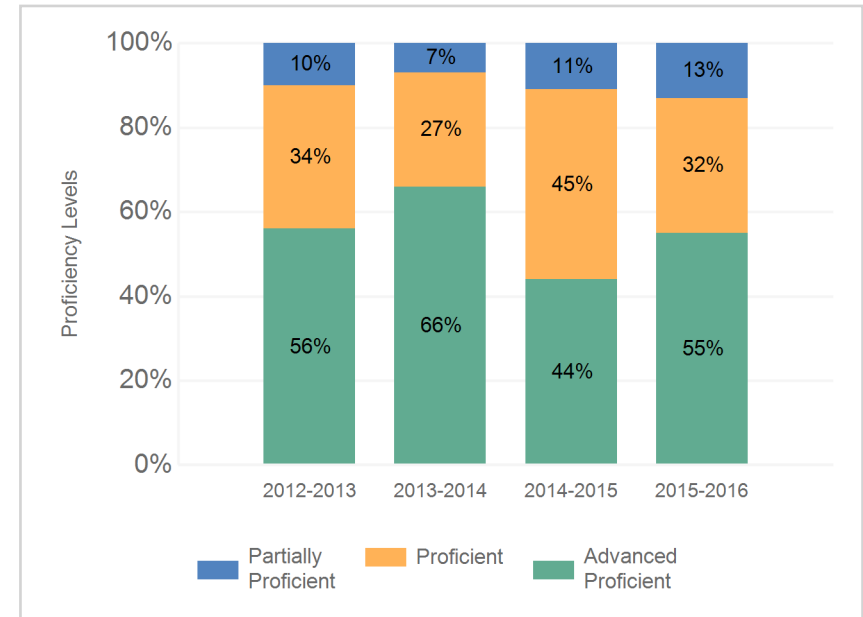
### NJASK Results Science - Grade Level 08

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	55%	32%	13%
White	40%	43%	17%
African American	9%	44%	48%
Hispanic	19%	44%	38%
American Indian	N	N	N
Asian	70%	25%	4%
Two or More Races	S	S	S
Students with Disability	11%	30%	59%
English Language Learners	S	S	S
Economically Disadvantaged Students	25%	54%	21%

### NJASK Proficiency Trends Science - Grade Level 08

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







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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



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

### Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	51	54	50
Student Growth on Math	51	48	50

### Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	1%	1%
Partially Met (L2)	3%	2%	2%
Approached (L3)	6%	4%	7%
Met (L4)	12%	14%	18%
Exceeded (L5)	8%	10%	13%

### Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	1%	0%
Partially Met (L2)	4%	5%	4%
Approached (L3)	4%	7%	11%
Met (L4)	10%	16%	21%
Exceeded (L5)	6%	6%	4%



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MIDDLESEX

SOUTH BRUNSWICK TWP

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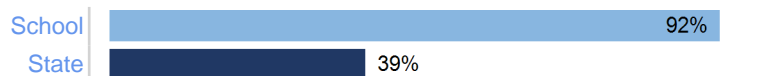
635 GEORGES ROAD

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## Visual and Performing Arts

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

### MUSIC



### DRAMA



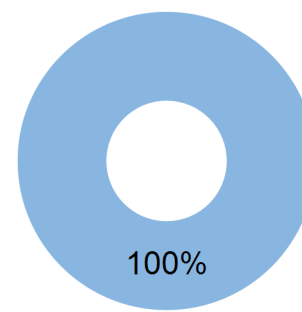
### DANCE



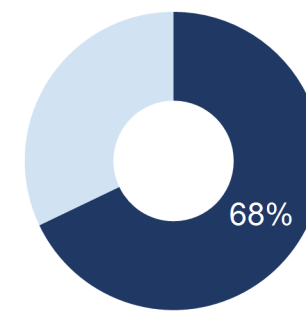
### VISUAL ARTS



### Any Visual and Performing Arts



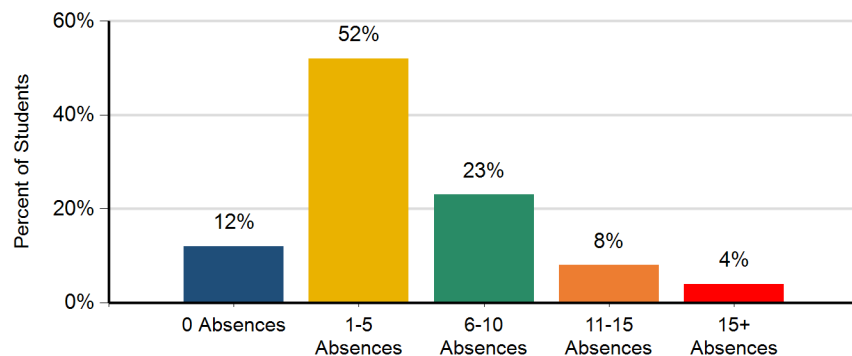
School



State

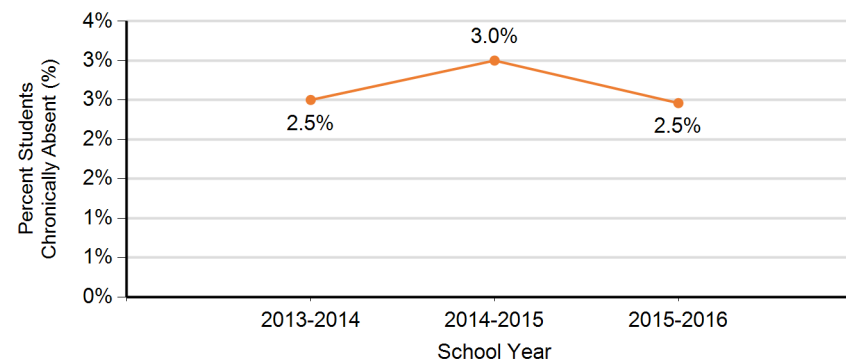
## Absenteeism

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



## Chronic Absenteeism Trend

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





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### Length of School Day

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

	School
2015-16	7 Hrs. 5 Mins.

### Instructional Time

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

2015-16	School
Full Time	6 Hrs. 14 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	204:1

### Student Suspension Rate

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

	School
2015-16	1.8%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	99%



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## 2015-2016 School Performance Reports

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

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

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

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

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



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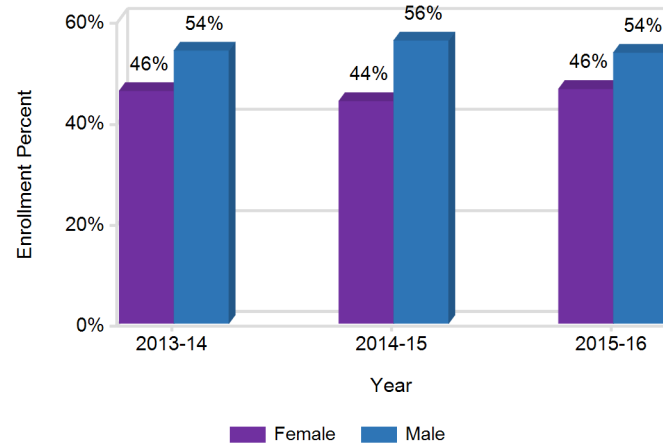
## Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 06	327	368	371
Grade 07	320	335	383
Grade 08	395	331	356
UG	13	11	20
<b>Total</b>	<b>1055</b>	<b>1045</b>	<b>1130</b>

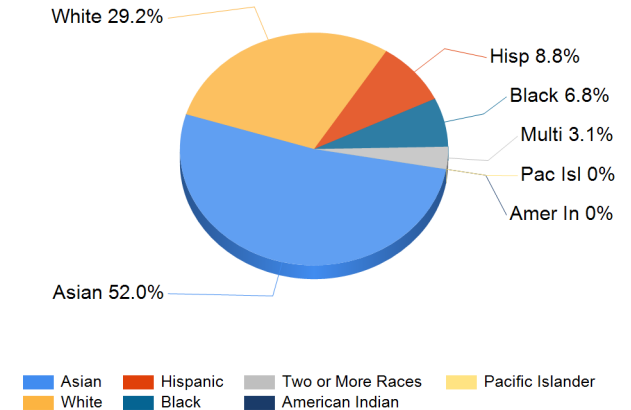
## Enrollment by Gender

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



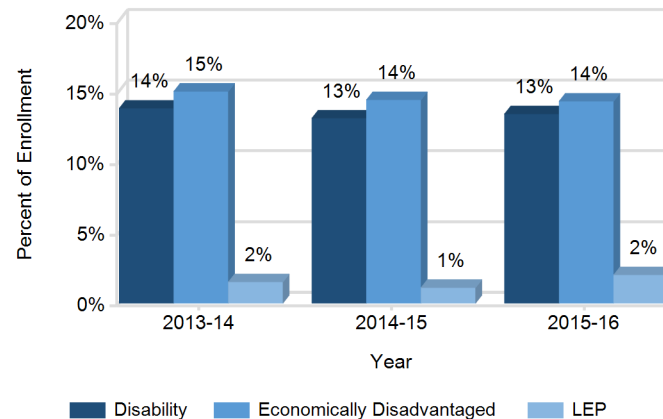
## Enrollment by Ethnic/ Racial Subgroup

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	61.2%
Telugu	7.0%
Gujarati	4.6%
Hindi	4.2%
Tamil	3.5%
Other	19.7%

\* 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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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	72%	56	79
Mathematics Met or Exceeded Expectations	57%	22	65

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	898	72%	79	95%	✓	899	57%	65	95%	✓
White	275	60%	45	90%	✗	276	37%	19	90%	✗
African American	52	42%	60	90%	✗	52	19%	31	90%	✗
Hispanic	74	47%	44	92%	✗	74	20%	18	92%	✗
American Indian	S	S	S	S		S	S	S	S	
Asian	475	87%	64	100%	✓	475	80%	51	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	121	13%	35	87%	✗	122	13%	35	88%	✗
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	100	45%	61	91%	✗	100	23%	30	92%	✗



State of New Jersey  
2015-2016

Grade Span 06-08

23-4860-075

MIDDLESEX

SOUTH BRUNSWICK TWP

Crossroads South Middle School

195 Major Road

MONMOUTH JUNCTION, NJ 08852

## 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>	360	765	765	750	3%	9%	17%	48%	24%	72%	52%
White	95	759	755	756	2%	12%	21%	47%	18%	65%	61%
African American	20	744	740	732	10%	20%	30%	30%	10%	40%	31%
Hispanic	35	744	740	738	9%	17%	26%	46%	3%	49%	37%
Asian	196	776	776	772	1%	5%	12%	50%	33%	83%	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	14	749	753	755	14%	14%	14%	43%	14%	57%	60%
Students with Disability	S	S	718	719	S	S	S	S	S	S	15%
English Language Learners	S	S	727	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	61	737	736	735	12%	21%	28%	38%	2%	39%	33%
PARCC MATH											
<b>Schoolwide</b>	363	752	756	743	5%	18%	22%	39%	16%	55%	43%
White	96	740	742	750	4%	29%	28%	34%	4%	39%	53%
African American	S	S	725	724	S	S	S	S	S	S	20%
Hispanic	36	724	722	730	8%	50%	25%	17%	N	17%	26%
Asian	197	767	771	768	2%	5%	17%	49%	27%	76%	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	743	748	S	S	S	S	S	S	49%
Students with Disability	45	713	713	717	31%	53%	2%	11%	2%	13%	13%
English Language Learners	S	S	714	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	62	721	721	728	19%	36%	34%	10%	2%	11%	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

23-4860-075

MIDDLESEX

SOUTH BRUNSWICK TWP

Crossroads South Middle School

195 Major Road

MONMOUTH JUNCTION, NJ 08852

## 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>	361	772	774	753	4%	6%	16%	34%	40%	74%	56%
White	113	755	759	760	9%	9%	23%	40%	20%	59%	65%
African American	28	752	747	733	7%	21%	18%	32%	21%	54%	35%
Hispanic	S	S	744	739	S	S	S	S	S	S	41%
Asian	194	788	787	781	1%	1%	10%	31%	58%	89%	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	761	759	S	S	S	S	S	S	63%
Students with Disability	42	722	722	716	31%	24%	26%	14%	5%	19%	16%
English Language Learners	S	S	S	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	37	748	744	735	14%	16%	24%	27%	19%	46%	37%
PARCC MATH											
<b>Schoolwide</b>	326	751	754	740	5%	14%	26%	44%	12%	56%	39%
White	110	739	743	747	7%	21%	38%	30%	4%	34%	47%
African American	26	728	729	724	12%	31%	39%	19%	N	19%	19%
Hispanic	S	S	731	729	S	S	S	S	S	S	23%
Asian	163	766	768	763	1%	6%	14%	59%	21%	80%	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	747	744	S	S	S	S	S	S	44%
Students with Disability	S	S	717	713	S	S	S	S	S	S	9%
English Language Learners	S	S	694	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	36	727	728	727	17%	31%	31%	19%	3%	22%	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

