



State of New Jersey
2014-15

OVERVIEW

UNION

WESTFIELD TOWN

GRADE SPAN 09-12

39-5730-050
WESTFIELD SENIOR HIGH SCHOOL
550 DORIAN RD
WESTFIELD, NJ 07090-3302

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. 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 peer schools that are educating similar students, against statewide 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 deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, 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 like time management and perseverance; 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 and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

UNION

WESTFIELD TOWN

GRADE SPAN 09-12

39-5730-050

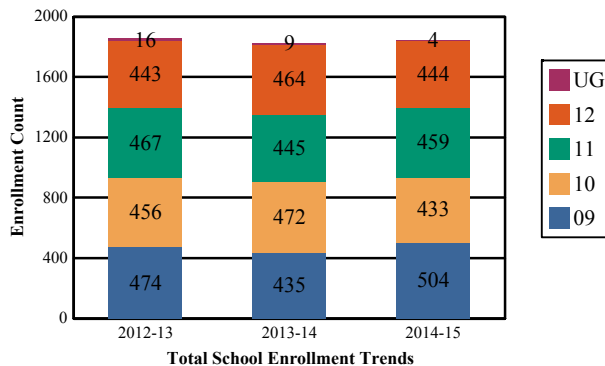
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Enrollment by Grade

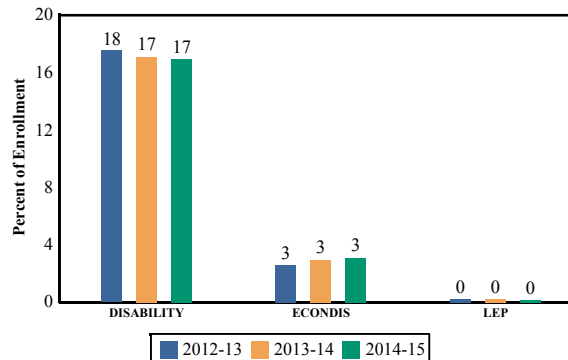
This graph presents the count of students who were 'on roll' by grade in October of each school year.



Total School Enrollment Trends

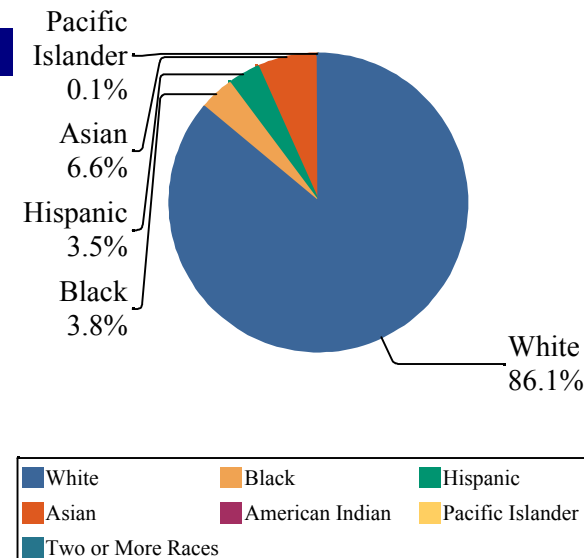
Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



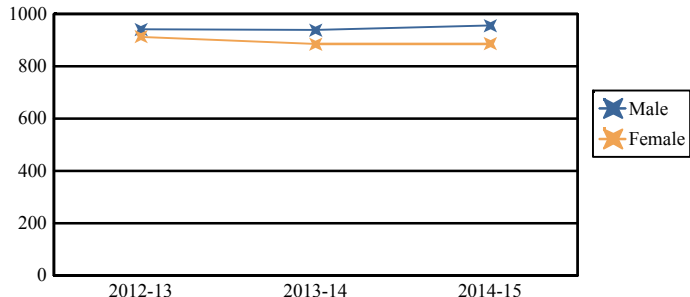
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment

2012-13	1,856
2013-14	1,824
2014-15	1,843

Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	942	914
2013-14	939	885
2014-15	956	887

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	312	17%
Economically Disadvantaged Students	57	3.1%
English Language Learners	3	0.2%

Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	89.5%
Spanish	2.8%
Chinese	1.9%
Russian	0.9%
Portuguese	0.9%
Italian	0.7%
Other	3.3%

ACADEMIC ACHIEVEMENT

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L), Mathematics and Biology as demonstrated in 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments and the End-of-Course Biology assessment. The below chart consist of three columns with measures. The first column - Schoolwide Performance - below includes the percentage of students who met or exceeded expectations in ELA/L or Math. The middle column - Peer School Percentile - indicates how the school's outcomes compare to its group of peer schools. The last column - Statewide Percentile - indicates how the school's outcomes compare to schools across the state in ELA/L.

Academic Achievement	Schoolwide Performance	Peer Percentile	State Percentile
HS English Language Arts/Literacy Met or Exceeded Expectation	44%	29	62
Math Met or Exceeded Expectation	49%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	834	43.8%	95%	90.2%	YES*
White	714	43.5%	95%	90.6%	YES*
African American	-	-	--	--	--
Hispanic	33	39.4%	95%	90%	NO
American Indian	-	-	--	--	--
Asian	62	59.7%	95%	95.7%	YES
Two or More Races	-	-	--	--	--
Students with Disability	122	13.9%	95%	82%	NO
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	801	49.2%	95%	89%	NO
White	689	49.5%	95%	89%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	59	66.1%	95%	95.5%	YES
Two or More Races	-	-	--	--	--
Students with Disability	109	15.6%	95%	77.5%	NO
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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Proficiency Outcomes - Biology

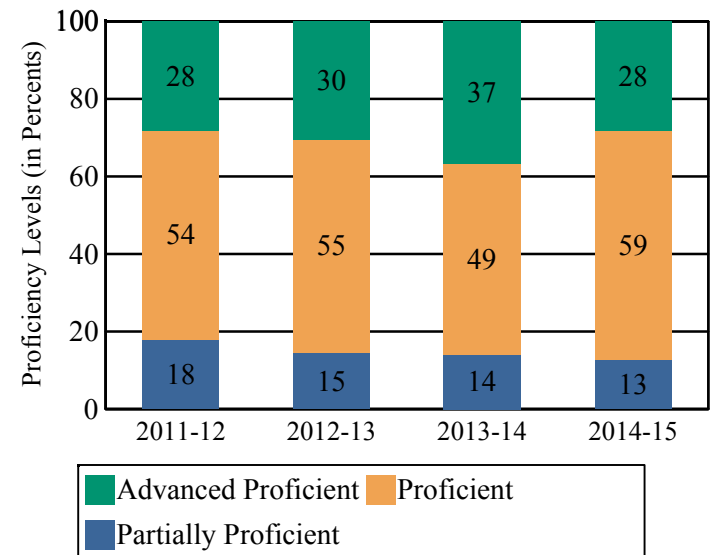
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

Subgroups	Advanced	Proficient	Partially Proficient
Schoolwide	28%	59%	13%
White	28%	60%	12%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	49%	40%	11%
Two or More Races	-	-	-
Students with Disability	6%	47%	47%
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

Proficiency Trends - Biology

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient, and Partially Proficient categories of the Biology Competency Test over the last four years.



PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into 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.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i>	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations <i>(Max. 850)</i>

PARCC ELA Performance Distribution - Grade - 09

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	452	744	739	11%	17%	27%	38%	7%	45%	41%
White	390	743	746	11%	17%	27%	38%	6%	44%	47%
African American	12	720	723	33%	25%	25%	17%	0%	17%	23%
Hispanic	14	740	725	14%	14%	29%	29%	14%	43%	26%
American Indian	-	-	732	-	-	-	-	-	-	33%
Asian	35	759	765	6%	11%	20%	43%	20%	63%	68%
Two or More Races	-	-	731	-	-	-	-	-	-	36%
Students with Disability	67	720	706	30%	28%	24%	18%	0%	18%	9%
English Language Learners	-	-	693	-	-	-	-	-	-	5%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

ACADEMIC ACHIEVEMENT

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PARCC ELA Performance Distribution - Grade - 10

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	380	741	735	19%	17%	21%	29%	14%	43%	38%
White	322	742	741	18%	17%	22%	30%	13%	43%	43%
African American	12	712	717	42%	17%	25%	17%	0%	17%	22%
Hispanic	19	727	720	37%	21%	5%	26%	11%	37%	24%
American Indian	-	-	725	-	-	-	-	-	-	27%
Asian	27	760	763	15%	19%	11%	22%	33%	56%	62%
Two or More Races	-	-	729	-	-	-	-	-	-	34%
Students with Disability	-	-	698	-	-	-	-	-	-	8%
English Language Learners	-	-	685	-	-	-	-	-	-	4%
Economically Disadvantaged Students	-	-	718	-	-	-	-	-	-	23%

PARCC ELA Performance Distribution - Grade - 11

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	395	744	741	12%	21%	24%	29%	13%	43%	42%
White	355	743	745	12%	22%	23%	30%	12%	43%	46%
African American	-	-	727	-	-	-	-	-	-	27%
Hispanic	-	-	731	-	-	-	-	-	-	31%
American Indian	-	-	745	-	-	-	-	-	-	38%
Asian	21	778	765	0%	5%	24%	29%	43%	71%	64%
Two or More Races	-	-	738	-	-	-	-	-	-	38%
Students with Disability	68	720	712	26%	32%	24%	15%	3%	18%	16%
English Language Learners	-	-	703	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	30%

PARCC ALGEBRA I - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	188	736	740	9%	22%	31%	38%	0%	38%	40%
White	153	738	746	8%	18%	33%	40%	0%	40%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	13	741	769	0%	23%	38%	38%	0%	38%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	52	723	710	15%	38%	29%	17%	0%	17%	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	-	-	725	-	-	-	-	-	-	21%

PARCC GEOMETRY - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	290	751	728	2%	11%	26%	57%	4%	61%	21%
White	255	752	731	2%	9%	27%	58%	4%	62%	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	-	-	718	-	-	-	-	-	-	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	18	762	751	0%	6%	17%	61%	17%	78%	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	36	724	709	17%	33%	31%	19%	0%	19%	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	718	-	-	-	-	-	-	8%

PARCC ALGEBRA II - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	371	742	721	12%	19%	29%	37%	2%	40%	24%
White	315	741	725	11%	20%	29%	38%	2%	39%	27%
African American	-	-	701	-	-	-	-	-	-	8%
Hispanic	17	726	706	29%	6%	47%	12%	6%	18%	10%
American Indian	-	-	720	-	-	-	-	-	-	23%
Asian	29	766	751	3%	10%	17%	59%	10%	69%	53%
Two or More Races	-	-	716	-	-	-	-	-	-	21%
Students with Disability	-	-	691	-	-	-	-	-	-	4%
English Language Learners	-	-	694	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	705	-	-	-	-	-	-	9%

COLLEGE AND CAREER READINESS

UNION

GRADE SPAN 09-12

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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. The table below presents five such indicators: the percentage of students enrolled in the 12th grade who took the SAT or ACT, the percentage of 10th and 11th graders who took the PSAT, the percentage of students who scored above the SAT benchmark of 1550, the percentage of 11th and 12th graders who took at least one AP or IB test in English, math, social studies or science, and the percentage of those AP or IB tests that were scored a 3 or higher.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in the school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Percent of Students Participating in SAT or ACT	98%	48	77	80%	YES
Percent of Students Participating in PSAT or PLAN	67%	39	37	60%	YES
Percent of Students Scoring Above 1550 on SAT	70%	52	89	40%	YES
Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science	37%	42	80	35%	YES
Percent of AP Tests ≥ 3 or IB Test ≥ 4 in English, Math, Social Studies or Science	90%	81	92	75%	YES
Summary		52	75		100%

College Readiness Test Participation

The first column of the table below presents the percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT. The second column provides the average across the school's peer group for these two metrics.

2014-15 Percent of Students	School	Peer Avg.	State Avg
Participating in SAT	84.3%	89.5%	79.1%
Participating in ACT	59.5%		25.2%
Participating in PSAT or PLAN	67.2%	75.6%	79.6%
Participating in Dual Enrollment	0.0%		14.9%

AP/IB Participation - 'Unique' Students

The table below presents the proportion of 'unique' students enrolled in at least 11th and 12th grade i.e., each student is counted once regardless of how many AP or IB courses he/she may take. The table also presents the proportion of how many 'unique' students took at least one AP or IB test to the school's enrollment in 11th and 12th grade.

2014-15 Percent of Students Taking	School	Peer Avg.	State Avg.
One or More Course	50.0%	58.5%	36.3%
One or More Test	46.9%	51.8%	30.7%
At least one AP or IB Test in English, Math, Social Studies or Science	36.6%	42.3%	25.3%

Note: Students who are enrolled in AP/IB coursework or take AP/IB tests in grades other than 11th and 12th are included in the numerator of this calculation.

COLLEGE AND CAREER READINESS

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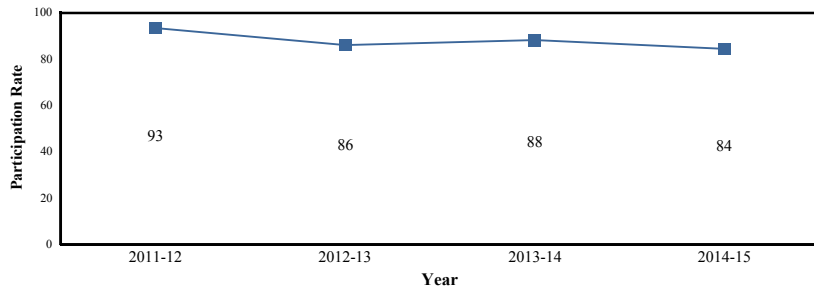
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Participation Trends - SAT Testing

Participation Trends - SAT Testing

This graph presents the participation rate in the SAT over the last four years.



Scholastic Assessment Test (SAT) Results

This table presents the percentage of students who achieved a composite SAT score of 1550 or higher. The SAT benchmark score of 1550 (Critical Reading, Mathematics and Writing Score combined) indicates a 65 percent likelihood of achieving a B- average or higher during the first year of college, which in turn has been found by the College Board's research to be indicative of a high likelihood of college success and completion.

2014-15	School	Peer Avg.	State Avg.
Percent of Students Scoring Above 1550 on SAT	70.5%	67.3%	43.8%

Composite SAT Score

This chart presents the average composite SAT score from the last academic year for students enrolled in this school as well as the average scores achieved in Critical Reading, Mathematics and Writing. The averages from this school's peer group are also presented.

2014-15	School	Peer Avg.	State Avg.
Composite SAT Score	1,715	1,696	1,508
Critical Reading	558	555	496
Mathematics	590	581	518
Writing	567	561	494

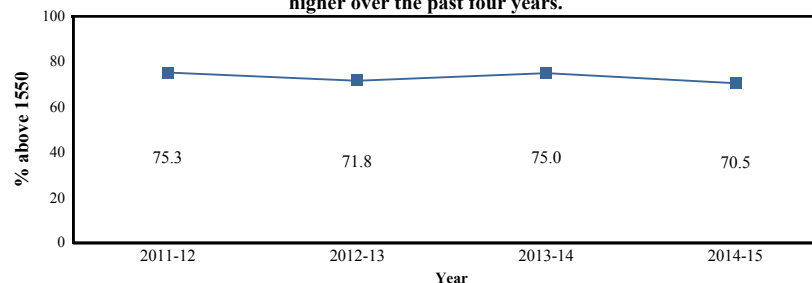
AP /IB Test Results

This table presents the percentage of all AP/IB tests taken by students enrolled in the school that were scored AP ≥ 3 and scored IB ≥ 4 .

2014-15	School	Peer Avg.	State Avg.
Percent of AP Tests ≥ 3 or IB Test ≥ 4	93.1%	85.0%	72.4%
Percent of Scores in AP ≥ 3 or IB ≥ 4 in English, Math, Social Studies or Science	90.3%	84.5%	69.7%

SAT Benchmark Trends

This chart presents the percentage of students who achieved a composite SAT score of 1550 or higher over the past four years.



Composite SAT Score

This chart presents the scores achieved in Critical Reading, Mathematics and Writing by the students at the 25th percentile, the 50th percentile and the 75th percentile of the school's distribution of SAT scores.

2014-15	Critical Reading	Mathematics	Writing
75th Percentile	620	660	650
50th Percentile	560	590	565
25th Percentile	490	520	483

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AP/IB Courses Offered

This table presents the count of students enrolled in each AP/IB course offered in this school in the first column. The second column presents the count of tests taken in each AP/IB course. The numbers may not match as some students do not take the test in the same year as they take the course and some students may take the course without taking the test or vice versa.

AP/IB Course Name	Students Enrolled	Students Tested
AP Psychology	123	98
AP Calculus AB	107	85
AP Biology	89	80
AP English Language and Composition	86	71
AP Spanish Language	75	73
AP Statistics	63	58
AP U.S. Government and Politics	60	44
AP European History	55	41
AP English Literature and Composition	50	37
AP Calculus BC	36	36
AP Chemistry	33	27
AP Computer Science A	32	29
AP Latin (Virgil, Catullus and Horace)	21	6
AP Physics C	16	
AP French Language	10	11
AP Spanish Literature	10	1
AP U.S. History		81
AP Physics C: Electricity and Magnetism		15

AP/IB Course Name	Students Enrolled	Students Tested
AP Physics C: Mechanics		15
AP Italian Language and Culture		8
AP Environmental Science		6
AP German Language		4
AP Macroeconomics		2
AP Chinese Language and Culture		1
AP Human Geography		1
AP Music Theory		1

Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	N/R	2.1%
Drama/Theater	5.0%	3.8%
Music	23.4%	17.8%
Visual Arts	41.7%	31.7%
Total: All Visual and Performing Arts	64.2%	49.9%

N/R - Data Not Reported

Participation in Career Readiness

The chart below contains percentage of students who were participants in an approved Career and Technical Education Program in this school as well as across the State of New Jersey.

Percent of Students Enrolled	School	State
Participating in CTE	0.5%	18.3%
Structured Learning Experience	0.2%	7.0%

N/R - Data Not Reported

GRADUATION AND POSTSECONDARY

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WESTFIELD, NJ 07090-3302

This section of the performance report presents data about graduation, dropout and post-secondary attendance. The graduation rate is calculated according to the ESEA Cohort methodology as required by the United States Department of Education. Dropout rates are calculated from student-level data submitted by districts for students officially classified as dropouts. The dropout rate is the count of students who dropout in an academic year divided by the school's total enrollment.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state.. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The Statewide Target for Graduation Rate was established pursuant to NJDOE's ESEA Accountability Workbook. The last column - Met Target - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentile, the average of statewide percentile and the percentage of statewide targets met.

Graduation & Post Secondary Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Targets	Met Target
Overall Graduation Rate	97%	33	81	78%	YES
Dropout Rate	0.1%	84	82	2%	YES
SUMMARY - Graduation & Post-Secondary		59	82		100%

Graduation Rate by Subgroup

This table presents for all NCLB-identified subgroups the "4-year Adjusted Graduation Rate." This rate calculates the percentage of students who are awarded a regular, high school diploma within four years of becoming a first-time ninth grader. The rate is adjusted to account for students who 'transfer-in' and for students who are verified as 'transfers-out'.

	School	State Target
Schoolwide	97%	78%
White	97%	
African American	-	
Hispanic	-	
American Indian	-	
Asian	100%	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	88%	
English Language Learners	-	
Economically Disadvantaged Students	-	

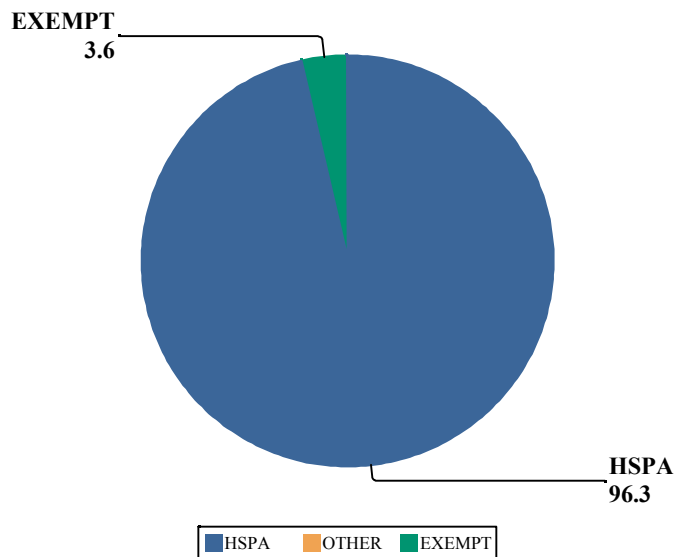
Dropout Rate by Subgroup

This table presents for all NCLB-identified subgroups the Dropout rate. This rate calculates the percentage of students who are classified as dropouts divided by the school's total enrollment and by each subgroup enrollment.

	School	State Target
Schoolwide	.1%	2%
White	.1%	
African American	0%	
Hispanic	0%	
American Indian	-	
Asian	0%	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	.3%	
English Language Learners	-	
Economically Disadvantaged Students	0%	

Graduation Pathway Rates

This chart presents the percentage of high school graduates who graduated by passing both sections of the HSPA, who were exempt from passing the HSPA, or who demonstrated proficiency through an alternative pathway such as through the Alternative High School Assessment, achievement of the 'Just Proficient Mean' or an appeal process.



Extended Year Graduation Rate

The chart below presents the 4-year and 5-year graduation rate for the prior school year's cohort in addition to the 4-year graduation rate for last year's cohort.

Class of	4-year Rate	5-year Rate
2012	98%	99%
2013	95%	96%
2014	97%	98%
2015	97%	

Postsecondary Enrollment Rates

This chart presents the enrollment rates of this school's high school graduates, 16-months after high school graduation. The data is from the National Student Clearinghouse which reports that it collects student-level enrollment data from 95% of Institutions of Higher Education nationwide.

The last columns indicate, for the schoolwide total and each subgroup, the percentage of postsecondary enrollees that were enrolled in either a 2 year or a 4 year institution.

	Percent Enrolled	Percent in 2 Year	Percent in 4 Year
Statewide	78.5%	34.3%	64.7%
Schoolwide	90%	8%	92%
White	90.7%	7%	93%
African American	-	-	-
Hispanic	-	-	-
Asian	83.3%	0%	100%
American Indian	-	-	-
Native Hawaiian	-	-	-
Two or More Races	-	-	-
Students with Disability	89.2%	23%	77%
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

WITHIN SCHOOL ACHIEVEMENT GAP

UNION

WESTFIELD TOWN

GRADE SPAN 09-12

WESTFIELD SENIOR HIGH SCHOOL

550 DORIAN RD

WESTFIELD, NJ 07090-3302

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap broader than the state gap indicates that the school's range of student outcomes is larger than the state's.

Grade Level - 09

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	820	850
75th	766	766
50th	746	739
25th	723	710
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	56

PARCC ALG-1 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	789	821
75th	756	762
50th	741	735
25th	720	711
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	51

WITHIN SCHOOL ACHIEVEMENT GAP

UNION

WESTFIELD TOWN

Grade Level - 10

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	844	850
75th	774	766
50th	744	733
25th	709	699
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	65	67

Grade Level - 11

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	819	850
75th	773	768
50th	740	740
25th	717	711
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	56	57

39-5730-050
WESTFIELD SENIOR HIGH SCHOOL
550 DORIAN RD
WESTFIELD, NJ 07090-3302

GRADE SPAN 09-12

PARCC GEO 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	791	793
75th	766	747
50th	754	726
25th	737	710
0th	660	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	29	37

PARCC ALG-2 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	815	813
75th	768	748
50th	742	718
25th	718	692
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	50	56

SCHOOL CLIMATE

UNION

WESTFIELD TOWN

GRADE SPAN 09-12

39-5730-050
WESTFIELD SENIOR HIGH SCHOOL
550 DORIAN RD
WESTFIELD, NJ 07090-3302

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
2014-15	7 Hrs. 15 Mins.

