



State of New Jersey  
2014-15

OVERVIEW

MERCER  
EAST WINDSOR REGIONAL

GRADE SPAN 09-12

21-1245-050  
HIGHTSTOWN HIGH SCHOOL  
25 LESHIN LANE  
HIGHTSTOWN, NJ 08520-4006

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**

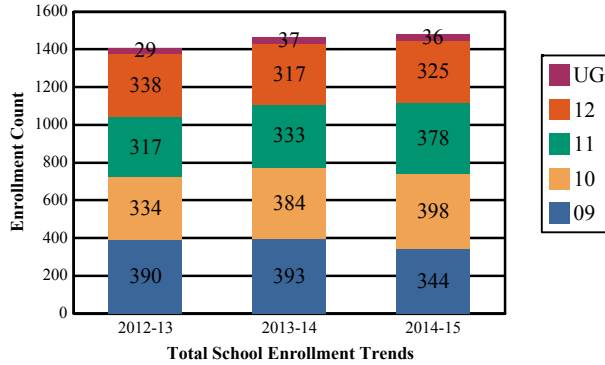
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**Enrollment by Ethnic/Racial Subgroup**

**Enrollment by Grade**

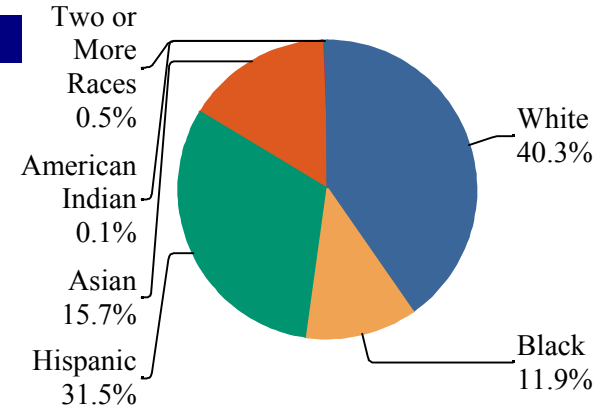
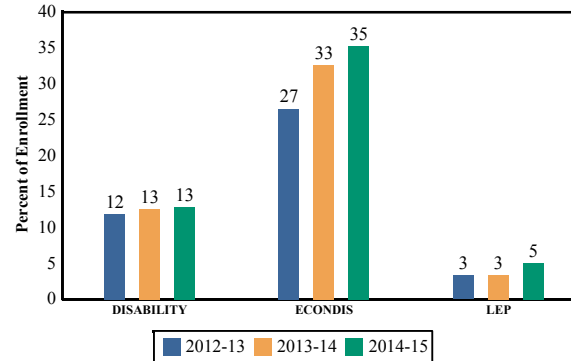
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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

**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.

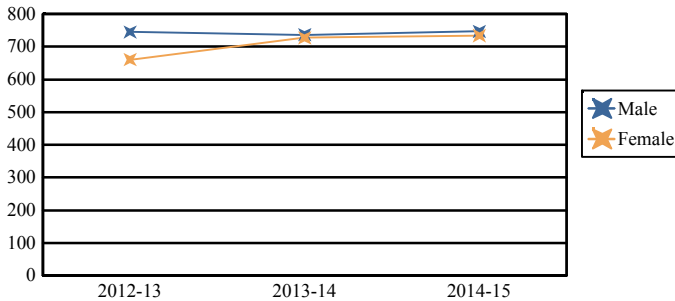


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	1,406
2013-14	1,464
2014-15	1,481

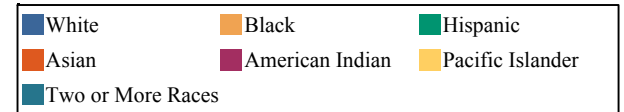
**Enrollment by Gender**

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	191	13%
Economically Disadvantaged Students	522	35.3%
English Language Learners	75	5.1%



**Language Diversity**

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

2014-15	Percent
English	57.8%
Spanish	24.6%
Gujarati	3.3%
Hindi	1.9%
Telugu	1.4%
Punjabi	1.4%
Other	9.5%

	Male	Female
2012-13	746	661
2013-14	737	728
2014-15	747	734

**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.

<b>Academic Achievement</b>	<b>Schoolwide Performance</b>	<b>Peer Percentile</b>	<b>State Percentile</b>
HS English Language Arts/Literacy Met or Exceeded Expectation	<b>50%</b>	<b>90</b>	<b>72</b>
Math Met or Exceeded Expectation	<b>26%</b>		

**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.

<b>Subgroups</b>	<b>Valid Scores</b>	<b>% Meeting Standards</b>	<b>Participation Goal</b>	<b>Participation Rate</b>	<b>Met Participation?</b>
Schoolwide	656	49.7%	95%	91.1%	YES*
White	249	57.5%	95%	87.5%	NO
African American	90	35.6%	95%	93.2%	YES*
Hispanic	200	33.5%	95%	92.3%	YES*
American Indian	-	-	--	--	--
Asian	113	72.6%	95%	95.3%	YES
Two or More Races	-	-	--	--	--
Students with Disability	95	12.6%	95%	91.5%	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	225	30.7%	95%	92.7%	YES*

**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	557	25.7%	95%	92.4%	YES*
White	214	32.2%	95%	88.2%	YES*
African American	-	-	--	--	--
Hispanic	179	14%	95%	94.6%	YES
American Indian	-	-	--	--	--
Asian	77	51.9%	95%	96.6%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	197	14.7%	95%	95%	YES

**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**

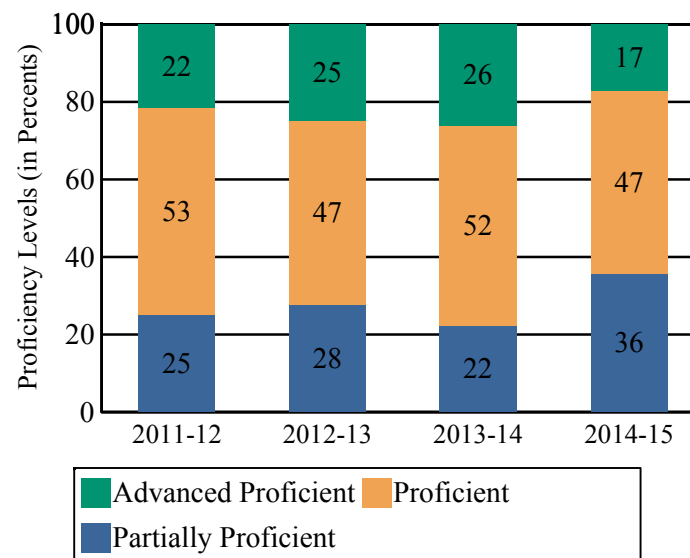
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

Subgroups	Advanced	Proficient	Partially Proficient
Schoolwide	17%	47%	36%
White	21%	57%	22%
African American	4%	45%	51%
Hispanic	6%	33%	61%
American Indian	-	-	-
Asian	39%	54%	7%
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.