23-4860-075

MIDDLESEX

SOUTH BRUNSWICK TWP

Crossroads South Middle School

195 Major Road

MONMOUTH JUNCTION, NJ 08852

## 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>	340	762	768	753	9%	9%	16%	44%	22%	66%	55%
White	87	745	753	759	15%	14%	21%	40%	10%	51%	63%
African American	S	S	730	732	S	S	S	S	S	S	34%
Hispanic	40	732	737	740	28%	15%	25%	25%	8%	33%	43%
Asian	184	780	785	780	1%	3%	11%	53%	33%	86%	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	S	S	749	756	S	S	S	S	S	S	59%
Students with Disability	S	S	711	715	S	S	S	S	S	S	16%
English Language Learners	S	S	740	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	48	738	739	736	17%	15%	31%	29%	8%	38%	38%
**PARCC MATH											
<b>Schoolwide</b>	200	725	731	726	27%	17%	29%	28%	1%	28%	26%
White	68	722	728	732	28%	19%	29%	24%	N	24%	32%
African American	S	S	709	712	S	S	S	S	S	S	14%
Hispanic	S	S	708	721	S	S	S	S	S	S	20%
Asian	72	748	749	745	6%	8%	38%	47%	1%	49%	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	S	S	725	726	S	S	S	S	S	S	26%
Students with Disability	S	S	694	704	S	S	S	S	S	S	8%
English Language Learners	S	S	717	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	40	715	720	718	40%	23%	18%	18%	3%	20%	18%

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

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

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



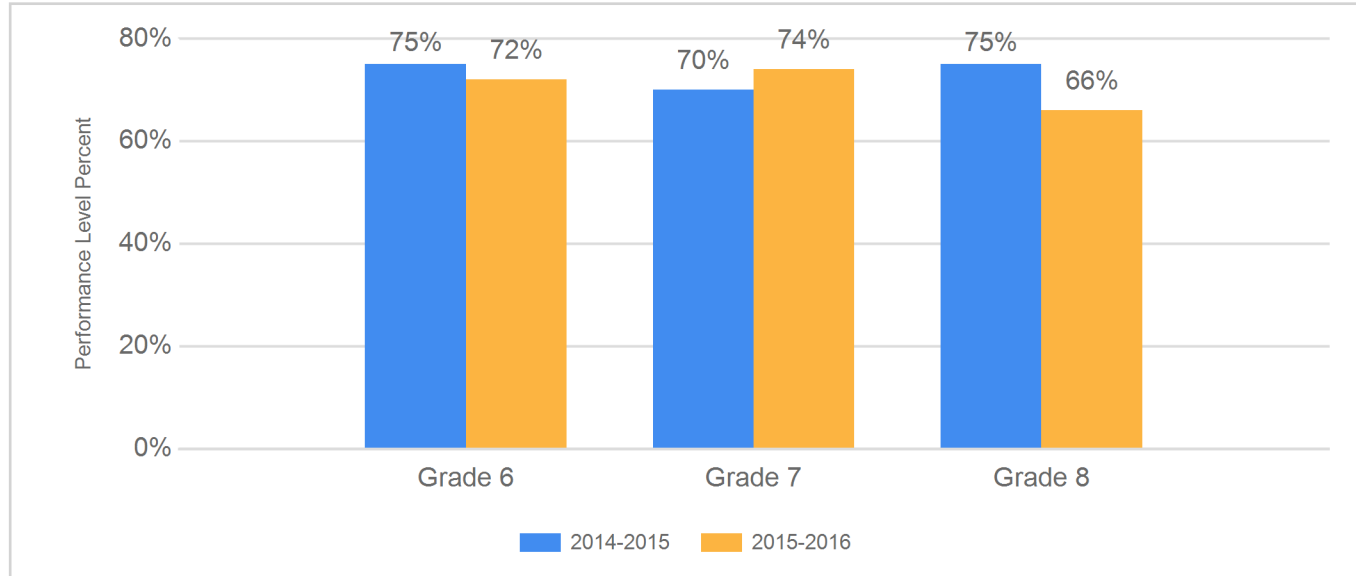
State of New Jersey  
2015-2016

Grade Span 06-08

23-4860-075  
MIDDLESEX  
SOUTH BRUNSWICK TWP  
Crossroads South Middle School  
195 Major Road  
MONMOUTH JUNCTION, NJ 08852

### PARCC ELA Performance Trends

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





State of New Jersey  
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23-4860-075

MIDDLESEX

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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>108</b>	<b>783</b>	<b>789</b>	<b>769</b>	<b>N</b>	<b>1%</b>	<b>5%</b>	<b>78%</b>	<b>17%</b>	<b>94%</b>	<b>41%</b>
White	17	767	775	772	N	N	18%	82%	N	82%	51%
African American	S	S	S	748	S	S	S	S	S	S	20%
Hispanic	S	S	S	746	S	S	S	S	S	S	25%
Asian	83	787	792	789	N	1%	2%	76%	21%	96%	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	S	S	777	776	S	S	S	S	S	S	47%
Students with Disability	S	S	S	738	S	S	S	S	S	S	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	S	746	S	S	S	S	S	S	23%

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



State of New Jersey  
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Grade Span 06-08

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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>67</b>	<b>776</b>	<b>777</b>	<b>776</b>	<b>N</b>	<b>N</b>	<b>2%</b>	<b>69%</b>	<b>30%</b>	<b>99%</b>	<b>27%</b>
White	S	S	S	772	S	S	S	S	S	S	34%
African American	S	S	S	755	S	S	S	S	S	S	9%
Hispanic	S	S	785	761	S	S	S	S	S	S	13%
Asian	59	776	777	785	N	N	2%	68%	31%	98%	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

23-4860-075  
MIDDLESEX  
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## PARCC Performance Distribution - Algebra II

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>S</b>	<b>S</b>	<b>822</b>	<b>789</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	776	N	N	N	N	N	N	31%
African American	N	N	N	746	N	N	N	N	N	N	8%
Hispanic	N	N	N	782	N	N	N	N	N	N	12%
Asian	S	S	822	802	S	S	S	S	S	S	60%
American Indian	N	N	N	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	776	N	N	N	N	N	N	34%
Students with Disability	N	N	N	791	N	N	N	N	N	N	5%
English Language Learners	N	N	N	790	N	N	N	N	N	N	7%
Economically Disadvantaged Students	N	N	N	759	N	N	N	N	N	N	11%

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



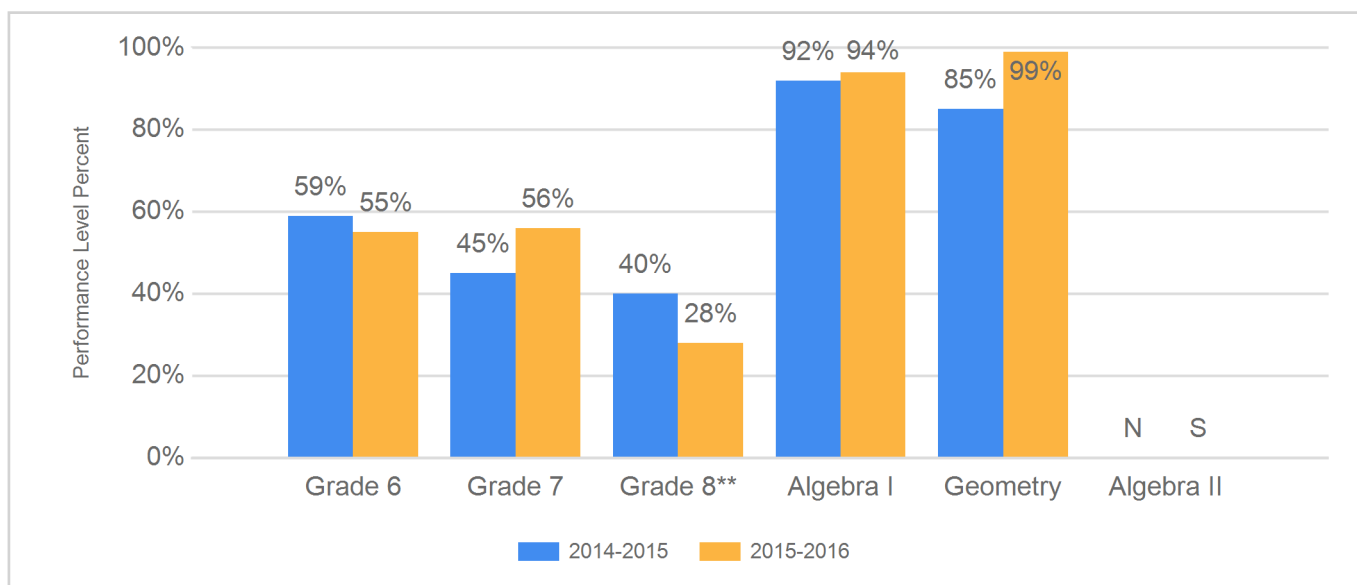
State of New Jersey  
2015-2016

Grade Span 06-08

23-4860-075  
MIDDLESEX  
SOUTH BRUNSWICK TWP  
Crossroads South Middle School  
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## PARCC Math Performance Trends

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



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



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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

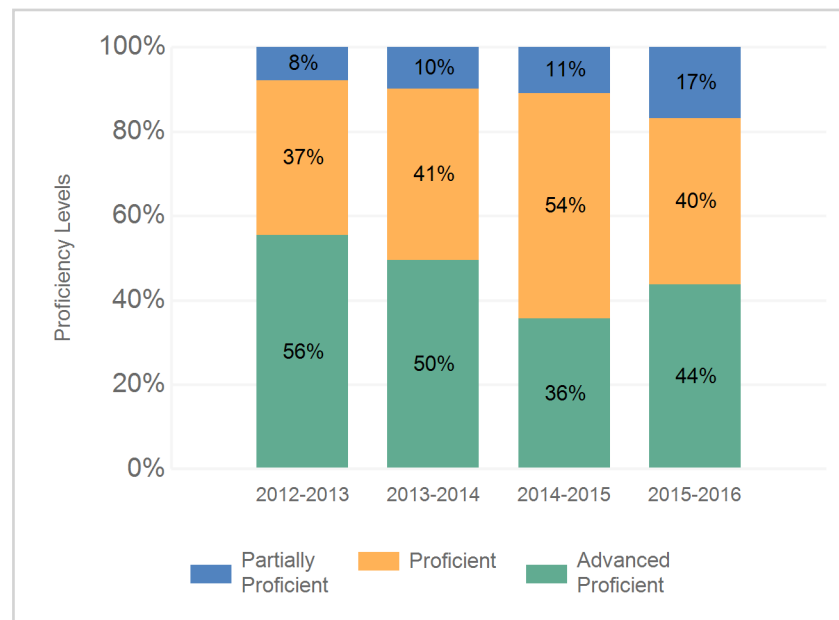
### NJASK Results Science - Grade Level 08

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	44%	40%	17%
White	29%	53%	19%
African American	12%	35%	54%
Hispanic	21%	35%	44%
American Indian	N	N	N
Asian	63%	33%	4%
Two or More Races	S	S	S
Students with Disability	6%	34%	60%
English Language Learners	S	S	S
Economically Disadvantaged Students	20%	44%	36%

### NJASK Proficiency Trends Science - Grade Level 08

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







State of New Jersey  
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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

Reading Grade 4	<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

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MIDDLESEX

SOUTH BRUNSWICK TWP

Crossroads South Middle School

195 Major Road

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### Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	50	54	50
Student Growth on Math	38	48	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%	1%	0%
Partially Met (L2)	3%	2%	2%
Approached (L3)	8%	5%	4%
Met (L4)	15%	14%	14%
Exceeded (L5)	11%	11%	8%

### Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	0%	2%
Partially Met (L2)	5%	5%	3%
Approached (L3)	10%	8%	10%
Met (L4)	13%	18%	15%
Exceeded (L5)	4%	3%	3%



State of New Jersey  
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MIDDLESEX

SOUTH BRUNSWICK TWP

Crossroads South Middle School

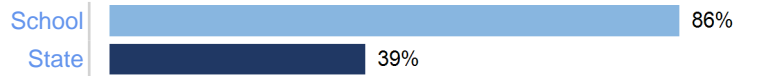
195 Major Road

MONMOUTH JUNCTION, NJ 08852

## 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



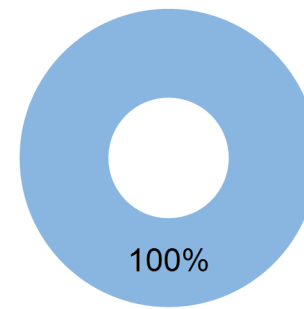
### DANCE



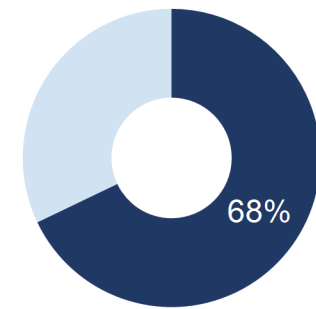
### VISUAL ARTS



### Any Visual and Performing Arts



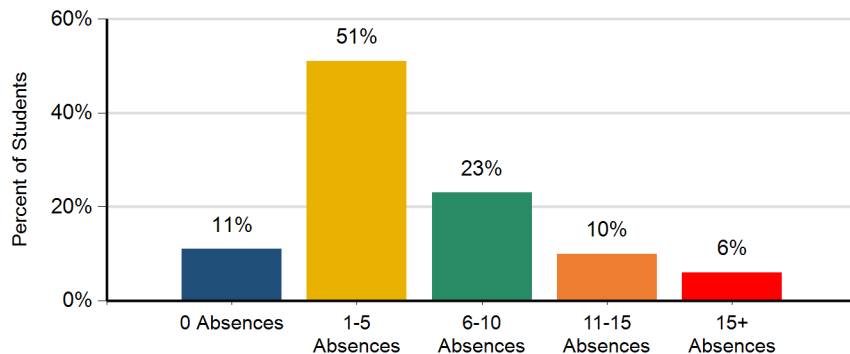
School



State

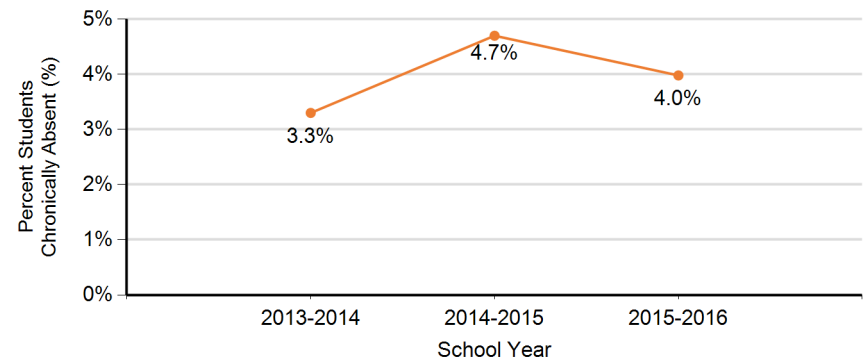
## Absenteeism

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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2015-2016

Grade Span 06-08

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MIDDLESEX  
SOUTH BRUNSWICK TWP  
Crossroads South Middle School  
195 Major Road  
MONMOUTH JUNCTION, NJ 08852

### Length of School Day

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

	School
2015-16	7 Hrs. 5 Mins.