Student Suspension Rate

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

	School
2014-15	1.5%

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.

2014-15	School
Full Time	6 Hrs. 11 Mins.
Shared Time	3 Hrs. 4 Mins.

Student Expulsions

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

	School
2014-15	0

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.

2014-15	School
Faculty	12
Administrators	369

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES</u> <u>SPAN</u>	<u>ECONOMICALLY</u> <u>DISADVANTAGED</u>	<u>ENGLISH</u> <u>LANGUAGE</u> <u>LEARNER</u>	<u>SPECIAL</u> <u>EDUCATION</u>
BERGEN	GLEN ROCK BORO	GLEN ROCK HIGH SCHOOL	03-1760-050	09-12	0.5%	0.9%	17.1%
BERGEN	NORTHERN VALLEY REGIONAL	NORTHERN VALLEY REGIONAL HIGH SCHOOL AT DEMAREST	03-3710-050	09-12	1.5%	0.9%	21.4%
BERGEN	PASCACK VALLEY REGIONAL	PASCACK VALLEY HIGH SCHOOL	03-3960-050	09-12	3.6%	0.4%	16%
BERGEN	RAMAPO-INDIAN HILL REG	INDIAN HILLS HIGH SCHOOL	03-4300-030	09-12	2.3%	0%	17.1%
BERGEN	RAMSEY BORO	RAMSEY HIGH SCHOOL	03-4310-050	09-12	3.7%	0.4%	13.7%
BERGEN	RIDGEWOOD VILLAGE	RIDGEWOOD HIGH SCHOOL	03-4390-050	09-12	1.3%	0.6%	13.7%
BERGEN	RIVER DELL REGIONAL	RIVER DELL REGIONAL HIGH SCHOOL	03-4405-050	09-12	1.2%	0.6%	15.2%
BERGEN	RUTHERFORD BORO	RUTHERFORD HIGH SCHOOL	03-4600-050	09-12	3.5%	0.5%	9.4%
CAMDEN	HADDONFIELD BORO	HADDONFIELD MEMORIAL HIGH SCHOOL	07-1900-050	09-12	2.1%	0.4%	15.6%
ESSEX	LIVINGSTON TWP	LIVINGSTON HIGH SCHOOL	13-2730-050	09-12	1.6%	1%	12.4%
ESSEX	MILLBURN TWP	MILLBURN HIGH SCHOOL	13-3190-050	09-12	2.9%	0.9%	13.7%
ESSEX	VERONA BORO	VERONA HIGH SCHOOL	13-5370-050	09-12	1.8%	0.6%	11%
ESSEX	WEST ESSEX REGIONAL	WEST ESSEX HIGH SCHOOL	13-5630-050	09-12	3.6%	0.4%	13.9%
HUNTERDON	N HUNT/VOORHEES REGIONAL	NORTH HUNTERDON HIGH SCHOOL	19-3660-050	09-12	3.2%	0.1%	14.9%
MERCER	HOPEWELL VALLEY REGIONAL	HOPEWELL VALLEY CENTRAL HIGH SCHOOL	21-2280-030	09-12	2.5%	0.1%	10%
MERCER	ROBBINSVILLE TWP	ROBBINSVILLE HIGH SCHOOL	21-5510-030	09-12	4.5%	0.3%	11.2%
MERCER	W WINDSOR-PLAINSBORO REG	WEST WINDSOR-PLAINSBORO HIGH SCHOOL NORTH	21-5715-025	09-12	4.9%	0.1%	11.8%
MONMOUTH	FREEHOLD REGIONAL	MARLBORO HIGH SCHOOL	25-1650-080	09-12	4.3%	0%	12.2%
MONMOUTH	HOLMDEL TWP	HOLMDEL HIGH SCHOOL	25-2230-020	09-12	3.8%	0.5%	12.6%
MONMOUTH	SHORE REGIONAL	SHORE REGIONAL HIGH SCHOOL	25-4760-050	09-12	3.5%	0.5%	14.8%
MORRIS	HANOVER PARK REGIONAL	HANOVER PARK HIGH SCHOOL	27-1990-050	09-12	3.4%	0.2%	12%
MORRIS	HANOVER PARK REGIONAL	WHIPPANY PARK HIGH SCHOOL	27-1990-070	09-12	2%	0.7%	12.4%
MORRIS	KINNELON BORO	KINNELON HIGH SCHOOL	27-2460-050	09-12	3.4%	0.2%	18.1%

SCHOOL PEER GROUP

UNION

WESTFIELD TOWN

GRADE SPAN 09-12

WESTFIELD SENIOR HIGH SCHOOL
550 DORIAN RD
WESTFIELD, NJ 07090-3302

MORRIS	SCH DIST OF THE CHATHAMS	CHATHAM HIGH SCHOOL	27-0785-010	09-12	2.2%	0.7%	13.9%
SOMERSET	BERNARDS TWP	RIDGE HIGH SCHOOL	35-0350-050	09-12	2.3%	0.3%	14%
SOMERSET	MONTGOMERY TWP	MONTGOMERY HIGH SCHOOL	35-3320-030	09-12	3.9%	0.9%	10.2%
SOMERSET	WATCHUNG HILLS REGIONAL	WATCHUNG HILLS REGIONAL HIGH SCHOOL	35-5550-050	09-12	2.3%	0.5%	14.2%
SUSSEX	SPARTA TWP	SPARTA HIGH SCHOOL	37-4960-050	09-12	4%	0.2%	12.1%
UNION	BERKELEY HEIGHTS TWP	GOVERNOR LIVINGSTON HIGH SCHOOL	39-0310-005	09-12	1.8%	0.5%	11.8%
UNION	CRANFORD TWP	CRANFORD HIGH SCHOOL	39-0980-030	09-12	4.2%	0.2%	17.7%
UNION	WESTFIELD TOWN	WESTFIELD SENIOR HIGH SCHOOL	39-5730-050	09-12	3.1%	0.2%	16.3%



State of New Jersey 2014-15

OVERVIEW

UNION
WESTFIELD TOWN

GRADE SPAN 06-08

39-5730-060
ROOSEVELT INTERMEDIATE SCHOOL
301 CLARK ST
WESTFIELD, NJ 07090-4009

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. 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 peer schools that are educating similar students, against statewide 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 deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, 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 like time management and perseverance; 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 and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

UNION

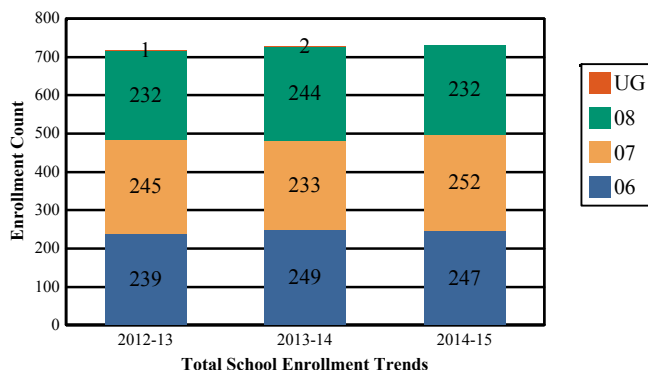
WESTFIELD TOWN

GRADE SPAN 06-08

39-5730-060
ROOSEVELT INTERMEDIATE SCHOOL
301 CLARK ST
WESTFIELD, NJ 07090-4009

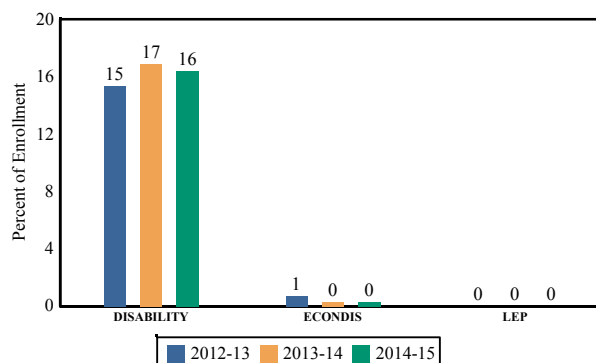
Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



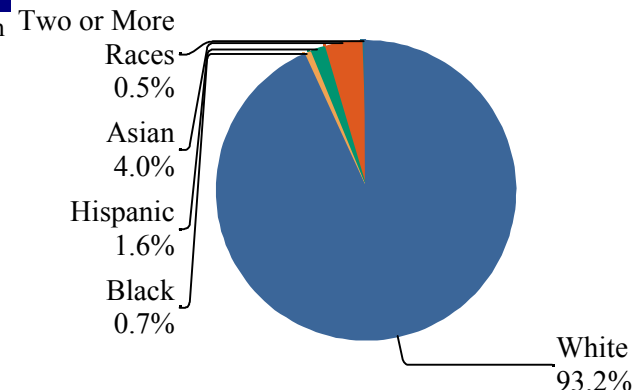
Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



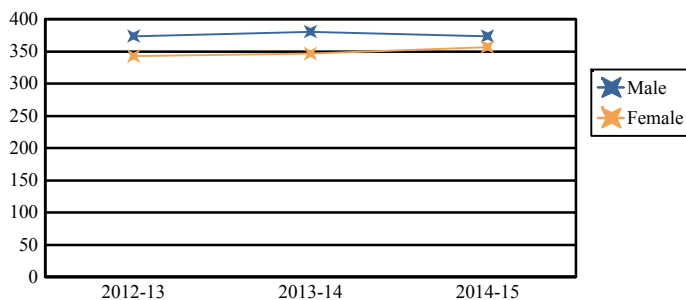
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment

Year	Enrollment
2012-13	717
2013-14	728
2014-15	731

Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



Current Year Enrollment by Program Participation

Program	Count of Students	% of Enrollment
Students with Disability	120	16%
Economically Disadvantaged Students	2	0.3%
English Language Learners	0	0.0%

Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	96.8%
Spanish	0.8%
Chinese	0.3%
Italian	0.3%
Portuguese	0.3%
Russian	0.3%
Other	1.2%

ACADEMIC ACHIEVEMENT

UNION

WESTFIELD TOWN

GRADE SPAN 06-08

39-5730-060
ROOSEVELT INTERMEDIATE SCHOOL
301 CLARK ST
WESTFIELD, NJ 07090-4009

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	74%	26	88
Math Met or Exceeded Expectation	71%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	694	74%	95%	95.7%	YES
White	649	73.5%	95%	95.5%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	115	33.1%	95%	93.6%	YES*
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	694	70.8%	95%	95.7%	YES
White	649	70.7%	95%	95.5%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	114	28.9%	95%	92.8%	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into 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.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i>	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations <i>(Max. 850)</i>

PARCC ELA Performance Distribution - Grade - 06

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	233	757	749	0%	5%	31%	59%	5%	64%	50%
White	219	757	755	0%	5%	32%	58%	5%	63%	59%
African American	-	-	732	-	-	-	-	-	-	29%
Hispanic	-	-	736	-	-	-	-	-	-	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	-	-	770	-	-	-	-	-	-	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	36	743	718	3%	14%	53%	31%	0%	31%	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	733	-	-	-	-	-	-	30%

PARCC ELA Performance Distribution - Grade - 07

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	237	767	750	0%	6%	16%	53%	25%	78%	53%
White	224	766	757	0%	6%	16%	54%	24%	78%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	-	-	736	-	-	-	-	-	-	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	-	-	777	-	-	-	-	-	-	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	44	742	713	0%	30%	39%	20%	11%	32%	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	733	-	-	-	-	-	-	33%

PARCC ELA Performance Distribution - Grade - 08

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	224	769	750	1%	6%	13%	59%	21%	80%	53%
White	206	768	757	1%	6%	13%	60%	19%	80%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	-	-	735	-	-	-	-	-	-	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	-	-	778	-	-	-	-	-	-	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	35	734	713	6%	31%	26%	29%	9%	37%	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	-	-	732	-	-	-	-	-	-	34%

PARCC MATH - Performance Distribution - Grade - 06

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	234	759	743	1%	6%	24%	60%	9%	68%	42%
White	220	759	749	1%	6%	24%	60%	9%	69%	50%
African American	-	-	726	-	-	-	-	-	-	19%
Hispanic	-	-	731	-	-	-	-	-	-	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	-	-	768	-	-	-	-	-	-	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	36	743	718	0%	22%	39%	36%	3%	39%	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	-	-	729	-	-	-	-	-	-	23%

PARCC MATH - Performance Distribution - Grade - 07

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	233	757	740	2%	7%	25%	58%	9%	66%	38%
White	220	757	745	1%	7%	26%	59%	8%	66%	46%
African American	-	-	725	-	-	-	-	-	-	17%
Hispanic	-	-	730	-	-	-	-	-	-	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	-	-	760	-	-	-	-	-	-	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	43	732	715	9%	33%	35%	19%	5%	23%	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	728	-	-	-	-	-	-	21%

PARCC MATH - Performance Distribution - Grade - 08

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	79	738	726	9%	19%	27%	46%	0%	46%	24%
White	75	738	732	9%	19%	25%	47%	0%	47%	29%
African American	-	-	715	-	-	-	-	-	-	14%
Hispanic	-	-	721	-	-	-	-	-	-	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	-	-	744	-	-	-	-	-	-	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	32	720	705	22%	31%	28%	19%	0%	19%	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	-	-	719	-	-	-	-	-	-	17%

PARCC ALGEBRA I - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	145	779	740	0%	1%	4%	88%	8%	95%	40%
White	131	778	746	0%	1%	5%	89%	6%	95%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	-	-	769	-	-	-	-	-	-	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	-	-	725	-	-	-	-	-	-	21%

PARCC GEOMETRY - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	-	-	728	-	-	-	-	-	-	21%
White	-	-	731	-	-	-	-	-	-	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	-	-	718	-	-	-	-	-	-	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	-	-	751	-	-	-	-	-	-	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	718	-	-	-	-	-	-	8%

2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational 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 2015 reading and math 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>

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

Proficiency Percentages

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

ACADEMIC ACHIEVEMENT

UNION

WESTFIELD TOWN

GRADE SPAN 06-08

39-5730-060
ROOSEVELT INTERMEDIATE SCHOOL
301 CLARK ST
WESTFIELD, NJ 07090-4009

NJASK Results - Science Grade Level - 08

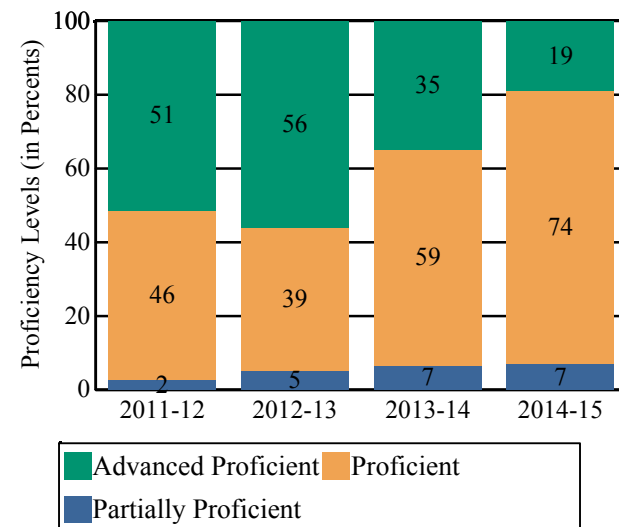
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	19%	74%	7%
White	18%	77%	6%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	3%	73%	24%
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary and middle schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days. Also presented is the percentage of students participating in Visual and Performing Arts coursework and Algebra I course outcomes.

Algebra I Course Enrollment

This table presents the count of students in this school who were reported in the Algebra I course code in NJSMART and the count of students who took the Algebra I test of PARCC.

Algebra I Enrollment Count	Algebra I PARCC Test Count
154	146

Algebra I Test Taking

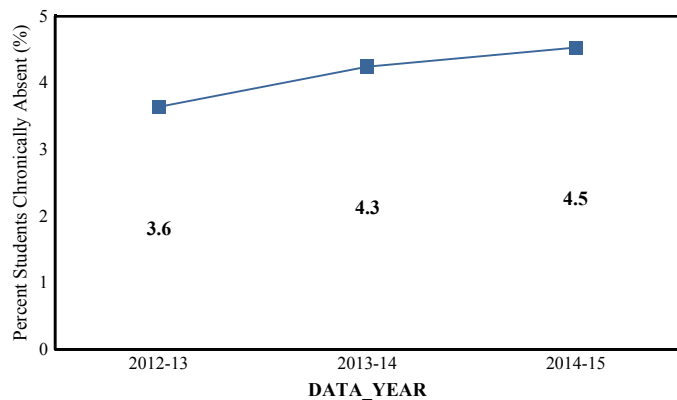
This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
100.0%	95.2%

- Data Suppressed to protect the confidentiality of students

Chronic Absenteeism Trend

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

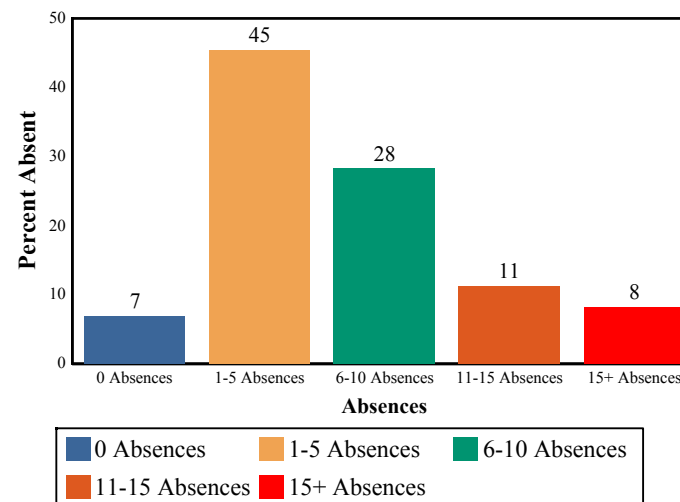


Chronic Absenteeism for 2014-15

4.53%

Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	N/R	1.6%
Drama/Theater	4.7%	3.9%
Music	85.9%	66.0%
Visual Arts	87.3%	71.1%
Total: All Visual and Performing Arts	97.5%	89.8%

N/R - Data Not Reported

STUDENT GROWTH

UNION

WESTFIELD TOWN

GRADE SPAN 06-08

ROOSEVELT INTERMEDIATE SCHOOL

301 CLARK ST

WESTFIELD, NJ 07090-4009

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. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	39	13	21	35	YES
Student Growth on Math	53	49	66	35	YES
		31	44		100%

Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	0%	0%	0%
Partially Met	4%	1%	1%
Approached	12%	6%	2%
Met	25%	22%	10%
Exceeded	2%	6%	9%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	0%	0%
Partially Met	5%	3%	0%
Approached	11%	9%	6%
Met	11%	18%	27%
Exceeded	0%	1%	6%

Low Growth is defined as an Student Growth Percentile score less than 35.

Typical Growth is defined as an Student Growth Percentile score between 35 and 65.

High Growth is defined as a Student Growth Percentile score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

UNION

GRADE SPAN 06-08

WESTFIELD TOWN

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

Grade Level - 06

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	804	850
75th	769	770
50th	758	749
25th	744	726
0th	696	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	25	44

Grade Level - 06

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	805	850
75th	774	763
50th	760	742
25th	745	721
0th	693	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	29	42

WITHIN SCHOOL ACHIEVEMENT GAP

UNION

WESTFIELD TOWN

GRADE SPAN 06-08

39-5730-060
ROOSEVELT INTERMEDIATE SCHOOL
301 CLARK ST
WESTFIELD, NJ 07090-4009

Grade Level - 07

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	821	850
75th	784	776
50th	767	751
25th	754	724
0th	698	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	30	52

Grade Level - 08

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	839	850
75th	789	777
50th	766	751
25th	753	723
0th	676	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	54

Grade Level - 07

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	807	850
75th	775	759
50th	758	740
25th	742	720
0th	673	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	39

Grade Level - 08

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	775	850
75th	759	748
50th	745	726
25th	721	704
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	44

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
2014-15	6 Hrs. 32 Mins.

Student Suspension Rate

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

	School
2014-15	1.0%

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.

2014-15	School
Full Time	5 Hrs. 48 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

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

	School
2014-15	0

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.