**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.



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

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**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	295	744	739	10%	23%	25%	29%	13%	42%	41%
White	108	751	746	5%	17%	31%	34%	14%	48%	47%
African American	38	733	723	13%	37%	21%	21%	8%	29%	23%
Hispanic	96	726	725	20%	32%	21%	25%	2%	27%	26%
American Indian	-	-	732	-	-	-	-	-	-	33%
Asian	50	769	765	2%	10%	22%	34%	32%	66%	68%
Two or More Races	-	-	731	-	-	-	-	-	-	36%
Students with Disability	-	-	706	-	-	-	-	-	-	9%
English Language Learners	-	-	693	-	-	-	-	-	-	5%
Economically Disadvantaged Students	108	725	724	20%	32%	24%	21%	2%	23%	24%

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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	358	754	735	13%	11%	20%	36%	20%	56%	38%
White	140	763	741	6%	8%	21%	42%	23%	65%	43%
African American	51	733	717	27%	14%	20%	31%	8%	39%	22%
Hispanic	104	734	720	21%	19%	20%	32%	8%	39%	24%
American Indian	-	-	725	-	-	-	-	-	-	27%
Asian	62	786	763	3%	3%	15%	35%	44%	79%	62%
Two or More Races	-	-	729	-	-	-	-	-	-	34%
Students with Disability	43	712	698	40%	23%	16%	21%	0%	21%	8%
English Language Learners	-	-	685	-	-	-	-	-	-	4%
Economically Disadvantaged Students	116	732	718	22%	20%	20%	30%	8%	38%	23%



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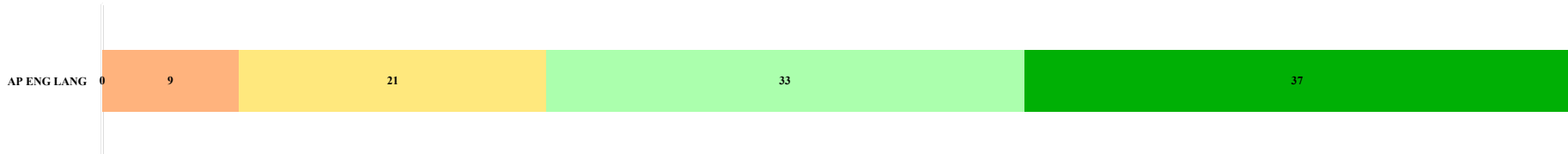
**PARCC ELA Performance Distribution - Grade - 11**

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	289	743	741	14%	19%	22%	33%	12%	45%	42%
White	118	752	745	11%	18%	15%	37%	19%	56%	46%
African American	33	729	727	12%	21%	36%	30%	0%	30%	27%
Hispanic	93	724	731	24%	23%	31%	23%	0%	23%	31%
American Indian	-	-	745	-	-	-	-	-	-	38%
Asian	43	774	765	2%	12%	14%	40%	33%	72%	64%
Two or More Races	-	-	738	-	-	-	-	-	-	38%
Students with Disability	42	711	712	31%	36%	19%	14%	0%	14%	16%
English Language Learners	-	-	703	-	-	-	-	-	-	6%
Economically Disadvantaged Students	78	725	730	23%	22%	31%	23%	1%	24%	30%

**Advanced Placement/International Baccalaureate English Performance Distribution**

This graph presents the percentage of students in this school scoring in each performance level of the AP/IB English assessment. Students who score AP >= 3 or score IB >= 4 may earn college credit. Shown below the graph is a table that presents the percentage of students who achieved a score that could potentially earn college credit and the average score earned in the school.



Subject	Valid Scores	% Eligible for College Credit	Average Score Earned in the School	Average Score Earned in the State
AP ENGL LANG	43	90.7%	3.98	3.36

- Data is suppressed to protect the confidentiality of the students.

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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	-	-	740	-	-	-	-	-	-	40%
White	-	-	746	-	-	-	-	-	-	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%

**ACADEMIC ACHIEVEMENT**

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**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	261	730	728	4%	34%	46%	15%	0%	16%	21%
White	100	738	731	1%	21%	51%	27%	0%	27%	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	-	-	718	-	-	-	-	-	-	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	21	740	751	0%	10%	57%	33%	0%	33%	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	92	723	718	9%	42%	39%	10%	0%	10%	8%

**ACADEMIC ACHIEVEMENT**

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**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	245	733	721	20%	24%	20%	35%	1%	36%	24%
White	107	732	725	18%	22%	24%	34%	2%	36%	27%
African American	21	721	701	33%	24%	19%	24%	0%	24%	8%
Hispanic	64	717	706	33%	34%	11%	22%	0%	22%	10%
American Indian	-	-	720	-	-	-	-	-	-	23%
Asian	52	757	751	4%	13%	21%	60%	2%	62%	53%
Two or More Races	-	-	716	-	-	-	-	-	-	21%
Students with Disability	-	-	691	-	-	-	-	-	-	4%
English Language Learners	-	-	694	-	-	-	-	-	-	6%
Economically Disadvantaged Students	60	720	705	30%	33%	12%	25%	0%	25%	9%

**COLLEGE AND CAREER READINESS**

**HIGHTSTOWN HIGH SCHOOL**  
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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	78%	52	39	80%	NO
Percent of Students Participating in PSAT or PLAN	96%	74	71	60%	YES
Percent of Students Scoring Above 1550 on SAT	48%	100	65	40%	YES
Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science	18%	48	42	35%	NO
Percent of AP Tests >= 3 or IB Test >= 4 in English, Math, Social Studies or Science	90%	97	92	75%	YES
<b>Summary</b>		74	62		60%

**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	74.2%	73.6%	79.1%
Participating in ACT	37.2%		25.2%
Participating in PSAT or PLAN	95.7%	68.9%	79.6%
Participating in Dual Enrollment	3.1%		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	38.8%	29.5%	36.3%
One or More Test	27.2%	24.8%	30.7%
At least one AP or IB Test in English, Math, Social Studies or Science	18.4%	19.4%	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**

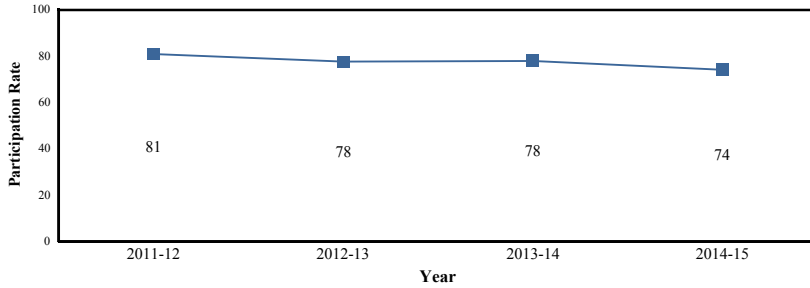
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**Participation Trends - SAT Testing**