### Instructional Time

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

2015-16	School
Full Time	6 Hrs. 14 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	377:1

### Student Suspension Rate

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

	School
2015-16	1.8%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	99%



State of New Jersey  
2015-2016

Grade Span KF-05

23-4860-095  
MIDDLESEX  
SOUTH BRUNSWICK TWP  
Greenbrook Elementary School  
23 ROBERTS STREET  
KENDALL PARK, NJ 08824

## 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-05

23-4860-095  
MIDDLESEX  
SOUTH BRUNSWICK TWP  
Greenbrook Elementary School  
23 ROBERTS STREET  
KENDALL PARK, NJ 08824

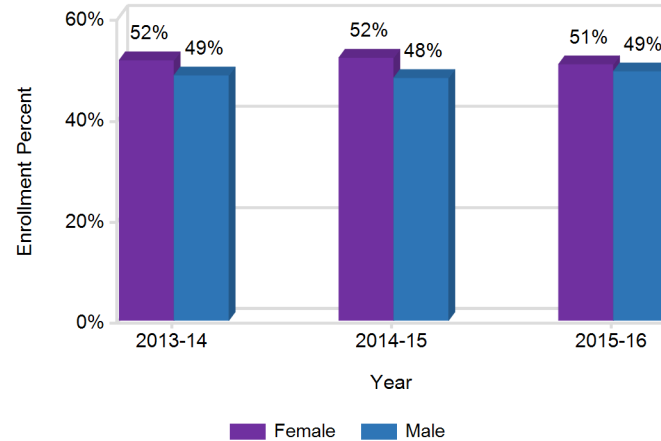
## Enrollment by Grade

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	53	54	57
Grade 01	71	56	59
Grade 02	71	69	54
Grade 03	65	75	72
Grade 04	71	67	80
Grade 05	80	74	64
UG	36	40	46
Total	447	435	432

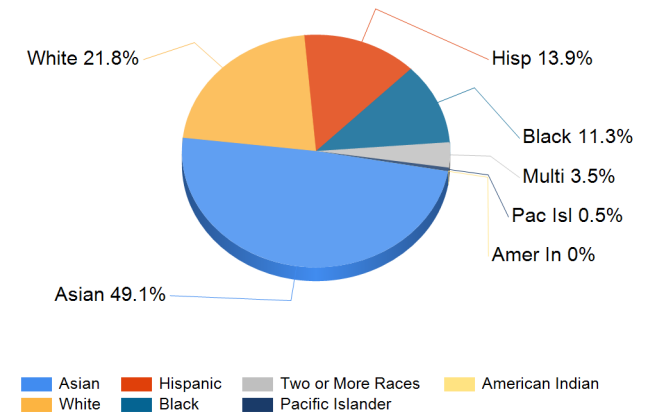
## Enrollment by Gender

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



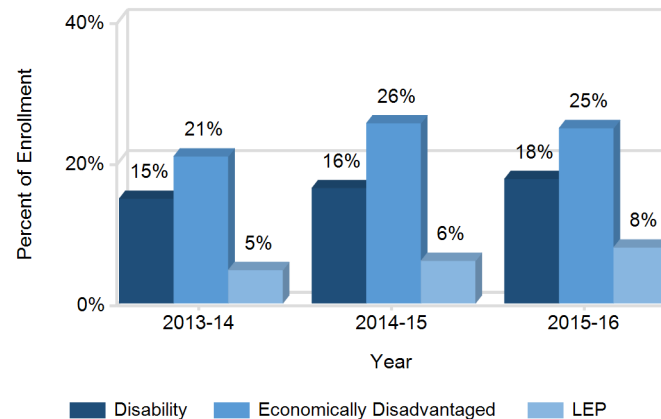
## Enrollment by Ethnic/ Racial Subgroup

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



## Enrollment Trends by Special Population

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



## Language Diversity

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

2015-2016	Percent
English	51.4%
Telugu	9.7%
Spanish	7.4%
Tamil	5.1%
Gujarati	4.9%
Other	21.2%

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



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

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

## Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	63%	11	57
Mathematics Met or Exceeded Expectations	57%	11	58

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	225	63%	57	98%	✓	225	57%	58	98%	✓
White	54	67%	54	93%	✓	54	48%	25	93%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	105	78%	49	100%	✓	105	80%	55	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	46	48%	37	96%	✓	46	39%	16	96%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	47	38%	29	100%	✓	47	28%	18	100%	✓



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## PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	73	752	758	746	14%	14%	22%	40%	11%	51%	48%
White	17	752	745	756	24%	N	18%	53%	6%	59%	58%
African American	S	S	735	727	S	S	S	S	S	S	30%
Hispanic	15	715	721	730	33%	27%	27%	13%	N	13%	31%
Asian	27	777	771	772	N	7%	19%	48%	26%	74%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	S	753	S	S	S	S	S	S	55%
Students with Disability	S	S	713	718	S	S	S	S	S	S	22%
English Language Learners	S	S	702	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	14	728	730	727	21%	36%	29%	7%	7%	14%	28%
PARCC MATH											
<b>Schoolwide</b>	74	749	760	749	4%	22%	26%	39%	10%	49%	52%
White	17	748	744	757	N	18%	41%	35%	6%	41%	63%
African American	S	S	735	730	S	S	S	S	S	S	31%
Hispanic	15	718	726	736	20%	53%	13%	13%	N	13%	35%
Asian	28	773	775	777	N	7%	11%	61%	21%	82%	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	722	727	S	S	S	S	S	S	28%
English Language Learners	S	S	732	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	14	729	736	732	7%	50%	29%	7%	7%	14%	32%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations





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## PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	82	755	769	750	4%	17%	23%	39%	17%	56%	54%
White	18	756	762	759	N	11%	22%	56%	11%	67%	64%
African American	S	S	736	733	S	S	S	S	S	S	33%
Hispanic	11	730	746	737	9%	36%	27%	27%	N	27%	37%
Asian	40	772	778	773	3%	5%	20%	43%	30%	73%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	747	756	S	S	S	S	S	S	62%
Students with Disability	S	S	727	723	S	S	S	S	S	S	22%
English Language Learners	S	S	737	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	20	728	742	734	10%	35%	30%	25%	N	25%	33%
PARCC MATH											
<b>Schoolwide</b>	83	753	762	745	5%	22%	23%	37%	13%	51%	47%
White	18	749	751	752	N	17%	39%	39%	6%	44%	57%
African American	S	S	727	727	S	S	S	S	S	S	24%
Hispanic	S	S	729	733	S	S	S	S	S	S	30%
Asian	41	773	775	771	N	7%	17%	51%	24%	76%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	741	750	S	S	S	S	S	S	54%
Students with Disability	S	S	721	724	S	S	S	S	S	S	22%
English Language Learners	S	S	733	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	729	730	S	S	S	S	S	S	27%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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## PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	64	765	770	751	3%	8%	17%	64%	8%	72%	53%
White	14	754	755	758	7%	14%	14%	64%	N	64%	64%
African American	S	S	S	733	S	S	S	S	S	S	32%
Hispanic	S	S	759	738	S	S	S	S	S	S	37%
Asian	36	777	778	773	N	N	11%	78%	11%	89%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	S	759	S	S	S	S	S	S	63%
Students with Disability	S	S	739	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	13	749	742	735	N	23%	31%	46%	N	46%	33%
PARCC MATH											
<b>Schoolwide</b>	64	760	767	747	3%	5%	31%	38%	23%	61%	47%
White	14	746	746	753	N	7%	57%	29%	7%	36%	57%
African American	S	S	733	728	S	S	S	S	S	S	24%
Hispanic	S	S	746	735	S	S	S	S	S	S	31%
Asian	36	776	779	774	3%	N	11%	47%	39%	86%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	755	754	S	S	S	S	S	S	56%
Students with Disability	S	S	735	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	13	741	731	732	N	15%	54%	31%	N	31%	28%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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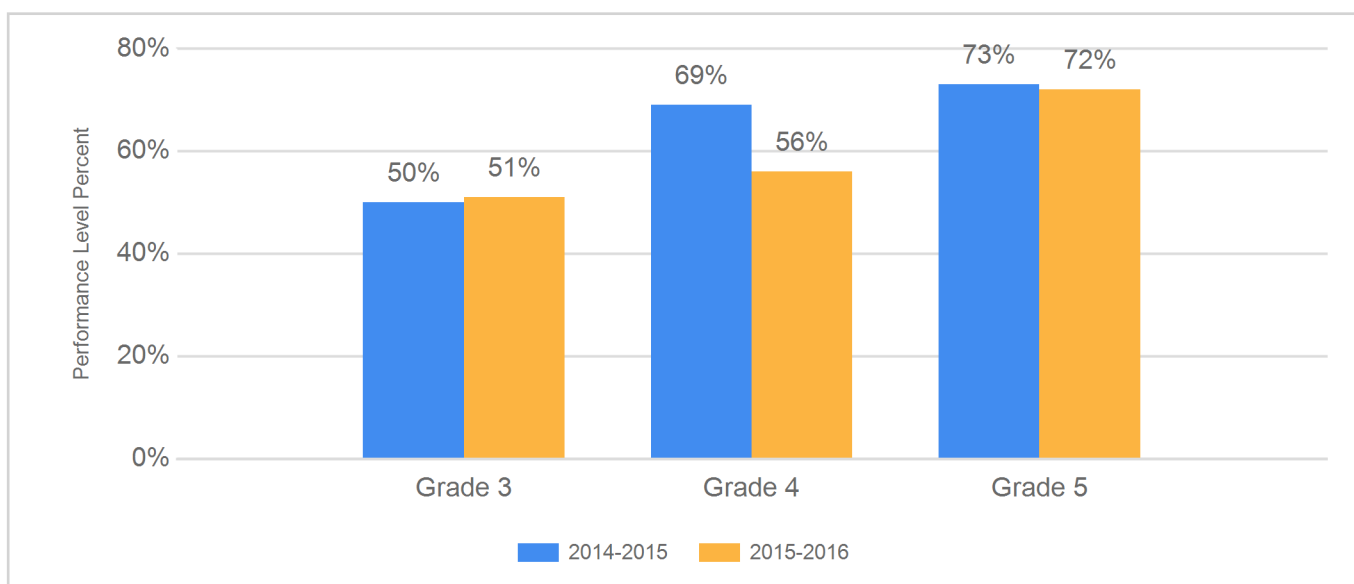
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## PARCC ELA Performance Trends