2014-15	School
Faculty	12
Administrators	366

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	FRANKLIN LAKES BORO	FRANKLIN AVENUE MIDDLE SCHOOL	03-1580-015	06-08	0.2%	0.4%	16.1%
BERGEN	GLEN ROCK BORO	GLEN ROCK MIDDLE SCHOOL	03-1760-060	06-08	0.9%	0.7%	18%
BERGEN	HO HO KUS BORO	HO-HO-KUS PUBLIC SCHOOL	03-2200-050	PK-08	0.2%	0%	13.3%
BERGEN	MONTVALE BORO	FIELDSTONE MIDDLE SCHOOL	03-3330-020	05-08	0.6%	0%	13.1%
BERGEN	RIVER VALE TWP	HOLDRUM MIDDLE SCHOOL	03-4430-050	06-08	0.9%	1.1%	18.7%
BERGEN	UPPER SADDLE RIVER BORO	EMIL A. CAVALLINI MIDDLE SCHOOL	03-5330-050	06-08	0%	0.2%	17.2%
BERGEN	WALDWICK BORO	WALDWICK MIDDLE SCHOOL	03-5410-070	06-08	0.3%	1.2%	14.4%
BURLINGTON	MEDFORD LAKES BORO	NEETA SCHOOL	05-3070-040	03-08	2.2%	0%	15.7%
CAMDEN	HADDONFIELD BORO	HADDONFIELD MIDDLE SCHOOL	07-1900-070	06-08	1.5%	0%	18.1%
CAPE MAY	AVALON BORO	AVALON ELEMENTARY SCHOOL	09-0170-010	05-08	0%	0%	18%
CHARTERS	RIDGE AND VALLEY CS	RIDGE AND VALLEY CHARTER SCHOOL	80-7727-900	KG-08	0%	0%	23.2%
ESSEX	LIVINGSTON TWP	HERITAGE MIDDLE SCHOOL	13-2730-055	07-08	1.2%	0.6%	15.2%
ESSEX	VERONA BORO	HENRY B. WHITEHORNE MIDDLE SCHOOL	13-5370-095	05-08	0.7%	0.3%	13.5%
HUNTERDON	BETHLEHEM TWP	ETHEL HOPPOCK MIDDLE SCHOOL	19-0370-020	06-08	1.2%	0%	16.1%
HUNTERDON	UNION TWP	UNION TOWNSHIP MIDDLE SCHOOL	19-5270-050	05-08	0.8%	0%	18.3%
MONMOUTH	FAIR HAVEN BORO	KNOLLWOOD SCHOOL	25-1440-050	04-08	0.5%	0%	16.2%
MONMOUTH	LITTLE SILVER BORO	MARKHAM PLACE	25-2720-050	05-08	0.3%	0.3%	12.2%
MONMOUTH	MONMOUTH BEACH BORO	MONMOUTH BEACH ELEMENTARY SCHOOL DISTRICT	25-3250-050	PK-08	0.4%	0%	13.3%
MONMOUTH	RUMSON BORO	FORRESTDAL SCHOOL	25-4570-050	04-08	0%	0%	13.2%
MONMOUTH	SHREWSBURY BORO	SHREWSBURY BOROUGH SCHOOL DISTRICT	25-4770-050	PK-08	0.8%	0%	17.6%
MONMOUTH	SPRING LAKE BORO	H W MOUNTZ ELEMENTARY SCHOOL	25-4980-050	PK-08	0%	0%	13.1%
MORRIS	BOONTON TWP	ROCKAWAY VALLEY SCHOOL	27-0460-060	PK-08	2%	0%	17.9%

SCHOOL PEER GROUP

UNION

WESTFIELD TOWN

GRADE SPAN 06-08

ROOSEVELT INTERMEDIATE SCHOOL

301 CLARK ST

WESTFIELD, NJ 07090-4009

MORRIS	DENVILLE TWP	VALLEYVIEW MIDDLE SCHOOL	27-1090-080	06-08	2.6%	0%	18%
MORRIS	EAST HANOVER TWP	EAST HANOVER MIDDLE SCHOOL	27-1190-050	06-08	1.9%	0.3%	19.8%
MORRIS	FLORHAM PARK BORO	RIDGEDALE MIDDLE SCHOOL	27-1530-030	06-08	0.6%	0.6%	15.6%
MORRIS	MENDHAM TWP	MENDHAM TOWNSHIP MIDDLE SCHOOL	27-3100-060	05-08	0.5%	0%	14.9%
MORRIS	MOUNTAIN LAKES BORO	BRIARCLIFF MIDDLE SCHOOL	27-3460-060	06-08	2.6%	0%	16.4%
SOMERSET	WARREN TWP	WARREN MIDDLE SCHOOL	35-5470-033	06-08	0.6%	0.6%	16.6%
SOMERSET	WATCHUNG BORO	VALLEY VIEW SCHOOL	35-5540-050	05-08	0.3%	0%	17.7%
UNION	CRANFORD TWP	ORANGE AVENUE SCHOOL	39-0980-037	03-08	1.9%	0%	19.5%
UNION	WESTFIELD TOWN	ROOSEVELT INTERMEDIATE SCHOOL	39-5730-060	06-08	0.3%	0%	16.4%



State of New Jersey 2014-15

OVERVIEW

UNION
WESTFIELD TOWN

GRADE SPAN 06-08

39-5730-070
THOMAS EDISON INTERMEDIATE SCHOOL
800 RAHWAY AVE
WESTFIELD, NJ 07090

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. 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 peer schools that are educating similar students, against statewide 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 deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, 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 like time management and perseverance; 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 and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

UNION

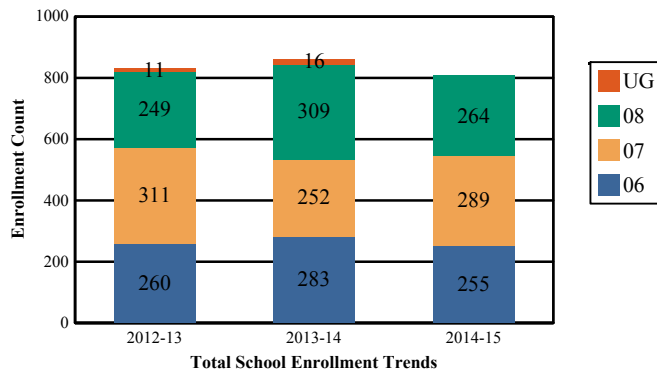
WESTFIELD TOWN

GRADE SPAN 06-08

39-5730-070
THOMAS EDISON INTERMEDIATE SCHOOL
800 RAHWAY AVE
WESTFIELD, NJ 07090

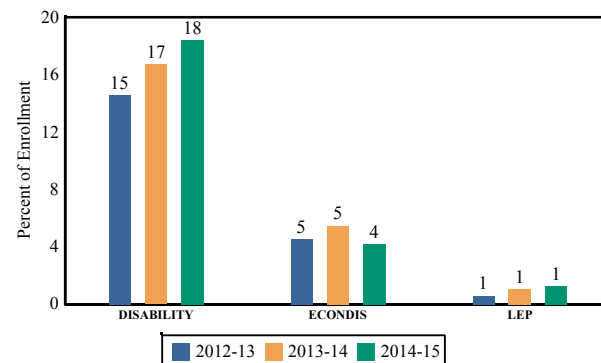
Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



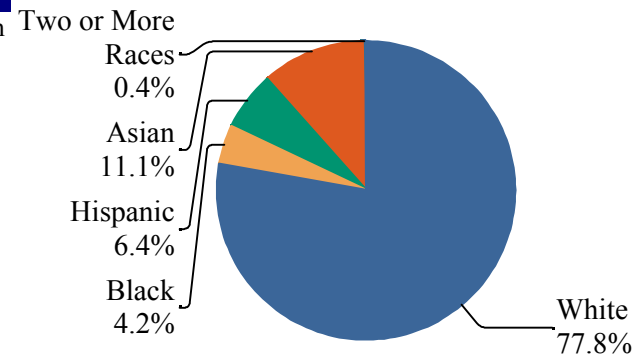
Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



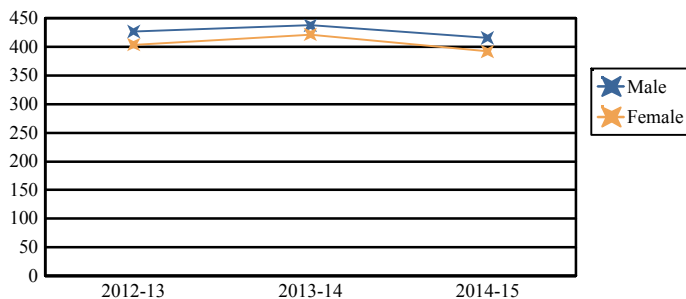
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment

Year	Enrollment
2012-13	831
2013-14	860
2014-15	808

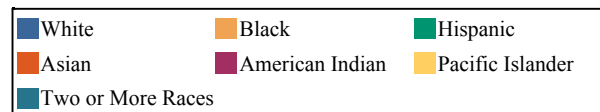
Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



Current Year Enrollment by Program Participation

Program	Count of Students	% of Enrollment
Students with Disability	149	18%
Economically Disadvantaged Students	34	4.2%
English Language Learners	10	1.2%



Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	84.4%
Chinese	4.1%
Spanish	4.1%
Portuguese	1.2%
French	0.9%
Russian	0.5%
Other	4.8%

ACADEMIC ACHIEVEMENT

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GRADE SPAN 06-08

THOMAS EDISON INTERMEDIATE SCHOOL

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	66%	30	77
Math Met or Exceeded Expectation	59%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	749	65.9%	95%	95.8%	YES
White	587	66.6%	95%	95.2%	YES
African American	-	-	--	--	--
Hispanic	48	41.6%	95%	100%	YES
American Indian	-	-	--	--	--
Asian	83	83.1%	95%	98.9%	YES
Two or More Races	-	-	--	--	--
Students with Disability	146	24%	95%	94.9%	YES
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	748	59.2%	95%	95.8%	YES
White	586	59.4%	95%	95.2%	YES
African American	-	-	--	--	--
Hispanic	48	35.4%	95%	100%	YES
American Indian	-	-	--	--	--
Asian	83	81.9%	95%	98.9%	YES
Two or More Races	-	-	--	--	--
Students with Disability	145	22.8%	95%	94.3%	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into 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.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i>	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations <i>(Max. 850)</i>

PARCC ELA Performance Distribution - Grade - 06

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	241	762	749	3%	8%	23%	48%	18%	66%	50%
White	186	762	755	3%	9%	21%	51%	17%	67%	59%
African American	-	-	732	-	-	-	-	-	-	29%
Hispanic	18	744	736	11%	11%	44%	28%	6%	33%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	28	775	770	4%	0%	14%	46%	36%	82%	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	51	731	718	16%	27%	37%	14%	6%	20%	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	733	-	-	-	-	-	-	30%

ACADEMIC ACHIEVEMENT

UNION

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PARCC ELA Performance Distribution - Grade - 07

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	276	765	750	2%	7%	22%	41%	27%	68%	53%
White	224	765	757	1%	8%	21%	44%	26%	70%	61%
African American	14	731	730	21%	21%	29%	21%	7%	29%	31%
Hispanic	-	-	736	-	-	-	-	-	-	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	27	782	777	0%	0%	11%	37%	52%	89%	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	53	738	713	11%	21%	34%	26%	8%	34%	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	733	-	-	-	-	-	-	33%

ACADEMIC ACHIEVEMENT

UNION

WESTFIELD TOWN

GRADE SPAN 06-08

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PARCC ELA Performance Distribution - Grade - 08

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	232	759	750	3%	11%	23%	49%	14%	63%	53%
White	177	758	757	3%	10%	25%	49%	13%	62%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	20	751	735	5%	20%	20%	45%	10%	55%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	28	771	778	0%	11%	11%	54%	25%	79%	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	42	728	713	12%	31%	40%	14%	2%	17%	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	-	-	732	-	-	-	-	-	-	34%

PARCC MATH - Performance Distribution - Grade - 06

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	242	758	743	2%	13%	22%	50%	13%	63%	42%
White	187	757	749	2%	13%	21%	52%	12%	64%	50%
African American	-	-	726	-	-	-	-	-	-	19%
Hispanic	18	747	731	0%	17%	39%	44%	0%	44%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	28	773	768	0%	4%	14%	54%	29%	82%	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	50	732	718	8%	38%	28%	24%	2%	26%	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	-	-	729	-	-	-	-	-	-	23%

PARCC MATH - Performance Distribution - Grade - 07

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	252	751	740	2%	12%	34%	46%	7%	53%	38%
White	207	751	745	2%	10%	36%	46%	6%	52%	46%
African American	13	724	725	0%	62%	23%	15%	0%	15%	17%
Hispanic	-	-	730	-	-	-	-	-	-	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	21	772	760	0%	0%	10%	62%	29%	90%	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	52	731	715	10%	33%	37%	21%	0%	21%	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	728	-	-	-	-	-	-	21%

PARCC MATH - Performance Distribution - Grade - 08

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	105	731	726	8%	29%	43%	21%	0%	21%	24%
White	77	733	732	6%	29%	42%	23%	0%	23%	29%
African American	-	-	715	-	-	-	-	-	-	14%
Hispanic	-	-	721	-	-	-	-	-	-	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	-	-	744	-	-	-	-	-	-	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	38	715	705	21%	45%	24%	11%	0%	11%	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	-	-	719	-	-	-	-	-	-	17%

ACADEMIC ACHIEVEMENT

UNION

WESTFIELD TOWN

GRADE SPAN 06-08

39-5730-070
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PARCC ALGEBRA I - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	135	779	740	0%	2%	8%	79%	11%	90%	40%
White	107	778	746	0%	2%	8%	79%	10%	90%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	20	787	769	0%	0%	10%	75%	15%	90%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	-	-	725	-	-	-	-	-	-	21%

PARCC GEOMETRY - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	14	785	728	0%	0%	0%	43%	57%	100%	21%
White	-	-	731	-	-	-	-	-	-	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	-	-	718	-	-	-	-	-	-	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	-	-	751	-	-	-	-	-	-	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	718	-	-	-	-	-	-	8%

2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational 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 2015 reading and math 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>

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

Proficiency Percentages

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

ACADEMIC ACHIEVEMENT

UNION

WESTFIELD TOWN

GRADE SPAN 06-08

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THOMAS EDISON INTERMEDIATE SCHOOL

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NJASK Results - Science Grade Level - 08

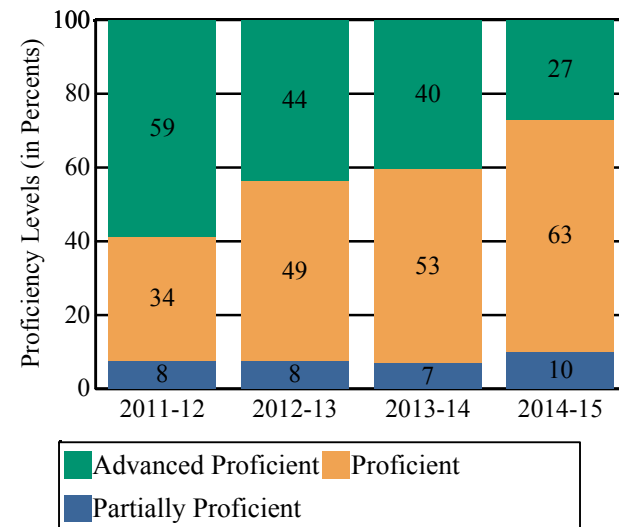
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	27%	63%	10%
White	27%	64%	9%
African American	-	-	-
Hispanic	10%	70%	20%
American Indian	-	-	-
Asian	48%	48%	3%
Two or More Races	-	-	-
Students with Disability	6%	59%	35%
English Language Learners	-	-	-
Economically Disadvantaged Students	17%	58%	25%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary and middle schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days. Also presented is the percentage of students participating in Visual and Performing Arts coursework and Algebra I course outcomes.

Algebra I Course Enrollment

This table presents the count of students in this school who were reported in the Algebra I course code in NJSMART and the count of students who took the Algebra I test of PARCC.

Algebra I Enrollment Count	Algebra I PARCC Test Count
147	138

Algebra I Test Taking

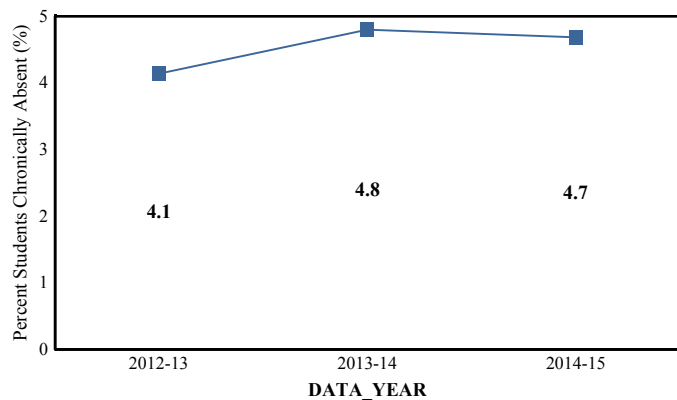
This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
98.6%	89.9%

- Data Suppressed to protect the confidentiality of students

Chronic Absenteeism Trend

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

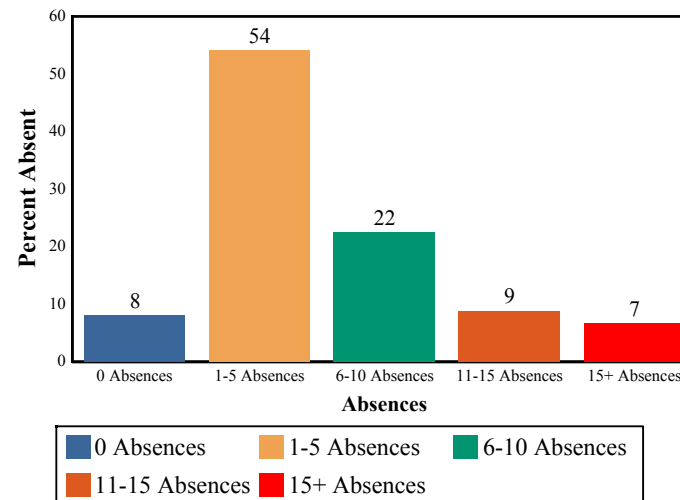


Chronic Absenteeism for 2014-15

4.69%

Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1 - 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	N/R	1.6%
Drama/Theater	9.9%	3.9%
Music	87.6%	66.0%
Visual Arts	87.3%	71.1%
Total: All Visual and Performing Arts	96.9%	89.8%

N/R - Data Not Reported

STUDENT GROWTH

UNION

WESTFIELD TOWN

THOMAS EDISON INTERMEDIATE SCHOOL
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GRADE SPAN 06-08

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. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	44	26	34	35	YES
Student Growth on Math	46	46	43	35	YES
		36	39		100%

Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	1%	0%
Partially Met	5%	2%	1%
Approached	13%	7%	3%
Met	19%	16%	11%
Exceeded	3%	6%	12%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	0%	0%
Partially Met	8%	5%	2%
Approached	14%	11%	5%
Met	13%	15%	15%
Exceeded	0%	1%	7%

Low Growth is defined as an Student Growth Percentile score less than 35.

Typical Growth is defined as an Student Growth Percentile score between 35 and 65.

High Growth is defined as a Student Growth Percentile score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

UNION

WESTFIELD TOWN

GRADE SPAN 06-08

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

Grade Level - 06

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	830	850
75th	781	770
50th	764	749
25th	741	726
0th	671	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	44

Grade Level - 06

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	819	850
75th	775	763
50th	759	742
25th	736	721
0th	683	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	42

WITHIN SCHOOL ACHIEVEMENT GAP

UNION
WESTFIELD TOWN

GRADE SPAN 06-08

39-5730-070
THOMAS EDISON INTERMEDIATE SCHOOL
800 RAHWAY AVE
WESTFIELD, NJ 07090

Grade Level - 07

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	840	850
75th	789	776
50th	763	751
25th	742	724
0th	673	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	47	52

Grade Level - 08

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	827	850
75th	779	777
50th	760	751
25th	736	723
0th	670	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	54

Grade Level - 07

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	793	850
75th	766	759
50th	751	740
25th	738	720
0th	672	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	28	39

Grade Level - 08

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	782	850
75th	747	748
50th	734	726
25th	715	704
0th	656	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	44

SCHOOL CLIMATE

UNION

WESTFIELD TOWN

State of New Jersey

2014-15

GRADE SPAN 06-08

39-5730-070

THOMAS EDISON INTERMEDIATE SCHOOL

800 RAHWAY AVE

WESTFIELD, NJ 07090

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
2014-15	6 Hrs. 32 Mins.

Student Suspension Rate

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

	School
2014-15	0.5%

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.

2014-15	School
Full Time	5 Hrs. 48 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

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

	School
2014-15	0

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.

2014-15	School
Faculty	12
Administrators	404

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	ALLENDAL E BORO	BROOKSIDE	03-0040-010	04-08	0.7%	0.5%	10%
BERGEN	ALPINE BORO	ALPINE ELEMENTARY SCHOOL	03-0080-010	KG-08	0%	2.6%	14.8%
BERGEN	HAWORTH BORO	HAWORTH PUBLIC SCHOOL	03-2090-050	KG-08	0%	2.5%	10.8%
BERGEN	HILLSDALE BORO	GEORGE G WHITE	03-2180-020	05-08	6.4%	0.2%	19.1%
BERGEN	NORWOOD BORO	NORWOOD PUBLIC SCHOOL	03-3740-020	KG-08	0.2%	2.1%	11.4%
BERGEN	PARAMUS BORO	WEST BROOK MIDDLE SCHOOL	03-3930-060	05-08	6.4%	0.3%	20.6%
BERGEN	RIDGEWOOD VILLAGE	BENJAMIN FRANKLIN MIDDLE SCHOOL	03-4390-060	06-08	1.1%	2%	14.8%
BERGEN	RIDGEWOOD VILLAGE	GEORGE WASHINGTON MIDDLE SCHOOL	03-4390-070	06-08	3.7%	0.6%	14.3%
ESSEX	CEDAR GROVE TWP	MEMORIAL MIDDLE SCHOOL	13-0760-058	05-08	2%	0.5%	11.2%
ESSEX	MILLBURN TWP	MILLBURN MIDDLE SCHOOL	13-3190-060	06-08	3%	1.5%	14.9%
ESSEX	WEST ESSEX REGIONAL	WEST ESSEX MIDDLE SCHOOL	13-5630-070	07-08	3.6%	0%	13.6%
HUNTERDON	CALIFON BORO	CALIFON ELEMENTARY	19-0670-030	PK-08	4.6%	0%	16.3%
HUNTERDON	CLINTON TWP	CLINTON TOWNSHIP MIDDLE SCHOOL	19-0920-050	07-08	4.1%	0.2%	17.2%
HUNTERDON	TEWKSBURY TWP	OLD TURNPIKE SCHOOL	19-5180-030	PK-08	2%	0%	13%
MERCER	HOPEWELL VALLEY REGIONAL	TIMBERLANE MIDDLE SCHOOL	21-2280-075	06-08	2.7%	0.2%	13.4%
MIDDLESEX	CRANBURY TWP	CRANBURY SCHOOL	23-0970-030	PK-08	3.7%	0.2%	14.1%
MONMOUTH	MARLBORO TWP	MARLBORO MEMORIAL MIDDLE SCHOOL	25-3030-048	06-08	3.9%	0%	12.6%
MONMOUTH	MIDDLETOWN TWP	THOMPSON MIDDLE SCHOOL	25-3160-057	06-08	4.1%	0%	15.7%
MONMOUTH	UPPER FREEHOLD REGIONAL	STONEBRIDGE MIDDLE SCHOOL	25-5310-070	05-08	7%	0.2%	20.7%
MORRIS	CHESTER TWP	BLACK RIVER MIDDLE SCHOOL	27-0820-020	06-08	4.3%	2.4%	20.3%
MORRIS	HARDING TOWNSHIP	HARDING TOWNSHIP SCHOOL	27-2010-050	PK-08	2.6%	0%	14.2%
MORRIS	KINNELON BORO	PEARL R. MILLER MIDDLE SCHOOL	27-2460-065	06-08	3.5%	0.4%	16.9%
MORRIS	MENDHAM BORO	MOUNTAIN VIEW	27-3090-060	05-08	1.4%	0%	11.6%

SCHOOL PEER GROUP

UNION

WESTFIELD TOWN

GRADE SPAN 06-08

THOMAS EDISON INTERMEDIATE SCHOOL
800 RAHWAY AVE
WESTFIELD, NJ 07090

MORRIS	MORRIS PLAINS BORO	MORRIS PLAINS BOROUGH SCHOOL	27-3380-020	03-08	3.2%	1%	16.1%
OCEAN	BAY HEAD BORO	BAY HEAD ELEMENTARY	29-0210-020	KG-08	0%	0%	5.4%
SOMERSET	BERNARDS TWP	WILLIAM ANNIN MIDDLE SCHOOL	35-0350-055	06-08	2.2%	0.5%	14.1%
SUSSEX	SPARTA TWP	SPARTA MIDDLE SCHOOL	37-4960-057	06-08	4.9%	0.2%	16.1%
UNION	BERKELEY HEIGHTS TWP	COLUMBIA MIDDLE SCHOOL	39-0310-030	06-08	2.2%	0.3%	11.7%
UNION	CRANFORD TWP	HILLSIDE AVENUE SCHOOL	39-0980-033	KG-08	6.9%	0.5%	25.2%
UNION	SCOTCH PLAINS-FANWOOD REG	TERRILL MIDDLE SCHOOL	39-4670-065	05-08	3.9%	0%	14.1%
UNION	WESTFIELD TOWN	THOMAS EDISON INTERMEDIATE SCHOOL	39-5730-070	06-08	4.2%	1.2%	18.4%



State of New Jersey

2014-15

39-5730-100

FRANKLIN ELEMENTARY SCHOOL

700 PROSPECT ST

WESTFIELD, NJ 07090-3907

OVERVIEW

UNION

WESTFIELD TOWN

GRADE SPAN 01-05

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. 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 peer schools that are educating similar students, against statewide 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 deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, 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 like time management and perseverance; 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 and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

UNION

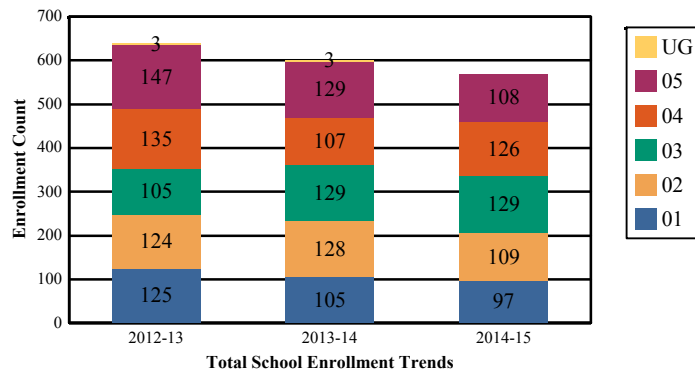
WESTFIELD TOWN

GRADE SPAN 01-05

39-5730-100
FRANKLIN ELEMENTARY SCHOOL
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WESTFIELD, NJ 07090-3907

Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.