**Participation Trends - SAT Testing**

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



**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  $\geq 3$  and scored IB  $\geq 4$ .

2014-15	School	Peer Avg.	State Avg.
Percent of AP Tests $\geq 3$ or IB Test $\geq 4$	88.0%	60.3%	72.4%
Percent of Scores in AP $\geq 3$ or IB $\geq 4$ in English, Math, Social Studies or Science	89.9%	58.0%	69.7%

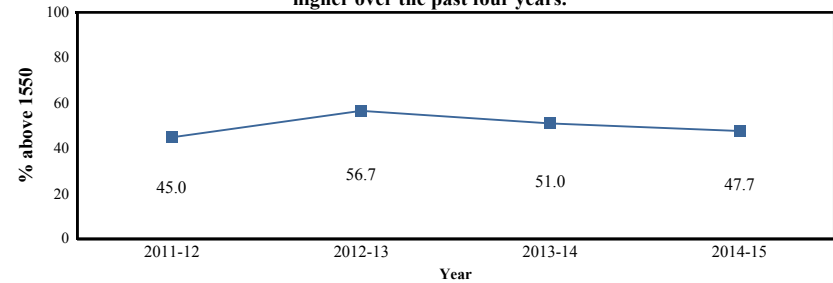
**Scholastic Assessment Test (SAT) Results**

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	47.7%	31.1%	43.8%

**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 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	1,552	1,432	1,508
Critical Reading	513	469	496
Mathematics	533	494	518
Writing	506	469	494

**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	580	610	590
50th Percentile	510	530	500
25th Percentile	430	450	420

**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 Macroeconomics	123	66
AP Calculus AB	93	36
AP Chemistry	49	8
AP English Language and Composition	49	43
AP Comparative Government and Politics	35	
AP Spanish Language	34	25
AP Biology	32	29
AP English Literature and Composition	32	11
AP Statistics	31	16
AP Physics C	28	
AP Computer Science A	22	22
AP U.S. History	16	15
AP Music Theory	12	5
AP World History	11	4
AP Human Geography	10	10
AP French Language	4	2
AP Calculus BC		28
AP U.S. Government and Politics		18

AP/IB Course Name	Students Enrolled	Students Tested
AP Physics C: Electricity and Magnetism		12
AP Physics C: Mechanics		12
AP German Language		5
AP Psychology		5
AP Microeconomics		4

**COLLEGE AND CAREER READINESS**

MERCER  
EAST WINDSOR REGIONAL

GRADE SPAN 09-12

**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	N/R	3.8%
Music	27.6%	17.8%
Visual Arts	48.3%	31.7%
<b>Total: All Visual and Performing Arts</b>	66.2%	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	34.6%	18.3%
Structured Learning Experience	3.3%	7.0%

N/R - Data Not Reported



**GRADUATION AND POSTSECONDARY**

**MERCER  
EAST WINDSOR REGIONAL**

**GRADE SPAN 09-12**

**HIGHTSTOWN HIGH SCHOOL  
25 LESHIN LANE  
HIGHTSTOWN, NJ 08520-4006**

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
<b>Overall Graduation Rate</b>	<b>93%</b>	<b>75</b>	<b>49</b>	<b>78%</b>	<b>YES</b>
<b>Dropout Rate</b>	<b>0.9%</b>	<b>48</b>	<b>33</b>	<b>2%</b>	<b>YES</b>
<b>SUMMARY - Graduation &amp; Post-Secondary</b>		<b>62</b>	<b>41</b>		<b>100%</b>

**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
<b>Schoolwide</b>	93%	78%
White	96%	
African American	100%	
Hispanic	86%	
American Indian	-	
Asian	96%	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	86%	
English Language Learners	-	
Economically Disadvantaged Students	93%	

**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
<b>Schoolwide</b>	.9%	2%
White	.3%	
African American	0%	
Hispanic	2.3%	
American Indian	-	
Asian	0%	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	.5%	
English Language Learners	10.7%	
Economically Disadvantaged Students	.4%	

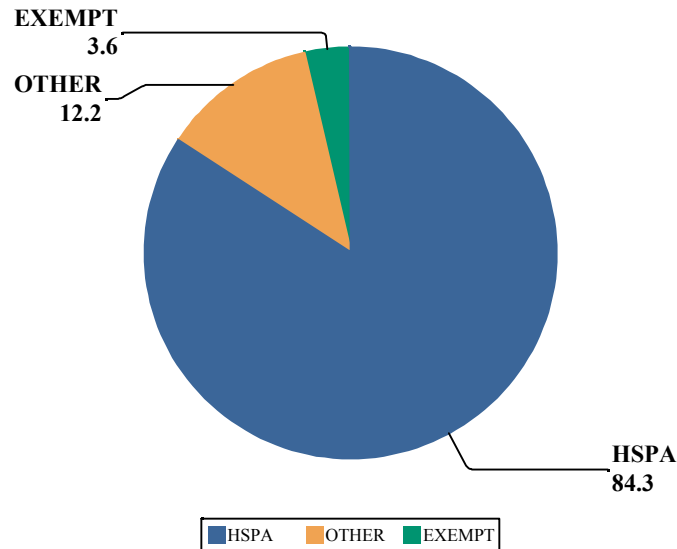
**GRADUATION AND POSTSECONDARY**

MERCER  
EAST WINDSOR REGIONAL

GRADE SPAN 09-12

**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	85%	86%
2013	93%	95%
2014	88%	90%
2015	93%	

**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.

	<b>Percent Enrolled</b>	<b>Percent in 2 Year</b>	<b>Percent in 4 Year</b>
<b>Statewide</b>	<b>78.5%</b>	<b>34.3%</b>	<b>64.7%</b>
<b>Schoolwide</b>	75%	41.2%	58.8%
White	75.9%	28.6%	71.4%
African American	-	-	-
Hispanic	68.9%	70.6%	29.4%
Asian	82%	29.3%	70.7%
American Indian	-	-	-
Native Hawaiian	-	-	-
Two or More Races	-	-	-
Students with Disability	56.8%	68%	32%
English Language Learners	-	-	-
Economically Disadvantaged Students	67.9%	66%	34%

**WITHIN SCHOOL ACHIEVEMENT GAP**

MERCER  
EAST WINDSOR REGIONAL

GRADE SPAN 09-12

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	827	850
75th	769	766
50th	741	739
25th	714	710
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	55	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	N/A	821
75th	N/A	762
50th	N/A	735
25th	N/A	711
0th	N/A	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	N/A	51

**WITHIN SCHOOL ACHIEVEMENT GAP**

MERCER  
EAST WINDSOR REGIONAL

GRADE SPAN 09-12

**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	850	850
75th	783	766
50th	755	733
25th	724	699
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	59	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	834	850
75th	767	768
50th	742	740
25th	715	711
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	52	57

**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	769	793
75th	743	747
50th	730	726
25th	717	710
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	26	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	806	813
75th	761	748
50th	729	718
25th	703	692
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	58	56