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





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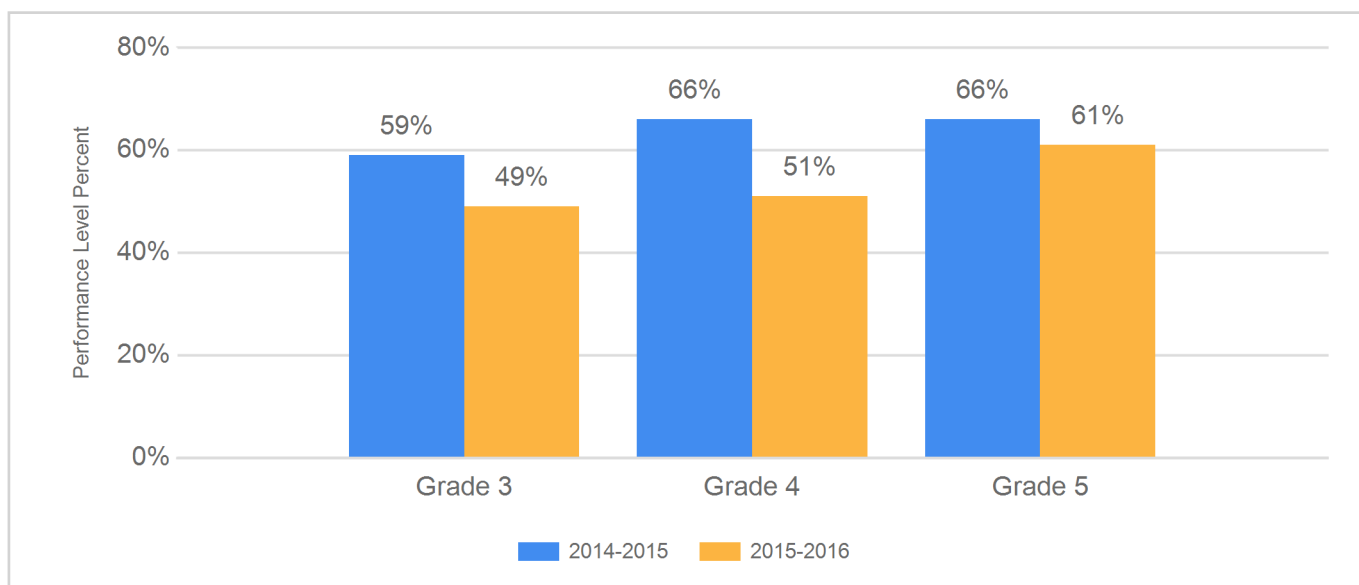
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## PARCC Math Performance Trends

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





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

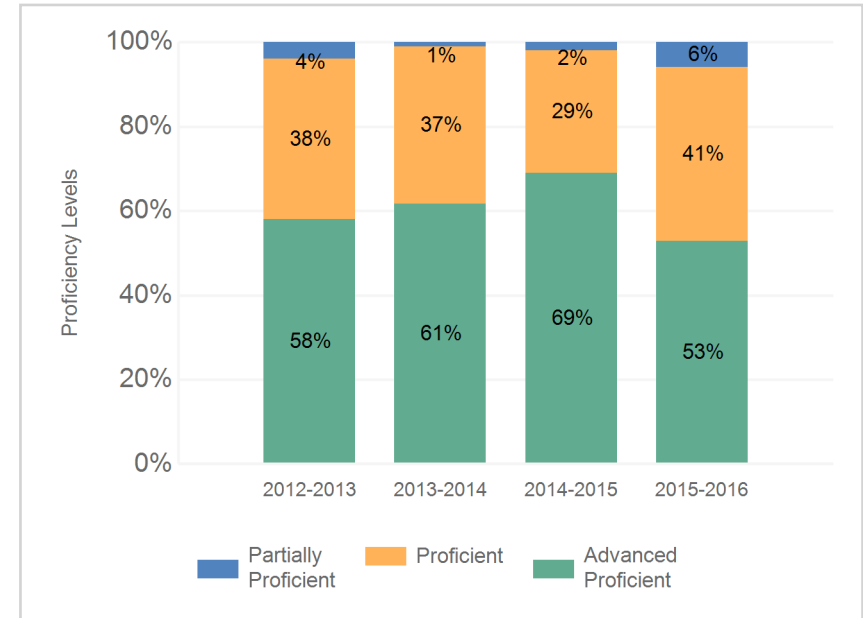
### NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	53%	41%	6%
White	44%	50%	6%
African American	9%	73%	18%
Hispanic	17%	67%	17%
American Indian	N	N	N
Asian	76%	24%	N
Two or More Races	S	S	S
Students with Disability	27%	55%	18%
English Language Learners	S	S	S
Economically Disadvantaged Students	13%	78%	9%

### NJASK Proficiency Trends Science - Grade Level 04

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





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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

Reading Grade 4	<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	60	54	50
Student Growth on Math	55	48	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%	7%
Partially Met (L2)	4%	5%	4%
Approached (L3)	6%	4%	10%
Met (L4)	9%	17%	20%
Exceeded (L5)	5%	3%	3%

### Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	2%	2%
Partially Met (L2)	4%	6%	4%
Approached (L3)	5%	13%	5%
Met (L4)	6%	13%	19%
Exceeded (L5)	10%	4%	5%



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SOUTH BRUNSWICK TWP

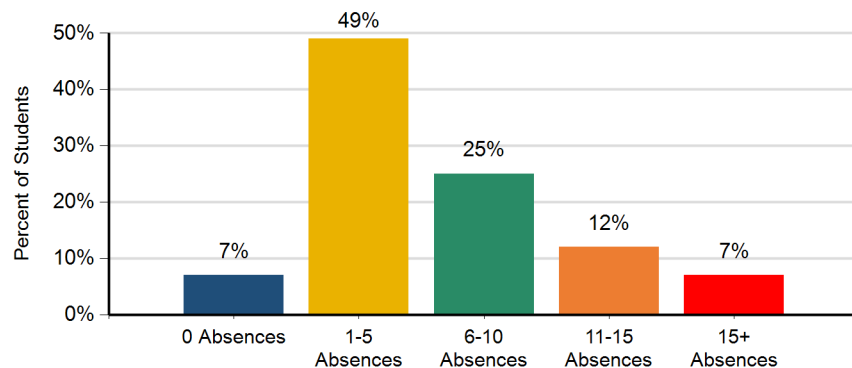
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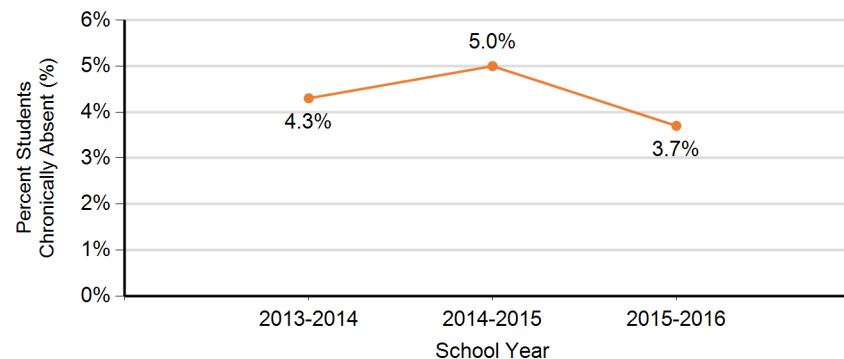
## Absenteeism

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



## Chronic Absenteeism Trend

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







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### Length of School Day

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

	School
2015-16	6 Hrs. 35 Mins.

### Instructional Time

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

2015-16	School
Full Time	5 Hrs. 35 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	216:1

### Student Suspension Rate

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

	School
2015-16	0.5%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	99%



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DAYTON, NJ 08810

## 2015-2016 School Performance Reports

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

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

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

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

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



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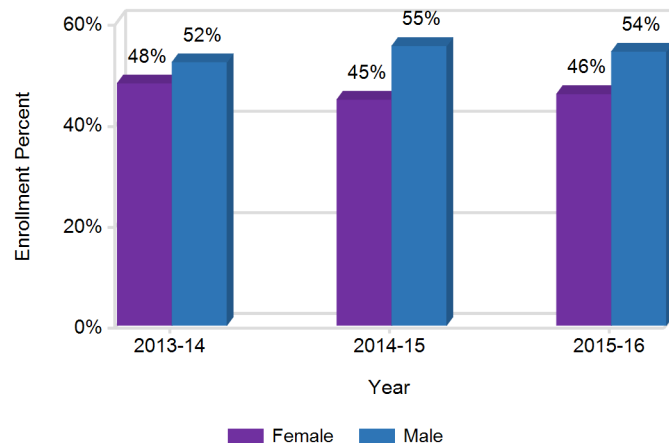
## Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade PK	5	6	9
Grade KG	75	79	89
Grade 01	88	81	82
Grade 02	79	94	100
Grade 03	103	80	98
Grade 04	99	102	98
Grade 05	102	102	107
UG	34	45	63
<b>Total</b>	<b>585</b>	<b>589</b>	<b>646</b>

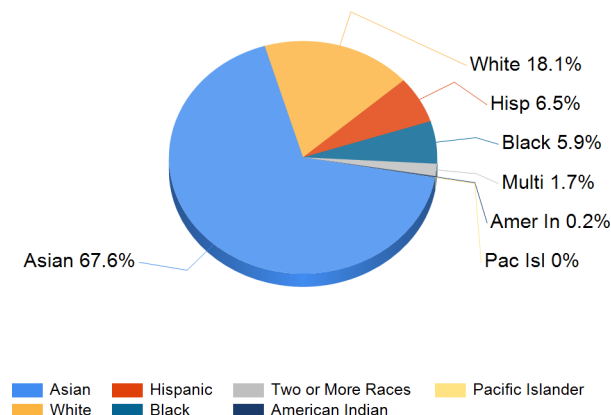
## Enrollment by Gender

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



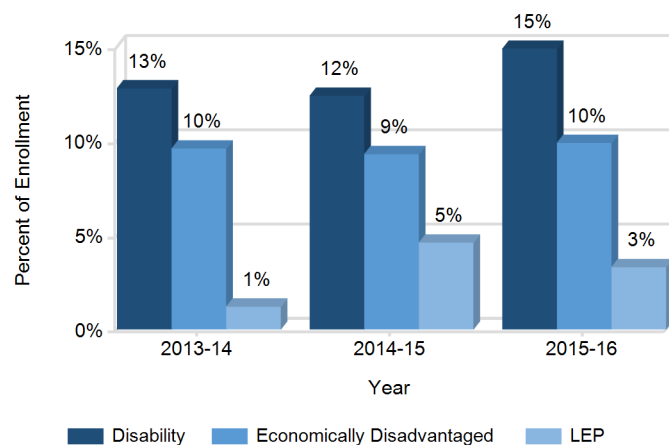
## Enrollment by Ethnic/ Racial Subgroup

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	45.8%
Telugu	14.9%
Tamil	9.3%
Hindi	6.0%
Gujarati	4.6%
Other	19.5%

\* 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	63%	22	65
Mathematics Met or Exceeded Expectations	63%	56	74

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	244	63%	65	98%	✓	243	63%	74	97%	✓
White	56	36%	11	95%	✓	56	29%	11	95%	✓
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	159	76%	45	99%	✓	158	80%	51	99%	✓
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>	96	747	758	746	10%	17%	27%	41%	5%	46%	48%
White	26	735	745	756	23%	23%	23%	27%	4%	31%	58%
African American	S	S	735	727	S	S	S	S	S	S	30%
Hispanic	S	S	721	730	S	S	S	S	S	S	31%
Asian	55	758	771	772	2%	15%	26%	51%	7%	58%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	757	753	S	S	S	S	S	S	55%
Students with Disability	S	S	713	718	S	S	S	S	S	S	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	15	740	730	727	20%	13%	33%	33%	N	33%	28%
PARCC MATH											
<b>Schoolwide</b>	96	752	760	749	1%	23%	28%	33%	15%	48%	52%
White	26	738	744	757	4%	39%	35%	8%	15%	23%	63%
African American	S	S	735	730	S	S	S	S	S	S	31%
Hispanic	S	S	726	736	S	S	S	S	S	S	35%
Asian	55	763	775	777	N	11%	24%	47%	18%	66%	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	722	727	S	S	S	S	S	S	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	15	744	736	732	N	47%	20%	13%	20%	33%	32%

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



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## PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	95	767	769	750	1%	5%	23%	48%	22%	71%	54%
White	14	743	762	759	7%	29%	29%	36%	N	36%	64%
African American	S	S	736	733	S	S	S	S	S	S	33%
Hispanic	S	S	746	737	S	S	S	S	S	S	37%
Asian	67	773	778	773	N	N	18%	54%	28%	82%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	747	756	S	S	S	S	S	S	62%
Students with Disability	S	S	727	723	S	S	S	S	S	S	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	S	S	742	734	S	S	S	S	S	S	33%
PARCC MATH											
<b>Schoolwide</b>	97	762	762	745	2%	10%	22%	52%	14%	66%	47%
White	14	739	751	752	7%	21%	36%	36%	N	36%	57%
African American	S	S	727	727	S	S	S	S	S	S	24%
Hispanic	S	S	729	733	S	S	S	S	S	S	30%
Asian	69	772	775	771	N	3%	16%	62%	19%	81%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	741	750	S	S	S	S	S	S	54%
Students with Disability	S	S	721	724	S	S	S	S	S	S	22%
English Language Learners	S	S	733	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	729	730	S	S	S	S	S	S	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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## PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	108	765	770	751	N	9%	19%	62%	10%	72%	53%
White	19	740	755	758	N	37%	21%	42%	N	42%	64%
African American	S	S	743	733	S	S	S	S	S	S	32%
Hispanic	S	S	759	738	S	S	S	S	S	S	37%
Asian	81	772	778	773	N	3%	16%	68%	14%	82%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	761	759	S	S	S	S	S	S	63%
Students with Disability	S	S	739	723	S	S	S	S	S	S	20%
English Language Learners	S	S	S	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	742	735	S	S	S	S	S	S	33%
PARCC MATH											
<b>Schoolwide</b>	107	767	767	747	4%	8%	14%	47%	27%	74%	47%
White	19	730	746	753	21%	26%	21%	26%	5%	32%	57%
African American	S	S	733	728	S	S	S	S	S	S	24%
Hispanic	S	S	746	735	S	S	S	S	S	S	31%
Asian	80	778	779	774	N	3%	11%	53%	34%	86%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	755	754	S	S	S	S	S	S	56%
Students with Disability	S	S	735	725	S	S	S	S	S	S	19%
English Language Learners	S	S	718	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	731	732	S	S	S	S	S	S	28%