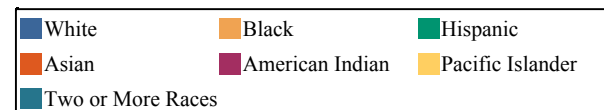
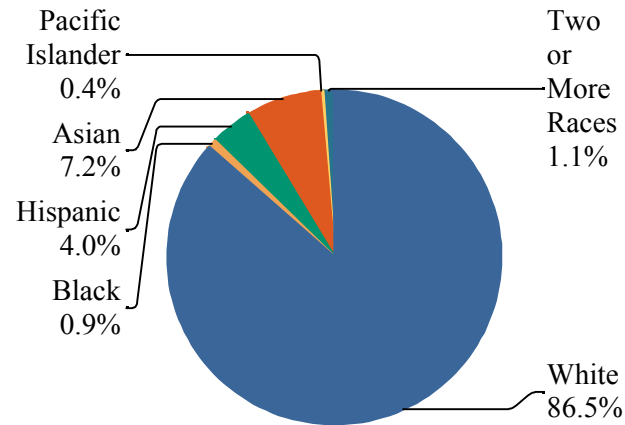
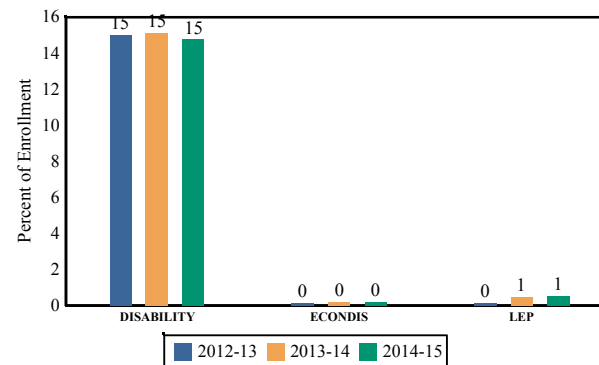


Total School Enrollment Trends

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	84	15%
Economically Disadvantaged Students	1	0.2%
English Language Learners	3	0.5%

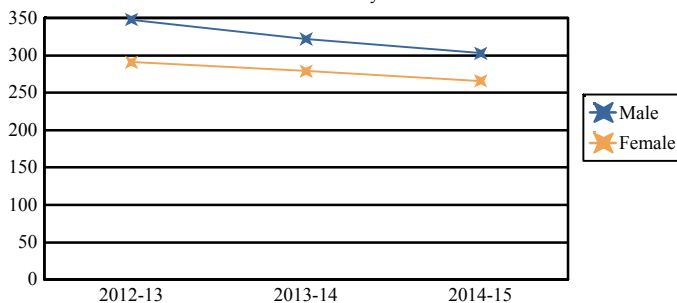
Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	83.3%
Spanish	4.5%
Chinese	1.7%
German	1.4%
French	1.0%
Italian	1.0%
Other	7.0%

Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	348	291
2013-14	322	279
2014-15	303	266

ACADEMIC ACHIEVEMENT

UNION

WESTFIELD TOWN

FRANKLIN ELEMENTARY SCHOOL

700 PROSPECT ST

WESTFIELD, NJ 07090-3907

GRADE SPAN 01-05

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	71%	30	83
Math Met or Exceeded Expectation	68%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	342	71%	95%	95.2%	YES
White	293	71.7%	95%	95.3%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	58	31%	95%	85.7%	YES*
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ACADEMIC ACHIEVEMENT

UNION

WESTFIELD TOWN

FRANKLIN ELEMENTARY SCHOOL

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GRADE SPAN 01-05

ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	342	67.9%	95%	95.2%	YES
White	293	67.9%	95%	95.3%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	58	37.9%	95%	85.7%	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into 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.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i>	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations <i>(Max. 850)</i>

PARCC ELA Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	122	767	744	5%	5%	20%	61%	8%	70%	44%
White	106	767	753	5%	6%	20%	61%	8%	70%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	18	734	718	22%	11%	28%	39%	0%	39%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

PARCC ELA Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	123	768	751	2%	5%	12%	63%	18%	81%	52%
White	109	770	758	2%	2%	14%	63%	19%	83%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	19	746	725	11%	21%	21%	37%	11%	47%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

PARCC ELA Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	97	759	751	3%	7%	30%	54%	6%	60%	53%
White	78	758	757	3%	8%	31%	51%	8%	59%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	21	731	723	14%	19%	57%	10%	0%	10%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

ACADEMIC ACHIEVEMENT

UNION
WESTFIELD TOWN

GRADE SPAN 01-05

39-5730-100
FRANKLIN ELEMENTARY SCHOOL
700 PROSPECT ST
WESTFIELD, NJ 07090-3907

PARCC MATH - Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	122	763	746	2%	6%	20%	52%	19%	71%	46%
White	106	762	752	2%	6%	22%	53%	18%	71%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	18	738	727	11%	22%	28%	33%	6%	39%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	26%

ACADEMIC ACHIEVEMENT

UNION

WESTFIELD TOWN

GRADE SPAN 01-05

39-5730-100
FRANKLIN ELEMENTARY SCHOOL
700 PROSPECT ST
WESTFIELD, NJ 07090-3907

PARCC MATH - Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	123	760	744	1%	8%	21%	64%	6%	70%	42%
White	109	762	749	0%	6%	23%	64%	6%	71%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	19	746	724	5%	26%	16%	47%	5%	53%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	23%

ACADEMIC ACHIEVEMENT

UNION

WESTFIELD TOWN

GRADE SPAN 01-05

39-5730-100
FRANKLIN ELEMENTARY SCHOOL
700 PROSPECT ST
WESTFIELD, NJ 07090-3907

PARCC MATH - Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	97	757	744	2%	9%	28%	47%	13%	61%	42%
White	78	756	749	3%	8%	29%	47%	13%	60%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	21	733	724	10%	29%	38%	24%	0%	24%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	731	-	-	-	-	-	-	23%

2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational 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 2015 reading and math 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>

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

Proficiency Percentages

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

ACADEMIC ACHIEVEMENT

UNION

WESTFIELD TOWN

GRADE SPAN 01-05

39-5730-100
FRANKLIN ELEMENTARY SCHOOL
700 PROSPECT ST
WESTFIELD, NJ 07090-3907

NJASK Results - Science Grade Level - 04

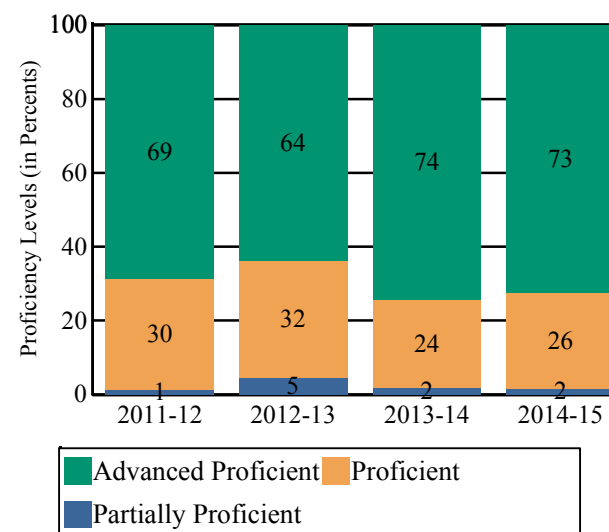
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	73%	26%	2%
White	75%	24%	1%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	33%	56%	11%
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



COLLEGE AND CAREER READINESS

UNION

WESTFIELD TOWN

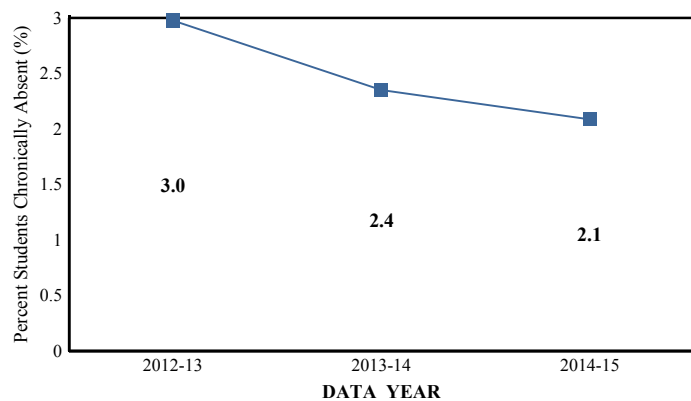
GRADE SPAN 01-05

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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

Chronic Absenteeism Trend

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

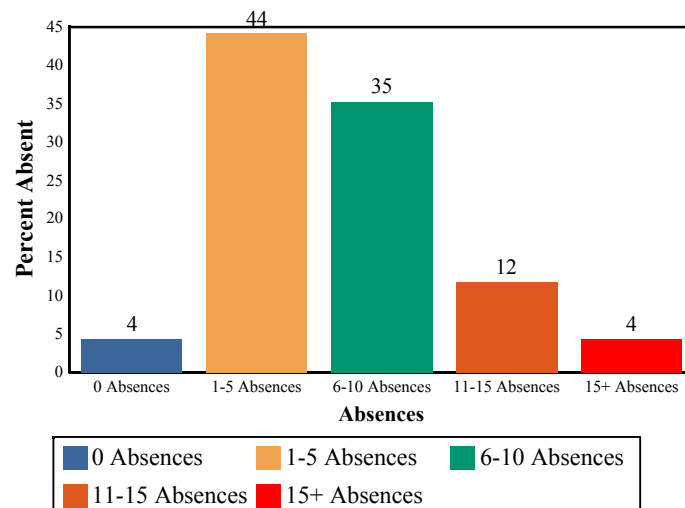


Chronic Absenteeism for 2014-15

2.09%

Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



STUDENT GROWTH

UNION

WESTFIELD TOWN

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GRADE SPAN 01-05

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. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	43	12	21	35	YES
Student Growth on Math	54	30	56	35	YES
		21	39		100%

Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	0%	0%
Partially Met	4%	0%	1%
Approached	12%	6%	1%
Met	20%	23%	17%
Exceeded	1%	4%	8%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	1%	0%	0%
Partially Met	5%	2%	0%
Approached	10%	10%	5%
Met	13%	21%	23%
Exceeded	0%	2%	8%

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

UNION

GRADE SPAN 01-05

WESTFIELD TOWN

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

Grade Level - 03

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	845	850
75th	788	770
50th	770	743
25th	746	715
0th	654	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	42	55

Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	812	850
75th	784	767
50th	766	745
25th	746	722
0th	677	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	45

WITHIN SCHOOL ACHIEVEMENT GAP

UNION

WESTFIELD TOWN

GRADE SPAN 01-05

39-5730-100

FRANKLIN ELEMENTARY SCHOOL

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Grade Level - 04

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	833	850
75th	785	773
50th	772	750
25th	756	728
0th	687	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	29	45

Grade Level - 05

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	813	850
75th	777	773
50th	759	751
25th	742	728
0th	683	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	45

Grade Level - 04

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	815	850
75th	778	764
50th	764	742
25th	744	721
0th	692	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	43

Grade Level - 05

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	799	850
75th	777	763
50th	755	743
25th	740	723
0th	693	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	40

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
2014-15	6 Hrs. 25 Mins.

Student Suspension Rate

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

	School
2014-15	0.0%

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.

2014-15	School
Full Time	5 Hrs. 25 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

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

	School
2014-15	0

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.

2014-15	School
Faculty	13
Administrators	379

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	ALLENDAL E BORO	HILLSIDE ELEMENTARY SCHOOL	03-0040-020	PK-03	0.6%	1.1%	6.9%
BERGEN	DEMAREST BORO	LUTHER LEE EMERSON SCHOOL	03-1070-050	02-04	1.3%	2.6%	18%
BERGEN	FRANKLIN LAKES BORO	HIGH MOUNTAIN ROAD SCHOOL	03-1580-020	PK-05	0%	0.9%	13.2%
BERGEN	MONTVALE BORO	MEMORIAL ELEMENTARY SCHOOL	03-3330-030	PK-04	0.9%	2.3%	10.8%
BERGEN	PARAMUS BORO	MEMORIAL ELEMENTARY SCHOOL	03-3930-080	KG-04	5%	7.6%	12.4%
BERGEN	PARAMUS BORO	STONY LANE ELEMENTARY SCHOOL	03-3930-130	KG-04	2.6%	4.2%	17.6%
BERGEN	RIDGEWOOD VILLAGE	TRAVELL ELEMENTARY SCHOOL	03-4390-110	KG-05	1.1%	2.4%	13.8%
BERGEN	SADDLE RIVER BORO	WANDELL SCHOOL	03-4620-050	PK-05	0%	0%	15.6%
BERGEN	UPPER SADDLE RIVER BORO	EDITH A. BOGERT ELEMENTARY SCHOOL	03-5330-060	03-05	0%	0.2%	20.3%
BERGEN	WALDWICK BORO	CRESCENT ELEMENTARY SCHOOL	03-5410-040	KG-05	2.4%	4.6%	12.7%
BERGEN	WYCKOFF TWP	SICOMAC ELEMENTARY SCHOOL	03-5920-050	PK-05	0%	0%	20.7%
ESSEX	ESSEX FELS BORO	ESSEX FELS ELEMENTARY SCHOOL	13-1400-050	PK-06	0%	0.5%	15.8%
ESSEX	GLEN RIDGE BORO	RIDGEWOOD AVENUE SCHOOL	13-1750-075	03-06	0.2%	0%	17.3%
ESSEX	LIVINGSTON TWP	HARRISON ELEMENTARY SCHOOL	13-2730-090	KG-05	0.6%	1.8%	9.9%
ESSEX	LIVINGSTON TWP	MOUNT PLEASANT ELEMENTARY SCHOOL	13-2730-110	KG-05	0.9%	2%	8%
ESSEX	LIVINGSTON TWP	RIKER HILL ELEMENTARY SCHOOL	13-2730-118	KG-05	1%	2.5%	11.9%
ESSEX	MILLBURN TWP	HARTSHORN SCHOOL	13-3190-080	KG-05	0%	0.6%	8.4%
ESSEX	NORTH CALDWELL BORO	GOULD/MOUNTAIN ELEMENTARY SCHOOL	13-3630-050	04-06	0%	0%	19.8%
ESSEX	VERONA BORO	FOREST AVENUE SCHOOL	13-5370-090	KG-04	0%	0%	14.6%
HUNTERDON	UNION TWP	UNION TOWNSHIP ELEMENTARY SCHOOL	19-5270-060	PK-04	0.4%	1.3%	16.7%
MERCER	W WINDSOR-PLAINS BORO REG	DUTCH NECK ELEMENTARY SCHOOL	21-5715-030	KG-03	2.1%	4%	5.2%
MONMOUTH	FAIR HAVEN BORO	VIOLA L SICKLES SCHOOL	25-1440-060	PK-03	0%	0%	9.3%
MONMOUTH	ROOSEVELT BORO	ROOSEVELT PUBLIC SCHOOL	25-4520-050	PK-06	0%	0%	11.4%

State of New Jersey
2014-15

SCHOOL PEER GROUP

UNION

WESTFIELD TOWN

GRADE SPAN 01-05

39-5730-100
FRANKLIN ELEMENTARY SCHOOL
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MONMOUTH	RUMSON BORO	DEANE-PORTER ELEMENTARY SCHOOL	25-4570-040	PK-03	0%	0.2%	10.7%
MORRIS	HANOVER TWP	BEE MEADOW SCHOOL	27-2000-025	KG-05	4.2%	7.5%	13.6%
MORRIS	LONG HILL TWP	MILLINGTON ELEMENTARY SCHOOL	27-4000-060	02-05	3%	4.2%	22.9%
MORRIS	MENDHAM TWP	MENDHAM TOWNSHIP ELEMENTARY SCHOOL	27-3100-050	PK-04	0%	0.3%	14.8%
MORRIS	MOUNTAIN LAKES BORO	WILDWOOD ELEMENTARY SCHOOL	27-3460-080	KG-05	0%	0%	13.9%
PASSAIC	WAYNE TWP	PINES LAKE ELEMENTARY SCHOOL	31-5570-120	KG-05	6%	9%	21%
UNION	WESTFIELD TOWN	FRANKLIN ELEMENTARY SCHOOL	39-5730-100	01-05	0.2%	0.5%	14.8%
UNION	WESTFIELD TOWN	WILSON ELEMENTARY SCHOOL	39-5730-160	01-05	0.3%	0%	22.1%



State of New Jersey

2014-15

39-5730-120

JEFFERSON ELEMENTARY SCHOOL

1200 BOULEVARD

WESTFIELD, NJ 07090-2726

OVERVIEW

UNION

WESTFIELD TOWN

GRADE SPAN 01-05

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. 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 peer schools that are educating similar students, against statewide 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 deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, 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 like time management and perseverance; 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 and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

UNION

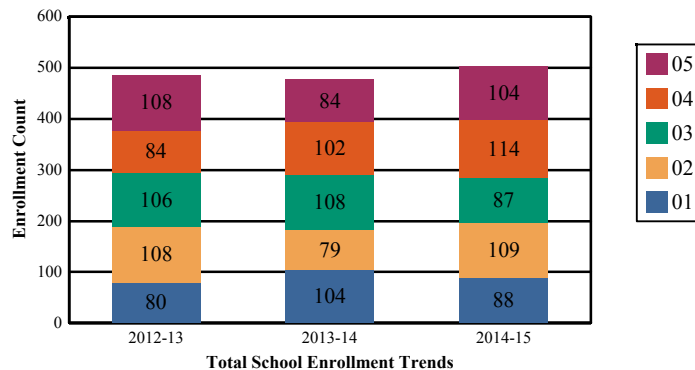
WESTFIELD TOWN

GRADE SPAN 01-05

39-5730-120
JEFFERSON ELEMENTARY SCHOOL
1200 BOULEVARD
WESTFIELD, NJ 07090-2726

Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



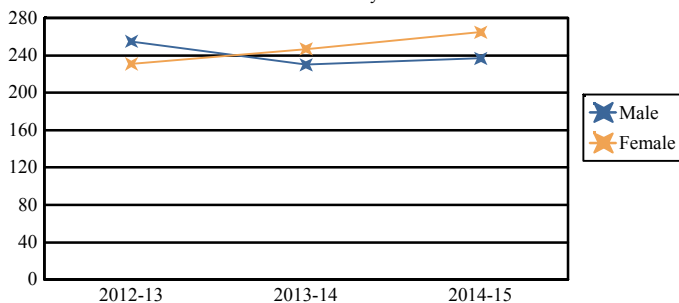
Total School Enrollment Trends

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	486
2013-14	477
2014-15	502

Enrollment by Gender

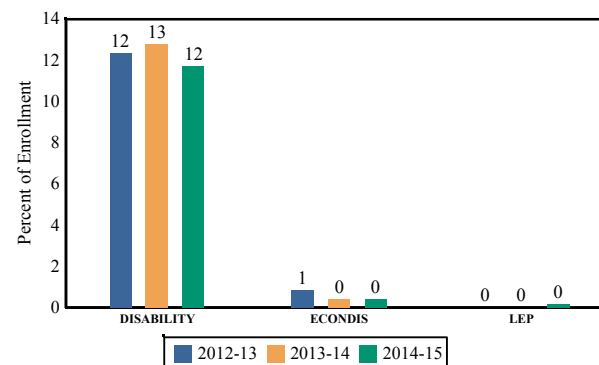
This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	255	231
2013-14	230	247
2014-15	237	265

Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.

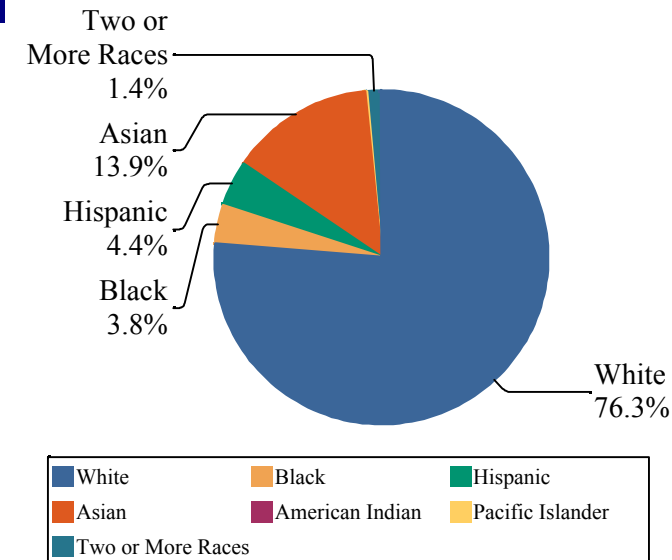


Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	59	12%
Economically Disadvantaged Students	2	0.4%
English Language Learners	1	0.2%

Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	74.6%
Chinese	8.3%
Spanish	5.0%
Italian	1.6%
Portuguese	1.2%
Hindi	1.0%
Other	8.3%

ACADEMIC ACHIEVEMENT

UNION

WESTFIELD TOWN

JEFFERSON ELEMENTARY SCHOOL

1200 BOULEVARD

WESTFIELD, NJ 07090-2726

GRADE SPAN 01-05

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	77%	71	92
Math Met or Exceeded Expectation	63%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	294	77.2%	95%	98.7%	YES
White	218	78.9%	95%	98.3%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	45	84.5%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	59	52.6%	95%	100%	YES
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ACADEMIC ACHIEVEMENT

UNION

WESTFIELD TOWN

GRADE SPAN 01-05

JEFFERSON ELEMENTARY SCHOOL

1200 BOULEVARD

WESTFIELD, NJ 07090-2726

ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	294	62.9%	95%	98.7%	YES
White	218	58.3%	95%	98.3%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	45	88.9%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	59	32.2%	95%	100%	YES
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.