**SCHOOL CLIMATE**

MERCER  
EAST WINDSOR REGIONAL

**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. 40 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	6.6%

**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. 40 Mins.
Shared Time	2 Hrs. 45 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	296

**SCHOOL PEER GROUP**  
MERCER  
EAST WINDSOR REGIONAL

HIGHTSTOWN HIGH SCHOOL  
25 LESHIN LANE  
HIGHTSTOWN, NJ 08520-4006

GRADE SPAN 09-12

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 LEARNER</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	HAMMONTON TOWN	HAMMONTON HIGH SCHOOL	01-1960-050	09-12	32.3%	1.7%	17.2%
BERGEN	BERGENFIELD BORO	BERGENFIELD HIGH SCHOOL	03-0300-020	09-12	33.8%	1.5%	11.8%
BERGEN	BOGOTA BORO	BOGOTA JR./SR. HIGH SCHOOL	03-0440-020	07-12	48.5%	4.2%	15.9%
BERGEN	CARLSTADT-EAST RUTHERFORD	HENRY P. BECTON REGIONAL HIGH SCHOOL	03-0745-050	09-12	33.5%	2.2%	10.7%
BERGEN	ENGLEWOOD CITY	DWIGHT MORROW HIGH SCHOOL/ACADEMIES@ENGLEWOOD	03-1370-040	09-12	36.4%	5.4%	9.1%
BERGEN	HACKENSACK CITY	HACKENSACK HIGH SCHOOL	03-1860-050	09-12	52%	6%	13.2%
BERGEN	PALISADES PARK	PALISADES PARK JR-SR HIGH SCHOOL	03-3910-050	08-12	35%	8.9%	9.4%
BERGEN	RIDGEFIELD PARK TWP	RIDGEFIELD PARK JR SR HIGH SCHOOL	03-4380-050	07-12	39.6%	3.3%	11.7%
BERGEN	WALLINGTON BORO	WALLINGTON JUNIOR SENIOR HIGH SCHOOL	03-5430-050	07-12	31.9%	3.9%	10.4%
CAMDEN	LINDENWOLD BORO	LINDENWOLD HIGH SCHOOL	07-2670-005	09-12	66.2%	7.9%	12.7%
ESSEX	BELLEVILLE TOWN	BELLEVILLE HIGH SCHOOL	13-0250-020	09-12	53.5%	5.7%	11.8%
ESSEX	WEST ORANGE TOWN	WEST ORANGE HIGH SCHOOL	13-5680-050	09-12	48%	4.6%	18.4%
HUDSON	KEARNY TOWN	KEARNY HIGH SCHOOL	17-2410-050	09-12	50.1%	5%	14%
HUDSON	SECAUCUS TOWN	SECAUCUS HIGH SCHOOL	17-4730-050	09-12	31.1%	2%	14.4%
HUDSON	WEEHAWKEN TWP	WEEHAWKEN HIGH SCHOOL	17-5580-050	07-12	59.4%	6.2%	12.9%
<b>MERCER</b>	<b>EAST WINDSOR REGIONAL</b>	<b>HIGHTSTOWN HIGH SCHOOL</b>	<b>21-1245-050</b>	<b>09-12</b>	<b>35.2%</b>	<b>5.1%</b>	<b>12%</b>
MERCER	HAMILTON TWP	HAMILTON WEST-WATSON	21-1950-060	09-12	41.8%	2.7%	14.4%
MERCER	TRENTON CITY	DAYLIGHT/TWILIGHT HIGH SCHOOL	21-5210-030	09-12	67.8%	17.7%	17.1%
MIDDLESEX	EDISON TWP	EDISON HIGH SCHOOL	23-1290-050	09-12	34.6%	1.8%	13%
MIDDLESEX	NORTH BRUNSWICK TWP	NORTH BRUNSWICK TOWNSHIP HIGH SCHOOL	23-3620-040	09-12	39.5%	2.6%	12%
MIDDLESEX	PISCATAWAY TWP	PISCATAWAY TOWNSHIP HIGH SCHOOL	23-4130-050	09-12	34.2%	3.4%	14.1%
MIDDLESEX	SOUTH RIVER BORO	SOUTH RIVER HIGH SCHOOL	23-4920-050	09-12	39.4%	3%	12.9%



State of New Jersey  
2014-15

21-1245-050

**SCHOOL PEER GROUP**

**HIGHTSTOWN HIGH SCHOOL**  
25 LESHIN LANE  
HIGHTSTOWN, NJ 08520-4006

**MERCER**  
**EAST WINDSOR REGIONAL**

**GRADE SPAN 09-12**

MIDDLESEX	WOODBIDGE TWP	<b>COLONIA HIGH SCHOOL</b>	23-5850-020	09-12	32.2%	2.4%	10.2%
MIDDLESEX	WOODBIDGE TWP	<b>JOHN F. KENNEDY HIGH SCHOOL</b>	23-5850-040	09-12	40.3%	3%	9.4%
OCEAN	BRICK TWP	<b>BRICK TOWNSHIP HIGH SCHOOL</b>	29-0530-020	09-12	30.5%	1.8%	17.3%
SOMERSET	BOUND BROOK BORO	<b>BOUND BROOK HIGH SCHOOL</b>	35-0490-020	09-12	63.3%	7.1%	13.1%
SOMERSET	FRANKLIN TWP	<b>FRANKLIN HIGH SCHOOL</b>	35-1610-050	08-12	40.1%	5.3%	13.8%
SOMERSET	MANVILLE BORO	<b>MANVILLE HIGH SCHOOL</b>	35-3000-050	09-12	46%	3.7%	17.7%
SOMERSET	NORTH PLAINFIELD BORO	<b>NORTH PLAINFIELD HIGH SCHOOL</b>	35-3670-050	07-12	67%	9%	15.7%
UNION	ROSELLE PARK BORO	<b>ROSELLE PARK HIGH SCHOOL</b>	39-4550-050	09-12	42%	4%	11.5%
UNION	UNION TWP	<b>UNION SENIOR HIGH</b>	39-5290-050	09-12	39.7%	2.6%	13.4%