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



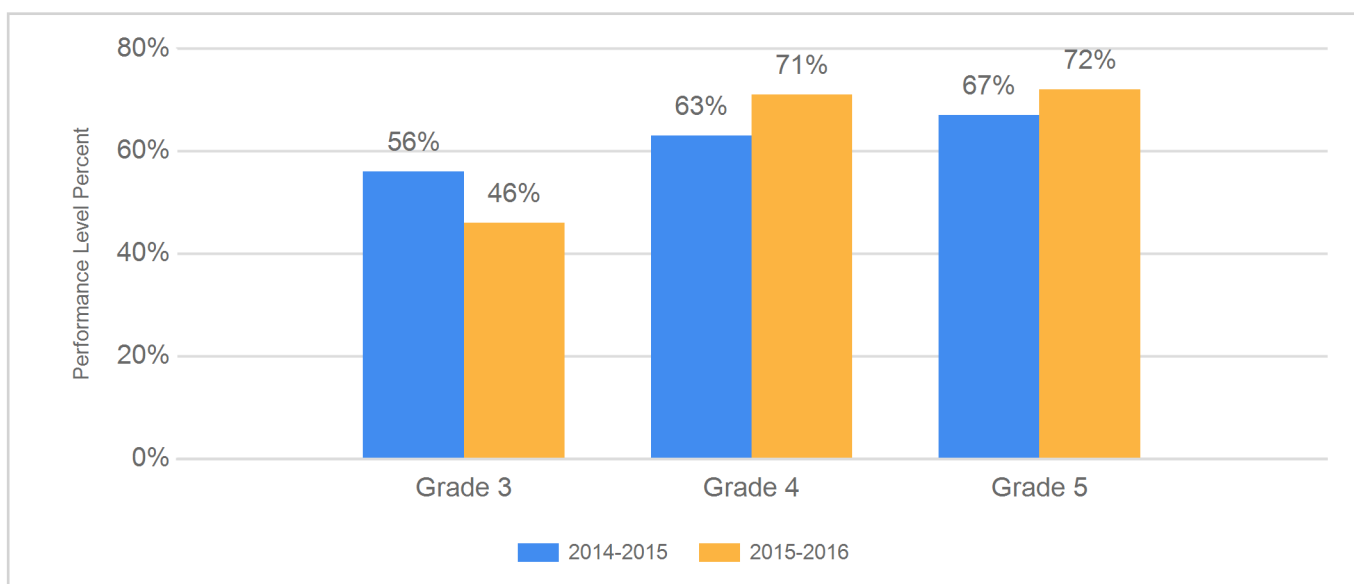
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### PARCC ELA Performance Trends

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







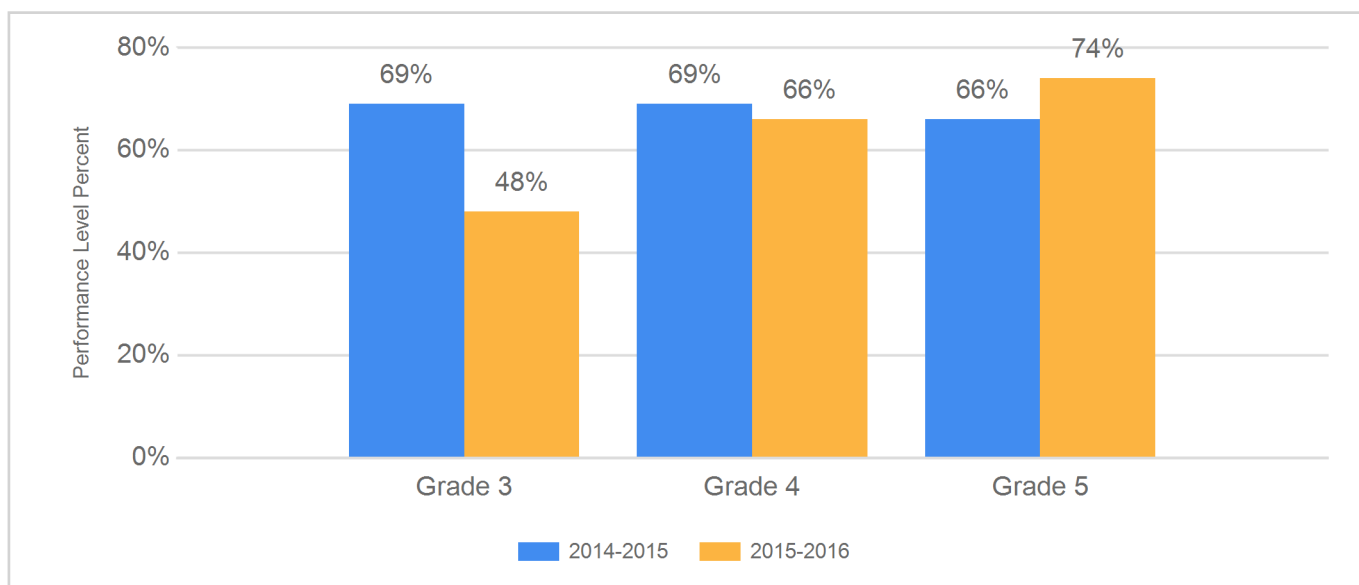
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## PARCC Math Performance Trends

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





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

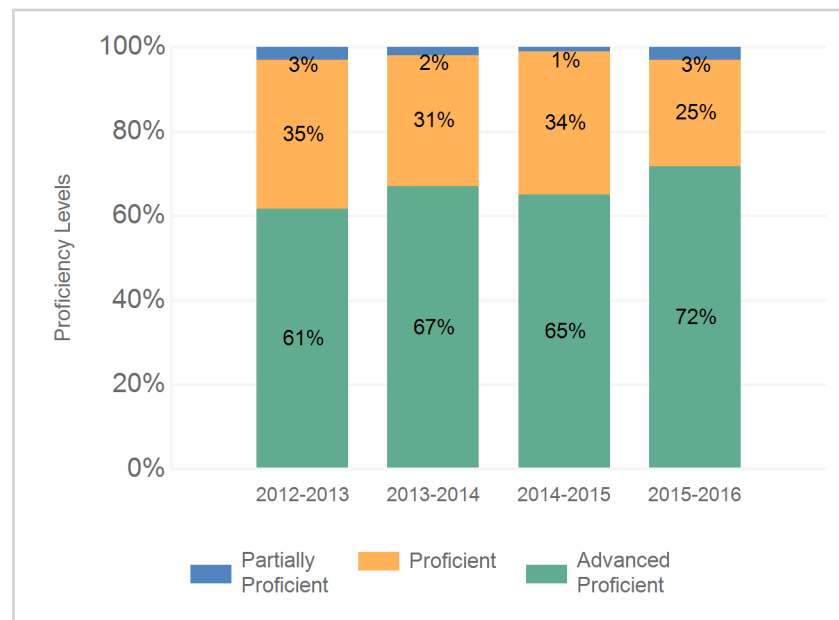
### NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	72%	25%	3%
White	43%	43%	14%
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	81%	17%	1%
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	S	S	S

### NJASK Proficiency Trends Science - Grade Level 04

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



\* 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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## 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	50	54	50
Student Growth on Math	46	48	50

### Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	1%	1%
Partially Met (L2)	4%	2%	3%
Approached (L3)	8%	7%	10%
Met (L4)	15%	16%	17%
Exceeded (L5)	7%	4%	5%

### Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	1%	0%
Partially Met (L2)	4%	2%	3%
Approached (L3)	7%	6%	7%
Met (L4)	20%	18%	14%
Exceeded (L5)	6%	7%	6%



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SOUTH BRUNSWICK TWP

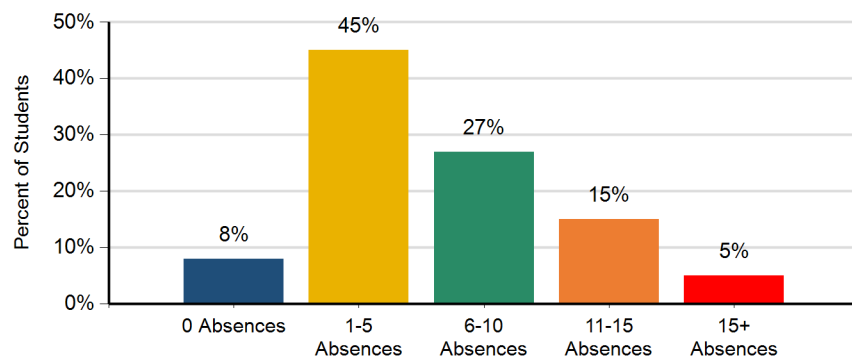
Indian Fields Elementary School

359 RIDGE ROAD

DAYTON, NJ 08810

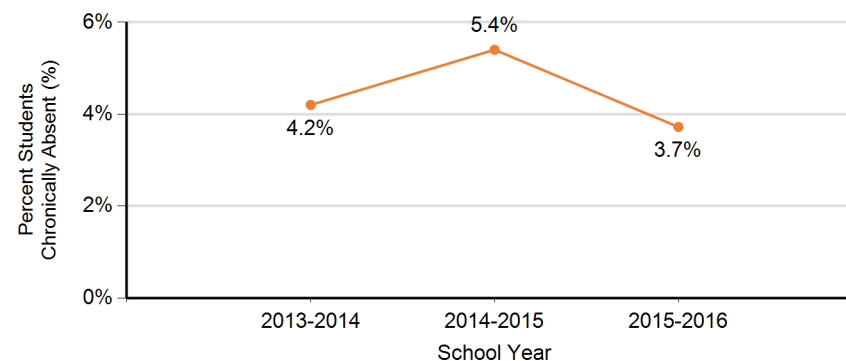
## Absenteeism

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



## Chronic Absenteeism Trend

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





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### Length of School Day

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

	School
2015-16	6 Hrs. 35 Mins.

### Instructional Time

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

2015-16	School
Full Time	5 Hrs. 35 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	323:1

### 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	99%



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## 2015-2016 School Performance Reports

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

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

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

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

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



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MIDDLESEX

SOUTH BRUNSWICK TWP

Monmouth Junction Elementary School

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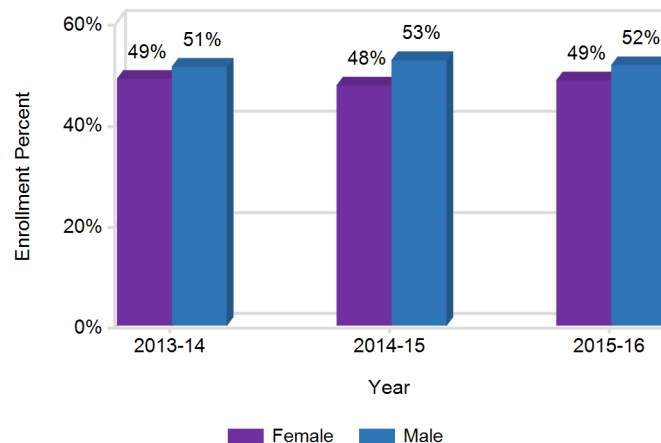
## Enrollment by Grade

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 PK	0	0	28
Grade KG	52	45	36
Grade 01	39	46	47
Grade 02	69	40	46
Grade 03	69	70	44
Grade 04	68	70	72
Grade 05	72	70	76
UG	0	0	8
Total	369	341	357

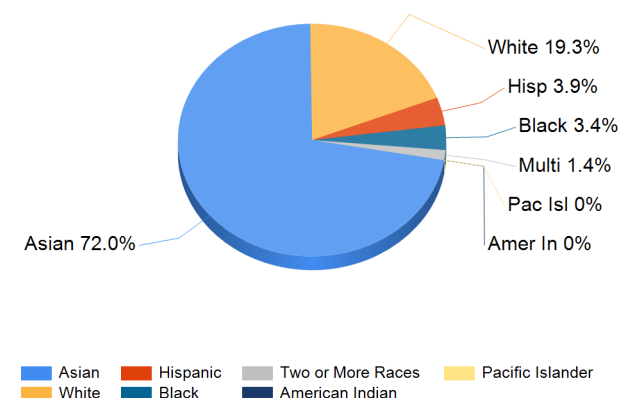
## Enrollment by Gender

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



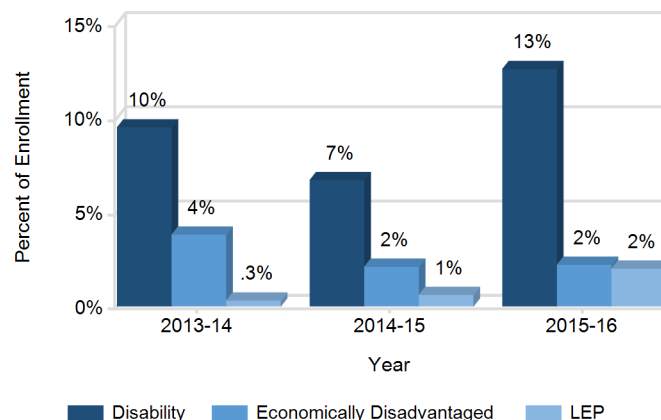
## Enrollment by Ethnic/ Racial Subgroup