State of New Jersey
2014-15

ACADEMIC ACHIEVEMENT

UNION
WESTFIELD TOWN

GRADE SPAN 01-05

39-5730-120
JEFFERSON ELEMENTARY SCHOOL
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PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into 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.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations (Min. 650)	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations (Max. 850)

PARCC ELA Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	86	762	744	3%	16%	10%	63%	7%	70%	44%
White	65	763	753	3%	17%	6%	68%	6%	74%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	11	769	769	0%	18%	18%	45%	18%	64%	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	20	739	718	10%	35%	10%	45%	0%	45%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

PARCC ELA Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	106	771	751	0%	4%	16%	54%	26%	80%	52%
White	78	770	758	0%	4%	13%	58%	26%	83%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	14	788	773	0%	0%	14%	36%	50%	86%	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	23	753	725	0%	13%	30%	52%	4%	57%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

PARCC ELA Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	102	774	751	1%	1%	18%	61%	20%	80%	53%
White	75	772	757	1%	1%	19%	57%	21%	79%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	20	785	771	0%	0%	5%	75%	20%	95%	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	16	753	723	6%	6%	31%	50%	6%	56%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

PARCC MATH - Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	85	756	746	0%	13%	31%	49%	7%	56%	46%
White	64	755	752	0%	14%	31%	52%	3%	55%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	11	768	772	0%	9%	18%	36%	36%	73%	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	20	735	727	0%	35%	45%	20%	0%	20%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	26%

ACADEMIC ACHIEVEMENT

UNION

WESTFIELD TOWN

GRADE SPAN 01-05

39-5730-120
JEFFERSON ELEMENTARY SCHOOL
1200 BOULEVARD
WESTFIELD, NJ 07090-2726

PARCC MATH - Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	106	760	744	3%	5%	26%	54%	12%	66%	42%
White	78	758	749	3%	4%	32%	53%	9%	62%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	14	785	769	0%	0%	0%	64%	36%	100%	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	23	737	724	13%	17%	30%	35%	4%	39%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	23%

ACADEMIC ACHIEVEMENT

UNION

WESTFIELD TOWN

GRADE SPAN 01-05

39-5730-120
JEFFERSON ELEMENTARY SCHOOL
1200 BOULEVARD
WESTFIELD, NJ 07090-2726

PARCC MATH - Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	103	758	744	4%	6%	25%	51%	14%	65%	42%
White	76	753	749	4%	8%	30%	50%	8%	58%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	20	778	768	0%	0%	10%	50%	40%	90%	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	16	736	724	19%	19%	25%	31%	6%	38%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	731	-	-	-	-	-	-	23%

2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational 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 2015 reading and math 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>

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

Proficiency Percentages

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

ACADEMIC ACHIEVEMENT

UNION

WESTFIELD TOWN

GRADE SPAN 01-05

39-5730-120

JEFFERSON ELEMENTARY SCHOOL

1200 BOULEVARD

WESTFIELD, NJ 07090-2726

NJASK Results - Science Grade Level - 04

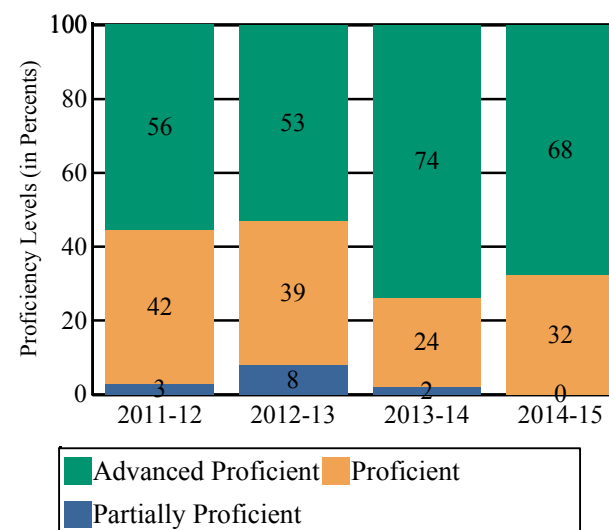
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	68%	32%	0%
White	68%	32%	0%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	100%	0%	0%
Two or More Races	-	-	-
Students with Disability	48%	52%	0%
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



COLLEGE AND CAREER READINESS

UNION

WESTFIELD TOWN

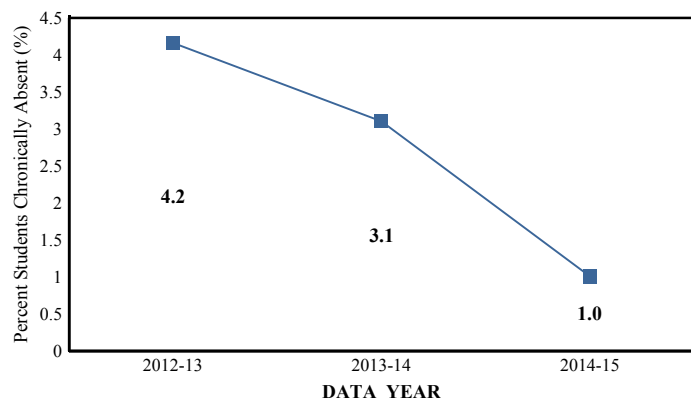
GRADE SPAN 01-05

39-5730-120
JEFFERSON ELEMENTARY SCHOOL
1200 BOULEVARD
WESTFIELD, NJ 07090-2726

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

Chronic Absenteeism Trend

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

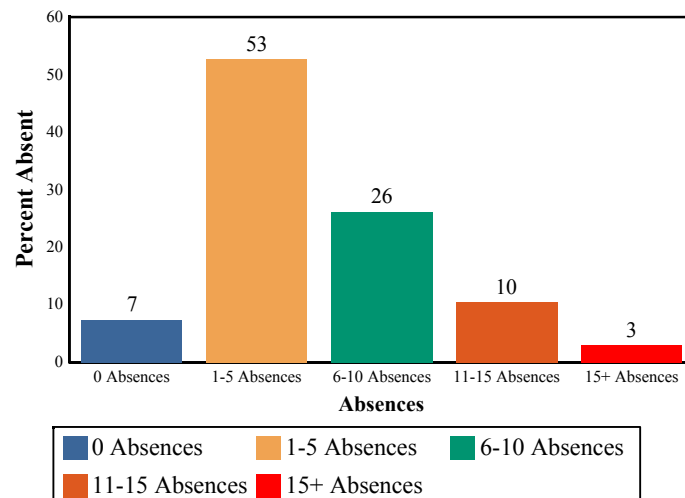


Chronic Absenteeism for 2014-15

1.01%

Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



STUDENT GROWTH

UNION

WESTFIELD TOWN

GRADE SPAN 01-05

JEFFERSON ELEMENTARY SCHOOL

1200 BOULEVARD

WESTFIELD, NJ 07090-2726

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. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	66	89	88	35	YES
Student Growth on Math	62	85	79	35	YES
		87	84		100%

Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	0%	0%	0%
Partially Met	1%	1%	0%
Approached	9%	7%	2%
Met	11%	17%	28%
Exceeded	1%	2%	19%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	1%	0%
Partially Met	3%	2%	0%
Approached	10%	9%	8%
Met	4%	19%	28%
Exceeded	0%	1%	12%

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

UNION

WESTFIELD TOWN

GRADE SPAN 01-05

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

Grade Level - 03

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	821	850
75th	789	770
50th	767	743
25th	742	715
0th	691	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	47	55

Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	808	850
75th	777	767
50th	756	745
25th	740	722
0th	700	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	45

WITHIN SCHOOL ACHIEVEMENT GAP

UNION

WESTFIELD TOWN

GRADE SPAN 01-05

39-5730-120

JEFFERSON ELEMENTARY SCHOOL

1200 BOULEVARD

WESTFIELD, NJ 07090-2726

Grade Level - 04

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	824	850
75th	792	773
50th	773	750
25th	754	728
0th	708	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	45

Grade Level - 05

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	838	850
75th	792	773
50th	775	751
25th	757	728
0th	693	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	45

Grade Level - 04

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	822	850
75th	781	764
50th	760	742
25th	744	721
0th	685	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	43

Grade Level - 05

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	811	850
75th	774	763
50th	759	743
25th	745	723
0th	672	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	29	40

SCHOOL CLIMATE
UNION
WESTFIELD TOWN

State of New Jersey
2014-15

GRADE SPAN 01-05

39-5730-120
JEFFERSON ELEMENTARY SCHOOL
1200 BOULEVARD
WESTFIELD, NJ 07090-2726

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
2014-15	6 Hrs. 25 Mins.

Student Suspension Rate

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

	School
2014-15	0.0%

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.

2014-15	School
Full Time	5 Hrs. 25 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

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

	School
2014-15	0

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.

2014-15	School
Faculty	15
Administrators	502

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES</u> <u>PAN</u>	<u>ECONOMICALLY</u> <u>DISADVANTAGED</u>	<u>ENGLISH</u> <u>LANGUAGE</u> <u>LEARNERS</u>	<u>SPECIAL</u> <u>EDUCATION</u>
BERGEN	ALLENDALE BORO	HILLSIDE ELEMENTARY SCHOOL	03-0040-020	PK-03	0.6%	1.1%	6.9%
BERGEN	GLEN ROCK BORO	CENTRAL SCHOOL	03-1760-080	KG-05	0.7%	0.3%	16.2%
BERGEN	MAHWAH TWP	BETSY ROSS ELEMENTARY	03-2900-060	KG-03	3.8%	5.6%	6.8%
BERGEN	PARAMUS BORO	MEMORIAL ELEMENTARY SCHOOL	03-3930-080	KG-04	5%	7.6%	12.4%
BERGEN	PARAMUS BORO	RIDGE RANCH ELEMENTARY SCHOOL	03-3930-110	PK-04	4.8%	6.1%	15.6%
BERGEN	RIDGEWOOD VILLAGE	RIDGE ELEMENTARY SCHOOL	03-4390-090	KG-05	1.2%	1.2%	11.8%
BERGEN	RIDGEWOOD VILLAGE	WILLARD ELEMENTARY SCHOOL	03-4390-130	KG-05	1%	1.4%	12.9%
BERGEN	TENAFLY BORO	RALPH S MAUGHAM SCHOOL	03-5160-090	KG-05	4.3%	5.8%	16.3%
BERGEN	WOODCLIFF LAKE BORO	DORCHESTER ELEMENTARY SCHOOL	03-5880-030	PK-05	0.6%	0.6%	14.4%
CAMDEN	HADDONFIELD BORO	ELIZABETH HADDON SCHOOL	07-1900-080	PK-05	0.3%	0%	13.8%
CAPE MAY	STONE HARBOR BORO	STONE HARBOR ELEMENTARY SCHOOL	09-5060-050	KG-04	0%	0%	7.4%
ESSEX	FAIRFIELD TWP	ADLAI E. STEVENSON	13-1465-005	PK-03	1.5%	1.2%	10%
ESSEX	GLEN RIDGE BORO	RIDGEWOOD AVENUE SCHOOL	13-1750-075	03-06	0.2%	0%	17.3%
ESSEX	LIVINGSTON TWP	HILLSIDE ELEMENTARY SCHOOL	13-2730-100	KG-05	3%	4.2%	11.8%
ESSEX	NORTH CALDWELL BORO	GRANDVIEW ELEMENTARY SCHOOL	13-3630-060	PK-03	0%	0%	8%
ESSEX	VERONA BORO	LANING AVENUE SCHOOL	13-5370-100	PK-04	0.4%	0%	12.1%
HUNTERDON	TEWKSBURY TWP	TEWKSBURY ELEMENTARY SCHOOL	19-5180-055	KG-04	1%	0%	13.9%
MONMOUTH	FAIR HAVEN BORO	VIOLA L SICKLES SCHOOL	25-1440-060	PK-03	0%	0%	9.3%
MONMOUTH	ROOSEVELT BORO	ROOSEVELT PUBLIC SCHOOL	25-4520-050	PK-06	0%	0%	11.4%
MORRIS	FLORHAM PARK BORO	BROOKLAKE SCHOOL	27-1530-020	03-05	1%	0.7%	12.8%
MORRIS	HANOVER TWP	MOUNTVIEW ROAD SCHOOL	27-2000-050	KG-05	2.4%	2.6%	14.1%
MORRIS	LONG HILL TWP	MILLINGTON ELEMENTARY SCHOOL	27-4000-060	02-05	3%	4.2%	22.9%
MORRIS	MONTVILLE TWP	WOODMONT SCHOOL	27-3340-070	KG-05	8.2%	11.2%	17.2%

State of New Jersey
2014-15

SCHOOL PEER GROUP

UNION

WESTFIELD TOWN

GRADE SPAN 01-05

39-5730-120
JEFFERSON ELEMENTARY SCHOOL
1200 BOULEVARD
WESTFIELD, NJ 07090-2726

MORRIS	PEQUANNOCK TWP	STEPHEN J. GERACE SCHOOL	27-4080-100	KG-05	3.3%	4.3%	8.6%
MORRIS	RANDOLPH TWP	SHONGUM SCHOOL	27-4330-080	KG-05	0.8%	0.6%	13.5%
PASSAIC	WAYNE TWP	PINES LAKE ELEMENTARY SCHOOL	31-5570-120	KG-05	6%	9%	21%
SOMERSET	WARREN TWP	CENTRAL SCHOOL	35-5470-030	KG-05	2.2%	3.2%	10.5%
UNION	BERKELEY HEIGHTS TWP	MOUNTAIN PARK SCHOOL	39-0310-040	02-05	0.4%	0%	12.8%
UNION	BERKELEY HEIGHTS TWP	THOMAS P. HUGHES SCHOOL	39-0310-020	02-05	1.2%	1.2%	9.4%
UNION	WESTFIELD TOWN	JEFFERSON ELEMENTARY SCHOOL	39-5730-120	01-05	0.4%	0.2%	11.8%
UNION	WESTFIELD TOWN	WILSON ELEMENTARY SCHOOL	39-5730-160	01-05	0.3%	0%	22.1%



State of New Jersey

2014-15

39-5730-140

MCKINLEY ELEMENTARY SCHOOL

500 FIRST ST

WESTFIELD, NJ 07090-4123

OVERVIEW

UNION

WESTFIELD TOWN

GRADE SPAN 01-05

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. 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 peer schools that are educating similar students, against statewide 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 deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, 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 like time management and perseverance; 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 and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

UNION

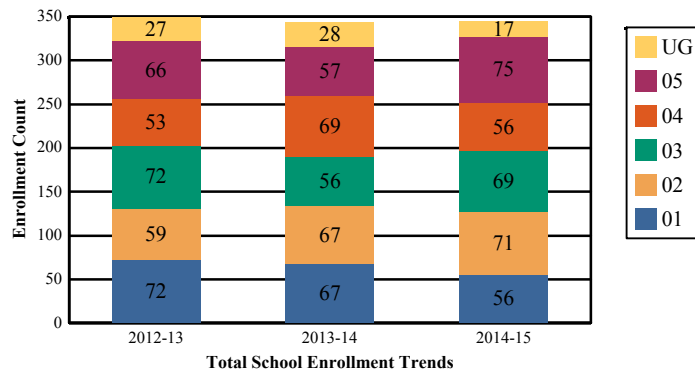
WESTFIELD TOWN

GRADE SPAN 01-05

39-5730-140
MCKINLEY ELEMENTARY SCHOOL
500 FIRST ST
WESTFIELD, NJ 07090-4123

Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.

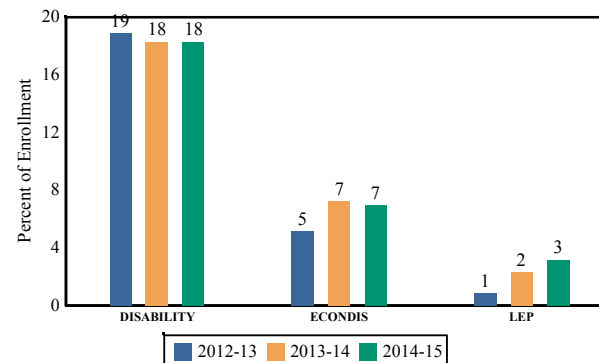


Total School Enrollment Trends

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.

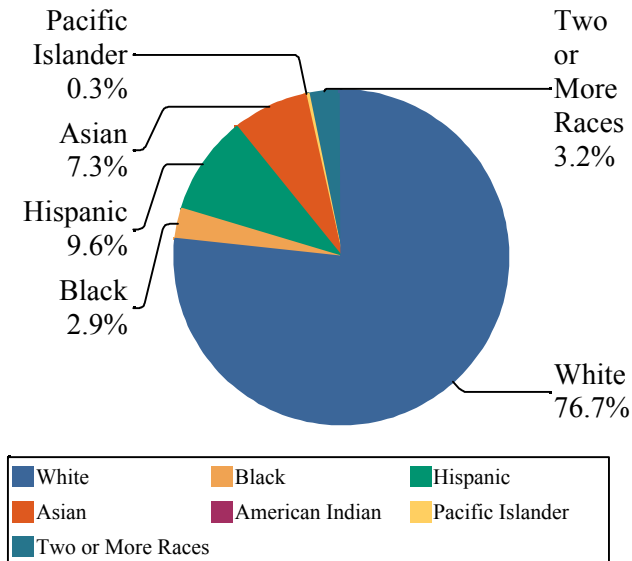


Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	63	18%
Economically Disadvantaged Students	24	7.0%
English Language Learners	11	3.2%

Enrollment by Ethnic/Racial Subgroup

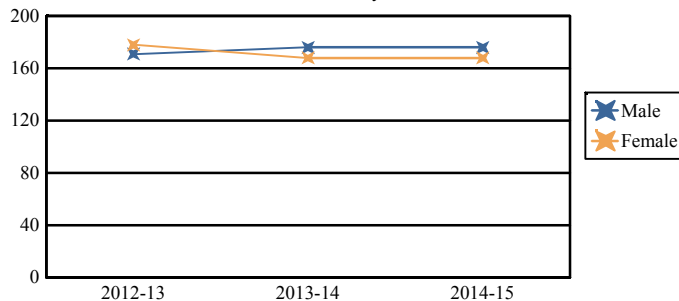
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	349
2013-14	344
2014-15	344

Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	171	178
2013-14	176	168
2014-15	176	168

Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	83.7%
Spanish	6.6%
Chinese	2.0%
Italian	1.1%
Korean	0.9%
Portuguese	0.9%
Other	4.9%

ACADEMIC ACHIEVEMENT

UNION

WESTFIELD TOWN

MCKINLEY ELEMENTARY SCHOOL

500 FIRST ST

WESTFIELD, NJ 07090-4123

GRADE SPAN 01-05

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	73%	62	85
Math Met or Exceeded Expectation	60%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	204	72.5%	95%	99.1%	YES
White	161	75.8%	95%	99.4%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	43	39.5%	95%	97.7%	YES
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ACADEMIC ACHIEVEMENT

UNION

WESTFIELD TOWN

GRADE SPAN 01-05

MCKINLEY ELEMENTARY SCHOOL

500 FIRST ST

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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	205	59.5%	95%	99.5%	YES
White	162	61.7%	95%	100%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	44	31.8%	95%	100%	YES
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into 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.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i>	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations <i>(Max. 850)</i>

ACADEMIC ACHIEVEMENT

UNION

WESTFIELD TOWN

GRADE SPAN 01-05

39-5730-140
MCKINLEY ELEMENTARY SCHOOL
500 FIRST ST
WESTFIELD, NJ 07090-4123

PARCC ELA Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	68	755	744	6%	10%	16%	66%	1%	68%	44%
White	55	756	753	7%	7%	16%	69%	0%	69%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	17	742	718	12%	18%	24%	47%	0%	47%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

PARCC ELA Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	63	765	751	2%	10%	17%	51%	21%	71%	52%
White	50	769	758	2%	6%	16%	52%	24%	76%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	13	747	725	8%	15%	38%	31%	8%	38%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

PARCC ELA Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	73	766	751	3%	1%	18%	70%	8%	78%	53%
White	56	766	757	2%	2%	14%	77%	5%	82%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	13	740	723	15%	8%	46%	31%	0%	31%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

ACADEMIC ACHIEVEMENT

UNION

WESTFIELD TOWN

GRADE SPAN 01-05

39-5730-140
MCKINLEY ELEMENTARY SCHOOL
500 FIRST ST
WESTFIELD, NJ 07090-4123

PARCC MATH - Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	69	757	746	1%	10%	26%	52%	10%	62%	46%
White	56	755	752	2%	11%	27%	52%	9%	61%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	18	742	727	6%	28%	33%	22%	11%	33%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	26%

ACADEMIC ACHIEVEMENT

UNION

WESTFIELD TOWN

GRADE SPAN 01-05

39-5730-140
MCKINLEY ELEMENTARY SCHOOL
500 FIRST ST
WESTFIELD, NJ 07090-4123

PARCC MATH - Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	63	756	744	0%	13%	29%	52%	6%	59%	42%
White	50	760	749	0%	8%	24%	60%	8%	68%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	13	741	724	0%	31%	31%	23%	15%	38%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	23%

ACADEMIC ACHIEVEMENT

UNION

WESTFIELD TOWN

GRADE SPAN 01-05

39-5730-140
MCKINLEY ELEMENTARY SCHOOL
500 FIRST ST
WESTFIELD, NJ 07090-4123

PARCC MATH - Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	73	756	744	1%	10%	32%	48%	10%	58%	42%
White	56	755	749	2%	5%	36%	48%	9%	57%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	13	733	724	8%	38%	31%	23%	0%	23%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	731	-	-	-	-	-	-	23%

2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational 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 2015 reading and math 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>

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

Proficiency Percentages

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

ACADEMIC ACHIEVEMENT

UNION

WESTFIELD TOWN

GRADE SPAN 01-05

39-5730-140

MCKINLEY ELEMENTARY SCHOOL

500 FIRST ST

WESTFIELD, NJ 07090-4123

NJASK Results - Science Grade Level - 04

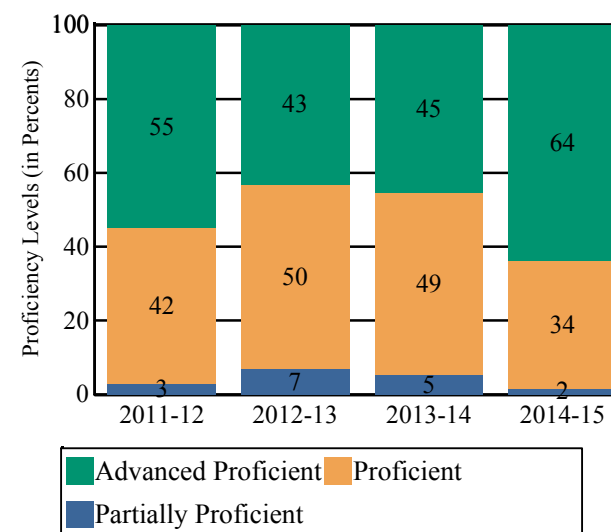
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	64%	34%	2%
White	67%	33%	0%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	36%	55%	9%
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



COLLEGE AND CAREER READINESS

UNION

WESTFIELD TOWN

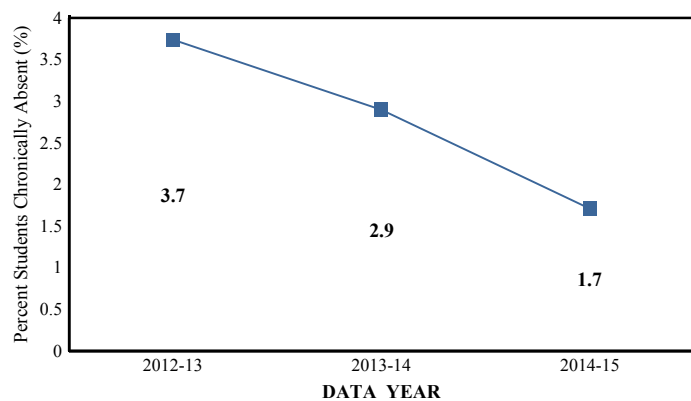
GRADE SPAN 01-05

39-5730-140
MCKINLEY ELEMENTARY SCHOOL
500 FIRST ST
WESTFIELD, NJ 07090-4123

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

Chronic Absenteeism Trend

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

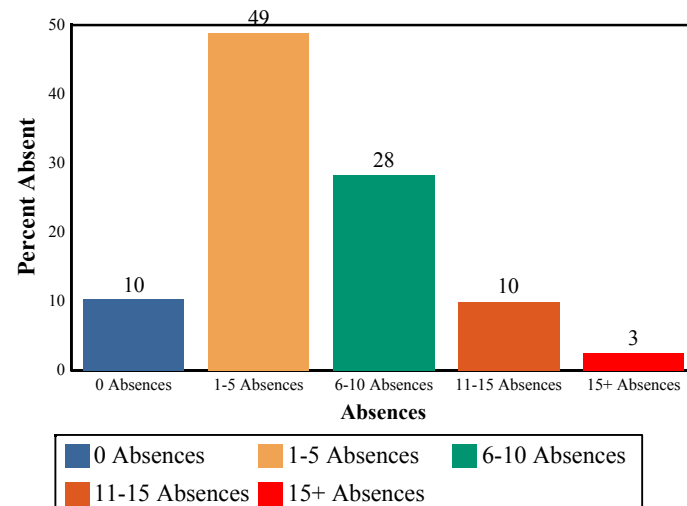


Chronic Absenteeism for 2014-15

1.71%

Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



STUDENT GROWTH

UNION

GRADE SPAN 01-05

WESTFIELD TOWN

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. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	56	44	64	35	YES
Student Growth on Math	58	48	66	35	YES
		46	65		100%

Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	0%	0%
Partially Met	3%	0%	1%
Approached	7%	7%	5%
Met	13%	24%	24%
Exceeded	0%	3%	11%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	1%	0%	0%
Partially Met	6%	2%	2%
Approached	9%	14%	9%
Met	8%	17%	24%
Exceeded	0%	1%	7%

Low Growth is defined as an Student Growth Percentile score less than 35.