# State of New Jersey

2014-15

21-1245-055

## OVERVIEW

MERCER  
EAST WINDSOR REGIONAL

GRADE SPAN KG-05

ETHEL MCKNIGHT ELEMENTARY SCHOOL  
58 TWIN RIVERS DR SOUTH  
EAST WINDSOR, NJ 08520

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**

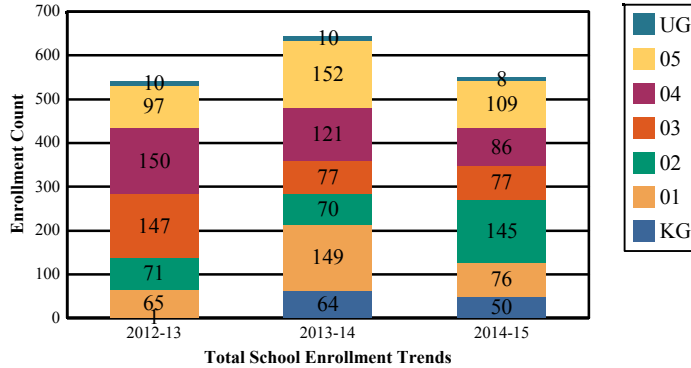
MERCER  
EAST WINDSOR REGIONAL

GRADE SPAN KG-05

21-1245-055  
ETHEL MCKNIGHT ELEMENTARY SCHOOL  
58 TWIN RIVERS DR SOUTH  
EAST WINDSOR, NJ 08520

**Enrollment by Grade**

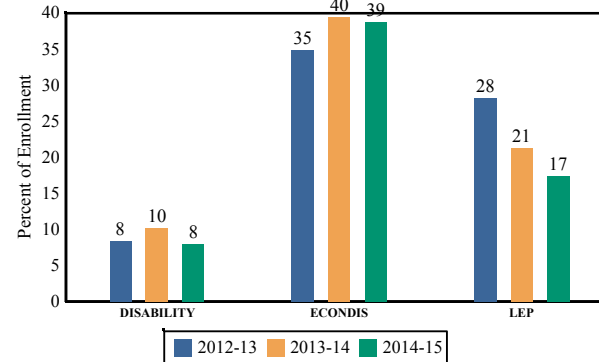
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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**

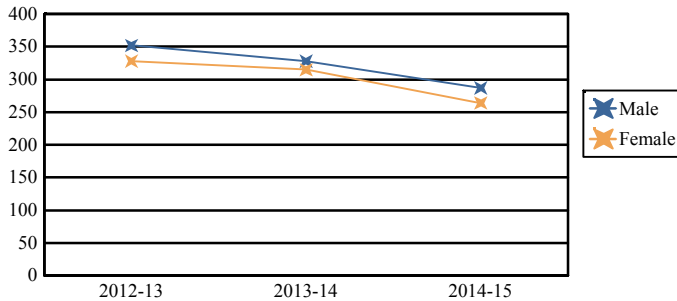
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Total School Enrollment	
2012-13	680
2013-14	643
2014-15	551

**Enrollment by Gender**

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



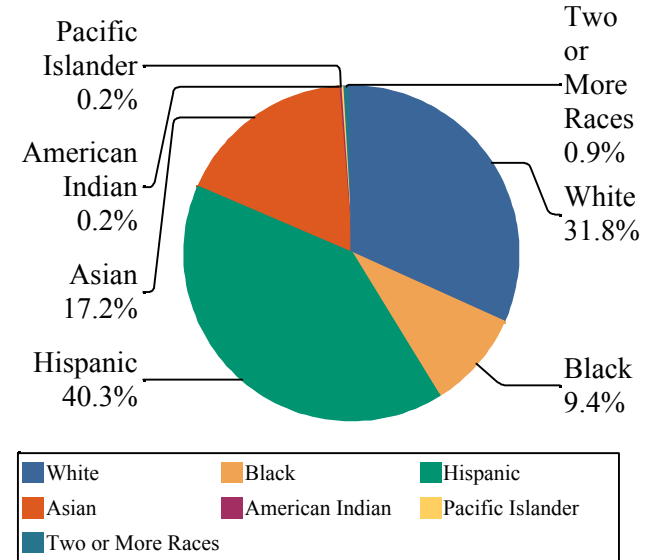
	Male	Female
2012-13	352	328
2013-14	328	315
2014-15	287	264

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	44	8%
Economically Disadvantaged Students	213	38.7%
English Language Learners	96	17.4%

**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	55.3%
Spanish	34.0%
Gujarati	1.9%
Hindi	1.5%
Tamil	1.3%
Punjabi	0.9%
Other	5.2%

**ACADEMIC ACHIEVEMENT**

MERCER  
EAST WINDSOR REGIONAL

GRADE SPAN KG-05

ETHEL MCKNIGHT ELEMENTARY SCHOOL  
58 TWIN RIVERS DR SOUTH  
EAST WINDSOR, NJ 08520

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	53%	55	49
Math Met or Exceeded Expectation	55%		

**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	258	52.7%	95%	96.8%	YES
White	96	61.5%	95%	95.2%	YES
African American	-	-	--	--	--
Hispanic	80	23.8%	95%	95.5%	YES
American Indian	-	-	--	--	--
Asian	56	76.8%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	30	40%	95%	96.9%	-
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	71	22.5%	95%	100%	YES

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	256	55.1%	95%	95.7%	YES
White	96	61.5%	95%	95.2%	YES
African American	-	-	--	--	--
Hispanic	80	28.8%	95%	94.4%	YES*
American Indian	-	-	--	--	--
Asian	54	83.4%	95%	96.5%	YES
Two or More Races	-	-	--	--	--
Students with Disability	30	40%	95%	96.9%	-
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	71	25.3%	95%	98.7%	YES

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

**ACADEMIC ACHIEVEMENT**

MERCER  
EAST WINDSOR REGIONAL

ETHEL MCKNIGHT ELEMENTARY SCHOOL  
58 TWIN RIVERS DR SOUTH  
EAST WINDSOR, NJ 08520

GRADE SPAN KG-05

**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	76	745	744	5%	20%	30%	42%	3%	45%	44%
White	25	745	753	4%	16%	32%	48%	0%	48%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	22	730	727	9%	36%	41%	9%	5%	14%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	19	763	769	5%	5%	11%	74%	5%	79%	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	23	731	724	9%	30%	39%	17%	4%	22%	24%

**ACADEMIC ACHIEVEMENT**

ETHEL MCKNIGHT ELEMENTARY SCHOOL  
58 TWIN RIVERS DR SOUTH  
EAST WINDSOR, NJ 08520

MERCER  
EAST WINDSOR REGIONAL

GRADE SPAN KG-05

**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	81	755	751	4%	9%	30%	47%	11%	58%	52%
White	31	755	758	0%	6%	32%	55%	6%	61%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	19	741	737	11%	21%	37%	21%	11%	32%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	23	768	773	0%	4%	17%	61%	17%	78%	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	14	750	725	7%	14%	21%	43%	14%	57%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	17	745	734	6%	18%	47%	24%	6%	29%	31%

**ACADEMIC ACHIEVEMENT**

MERCER  
EAST WINDSOR REGIONAL

ETHEL MCKNIGHT ELEMENTARY SCHOOL  
58 TWIN RIVERS DR SOUTH  
EAST WINDSOR, NJ 08520

GRADE SPAN KG-05

**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	101	749	751	3%	18%	25%	50%	4%	54%	53%
White	40	758	757	0%	10%	20%	65%	5%	70%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	39	733	737	8%	36%	31%	23%	3%	26%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	14	761	771	0%	0%	29%	64%	7%	71%	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	-	-	723	-	-	-	-	-	-	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	31	730	734	3%	35%	42%	19%	0%	19%	31%