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



## Enrollment Trends by Special Population

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



## Language Diversity

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

2015-2016	Percent
English	59.4%
Hindi	7.3%
Telugu	7.3%
Tamil	5.9%
Gujarati	4.2%
Other	16.1%

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





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

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

## Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	85%	100	96
Mathematics Met or Exceeded Expectations	84%	100	98

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	175	85%	96	96%	✓	176	84%	98	96%	✓
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	129	92%	71	99%	✓	130	92%	72	99%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



State of New Jersey  
2015-2016

Grade Span 3H-05

23-4860-110

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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>	42	782	758	746	N	5%	14%	62%	19%	81%	48%
White	S	S	745	756	S	S	S	S	S	S	58%
African American	S	S	735	727	S	S	S	S	S	S	30%
Hispanic	S	S	721	730	S	S	S	S	S	S	31%
Asian	34	788	771	772	N	3%	9%	65%	24%	88%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	757	753	S	S	S	S	S	S	55%
Students with Disability	S	S	713	718	S	S	S	S	S	S	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	S	S	730	727	S	S	S	S	S	S	28%
PARCC MATH											
<b>Schoolwide</b>	42	781	760	749	N	2%	5%	55%	38%	93%	52%
White	S	S	744	757	S	S	S	S	S	S	63%
African American	S	S	735	730	S	S	S	S	S	S	31%
Hispanic	S	S	726	736	S	S	S	S	S	S	35%
Asian	34	787	775	777	N	N	3%	53%	44%	97%	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	722	727	S	S	S	S	S	S	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	S	S	S	732	S	S	S	S	S	S	32%

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



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## PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	73	778	769	750	1%	3%	12%	44%	40%	84%	54%
White	17	770	762	759	N	N	24%	59%	18%	77%	64%
African American	S	S	736	733	S	S	S	S	S	S	33%
Hispanic	S	S	746	737	S	S	S	S	S	S	37%
Asian	51	782	778	773	2%	4%	4%	41%	49%	90%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	727	723	S	S	S	S	S	S	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	S	S	742	734	S	S	S	S	S	S	33%
PARCC MATH											
<b>Schoolwide</b>	73	776	762	745	N	6%	14%	53%	27%	81%	47%
White	17	758	751	752	N	6%	35%	53%	6%	59%	57%
African American	S	S	727	727	S	S	S	S	S	S	24%
Hispanic	S	S	729	733	S	S	S	S	S	S	30%
Asian	51	785	775	771	N	6%	6%	51%	37%	88%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	721	724	S	S	S	S	S	S	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	729	730	S	S	S	S	S	S	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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## PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	74	780	770	751	N	7%	7%	54%	32%	87%	53%
White	13	749	755	758	N	15%	23%	62%	N	62%	64%
African American	S	S	743	733	S	S	S	S	S	S	32%
Hispanic	S	S	759	738	S	S	S	S	S	S	37%
Asian	56	786	778	773	N	5%	4%	52%	39%	91%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	761	759	S	S	S	S	S	S	63%
Students with Disability	S	S	739	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	S	S	742	735	S	S	S	S	S	S	33%
PARCC MATH											
<b>Schoolwide</b>	75	780	767	747	1%	3%	16%	45%	35%	80%	47%
White	13	753	746	753	8%	8%	39%	39%	8%	46%	57%
African American	S	S	733	728	S	S	S	S	S	S	24%
Hispanic	S	S	746	735	S	S	S	S	S	S	31%
Asian	57	787	779	774	N	2%	11%	47%	40%	88%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	755	754	S	S	S	S	S	S	56%
Students with Disability	S	S	735	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	731	732	S	S	S	S	S	S	28%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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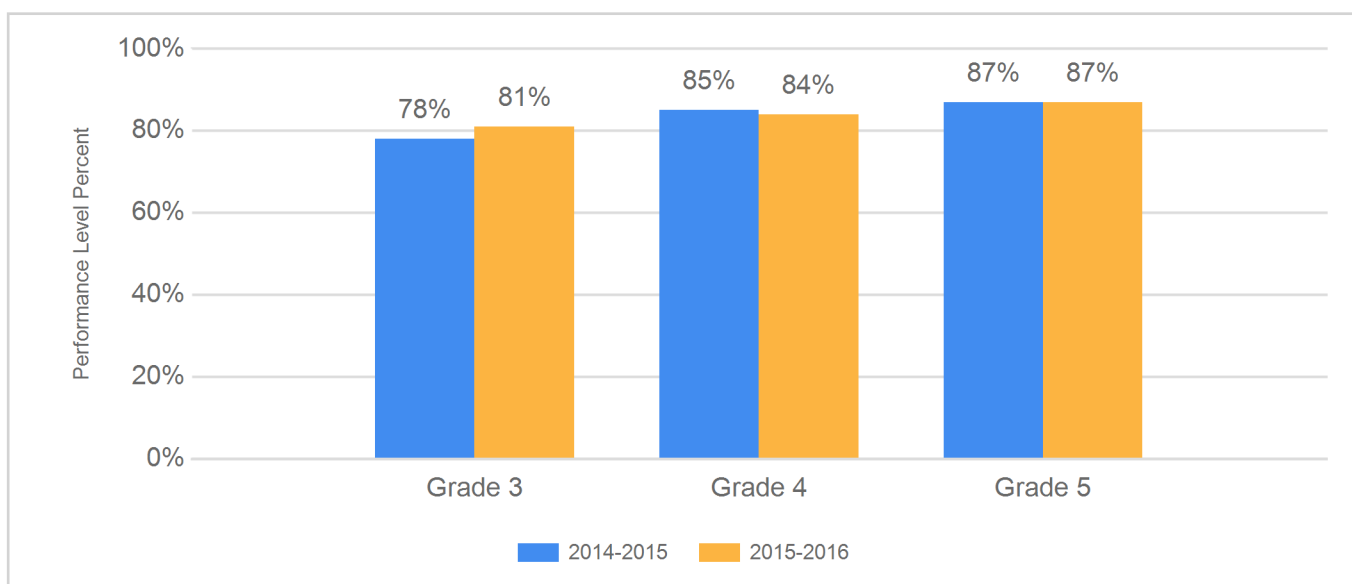
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### PARCC ELA Performance Trends

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





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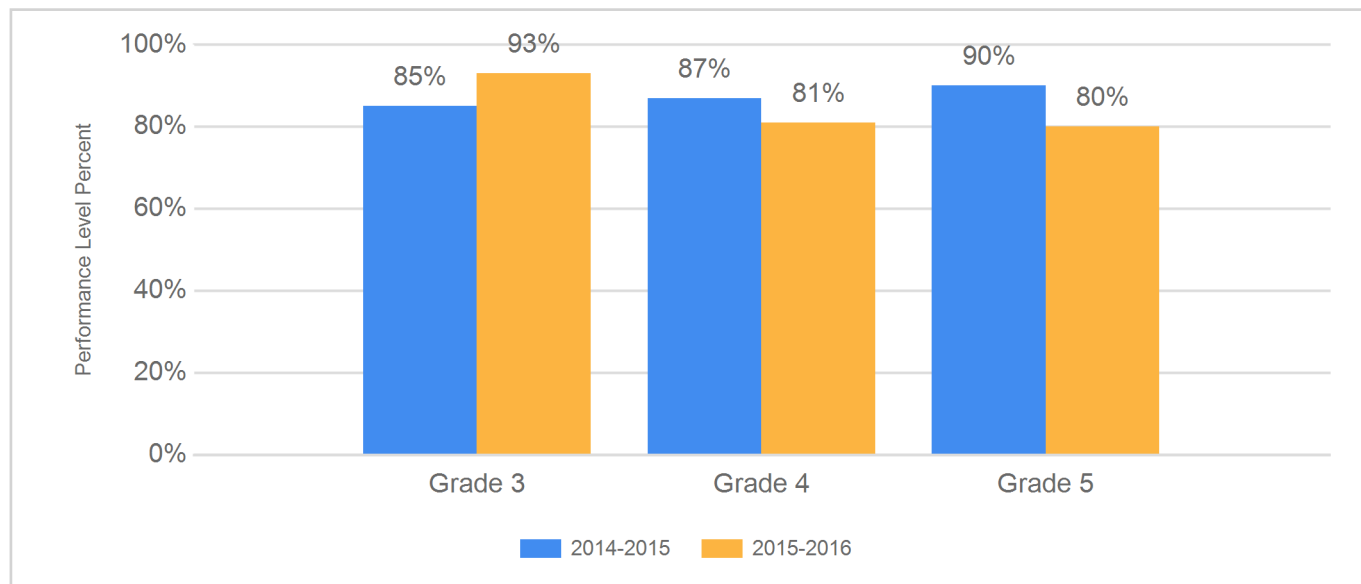
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## PARCC Math Performance Trends

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





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

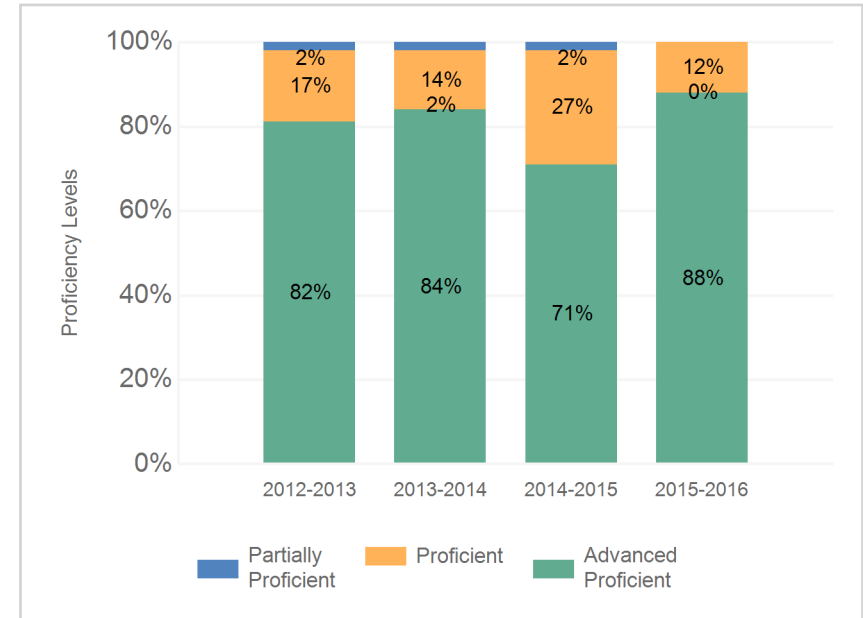
### NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	88%	12%	N
White	94%	6%	N
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	86%	14%	N
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	N	N	N
Economically Disadvantaged Students	S	S	S

### NJASK Proficiency Trends Science - Grade Level 04

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





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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

Reading Grade 4

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

Reading Grade 8

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

Math Grade 4

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

Math Grade 8

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

Science Grade 4

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

Science Grade 8

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

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

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





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

### Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	62	54	50
Student Growth on Math	62	48	50

### Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	1%	0%
Partially Met (L2)	1%	2%	1%
Approached (L3)	2%	2%	7%
Met (L4)	14%	18%	25%
Exceeded (L5)	6%	11%	10%

### Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	0%	2%	2%
Approached (L3)	1%	4%	5%
Met (L4)	18%	15%	21%
Exceeded (L5)	7%	9%	18%



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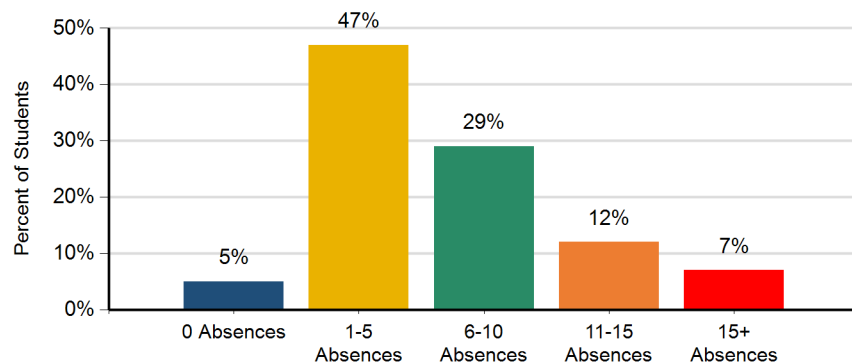
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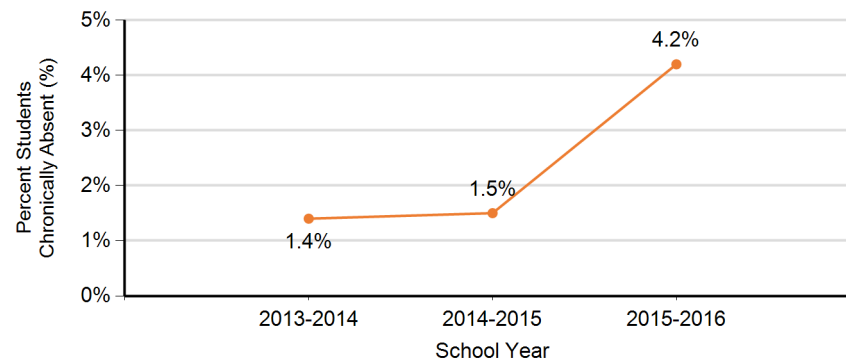
## Absenteeism

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



## Chronic Absenteeism Trend

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





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### Length of School Day

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

	School
2015-16	6 Hrs. 35 Mins.