Typical Growth is defined as an Student Growth Percentile score between 35 and 65.

High Growth is defined as a Student Growth Percentile score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

UNION

GRADE SPAN 01-05

WESTFIELD TOWN

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

Grade Level - 03

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	816	850
75th	776	770
50th	758	743
25th	736	715
0th	666	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	55

Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	817	850
75th	773	767
50th	760	745
25th	737	722
0th	661	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	45

WITHIN SCHOOL ACHIEVEMENT GAP

UNION

WESTFIELD TOWN

GRADE SPAN 01-05

39-5730-140

MCKINLEY ELEMENTARY SCHOOL

500 FIRST ST

WESTFIELD, NJ 07090-4123

Grade Level - 04

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	844	850
75th	783	773
50th	763	750
25th	746	728
0th	692	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	45

Grade Level - 05

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	822	850
75th	782	773
50th	766	751
25th	753	728
0th	685	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	29	45

Grade Level - 04

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	813	850
75th	770	764
50th	757	742
25th	737	721
0th	704	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	43

Grade Level - 05

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	820	850
75th	768	763
50th	755	743
25th	737	723
0th	677	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	40

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
2014-15	6 Hrs. 25 Mins.

Student Suspension Rate

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

	School
2014-15	0.0%

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.

2014-15	School
Full Time	5 Hrs. 25 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

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

	School
2014-15	0

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.

2014-15	School
Faculty	12
Administrators	344

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES</u> <u>PAN</u>	<u>ECONOMICALLY</u> <u>DISADVANTAGED</u>	<u>ENGLISH</u> <u>LANGUAGE</u> <u>LEARNERS</u>	<u>SPECIAL</u> <u>EDUCATION</u>
BERGEN	EMERSON BORO	PATRICK M VILLANO SCHOOL	03-1360-060	03-06	8.1%	5.1%	17.6%
BERGEN	FAIR LAWN BORO	RADBURN ELEMENTARY SCHOOL	03-1450-110	KG-05	8.7%	5.1%	23.3%
BERGEN	HILLSDALE BORO	MEADOWBROOK	03-2180-030	PK-04	5.9%	0.9%	21.5%
BERGEN	PARAMUS BORO	PARKWAY ELEMENTARY SCHOOL	03-3930-100	PK-04	5.8%	1.9%	15.1%
BERGEN	RAMSEY BORO	WESLEY D TISDALE ELEMENTARY SCHOOL	03-4310-080	PK-03	6.9%	4.1%	6.4%
BERGEN	RUTHERFORD BORO	LINCOLN SCHOOL	03-4600-070	KG-03	4.6%	0.2%	5.7%
BERGEN	WESTWOOD REGIONAL	WASHINGTON ELEMENTARY SCHOOL	03-5755-080	KG-05	5.7%	0.7%	10.7%
CAMDEN	HADDON HEIGHTS BORO	SEVENTH AVE	07-1880-090	KG-06	4.6%	0%	9.1%
CAMDEN	VOORHEES TWP	EDWARD T. HAMILTON	07-5400-020	KG-05	5.5%	1.2%	18.4%
CAMDEN	VOORHEES TWP	KRESSON SCHOOL	07-5400-055	KG-05	4.6%	0%	9.3%
CHARTERS	HATIKVAH INTERNATIONAL CS	HATIKVAH INTERNATIONAL CHARTER SCHOOL	80-6041-916	KG-05	7.4%	3%	10.7%
CHARTERS	THOMAS EDISON ENERGYSMART CS	THOMAS EDISON ENERGYSMART CHARTER SCHOOL	80-6081-967	KG-06	5.7%	2.4%	2.7%
HUNTERDON	CLINTON TWP	PATRICK MCGAHERAN	19-0920-035	02-03	4.8%	0.3%	17.1%
HUNTERDON	READINGTON TWP	HOLLAND BROOK SCHOOL	19-4350-030	04-05	5.8%	1.1%	21.6%
MERCER	W WINDSOR-PLAINSBORO REG	MILLSTONE RIVER SCHOOL	21-5715-150	04-05	6.5%	1.9%	10.3%
MERCER	W WINDSOR-PLAINSBORO REG	TOWN CENTER ELEMENTARY SCHOOL AT PLAINSBORO	21-5715-130	PK-03	8.7%	7%	6.2%
MIDDLESEX	EAST BRUNSWICK TWP	WARNSDORFER ELEMENTARY SCHOOL	23-1170-138	KG-05	5.4%	0%	10.4%
MONMOUTH	HOWELL TWP	GREENVILLE ELEMENTARY SCHOOL	25-2290-012	KG-05	5%	0%	13.7%
MONMOUTH	MIDDLETOWN TWP	RIVER PLAZA ELEMENTARY SCHOOL	25-3160-160	KG-05	4.9%	0.6%	11.1%
MORRIS	MADISON BORO	TOREY J. SABATINI SCHOOL	27-2870-110	KG-05	5.5%	0.9%	12.2%
MORRIS	PARSIPPANY-TROY HILLS TWP	MOUNT TABOR ELEMENTARY SCHOOL	27-3950-100	KG-05	7.5%	4.1%	12.9%

State of New Jersey
2014-15

SCHOOL PEER GROUP

UNION

WESTFIELD TOWN

GRADE SPAN 01-05

39-5730-140
MCKINLEY ELEMENTARY SCHOOL
500 FIRST ST
WESTFIELD, NJ 07090-4123

MORRIS	ROXBURY TWP	KENNEDY ELEMENTARY SCHOOL DISTRICT	27-4560-067	KG-04	5.4%	0%	14.8%
PASSAIC	RINGWOOD BORO	PETER COOPER SCHOOL	31-4400-055	KG-03	5.8%	1.2%	10%
PASSAIC	WAYNE TWP	ALBERT PAYSON TERHUNE ELEMENTARY	31-5570-078	KG-05	5.1%	0.5%	12.4%
SOMERSET	BRANCHBURG TWP	WHITON ELEMENTARY SCHOOL	35-0510-090	PK-03	5.9%	2.3%	9.1%
SOMERSET	BRIDGEWATER-RARITAN REG	MILLTOWN ELEMENTARY SCHOOL	35-0555-085	KG-04	4.7%	0%	11.2%
UNION	CLARK TWP	VALLEY ROAD SCHOOL	39-0850-040	KG-05	5.7%	0.9%	15.7%
UNION	CRANFORD TWP	LIVINGSTON AVENUE SCHOOL	39-0980-080	03-05	5.1%	0%	24.6%
UNION	SCOTCH PLAINS-FANWOOD REG	WILLIAM J. MCGINN	39-4670-105	KG-04	5.2%	0%	13%
UNION	SUMMIT CITY	LINCOLN-HUBBARD ELEMENTARY SCHOOL	39-5090-100	01-05	7.3%	4%	7.6%
UNION	WESTFIELD TOWN	MCKINLEY ELEMENTARY SCHOOL	39-5730-140	01-05	7%	3.2%	18.3%



State of New Jersey

2014-15

39-5730-145

OVERVIEW

UNION

WESTFIELD TOWN

GRADE SPAN 01-05

TAMAQUES ELEMENTARY SCHOOL

641 WILLOW GROVE RD

WESTFIELD, NJ 07090-3519

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. 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 peer schools that are educating similar students, against statewide 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 deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, 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 like time management and perseverance; 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 and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

UNION

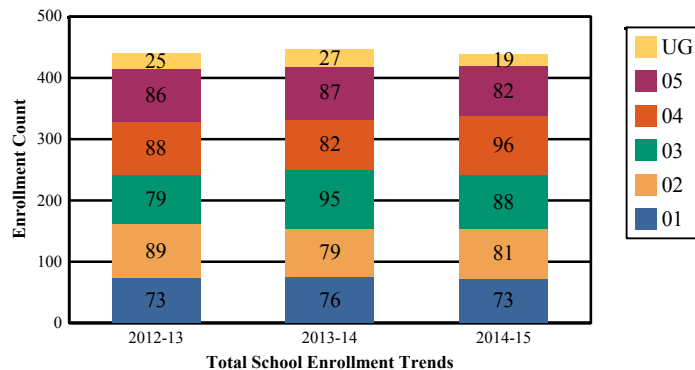
WESTFIELD TOWN

GRADE SPAN 01-05

39-5730-145
TAMAQUES ELEMENTARY SCHOOL
641 WILLOW GROVE RD
WESTFIELD, NJ 07090-3519

Enrollment by Grade

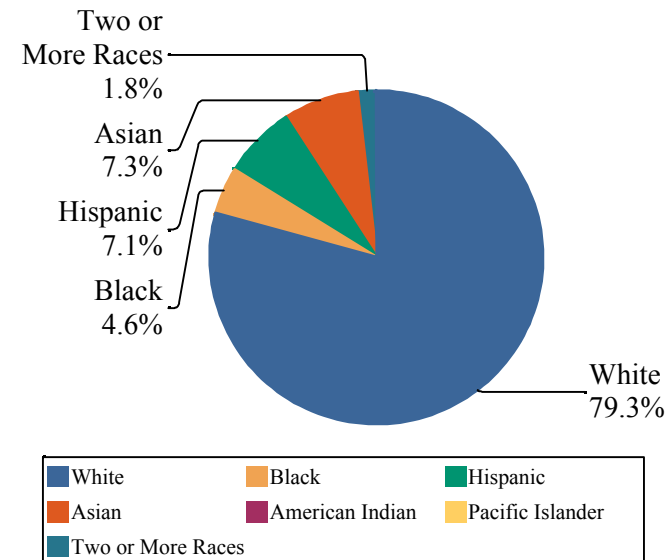
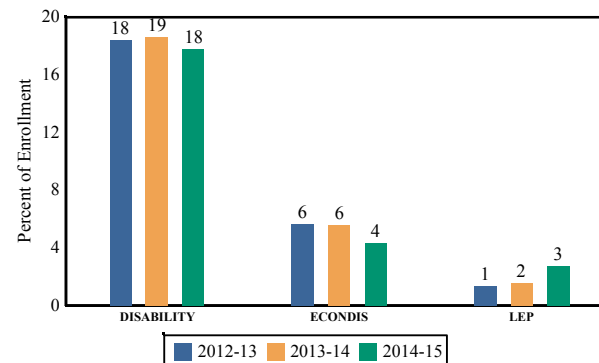
This graph presents the count of students who were 'on roll' by grade in October of each school year.



Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Enrollment Trends by Program Participation

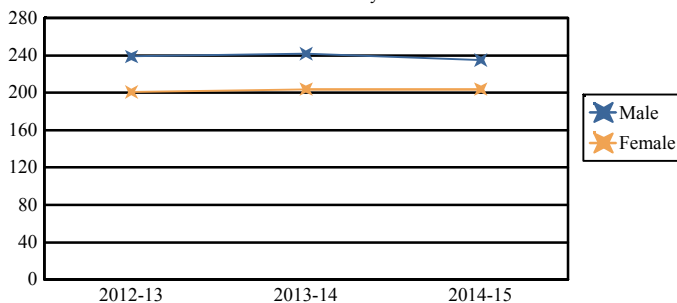
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Total School Enrollment	
2012-13	440
2013-14	446
2014-15	439

Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	239	201
2013-14	242	204
2014-15	235	204

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	78	18%
Economically Disadvantaged Students	19	4.3%
English Language Learners	12	2.7%

Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	82.9%
Spanish	5.2%
Chinese	2.1%
Portuguese	2.1%
Hindi	0.9%
German	0.9%
Other	5.9%

ACADEMIC ACHIEVEMENT

UNION

WESTFIELD TOWN

TAMAQUES ELEMENTARY SCHOOL

641 WILLOW GROVE RD

WESTFIELD, NJ 07090-3519

GRADE SPAN 01-05

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	69%	39	80
Math Met or Exceeded Expectation	64%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	252	68.6%	95%	98.2%	YES
White	188	72.9%	95%	97.6%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	54	31.5%	95%	100%	YES
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ACADEMIC ACHIEVEMENT

UNION

WESTFIELD TOWN

GRADE SPAN 01-05

TAMAQUES ELEMENTARY SCHOOL

641 WILLOW GROVE RD

WESTFIELD, NJ 07090-3519

ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	251	64.2%	95%	97.8%	YES
White	187	66.8%	95%	97.1%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	54	27.8%	95%	100%	YES
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into 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.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i>	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations <i>(Max. 850)</i>

PARCC ELA Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	77	766	744	6%	14%	12%	51%	17%	68%	44%
White	55	771	753	2%	13%	11%	58%	16%	75%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	17	732	718	24%	29%	6%	41%	0%	41%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

PARCC ELA Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	95	767	751	3%	8%	19%	44%	25%	69%	52%
White	73	769	758	0%	8%	21%	45%	26%	71%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	23	743	725	13%	22%	26%	30%	9%	39%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

PARCC ELA Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	80	762	751	5%	6%	20%	55%	14%	69%	53%
White	60	766	757	3%	5%	18%	57%	17%	73%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	11	741	737	18%	9%	36%	36%	0%	36%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	-	-	723	-	-	-	-	-	-	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

ACADEMIC ACHIEVEMENT

UNION
WESTFIELD TOWN

GRADE SPAN 01-05

39-5730-145
TAMAQUES ELEMENTARY SCHOOL
641 WILLOW GROVE RD
WESTFIELD, NJ 07090-3519

PARCC MATH - Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	77	761	746	4%	9%	19%	51%	17%	68%	46%
White	55	763	752	2%	7%	20%	56%	15%	71%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	17	738	727	18%	18%	18%	41%	6%	47%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	26%

ACADEMIC ACHIEVEMENT

UNION

WESTFIELD TOWN

GRADE SPAN 01-05

39-5730-145
TAMAQUES ELEMENTARY SCHOOL
641 WILLOW GROVE RD
WESTFIELD, NJ 07090-3519

PARCC MATH - Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	94	758	744	1%	16%	16%	59%	9%	67%	42%
White	72	760	749	0%	15%	17%	60%	8%	68%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	23	736	724	4%	48%	22%	13%	13%	26%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	23%

ACADEMIC ACHIEVEMENT

UNION

WESTFIELD TOWN

GRADE SPAN 01-05

39-5730-145

TAMAQUES ELEMENTARY SCHOOL

641 WILLOW GROVE RD

WESTFIELD, NJ 07090-3519

PARCC MATH - Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	80	752	744	4%	13%	26%	49%	9%	58%	42%
White	60	755	749	3%	12%	23%	52%	10%	62%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	11	735	733	9%	27%	36%	18%	9%	27%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	731	-	-	-	-	-	-	23%

2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational 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 2015 reading and math 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>

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

Proficiency Percentages

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

ACADEMIC ACHIEVEMENT

UNION

WESTFIELD TOWN

GRADE SPAN 01-05

39-5730-145

TAMAQUES ELEMENTARY SCHOOL
641 WILLOW GROVE RD
WESTFIELD, NJ 07090-3519

NJASK Results - Science Grade Level - 04

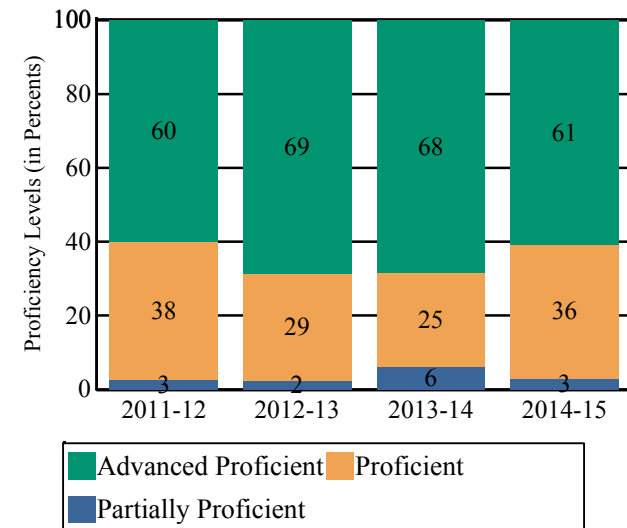
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	61%	36%	3%
White	62%	36%	1%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	29%	63%	8%
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



COLLEGE AND CAREER READINESS

UNION

WESTFIELD TOWN

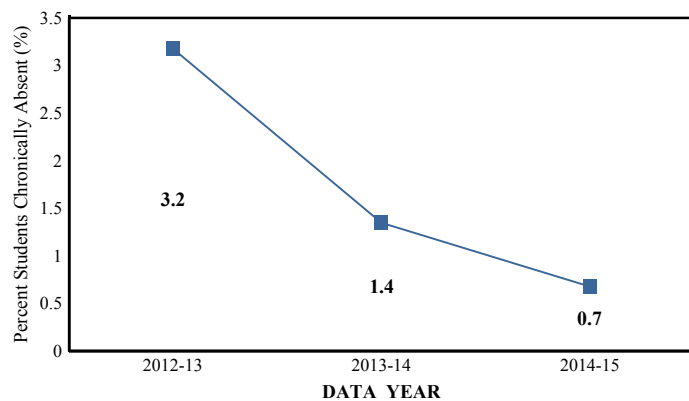
GRADE SPAN 01-05

39-5730-145
TAMAQUES ELEMENTARY SCHOOL
641 WILLOW GROVE RD
WESTFIELD, NJ 07090-3519

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

Chronic Absenteeism Trend

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

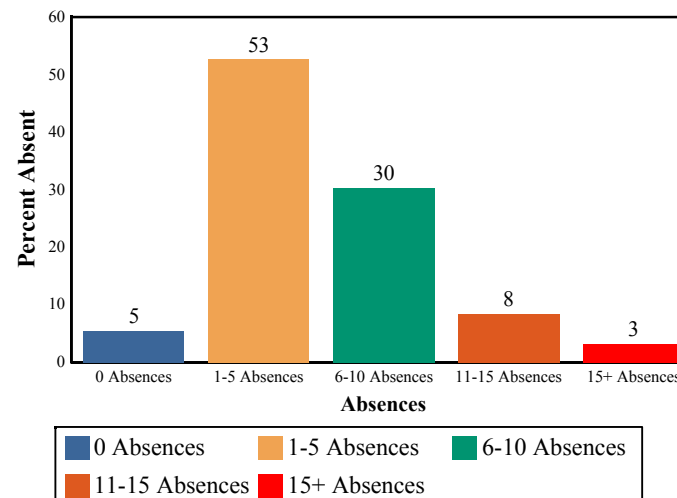


Chronic Absenteeism for 2014-15

0.68%

Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



STUDENT GROWTH

UNION

WESTFIELD TOWN

GRADE SPAN 01-05

TAMAQUES ELEMENTARY SCHOOL

641 WILLOW GROVE RD

WESTFIELD, NJ 07090-3519

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. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	44	7	26	35	YES
Student Growth on Math	49	24	40	35	YES
		16	33		100%

Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	2%	0%
Partially Met	3%	3%	1%
Approached	12%	5%	3%
Met	22%	19%	9%
Exceeded	1%	6%	13%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	1%	0%
Partially Met	9%	3%	2%
Approached	10%	9%	3%
Met	15%	21%	18%
Exceeded	0%	1%	7%

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

UNION

WESTFIELD TOWN

GRADE SPAN 01-05

TAMAQUES ELEMENTARY SCHOOL

641 WILLOW GROVE RD

WESTFIELD, NJ 07090-3519

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

Grade Level - 03

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	850	850
75th	795	770
50th	764	743
25th	746	715
0th	659	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	49	55

Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	823	850
75th	783	767
50th	764	745
25th	739	722
0th	671	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	45

WITHIN SCHOOL ACHIEVEMENT GAP

UNION

WESTFIELD TOWN

GRADE SPAN 01-05

TAMAQUES ELEMENTARY SCHOOL

641 WILLOW GROVE RD

WESTFIELD, NJ 07090-3519

Grade Level - 04

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	833	850
75th	789	773
50th	767	750
25th	743	728
0th	672	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	46	45

Grade Level - 05

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	824	850
75th	783	773
50th	765	751
25th	746	728
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	45

Grade Level - 04

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	817	850
75th	778	764
50th	757	742
25th	744	721
0th	696	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	43

Grade Level - 05

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	808	850
75th	774	763
50th	754	743
25th	739	723
0th	652	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	40

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
2014-15	6 Hrs. 25 Mins.

Student Suspension Rate

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

	School
2014-15	0.0%

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.

2014-15	School
Full Time	5 Hrs. 25 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

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

	School
2014-15	0

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.