**ACADEMIC ACHIEVEMENT**

MERCER  
EAST WINDSOR REGIONAL

ETHEL MCKNIGHT ELEMENTARY SCHOOL  
58 TWIN RIVERS DR SOUTH  
EAST WINDSOR, NJ 08520

GRADE SPAN KG-05

**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	76	757	746	1%	7%	33%	51%	8%	59%	46%
White	25	755	752	0%	8%	28%	60%	4%	64%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	22	745	733	0%	9%	59%	32%	0%	32%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	19	776	772	5%	0%	11%	58%	26%	84%	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	23	744	730	0%	13%	48%	39%	0%	39%	26%

**ACADEMIC ACHIEVEMENT**

MERCER  
EAST WINDSOR REGIONAL

ETHEL MCKNIGHT ELEMENTARY SCHOOL  
58 TWIN RIVERS DR SOUTH  
EAST WINDSOR, NJ 08520

GRADE SPAN KG-05

**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	750	744	4%	22%	25%	41%	9%	49%	42%
White	31	749	749	6%	13%	29%	45%	6%	52%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	19	734	732	5%	47%	26%	21%	0%	21%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	21	772	769	0%	10%	14%	57%	19%	76%	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	14	743	724	7%	29%	14%	43%	7%	50%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	17	736	730	0%	41%	41%	12%	6%	18%	23%

**ACADEMIC ACHIEVEMENT**

MERCER  
EAST WINDSOR REGIONAL

ETHEL MCKNIGHT ELEMENTARY SCHOOL  
58 TWIN RIVERS DR SOUTH  
EAST WINDSOR, NJ 08520

GRADE SPAN KG-05

**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	101	753	744	3%	20%	21%	46%	11%	56%	42%
White	40	760	749	3%	8%	23%	58%	10%	68%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	39	735	733	5%	41%	23%	31%	0%	31%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	14	779	768	0%	7%	0%	50%	43%	93%	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	31	732	731	6%	39%	35%	19%	0%	19%	23%

**ACADEMIC ACHIEVEMENT**

MERCER  
EAST WINDSOR REGIONAL

GRADE SPAN KG-05

ETHEL MCKNIGHT ELEMENTARY SCHOOL  
58 TWIN RIVERS DR SOUTH  
EAST WINDSOR, NJ 08520

**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**

MERCER  
EAST WINDSOR REGIONAL

ETHEL MCKNIGHT ELEMENTARY SCHOOL  
58 TWIN RIVERS DR SOUTH  
EAST WINDSOR, NJ 08520

GRADE SPAN KG-05

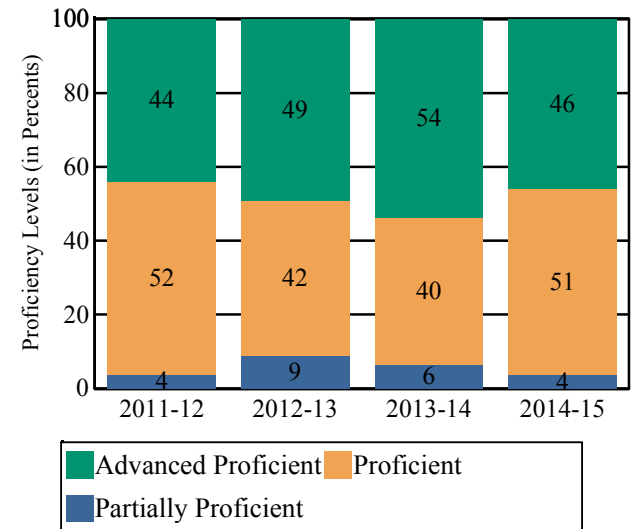
**NJASK Results - Science Grade Level - 04**

**NJASK Proficiency Trends - 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.

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

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	46%	51%	4%
White	53%	47%	0%
African American	-	-	-
Hispanic	27%	69%	4%
American Indian	-	-	-
Asian	67%	22%	11%
Two or More Races	-	-	-
Students with Disability	33%	47%	20%
English Language Learners	-	-	-
Economically Disadvantaged Students	26%	74%	0%



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

**COLLEGE AND CAREER READINESS**

MERCER  
EAST WINDSOR REGIONAL

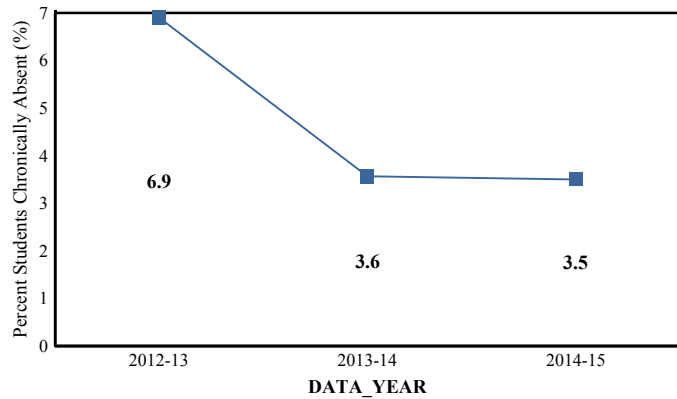
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EAST WINDSOR, NJ 08520

GRADE SPAN KG-05

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.

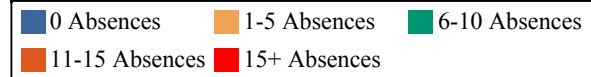
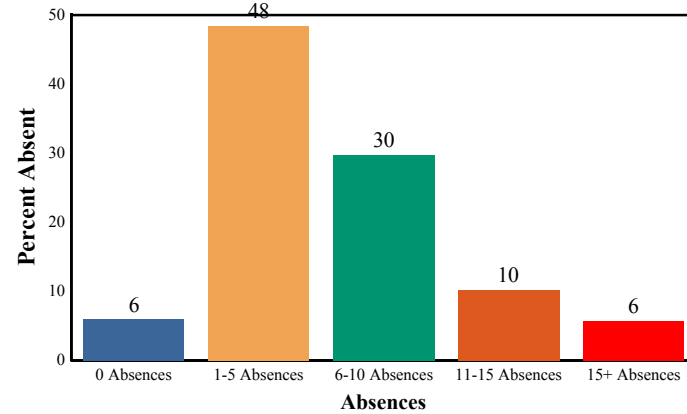


**Chronic Absenteeism for 2014-15**

**3.51%**

**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**

MERCER  
EAST WINDSOR REGIONAL

GRADE SPAN KG-05

ETHEL MCKNIGHT ELEMENTARY SCHOOL  
58 TWIN RIVERS DR SOUTH  
EAST WINDSOR, NJ 08520

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	52	42	53	35	YES
Student Growth on Math	73	90	96	35	YES
		66	75		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	3%	0%	0%
Partially Met	6%	4%	4%
Approached	9%	8%	10%
Met	12%	18%	18%
Exceeded	1%	1%	5%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	3%	1%	0%
Partially Met	5%	9%	6%
Approached	5%	6%	14%
Met	4%	12%	27%
Exceeded	0%	1%	9%