### Instructional Time

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

2015-16	School
Full Time	5 Hrs. 35 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	179:1

### 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	99%



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## 2015-2016 School Performance Reports

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

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

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

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

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



# State of New Jersey 2015-2016

Grade Span 09-12

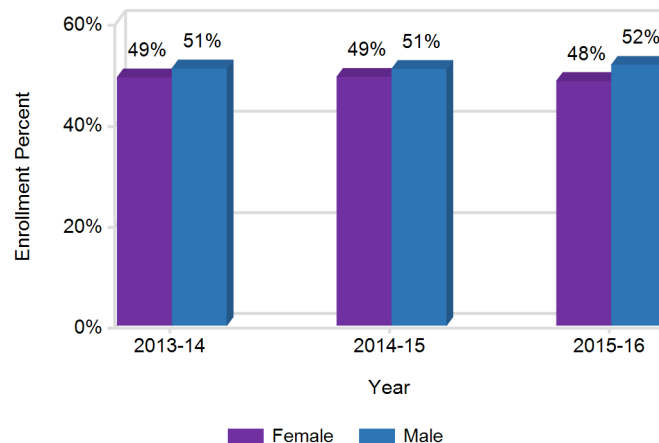
## Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 09	710	768	684
Grade 10	730	702	771
Grade 11	697	720	712
Grade 12	737	706	717
UG	24	25	29
<b>Total</b>	<b>2898</b>	<b>2921</b>	<b>2913</b>

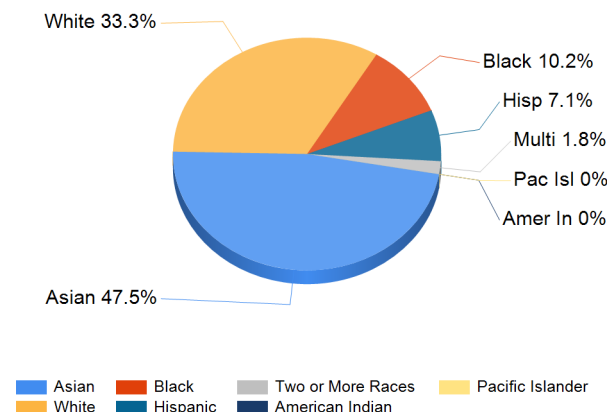
## Enrollment by Gender

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



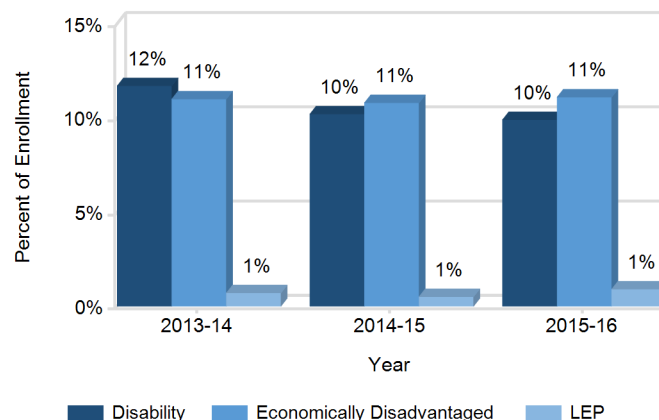
## Enrollment by Ethnic/ Racial Subgroup

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	61.9%
Gujarati	5.4%
Telugu	5.0%
Hindi	4.8%
Tamil	3.5%
Other	18.9%

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



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

## 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	63%	S	78
Mathematics Met or Exceeded Expectations	39%	S	71

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	1262	63%	78	93%	X	1027	39%	71	93%	X
White	351	52%	44	86%	X	327	27%	37	86%	X
African American	109	32%	50	97%	✓	94	10%	36	94%	X
Hispanic	89	44%	58	91%	X	90	16%	35	93%	X
American Indian	S	S	S	S		S	S	S	S	
Asian	690	76%	58	98%	✓	495	57%	57	99%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	119	15%	50	86%	X	90	8%	65	87%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	130	38%	56	93%	X	123	14%	38	92%	X



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## PARCC ELA Performance Distribution - Grade 09

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	658	761	761	746	5%	11%	19%	43%	22%	66%	49%
White	172	749	749	754	6%	17%	23%	44%	11%	54%	58%
African American	62	735	735	729	13%	24%	29%	27%	7%	34%	30%
Hispanic	48	737	737	730	17%	21%	21%	33%	8%	42%	34%
Asian	361	774	774	774	1%	5%	14%	47%	34%	81%	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	15	752	752	748	N	20%	33%	47%	N	47%	53%
Students with Disability	63	713	713	713	27%	44%	16%	13%	N	13%	12%
English Language Learners	12	720	720	693	17%	50%	17%	8%	8%	17%	4%
Economically Disadvantaged Students	78	736	736	729	12%	30%	23%	28%	8%	36%	31%

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



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## PARCC ELA Performance Distribution - Grade 10

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>697</b>	<b>756</b>	<b>756</b>	<b>740</b>	<b>10%</b>	<b>10%</b>	<b>22%</b>	<b>39%</b>	<b>19%</b>	<b>58%</b>	<b>44%</b>
White	195	747	747	747	13%	12%	26%	36%	13%	49%	50%
African American	64	726	726	722	27%	17%	28%	22%	6%	28%	28%
Hispanic	52	737	737	726	21%	14%	25%	33%	8%	40%	33%
Asian	371	769	769	767	5%	8%	17%	45%	26%	71%	69%
American Indian	S	S	S	729	S	S	S	S	S	S	35%
Two or More Races	S	S	S	741	S	S	S	S	S	S	45%
Students with Disability	57	703	703	702	49%	25%	16%	11%	N	11%	11%
English Language Learners	S	S	S	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	75	735	735	723	15%	17%	36%	28%	4%	32%	30%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations





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23-4860-050

MIDDLESEX

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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>539</b>	<b>745</b>	<b>745</b>	<b>736</b>	<b>12%</b>	<b>20%</b>	<b>25%</b>	<b>32%</b>	<b>13%</b>	<b>45%</b>	<b>40%</b>
White	161	738	738	739	15%	26%	20%	29%	10%	39%	42%
African American	78	729	729	728	15%	28%	31%	24%	1%	26%	30%
Hispanic	S	S	S	732	S	S	S	S	S	S	37%
Asian	258	756	756	753	7%	12%	24%	38%	19%	57%	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	S	S	S	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	53	727	727	730	15%	30%	30%	25%	N	25%	33%

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

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



State of New Jersey  
2015-2016

Grade Span 09-12

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SOUTH BRUNSWICK TWP

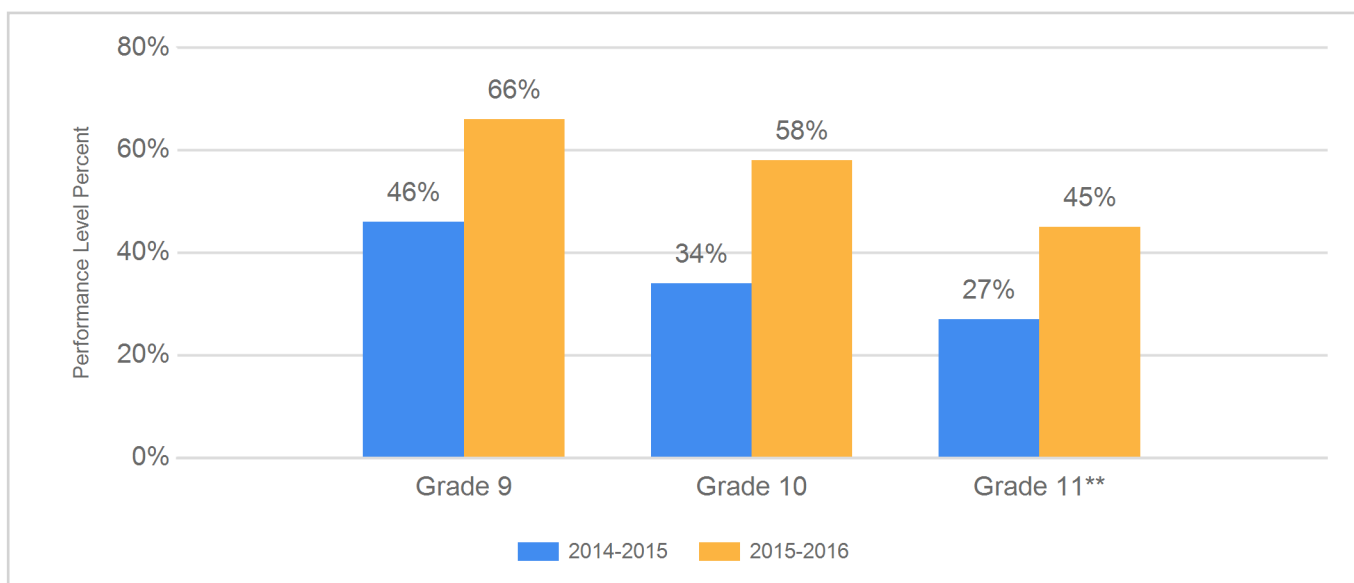
South Brunswick High School

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## PARCC ELA Performance Trends

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



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



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## PARCC Performance Distribution - Algebra I

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>348</b>	<b>731</b>	<b>731</b>	<b>727</b>	<b>11%</b>	<b>28%</b>	<b>31%</b>	<b>30%</b>	<b>N</b>	<b>30%</b>	<b>41%</b>
White	123	729	729	734	9%	32%	34%	25%	N	25%	51%
African American	S	S	S	717	S	S	S	S	S	S	20%
Hispanic	51	719	719	720	20%	35%	29%	16%	N	16%	25%
Asian	105	747	747	746	4%	16%	25%	55%	N	55%	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	14	728	728	707	N	57%	29%	14%	N	14%	9%
Economically Disadvantaged Students	78	716	716	719	24%	39%	27%	10%	N	10%	23%

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



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## PARCC Performance Distribution - Geometry

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>473</b>	<b>732</b>	<b>732</b>	<b>730</b>	<b>7%</b>	<b>26%</b>	<b>46%</b>	<b>21%</b>	<b>0%</b>	<b>22%</b>	<b>27%</b>
White	177	727	727	736	9%	31%	45%	15%	1%	16%	34%
African American	S	S	S	717	S	S	S	S	S	S	9%
Hispanic	S	S	S	720	S	S	S	S	S	S	13%
Asian	183	742	742	750	2%	15%	46%	36%	1%	37%	61%
American Indian	S	S	S	722	S	S	S	S	S	S	15%
Two or More Races	15	732	732	730	N	33%	47%	20%	N	20%	29%
Students with Disability	S	S	S	709	S	S	S	S	S	S	5%
English Language Learners	S	S	S	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	S	S	S	719	S	S	S	S	S	S	12%

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



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## PARCC Performance Distribution - Algebra II

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>553</b>	<b>735</b>	<b>735</b>	<b>722</b>	<b>25%</b>	<b>17%</b>	<b>16%</b>	<b>39%</b>	<b>3%</b>	<b>42%</b>	<b>27%</b>
White	149	720	720	728	34%	24%	15%	26%	1%	28%	31%
African American	S	S	S	700	S	S	S	S	S	S	8%
Hispanic	S	S	S	707	S	S	S	S	S	S	12%
Asian	300	755	755	754	11%	12%	17%	54%	6%	60%	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	S	S	S	692	S	S	S	S	S	S	7%
Economically Disadvantaged Students	S	S	S	705	S	S	S	S	S	S	11%