2014-15	School
Faculty	13
Administrators	439

SCHOOL PEER GROUP

UNION

WESTFIELD TOWN

GRADE SPAN 01-05

TAMAQUES ELEMENTARY SCHOOL

641 WILLOW GROVE RD

WESTFIELD, NJ 07090-3519

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	MIDLAND PARK BORO	HIGHLAND ELEMENTARY SCHOOL	03-3170-070	03-06	3.4%	1%	8.2%
BERGEN	RAMSEY BORO	JOHN Y DATER ELEMENTARY SCHOOL	03-4310-060	04-05	3.2%	1.1%	12.4%
BERGEN	RIDGEWOOD VILLAGE	ORCHARD ELEMENTARY SCHOOL	03-4390-120	KG-05	3.5%	2.2%	9.9%
ESSEX	LIVINGSTON TWP	MOUNT PLEASANT MIDDLE SCHOOL	13-2730-060	06	2.6%	0.6%	15.5%
ESSEX	MILLBURN TWP	WYOMING SCHOOL	13-3190-120	KG-05	4.3%	2.8%	11.1%
ESSEX	NUTLEY TOWN	YANTACAW SCHOOL	13-3750-110	KG-06	2.9%	1%	12.1%
HUNTERDON	BETHLEHEM TWP	THOMAS B. CONLEY ELEMENTARY SCHOOL	19-0370-070	PK-05	2.6%	0%	17.3%
HUNTERDON	CLINTON TWP	ROUND VALLEY	19-0920-040	04-06	2.4%	0.2%	20%
HUNTERDON	FLEMINGTON-RARITAN REG	BARLEY SHEAF ELEMENTARY SCHOOL	19-1510-030	KG-04	2.3%	0%	13%
MERCER	HOPEWELL VALLEY REGIONAL	BEAR TAVERN ELEMENTARY SCHOOL	21-2280-035	PK-05	3.6%	1.3%	15.4%
MERCER	PRINCETON REGIONAL	LITTLEBROOK SCHOOL	21-4255-080	PK-05	7.7%	8%	13.6%
MERCER	ROBBINSVILLE TWP	SHARON SCHOOL	21-5510-050	PK-03	3.7%	1.4%	10.1%
MONMOUTH	COLTS NECK TWP	CONOVER ROAD ELEMENTARY SCHOOL	25-0945-050	03-05	3.4%	1.9%	16.2%
MONMOUTH	MARLBORO TWP	FRANK DEFINO CENTRAL ELEMENTARY SCHOOL	25-3030-030	01-05	4.6%	2.6%	14.6%
MONMOUTH	MARLBORO TWP	FRANK J. DUGAN ELEMENTARY SCHOOL	25-3030-040	01-05	4.1%	2.6%	19.8%
MONMOUTH	MIDDLETOWN TWP	FAIRVIEW ELEMENTARY SCHOOL	25-3160-090	KG-05	6.6%	6.2%	9.2%
MONMOUTH	MIDDLETOWN TWP	LINCROFT ELEMENTARY SCHOOL	25-3160-120	KG-05	2.2%	0%	9.6%
MONMOUTH	MIDDLETOWN TWP	NUT SWAMP ELEMENTARY SCHOOL	25-3160-145	KG-05	3%	0.5%	9.9%
MORRIS	DENVILLE TWP	RIVERVIEW ELEMENTARY SCHOOL	27-1090-070	KG-05	2.6%	0%	17.8%
MORRIS	KINNELON BORO	STONYBROOK ELEMENTARY SCHOOL	27-2460-070	KG-05	3.5%	1%	17.5%
MORRIS	MENDHAM BORO	HILLTOP SCHOOL	27-3090-050	PK-04	2.3%	0.3%	12.2%
MORRIS	MONTVILLE TWP	HILLDALE SCHOOL	27-3340-050	KG-05	3%	1.4%	8.8%



State of New Jersey
2014-15

39-5730-145

SCHOOL PEER GROUP

UNION

TAMAQUES ELEMENTARY SCHOOL
641 WILLOW GROVE RD
WESTFIELD, NJ 07090-3519

WESTFIELD TOWN

GRADE SPAN 01-05

MORRIS	MONTVILLE TWP	VALLEY VIEW SCHOOL	27-3340-055	KG-05	3.8%	1%	20%
MORRIS	PEQUANNOCK TWP	HILLVIEW SCHOOL	27-4080-055	KG-05	2.9%	0%	18.4%
MORRIS	WASHINGTON TWP	BENEDICT A. CUCINELLA SCHOOL	27-5520-050	PK-05	4.4%	2.7%	17.5%
MORRIS	WASHINGTON TWP	OLD FARMERS ROAD SCHOOL	27-5520-040	KG-05	3.9%	2.2%	15.6%
SOMERSET	BERNARDS TWP	CEDAR HILL SCHOOL	35-0350-070	KG-05	2.6%	0.3%	14.6%
SOMERSET	BERNARDS TWP	LIBERTY CORNER SCHOOL	35-0350-080	PK-05	2.3%	0.2%	14.8%
SOMERSET	BRIDGEWATER-RARITAN REG	HAMILTON ELEMENTARY SCHOOL	35-0555-063	KG-04	2.3%	0%	6.7%
UNION	CRANFORD TWP	BROOKSIDE PLACE SCHOOL	39-0980-050	KG-05	2.2%	0%	14.9%
UNION	WESTFIELD TOWN	TAMAQUES ELEMENTARY SCHOOL	39-5730-145	01-05	4.3%	2.7%	17.8%



State of New Jersey

2014-15

39-5730-150

OVERVIEW

UNION

WESTFIELD TOWN

GRADE SPAN 01-05

WASHINGTON ELEMENTARY SCHOOL

900 ST MARKS AVENUE

WESTFIELD, NJ 07090-2039

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. 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 peer schools that are educating similar students, against statewide 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 deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, 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 like time management and perseverance; 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 and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

UNION

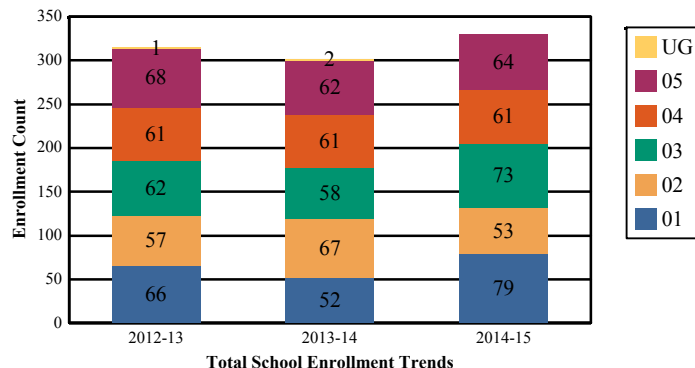
WESTFIELD TOWN

GRADE SPAN 01-05

39-5730-150
WASHINGTON ELEMENTARY SCHOOL
900 ST MARKS AVENUE
WESTFIELD, NJ 07090-2039

Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.

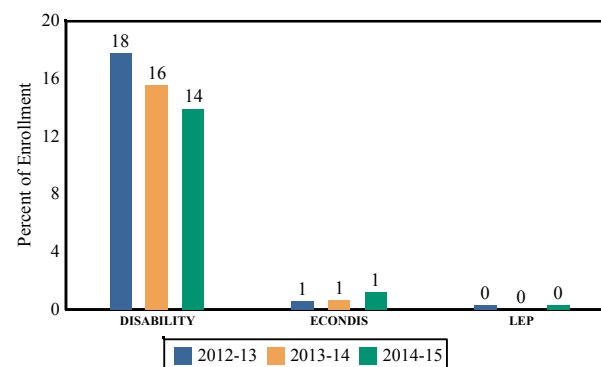


Total School Enrollment Trends

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

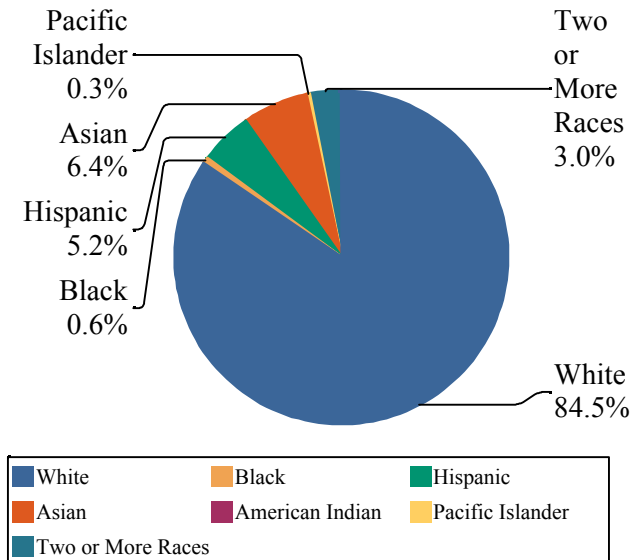
Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Enrollment by Ethnic/Racial Subgroup

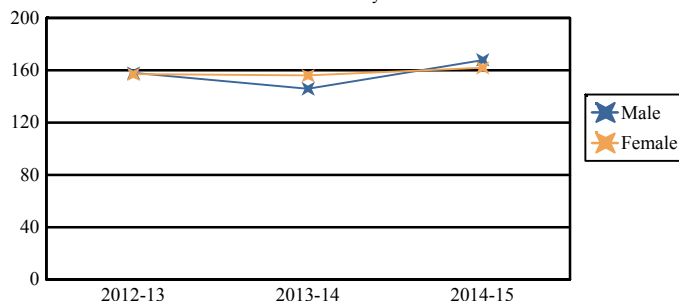
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	315
2013-14	302
2014-15	330

Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	158	157
2013-14	146	156
2014-15	168	162

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	46	14%
Economically Disadvantaged Students	4	1.2%
English Language Learners	1	0.3%

Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	86.5%
Chinese	3.1%
Spanish	2.5%
Russian	1.5%
Turkish	0.9%
French	0.6%
Other	4.9%

ACADEMIC ACHIEVEMENT

UNION

WESTFIELD TOWN

WASHINGTON ELEMENTARY SCHOOL

900 ST MARKS AVENUE

WESTFIELD, NJ 07090-2039

GRADE SPAN 01-05

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	84%	97	99
Math Met or Exceeded Expectation	75%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	192	84.4%	95%	100%	YES
White	160	84.4%	95%	100%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	32	59.4%	95%	100%	-
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ACADEMIC ACHIEVEMENT

UNION

WESTFIELD TOWN

GRADE SPAN 01-05

WASHINGTON ELEMENTARY SCHOOL

900 ST MARKS AVENUE

WESTFIELD, NJ 07090-2039

ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	192	75%	95%	100%	YES
White	160	73.2%	95%	100%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	32	34.4%	95%	100%	-
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.



State of New Jersey
2014-15

ACADEMIC ACHIEVEMENT

UNION
WESTFIELD TOWN

GRADE SPAN 01-05

39-5730-150
WASHINGTON ELEMENTARY SCHOOL
900 ST MARKS AVENUE
WESTFIELD, NJ 07090-2039

PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into 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.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations (Min. 650)	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations (Max. 850)

PARCC ELA Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	67	770	744	3%	1%	16%	75%	4%	79%	44%
White	53	768	753	2%	2%	19%	74%	4%	77%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	12	748	718	17%	0%	25%	58%	0%	58%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

PARCC ELA Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	60	774	751	2%	3%	8%	58%	28%	87%	52%
White	52	773	758	2%	4%	6%	63%	25%	88%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

PARCC ELA Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	65	778	751	2%	2%	9%	66%	22%	88%	53%
White	55	777	757	2%	2%	9%	69%	18%	87%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	11	747	723	9%	9%	18%	64%	0%	64%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

PARCC MATH - Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	67	763	746	1%	4%	18%	67%	9%	76%	46%
White	53	761	752	0%	6%	21%	68%	6%	74%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	12	744	727	8%	25%	25%	25%	17%	42%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	26%

ACADEMIC ACHIEVEMENT

UNION

WESTFIELD TOWN

GRADE SPAN 01-05

39-5730-150
WASHINGTON ELEMENTARY SCHOOL
900 ST MARKS AVENUE
WESTFIELD, NJ 07090-2039

PARCC MATH - Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	60	762	744	5%	3%	18%	67%	7%	73%	42%
White	52	761	749	6%	4%	19%	67%	4%	71%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	23%

ACADEMIC ACHIEVEMENT

UNION

WESTFIELD TOWN

GRADE SPAN 01-05

39-5730-150
WASHINGTON ELEMENTARY SCHOOL
900 ST MARKS AVENUE
WESTFIELD, NJ 07090-2039

PARCC MATH - Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	65	764	744	0%	6%	18%	63%	12%	75%	42%
White	55	764	749	0%	5%	20%	64%	11%	75%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	11	745	724	0%	36%	18%	45%	0%	45%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	731	-	-	-	-	-	-	23%

2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational 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 2015 reading and math 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>

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

Proficiency Percentages

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

ACADEMIC ACHIEVEMENT

UNION

WESTFIELD TOWN

GRADE SPAN 01-05

39-5730-150

WASHINGTON ELEMENTARY SCHOOL

900 ST MARKS AVENUE

WESTFIELD, NJ 07090-2039

NJASK Results - Science Grade Level - 04

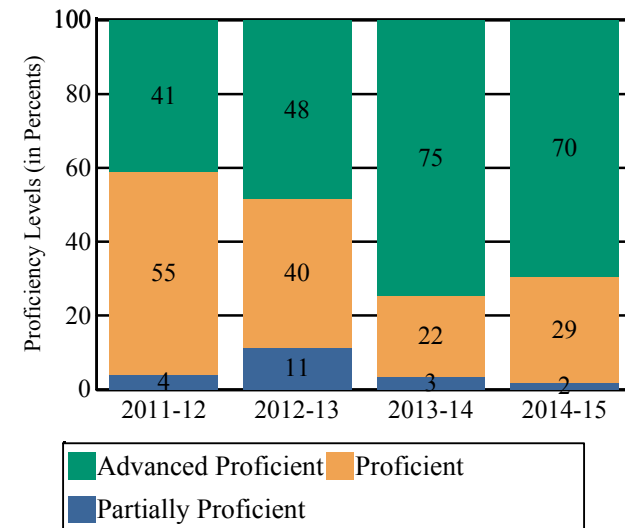
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	70%	29%	2%
White	69%	29%	2%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



COLLEGE AND CAREER READINESS

UNION

WESTFIELD TOWN

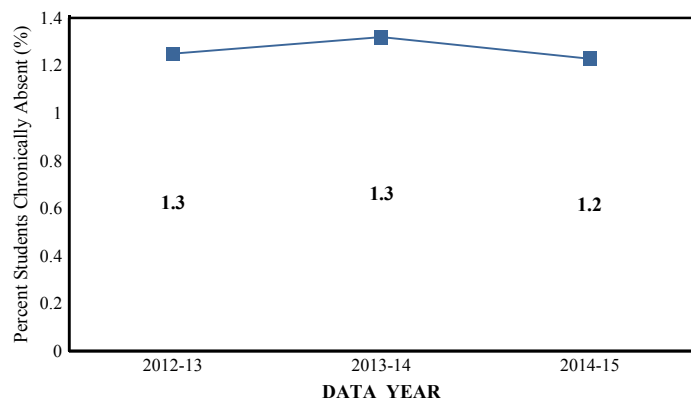
GRADE SPAN 01-05

39-5730-150
WASHINGTON ELEMENTARY SCHOOL
900 ST MARKS AVENUE
WESTFIELD, NJ 07090-2039

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

Chronic Absenteeism Trend

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

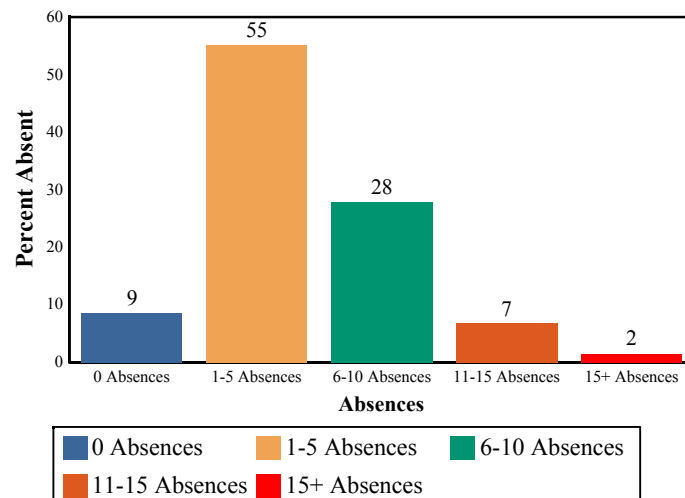


Chronic Absenteeism for 2014-15

1.23%

Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



STUDENT GROWTH

UNION

WESTFIELD TOWN

GRADE SPAN 01-05

WASHINGTON ELEMENTARY SCHOOL

900 ST MARKS AVENUE

WESTFIELD, NJ 07090-2039

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. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	72	97	96	35	YES
Student Growth on Math	64	82	84	35	YES
		90	90		100%

Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	0%	0%
Partially Met	2%	0%	0%
Approached	5%	4%	1%
Met	10%	20%	31%
Exceeded	0%	4%	21%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	0%	0%
Partially Met	4%	2%	0%
Approached	6%	6%	5%
Met	10%	20%	35%
Exceeded	0%	2%	8%

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

UNION

WESTFIELD TOWN

GRADE SPAN 01-05

WASHINGTON ELEMENTARY SCHOOL

900 ST MARKS AVENUE

WESTFIELD, NJ 07090-2039

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

Grade Level - 03

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	829	850
75th	787	770
50th	771	743
25th	753	715
0th	677	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	55

Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	813	850
75th	778	767
50th	765	745
25th	752	722
0th	697	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	26	45

WITHIN SCHOOL ACHIEVEMENT GAP

UNION

WESTFIELD TOWN

GRADE SPAN 01-05

39-5730-150

WASHINGTON ELEMENTARY SCHOOL

900 ST MARKS AVENUE

WESTFIELD, NJ 07090-2039

Grade Level - 04

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	827	850
75th	795	773
50th	779	750
25th	758	728
0th	676	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	45

Grade Level - 05

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	830	850
75th	795	773
50th	778	751
25th	765	728
0th	690	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	30	45

Grade Level - 04

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	808	850
75th	780	764
50th	768	742
25th	749	721
0th	672	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	43

Grade Level - 05

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	814	850
75th	776	763
50th	766	743
25th	751	723
0th	718	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	25	40

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
2014-15	6 Hrs. 25 Mins.

Student Suspension Rate

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

	School
2014-15	0.0%

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.

2014-15	School
Full Time	5 Hrs. 25 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

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

	School
2014-15	0

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.

2014-15	School
Faculty	13
Administrators	330

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES</u> <u>PAN</u>	<u>ECONOMICALLY</u> <u>DISADVANTAGED</u>	<u>ENGLISH</u> <u>LANGUAGE</u> <u>LEARNERS</u>	<u>SPECIAL</u> <u>EDUCATION</u>
BERGEN	GLEN ROCK BORO	CENTRAL SCHOOL	03-1760-080	KG-05	0.7%	0.3%	16.2%
BERGEN	MAHWAH TWP	BETSY ROSS ELEMENTARY	03-2900-060	KG-03	3.8%	5.6%	6.8%
BERGEN	PARAMUS BORO	RIDGE RANCH ELEMENTARY SCHOOL	03-3930-110	PK-04	4.8%	6.1%	15.6%
BERGEN	PARK RIDGE BORO	WEST RIDGE ELEMENTARY SCHOOL	03-3940-070	PK-06	4.4%	4.7%	16.8%
BERGEN	RIDGEWOOD VILLAGE	RIDGE ELEMENTARY SCHOOL	03-4390-090	KG-05	1.2%	1.2%	11.8%
BERGEN	TENAFLY BORO	RALPH S MAUGHAM SCHOOL	03-5160-090	KG-05	4.3%	5.8%	16.3%
BERGEN	WYCKOFF TWP	GEORGE WASHINGTON ELEMENTARY SCHOOL	03-5920-030	KG-05	1.1%	0%	13.8%
CAMDEN	HADDONFIELD BORO	J. FITHIAN TATEM SCHOOL	07-1900-090	PK-05	1.5%	0%	17.8%
ESSEX	CEDAR GROVE TWP	NORTH END ELEMENTARY	13-0760-060	KG-04	4.2%	4.2%	13%
ESSEX	FAIRFIELD TWP	ADLAI E. STEVENSON	13-1465-005	PK-03	1.5%	1.2%	10%
ESSEX	LIVINGSTON TWP	BURNET HILL ELEMENTARY SCHOOL	13-2730-070	PK-05	1.4%	0.5%	11%
ESSEX	MILLBURN TWP	SOUTH MOUNTAIN SCHOOL	13-3190-100	PK-05	2.9%	2.3%	11.6%
ESSEX	VERONA BORO	LANING AVENUE SCHOOL	13-5370-100	PK-04	0.4%	0%	12.1%
HUNTERDON	TEWKSBURY TWP	TEWKSBURY ELEMENTARY SCHOOL	19-5180-055	KG-04	1%	0%	13.9%
MONMOUTH	LITTLE SILVER BORO	POINT ROAD SCHOOL	25-2720-060	PK-04	1.3%	0%	12%
MONMOUTH	MARLBORO TWP	MARLBORO ELEMENTARY SCHOOL	25-3030-045	01-05	3.1%	2.4%	17.7%
MORRIS	FLORHAM PARK BORO	BROOKLAKE SCHOOL	27-1530-020	03-05	1%	0.7%	12.8%
MORRIS	HANOVER TWP	MOUNTVIEW ROAD SCHOOL	27-2000-050	KG-05	2.4%	2.6%	14.1%
MORRIS	MADISON BORO	KINGS ROAD SCHOOL	27-2870-080	KG-05	1.8%	0.7%	21.7%
MORRIS	MONTVILLE TWP	WOODMONT SCHOOL	27-3340-070	KG-05	8.2%	11.2%	17.2%
MORRIS	PEQUANNOCK TWP	NORTH BOULEVARD SCHOOL	27-4080-060	PK-05	1.3%	0%	10.7%
MORRIS	PEQUANNOCK TWP	STEPHEN J. GERACE SCHOOL	27-4080-100	KG-05	3.3%	4.3%	8.6%
MORRIS	RANDOLPH TWP	SHONGUM SCHOOL	27-4330-080	KG-05	0.8%	0.6%	13.5%
MORRIS	SCH DIST OF THE CHATHAMS	MILTON AVENUE SCHOOL	27-0785-060	PK-03	1.1%	0%	8%



State of New Jersey
2014-15

39-5730-150

SCHOOL PEER GROUP

UNION

WESTFIELD TOWN

GRADE SPAN 01-05

WASHINGTON ELEMENTARY SCHOOL
900 ST MARKS AVENUE
WESTFIELD, NJ 07090-2039

MORRIS	SCH DIST OF THE CHATHAMS	WASHINGTON AVENUE SCHOOL	27-0785-070	PK-03	1.4%	0.5%	14.1%
PASSAIC	WAYNE TWP	PACKANACK ELEMENTARY SCHOOL	31-5570-110	KG-05	1.2%	0%	15.6%
SOMERSET	WATCHUNG BORO	BAYBERRY SCHOOL	35-5540-040	PK-04	1.9%	1.1%	12.1%
UNION	BERKELEY HEIGHTS TWP	MOUNTAIN PARK SCHOOL	39-0310-040	02-05	0.4%	0%	12.8%
UNION	BERKELEY HEIGHTS TWP	THOMAS P. HUGHES SCHOOL	39-0310-020	02-05	1.2%	1.2%	9.4%
UNION	BERKELEY HEIGHTS TWP	WILLIAM WOODRUFF SCHOOL	39-0310-050	02-05	2.4%	1.4%	12.7%
UNION	WESTFIELD TOWN	WASHINGTON ELEMENTARY SCHOOL	39-5730-150	01-05	1.2%	0.3%	13.9%



State of New Jersey

2014-15

39-5730-160

WILSON ELEMENTARY SCHOOL

301 LINDEN AVE

WESTFIELD, NJ 07090-1923

OVERVIEW

UNION

WESTFIELD TOWN

GRADE SPAN 01-05

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. 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 peer schools that are educating similar students, against statewide 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 deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, 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 like time management and perseverance; 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 and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

UNION

WESTFIELD TOWN

GRADE SPAN 01-05

39-5730-160

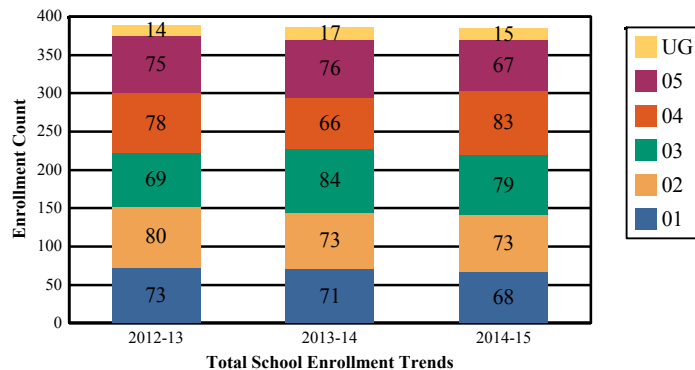
WILSON ELEMENTARY SCHOOL

301 LINDEN AVE

WESTFIELD, NJ 07090-1923

Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.