**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**

MERCER  
EAST WINDSOR REGIONAL

ETHEL MCKNIGHT ELEMENTARY SCHOOL  
58 TWIN RIVERS DR SOUTH  
EAST WINDSOR, NJ 08520

GRADE SPAN KG-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	807	850
75th	759	770
50th	744	743
25th	722	715
0th	684	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	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	772	767
50th	755	745
25th	740	722
0th	698	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	45



**WITHIN SCHOOL ACHIEVEMENT GAP**

MERCER  
EAST WINDSOR REGIONAL

ETHEL MCKNIGHT ELEMENTARY SCHOOL  
58 TWIN RIVERS DR SOUTH  
EAST WINDSOR, NJ 08520

GRADE SPAN KG-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	807	850
75th	772	773
50th	751	750
25th	737	728
0th	679	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	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	807	850
75th	768	773
50th	752	751
25th	729	728
0th	679	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	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	820	850
75th	774	764
50th	748	742
25th	728	721
0th	680	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	46	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	775	763
50th	752	743
25th	731	723
0th	684	650

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

**SCHOOL CLIMATE**

MERCER

EAST WINDSOR REGIONAL

GRADE SPAN KG-05

**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. 30 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	0.4%

**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. 30 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	367

**SCHOOL PEER GROUP**

**MERCER  
EAST WINDSOR REGIONAL**

**GRADE SPAN KG-05**

**ETHEL MCKNIGHT ELEMENTARY SCHOOL  
58 TWIN RIVERS DR SOUTH  
EAST WINDSOR, NJ 08520**

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	CLIFFSIDE PARK BORO	<b>SCHOOL #4</b>	03-0890-060	PK-06	44.6%	11.3%	18.3%
BERGEN	EAST RUTHERFORD BORO	<b>MCKENZIE SCHOOL</b>	03-1230-080	PK-04	31.1%	13.1%	12.8%
BERGEN	SADDLE BROOK TWP	<b>FRANKLIN SCHOOL</b>	03-4610-080	KG-06	32.3%	3.3%	19%
BERGEN	TEANECK TWP	<b>JOHN GREENLEAF WHITTIER ELEMENTARY SCHOOL</b>	03-5150-150	KG-04	36.7%	7%	17.2%
CAMDEN	CHERRY HILL TWP	<b>JAMES JOHNSON ELEMENTARY SCHOOL</b>	07-0800-085	KG-05	31.5%	12.4%	15.2%
CAMDEN	STRATFORD BORO	<b>PARKVIEW ELEMENTARY SCHOOL</b>	07-5080-045	PK-03	33.6%	8.3%	12.6%
CAPE MAY	WEST CAPE MAY BORO	<b>WEST CAPE MAY ELEMENTARY SCHOOL</b>	09-5610-050	PK-06	37.5%	6.2%	20%
HUDSON	JERSEY CITY	<b>CORNELIA F. BRADFORD SCHOOL</b>	17-2390-340	PK-05	33.9%	23.2%	3.4%
HUNTERDON	FLEMINGTON-RARITAN REG	<b>FRANCIS A. DESMARES ELEMENTARY SCHOOL</b>	19-1510-035	KG-04	33.1%	18.1%	7.2%
HUNTERDON	SOUTH HUNTERDON REGIONAL SCHOOL DISTRICT	<b>LAMBERTVILLE PUBLIC SCHOOL</b>	19-1376-020	PK-06	31.6%	7.4%	13.9%
<b>MERCER</b>	<b>EAST WINDSOR REGIONAL</b>	<b>ETHEL MCKNIGHT ELEMENTARY SCHOOL</b>	<b>21-1245-055</b>	<b>KG-05</b>	<b>38.7%</b>	<b>17.4%</b>	<b>7.6%</b>
MERCER	EAST WINDSOR REGIONAL	<b>PERRY L. DREW ELEMENTARY SCHOOL</b>	21-1245-075	KG-05	39.8%	13.6%	13.6%
MERCER	EAST WINDSOR REGIONAL	<b>WALTER C. BLACK ELEMENTARY SCHOOL</b>	21-1245-080	KG-05	31.4%	12.8%	6.4%
MERCER	LAWRENCE TWP	<b>SLACKWOOD ELEMENTARY SCHOOL</b>	21-2580-100	KG-03	37.2%	15.9%	11.4%
MIDDLESEX	OLD BRIDGE TWP	<b>MADISON PARK ELEMENTARY SCHOOL</b>	23-3845-120	KG-05	46.2%	12.8%	19%
MONMOUTH	EATONTOWN BORO	<b>WOODMERE</b>	25-1260-110	KG-06	36.6%	0%	29.4%
MONMOUTH	HOWELL TWP	<b>ARDENA ELEMENTARY SCHOOL</b>	25-2290-010	KG-05	36.7%	19.5%	13.2%
MONMOUTH	OCEAN TWP	<b>WAYSIDE ELEMENTARY SCHOOL</b>	25-3810-080	PK-04	36.6%	13.7%	17.9%
MORRIS	MORRIS SCHOOL DISTRICT	<b>NORMANDY PARK SCHOOL</b>	27-3385-100	KG-05	37.2%	21.5%	9.8%
OCEAN	BRICK TWP	<b>OSBORNVILLE ELEMENTARY SCHOOL</b>	29-0530-070	KG-05	47.9%	16.2%	20.3%

**SCHOOL PEER GROUP**

**MERCER  
EAST WINDSOR REGIONAL**

**ETHEL MCKNIGHT ELEMENTARY SCHOOL  
58 TWIN RIVERS DR SOUTH  
EAST WINDSOR, NJ 08520**

		GRADE SPAN	KG-05				
OCEAN	EAGLESWOOD TWP	<b>EAGLESWOOD ELEMENTARY SCHOOL</b>	29-1150-020	PK-06	35.3%	2.9%	24.2%
OCEAN	JACKSON TWP	<b>SYLVIA ROSENAUER ELEMENTARY SCHOOL</b>	29-2360-040	PK-05	34.6%	8.6%	12.5%
OCEAN	LONG BEACH ISLAND	<b>LONG BEACH ISLAND GRADE SCHOOL</b>	29-2760-050	03-06	32%	4.1%	26.2%
PASSAIC	CLIFTON CITY	<b>SCHOOL #14</b>	31-0900-190	KG-05	37.1%	16.2%	10.6%
SOMERSET	FRANKLIN TWP	<b>HILLCREST SCHOOL</b>	35-1610-100	PK-04	37.6%	17.3%	7.8%
UNION	LINDEN CITY	<b>NUMBER 6</b>	39-2660-130	PK-05	59.1%	35.4%	9.7%
UNION	LINDEN CITY	<b>NUMBER 9</b>	39-2660-160	PK-05	33%	20.5%	7.3%
UNION	ROSELLE PARK BORO	<b>ERNEST J. FINIZIO JR. - ALDENE SCHOOL</b>	39-4550-060	PK-05	34.9%	11.6%	13.4%
UNION	ROSELLE PARK BORO	<b>ROBERT GORDON ELEMENTARY SCHOOL</b>	39-4550-080	KG-05	44.4%	14.9%	17.1%
UNION	SUMMIT CITY	<b>JEFFERSON ELEMENTARY SCHOOL</b>	39-5090-090	01-05	39%	11.5%	13.3%
WARREN	HACKETTSTOWN	<b>HATCHERY HILL ELEMENTARY SCHOOL</b>	41-1870-070	PK-04	32.5%	6.5%	14.8%