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



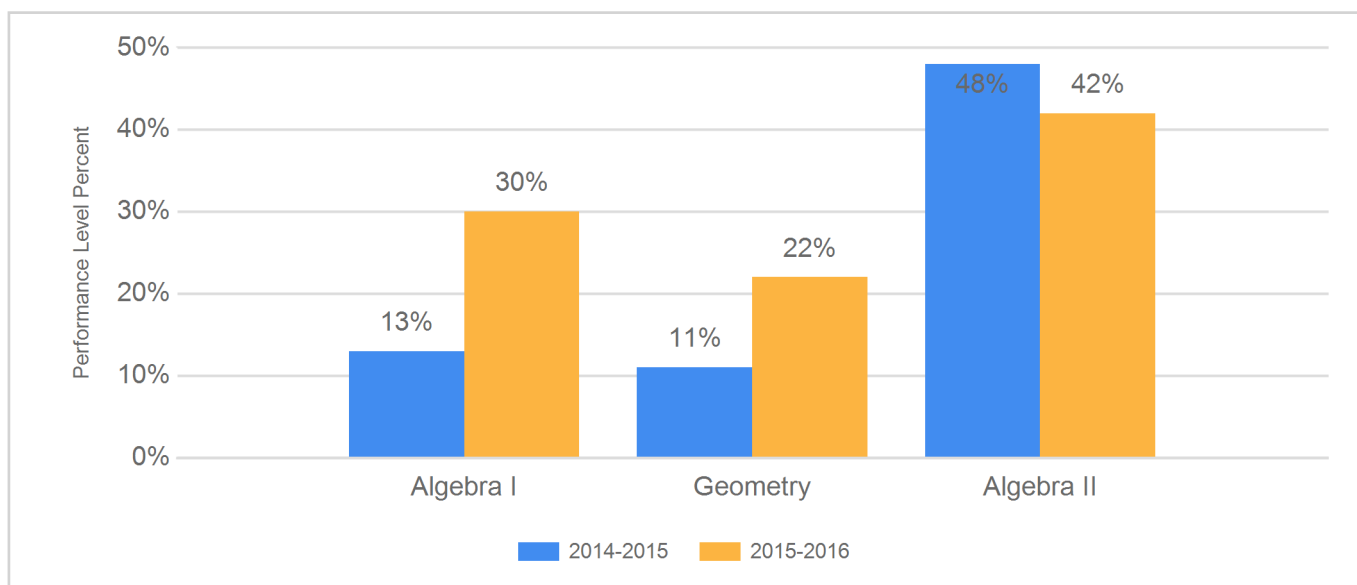
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## PARCC Math Performance Trends

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





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

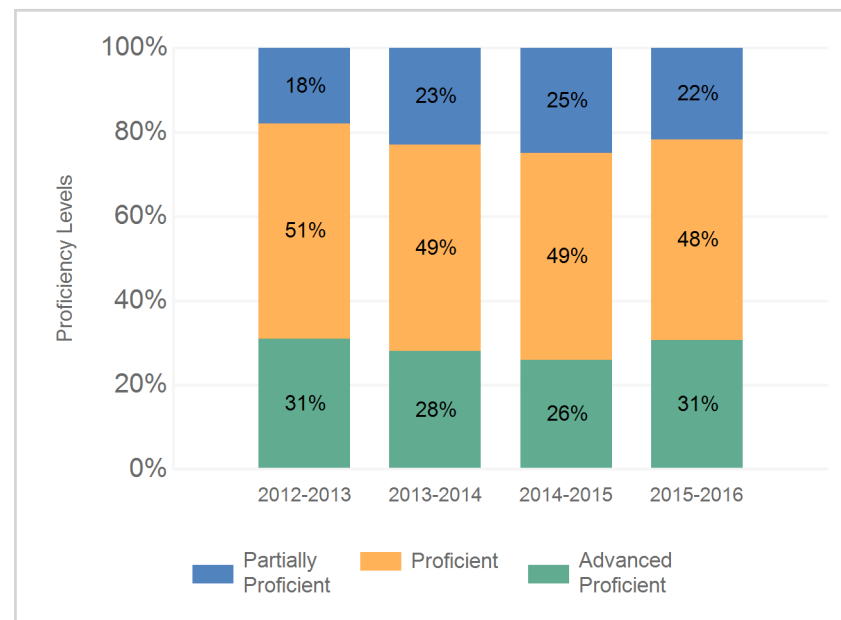
### Proficiency Outcomes - Biology

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	31%	48%	22%
White	21%	50%	29%
African American	5%	48%	47%
Hispanic	8%	47%	45%
American Indian	S	S	S
Asian	44%	46%	10%
Two or More Races	43%	36%	21%
Students with Disability	2%	21%	78%
English Language Learners	S	S	S
Economically Disadvantaged Students	8%	47%	46%

### Proficiency Trends - Biology

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





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

## PSAT/SAT/ACT Participation

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

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	50.9%	95.5%
Percent of Students Participating in SAT	65.7%	58.0%
Percent of Students Participating in ACT	46.3%	27.6%

## PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
<b>PSAT</b>	1155	950
<b>SAT</b>	-	-
Reading and Writing	601	537
Math	607	538
<b>ACT</b>	-	-
Reading	27	23
English	26	22
Math	27	23
Science	26	22

## PSAT/SAT/ACT Benchmarks

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

2015-16	Benchmark	Schoolwide	Statewide
<b>PSAT</b>	N	N	N
<b>SAT</b>	-	-	-
Reading and Writing	480	86%	71%
Math	530	73%	53%
<b>ACT</b>	-	-	-
Reading	22	79%	58%
English	18	88%	74%
Math	22	78%	61%
Science	23	70%	49%

## PSAT/SAT/ACT Performance by Percentile

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

2015-16	75 Percentile	50 Percentile	25 Percentile
<b>PSAT</b>	1320	1160	1010
<b>SAT</b>	-	-	-
Reading and Writing	680	610	520
Math	700	610	520
<b>ACT</b>	-	-	-
Reading	32	27	22
English	32	26	22
Math	32	27	23
Science	29	26	22

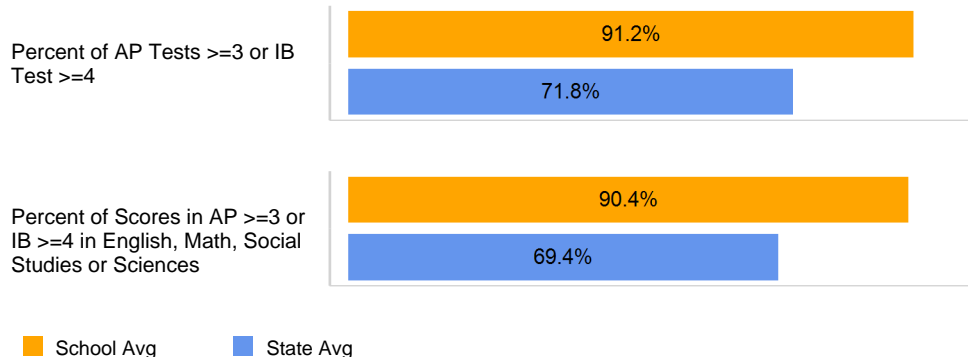


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## AP/ IB Test Performance

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



## Advanced Course Work Participation

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

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	57.3%	39.1%
One of More Test	55.6%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	43.0%	26.6%
Participating in Dual Enrollment	0.0%	15.4%

## AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	36	31
AP Biology	131	127
AP Calculus AB	89	132
AP Calculus BC	48	68
AP Chemistry	120	121
AP Chinese Language and Culture	0	1
AP Comparative Government and Politics	18	17
AP Computer Science A	116	113
AP English Language and Composition	29	36
AP English Literature and Composition	20	15
AP Environmental Science	74	75
AP European History	41	29
AP French Language	36	9
AP Human Geography	0	1
AP Macroeconomics	83	88
AP Microeconomics	102	103
AP Music Theory	7	8
AP Physics 1	0	82
AP Physics 2	0	10
AP Physics B	79	0
AP Physics C	54	0
AP Physics C: Electricity and Magnetism	0	55
AP Physics C: Mechanics	0	54
AP Psychology	96	102
AP Spanish Language	73	67



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AP/IB Course	Students Enrolled	Students Tested
AP Statistics	207	195
AP Studio Art—Drawing Portfolio	20	0
AP Studio Art—General Portfolio	0	9
AP U.S. Government and Politics	96	58
AP U.S. History	72	73
Student AP Tests $\geq 3$ and IB Tests $\geq 4$		725



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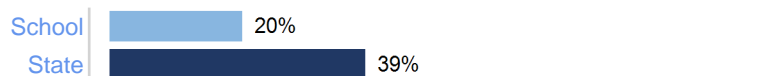
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## Visual and Performing Arts

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

### MUSIC



### DRAMA



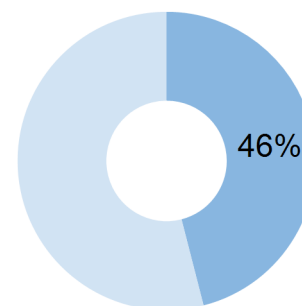
### DANCE



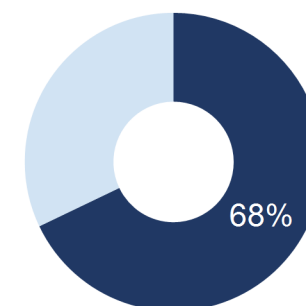
### VISUAL ARTS



### Any Visual and Performing Arts



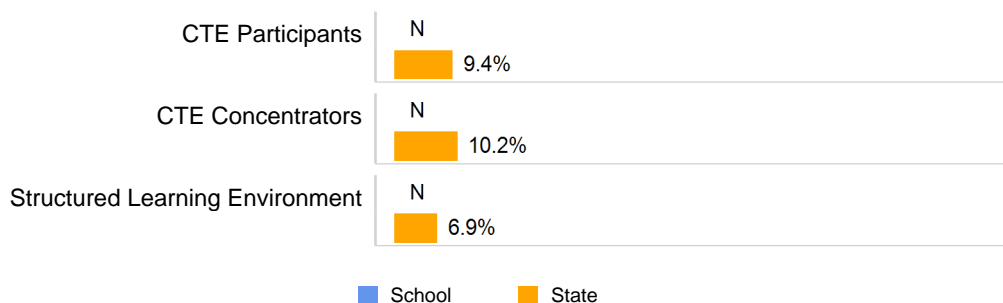
School



State

## Career and Technical Education Participation

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





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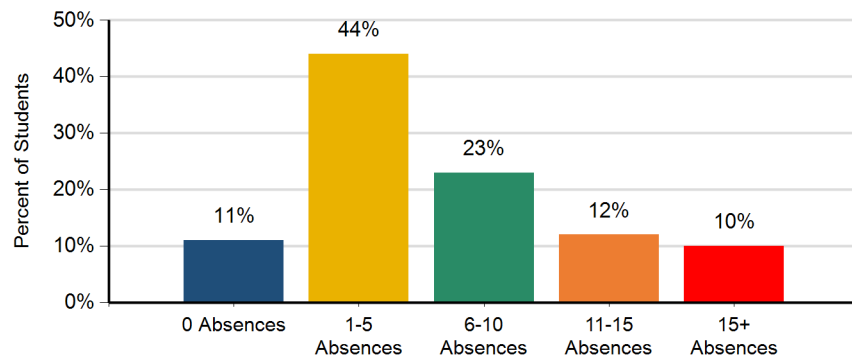
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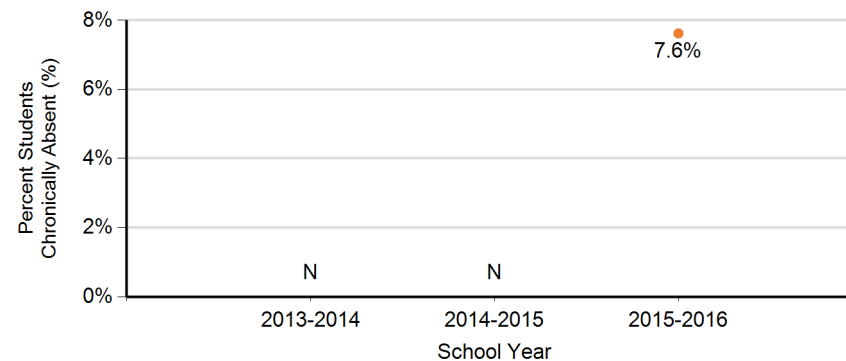
## Absenteeism

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



## Chronic Absenteeism Trend

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





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### Graduation Rate by Subgroup

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

	School Rate	Statewide Percentile	State Target
Schoolwide	96.6%	80	81%
White	95.7%	55	
African American	95.9%	69	
Hispanic	97%	79	
American Indian	N	N	
Asian	97.8%	30	
Native Hawaiian	N	N	
Two or More Races	S	S	
Students with Disability	80.9%	44	
English Language Learners	S	S	
Economically Disadvantaged Students	92.2%	72	

### Dropout Rate by Subgroup

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

	School Rate	State Rate
Schoolwide	0.4%	1.2%
White	0.5%	0.6%
African American	0.7%	2.6%
Hispanic	0.5%	2.2%
American Indian	N	3.4%
Asian	0.1%	0.2%
Native Hawaiian	N	0.3%
Two or More Races	2.0%	1.0%
Students with Disability	0.8%	1.7%
English Language Learners	0%	0.1%
Economically Disadvantaged Students	1.3%	1.7%



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### Extended Year Graduation Rate

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

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

### Postsecondary Enrollment Rates

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

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	87.8%	16.4%	83.6%
White	87.2%	25.1%	74.9%
African American	77.0%	21.1%	78.9%
Hispanic	78.4%	20.7%	79.3%
American Indian	S	S	S
Asian	92.3%	6.9%	93.1%
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	S	S	S
Students with Disability	72.4%	50.9%	49.1%
English Language Learners	S	S	S
Economically Disadvantaged Students	77.4%	31.3%	68.8%



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### Length of School Day

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

	School
2015-16	7 Hrs. 0 Mins.

### Instructional Time

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

2015-16	School
Full Time	6 Hrs. 11 Mins.
Shared Time	3 Hrs. 5 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	237:1

### Student Suspension Rate

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

	School
2015-16	7.6%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	99%