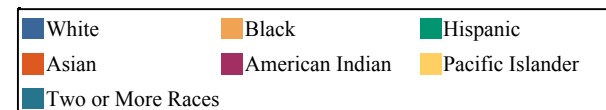
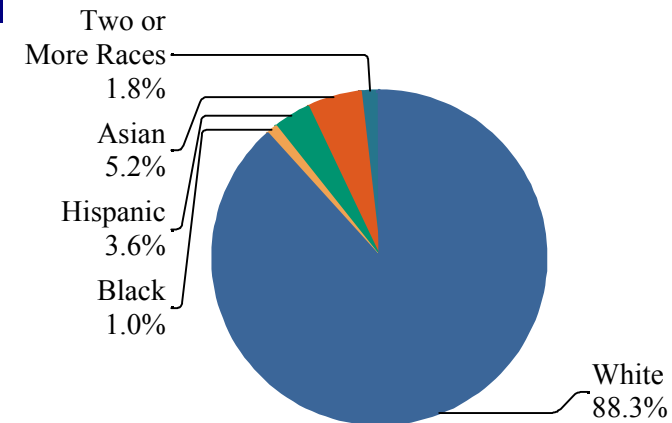
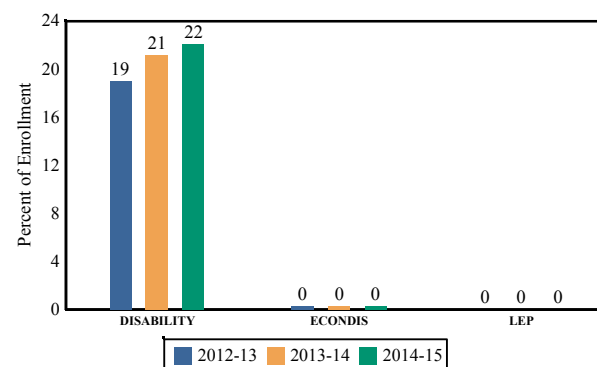


Total School Enrollment Trends

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Enrollment Trends by Program Participation

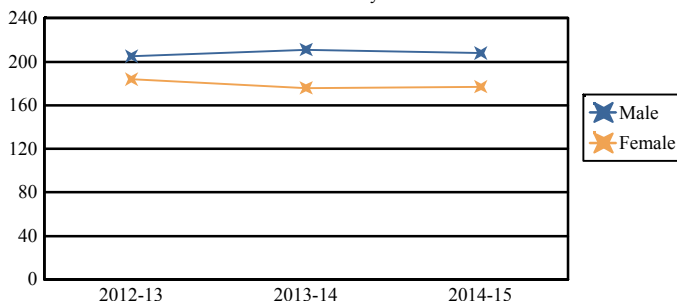
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Total School Enrollment	
2012-13	389
2013-14	387
2014-15	385

Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	205	184
2013-14	211	176
2014-15	208	177

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	85	22%
Economically Disadvantaged Students	1	0.3%
English Language Learners	0	0.0%

Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	90.4%
German	1.3%
Chinese	1.3%
Russian	1.0%
French	1.0%
Gujarati	1.0%
Other	3.9%

ACADEMIC ACHIEVEMENT

UNION

WESTFIELD TOWN

WILSON ELEMENTARY SCHOOL

301 LINDEN AVE

WESTFIELD, NJ 07090-1923

GRADE SPAN 01-05

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	79%	65	94
Math Met or Exceeded Expectation	67%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	217	78.8%	95%	97.8%	YES
White	193	79.3%	95%	99%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	48	54.1%	95%	98%	YES
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ACADEMIC ACHIEVEMENT

UNION

WESTFIELD TOWN

GRADE SPAN 01-05

WILSON ELEMENTARY SCHOOL

301 LINDEN AVE

WESTFIELD, NJ 07090-1923

ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	218	66.5%	95%	98.7%	YES
White	193	67.3%	95%	99%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	48	35.4%	95%	98%	YES
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into 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.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i>	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations <i>(Max. 850)</i>

PARCC ELA Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	72	774	744	0%	1%	24%	61%	14%	75%	44%
White	60	774	753	0%	2%	23%	63%	12%	75%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	13	755	718	0%	0%	38%	62%	0%	62%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

ACADEMIC ACHIEVEMENT

UNION

WESTFIELD TOWN

GRADE SPAN 01-05

39-5730-160
WILSON ELEMENTARY SCHOOL
301 LINDEN AVE
WESTFIELD, NJ 07090-1923

PARCC ELA Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	78	770	751	0%	0%	22%	58%	21%	78%	52%
White	72	771	758	0%	0%	22%	56%	22%	78%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	21	753	725	0%	0%	57%	33%	10%	43%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

PARCC ELA Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	67	773	751	1%	1%	13%	70%	13%	84%	53%
White	61	774	757	2%	0%	13%	72%	13%	85%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	14	754	723	7%	7%	21%	50%	14%	64%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

ACADEMIC ACHIEVEMENT

UNION
WESTFIELD TOWN

GRADE SPAN 01-05

39-5730-160
WILSON ELEMENTARY SCHOOL
301 LINDEN AVE
WESTFIELD, NJ 07090-1923

PARCC MATH - Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	72	768	746	0%	3%	18%	63%	17%	79%	46%
White	60	768	752	0%	2%	17%	67%	15%	82%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	13	755	727	0%	0%	46%	46%	8%	54%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	26%

ACADEMIC ACHIEVEMENT

UNION
WESTFIELD TOWN

GRADE SPAN 01-05

39-5730-160
WILSON ELEMENTARY SCHOOL
301 LINDEN AVE
WESTFIELD, NJ 07090-1923

PARCC MATH - Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	79	756	744	0%	8%	34%	51%	8%	58%	42%
White	72	757	749	0%	8%	32%	51%	8%	60%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	21	737	724	0%	24%	52%	24%	0%	24%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	23%

ACADEMIC ACHIEVEMENT

UNION
WESTFIELD TOWN

GRADE SPAN 01-05

39-5730-160
WILSON ELEMENTARY SCHOOL
301 LINDEN AVE
WESTFIELD, NJ 07090-1923

PARCC MATH - Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	67	759	744	1%	6%	30%	54%	9%	63%	42%
White	61	758	749	2%	5%	31%	56%	7%	62%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	14	742	724	7%	21%	36%	36%	0%	36%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	731	-	-	-	-	-	-	23%

2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational 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 2015 reading and math 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>

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

Proficiency Percentages

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

ACADEMIC ACHIEVEMENT

UNION

WESTFIELD TOWN

GRADE SPAN 01-05

39-5730-160

WILSON ELEMENTARY SCHOOL

301 LINDEN AVE

WESTFIELD, NJ 07090-1923

NJASK Results - Science Grade Level - 04

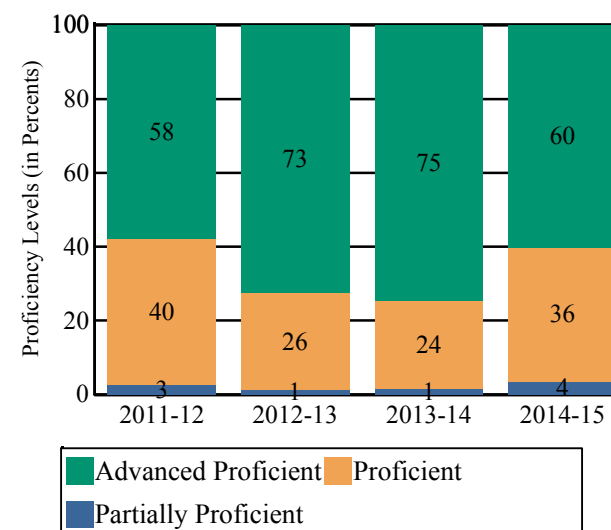
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	60%	36%	4%
White	61%	35%	4%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	23%	64%	14%
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



COLLEGE AND CAREER READINESS

UNION

WESTFIELD TOWN

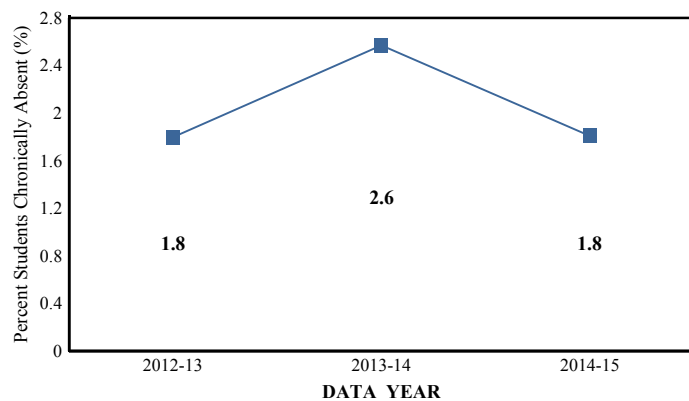
GRADE SPAN 01-05

39-5730-160
WILSON ELEMENTARY SCHOOL
301 LINDEN AVE
WESTFIELD, NJ 07090-1923

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

Chronic Absenteeism Trend

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

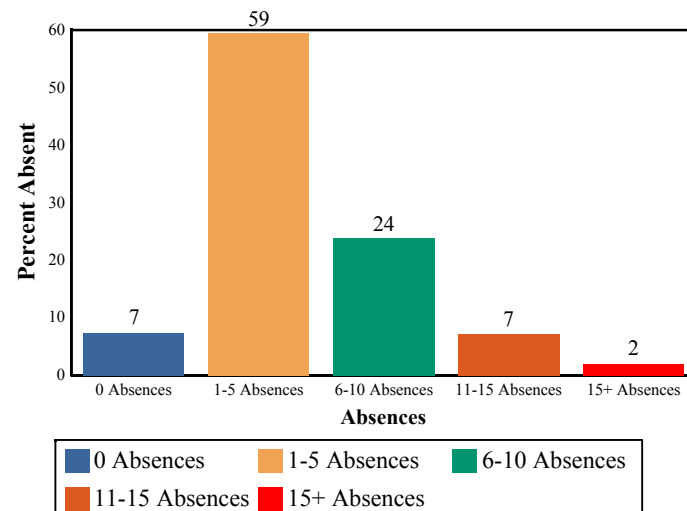


Chronic Absenteeism for 2014-15

1.81%

Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



STUDENT GROWTH

UNION

WESTFIELD TOWN

GRADE SPAN 01-05

WILSON ELEMENTARY SCHOOL

301 LINDEN AVE

WESTFIELD, NJ 07090-1923

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. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	56	47	67	35	YES
Student Growth on Math	52	31	48	35	YES
		39	58		100%

Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	0%	1%	0%
Partially Met	0%	1%	0%
Approached	7%	9%	1%
Met	17%	22%	25%
Exceeded	0%	5%	13%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	1%	0%	0%
Partially Met	5%	1%	1%
Approached	11%	15%	6%
Met	10%	24%	19%
Exceeded	0%	0%	8%

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

UNION

GRADE SPAN 01-05

WESTFIELD TOWN

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

Grade Level - 03

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	845	850
75th	796	770
50th	767	743
25th	748	715
0th	724	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	48	55

Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	834	850
75th	783	767
50th	770	745
25th	751	722
0th	689	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	45

WITHIN SCHOOL ACHIEVEMENT GAP

UNION

WESTFIELD TOWN

GRADE SPAN 01-05

Grade Level - 04

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	814	850
75th	785	773
50th	772	750
25th	753	728
0th	727	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	45

Grade Level - 05

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	831	850
75th	787	773
50th	774	751
25th	760	728
0th	696	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	27	45

Grade Level - 04

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	806	850
75th	772	764
50th	756	742
25th	737	721
0th	710	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	43

Grade Level - 05

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	807	850
75th	773	763
50th	761	743
25th	745	723
0th	697	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	28	40

SCHOOL CLIMATE
UNION
WESTFIELD TOWN

State of New Jersey
2014-15

GRADE SPAN 01-05

39-5730-160
WILSON ELEMENTARY SCHOOL
301 LINDEN AVE
WESTFIELD, NJ 07090-1923

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
2014-15	6 Hrs. 25 Mins.

Student Suspension Rate

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

	School
2014-15	0.0%

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.

2014-15	School
Full Time	5 Hrs. 25 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

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

	School
2014-15	0

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.

2014-15	School
Faculty	12
Administrators	385

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES</u> <u>PAN</u>	<u>ECONOMICALLY</u> <u>DISADVANTAGED</u>	<u>ENGLISH</u> <u>LANGUAGE</u> <u>LEARNERS</u>	<u>SPECIAL</u> <u>EDUCATION</u>
BERGEN	ALLENDALE BORO	HILLSIDE ELEMENTARY SCHOOL	03-0040-020	PK-03	0.6%	1.1%	6.9%
BERGEN	PARAMUS BORO	MEMORIAL ELEMENTARY SCHOOL	03-3930-080	KG-04	5%	7.6%	12.4%
BERGEN	PARAMUS BORO	STONY LANE ELEMENTARY SCHOOL	03-3930-130	KG-04	2.6%	4.2%	17.6%
BERGEN	RIDGEWOOD VILLAGE	WILLARD ELEMENTARY SCHOOL	03-4390-130	KG-05	1%	1.4%	12.9%
BERGEN	SADDLE RIVER BORO	WANDELL SCHOOL	03-4620-050	PK-05	0%	0%	15.6%
BERGEN	UPPER SADDLE RIVER BORO	EDITH A. BOGERT ELEMENTARY SCHOOL	03-5330-060	03-05	0%	0.2%	20.3%
BERGEN	WOODCLIFF LAKE BORO	DORCHESTER ELEMENTARY SCHOOL	03-5880-030	PK-05	0.6%	0.6%	14.4%
BERGEN	WYCKOFF TWP	SICOMAC ELEMENTARY SCHOOL	03-5920-050	PK-05	0%	0%	20.7%
CAMDEN	HADDONFIELD BORO	ELIZABETH HADDON SCHOOL	07-1900-080	PK-05	0.3%	0%	13.8%
CAPE MAY	STONE HARBOR BORO	STONE HARBOR ELEMENTARY SCHOOL	09-5060-050	KG-04	0%	0%	7.4%
ESSEX	GLEN RIDGE BORO	RIDGEWOOD AVENUE SCHOOL	13-1750-075	03-06	0.2%	0%	17.3%
ESSEX	LIVINGSTON TWP	HILLSIDE ELEMENTARY SCHOOL	13-2730-100	KG-05	3%	4.2%	11.8%
ESSEX	LIVINGSTON TWP	MOUNT PLEASANT ELEMENTARY SCHOOL	13-2730-110	KG-05	0.9%	2%	8%
ESSEX	MILLBURN TWP	HARTSHORN SCHOOL	13-3190-080	KG-05	0%	0.6%	8.4%
ESSEX	NORTH CALDWELL BORO	GOULD/MOUNTAIN ELEMENTARY SCHOOL	13-3630-050	04-06	0%	0%	19.8%
ESSEX	NORTH CALDWELL BORO	GRANDVIEW ELEMENTARY SCHOOL	13-3630-060	PK-03	0%	0%	8%
ESSEX	VERONA BORO	FOREST AVENUE SCHOOL	13-5370-090	KG-04	0%	0%	14.6%
ESSEX	VERONA BORO	LANING AVENUE SCHOOL	13-5370-100	PK-04	0.4%	0%	12.1%
MERCER	W WINDSOR-PLAINSBORO REG	DUTCH NECK ELEMENTARY SCHOOL	21-5715-030	KG-03	2.1%	4%	5.2%
MONMOUTH	FAIR HAVEN BORO	VIOLA L SICKLES SCHOOL	25-1440-060	PK-03	0%	0%	9.3%
MONMOUTH	ROOSEVELT BORO	ROOSEVELT PUBLIC SCHOOL	25-4520-050	PK-06	0%	0%	11.4%
MONMOUTH	RUMSON BORO	DEANE-PORTER ELEMENTARY SCHOOL	25-4570-040	PK-03	0%	0.2%	10.7%

State of New Jersey
2014-15

SCHOOL PEER GROUP

UNION

WESTFIELD TOWN

GRADE SPAN 01-05

39-5730-160
WILSON ELEMENTARY SCHOOL
301 LINDEN AVE
WESTFIELD, NJ 07090-1923

MORRIS	LONG HILL TWP	MILLINGTON ELEMENTARY SCHOOL	27-4000-060	02-05	3%	4.2%	22.9%
MORRIS	MENDHAM TWP	MENDHAM TOWNSHIP ELEMENTARY SCHOOL	27-3100-050	PK-04	0%	0.3%	14.8%
MORRIS	MOUNTAIN LAKES BORO	WILDWOOD ELEMENTARY SCHOOL	27-3460-080	KG-05	0%	0%	13.9%
MORRIS	RANDOLPH TWP	SHONGUM SCHOOL	27-4330-080	KG-05	0.8%	0.6%	13.5%
PASSAIC	WAYNE TWP	PINES LAKE ELEMENTARY SCHOOL	31-5570-120	KG-05	6%	9%	21%
SOMERSET	WARREN TWP	CENTRAL SCHOOL	35-5470-030	KG-05	2.2%	3.2%	10.5%
UNION	WESTFIELD TOWN	FRANKLIN ELEMENTARY SCHOOL	39-5730-100	01-05	0.2%	0.5%	14.8%
UNION	WESTFIELD TOWN	JEFFERSON ELEMENTARY SCHOOL	39-5730-120	01-05	0.4%	0.2%	11.8%
UNION	WESTFIELD TOWN	WILSON ELEMENTARY SCHOOL	39-5730-160	01-05	0.3%	0%	22.1%

DEMOGRAPHIC INFORMATION

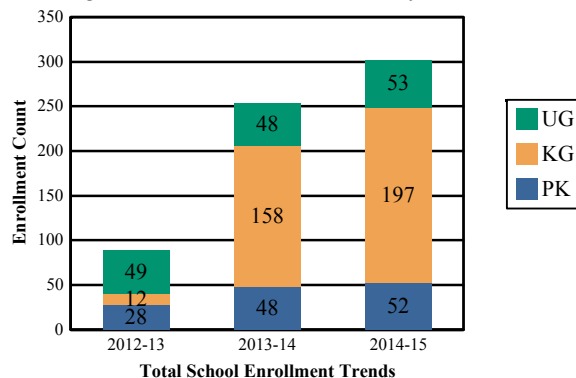
UNION
WESTFIELD TOWN

GRADE SPAN PK-KG

39-5730-170
LINCOLN EARLY CHILDHOOD CENTER
728 WESTFIELD AVENUE
WESTFIELD, NJ 07090

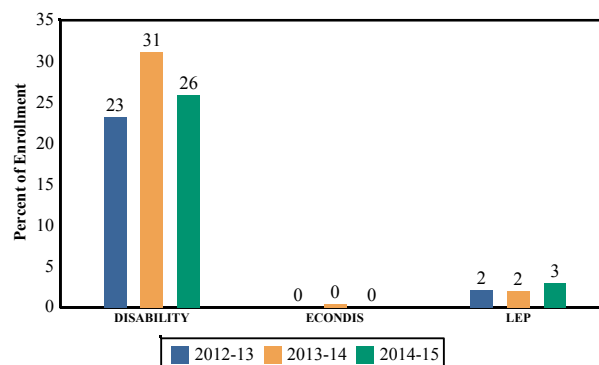
Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



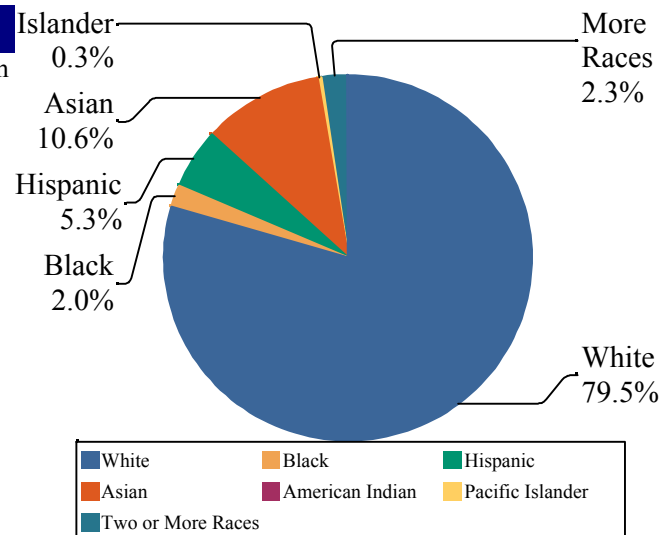
Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



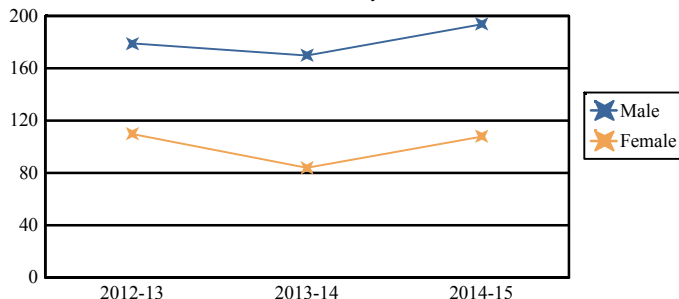
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade

Total School Enrollment

2012-13	289
2013-14	254
2014-15	302

Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	78	26%
Economically Disadvantaged Students	0	0.0%
English Language Learners	9	3.0%

Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	81.7%
Spanish	4.6%
Chinese	4.3%
Philippine languages	1.5%
French	0.9%
Portuguese	0.9%
Other	6.1%

	Male	Female
2012-13	179	110
2013-14	170	84
2014-15	194	108

SCHOOL CLIMATE

UNION

WESTFIELD TOWN

State of New Jersey

2014-15

GRADE SPAN PK-KG

39-5730-170

LINCOLN EARLY CHILDHOOD CENTER

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WESTFIELD, NJ 07090

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
2014-15	6 Hrs. 25 Mins.

Student Suspension Rate

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

	School
2014-15	0.0%

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.

2014-15	School
Full Time	5 Hrs. 25 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

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

	School
2014-15	0

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.

2014-15	School
Faculty	20
Administrators	302