# State of New Jersey

2014-15

21-1245-060

## OVERVIEW

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380 STOCKTON ST  
HIGHTSTOWN, NJ 08520

GRADE SPAN PK-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**

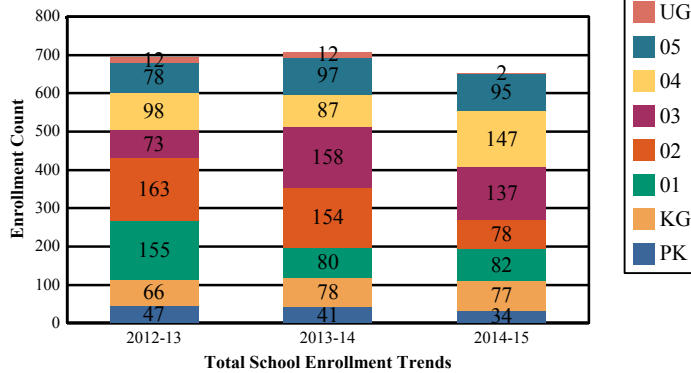
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**Enrollment by Grade**

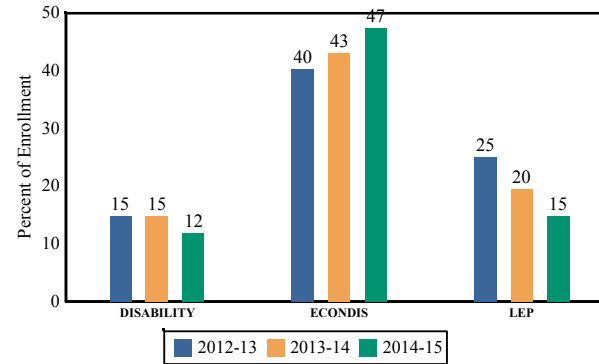
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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**

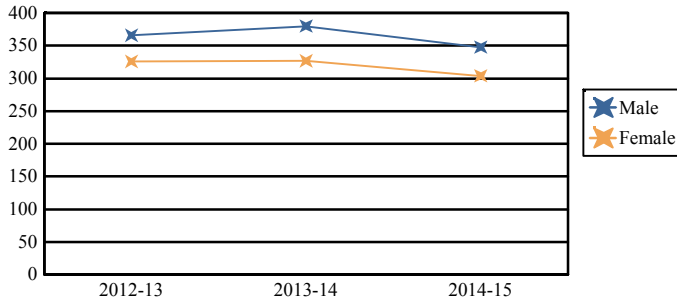
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Total School Enrollment	
2012-13	692
2013-14	707
2014-15	652

**Enrollment by Gender**

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

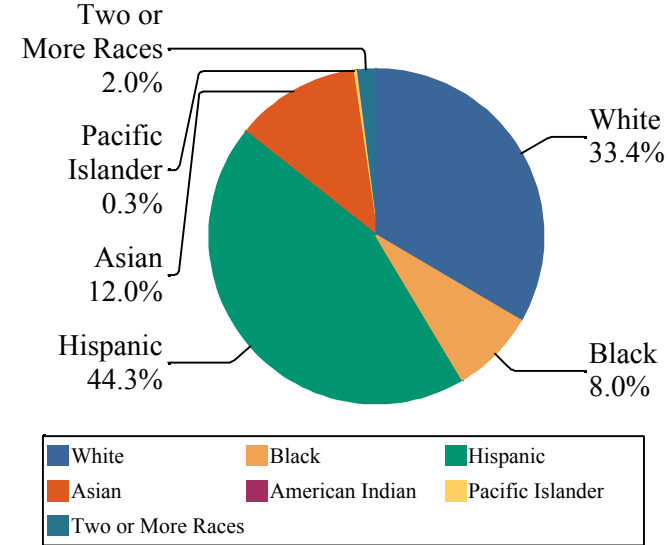


	Male	Female
2012-13	366	326
2013-14	380	327
2014-15	348	304

Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	78	12%
Economically Disadvantaged Students	309	47.4%
English Language Learners	97	14.9%

**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	48.6%
Spanish	39.1%
Gujarati	3.5%
Punjabi	1.5%
Urdu	0.9%
Hindi	0.8%
Other	5.7%

**ACADEMIC ACHIEVEMENT**

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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	36%	26	21
Math Met or Exceeded Expectation	38%		

**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	345	35.6%	95%	97.3%	YES
White	99	59.6%	95%	92.6%	YES*
African American	-	-	--	--	--
Hispanic	187	15%	95%	99.5%	YES
American Indian	-	-	--	--	--
Asian	38	68.4%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	30	30%	95%	97%	-
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	178	16.3%	95%	98.9%	YES

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	343	38.2%	95%	96.8%	YES
White	98	65.3%	95%	91.7%	YES*
African American	-	-	--	--	--
Hispanic	186	18.3%	95%	99%	YES
American Indian	-	-	--	--	--
Asian	38	71.1%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	177	17%	95%	98.5%	YES

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				
<b>Level 1:</b> Did Not Yet Meet Expectations <i>(Min. 650)</i>	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> 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	728	744	28%	20%	24%	25%	2%	28%	44%
White	29	744	753	14%	14%	28%	38%	7%	45%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	75	715	727	40%	25%	20%	13%	1%	15%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	13	761	769	0%	8%	15%	77%	0%	77%	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	13	727	718	23%	31%	15%	31%	0%	31%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	71	712	724	42%	23%	24%	11%	0%	11%	24%

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**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	137	737	751	13%	18%	32%	33%	4%	37%	52%
White	34	760	758	0%	3%	29%	59%	9%	68%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	77	721	737	23%	26%	34%	16%	1%	17%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	17	755	773	0%	6%	35%	53%	6%	59%	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	71	724	734	24%	21%	35%	20%	0%	20%	31%

**ACADEMIC ACHIEVEMENT**

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**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	86	745	751	2%	20%	34%	44%	0%	44%	53%
White	36	757	757	0%	11%	25%	64%	0%	64%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	35	729	737	6%	31%	51%	11%	0%	11%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	11	734	723	0%	55%	18%	27%	0%	27%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	36	732	734	6%	28%	47%	19%	0%	19%	31%

**ACADEMIC ACHIEVEMENT**

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GRADE SPAN PK-05

**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	119	736	746	12%	32%	25%	24%	8%	31%	46%
White	27	754	752	0%	19%	22%	44%	15%	59%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	74	723	733	19%	43%	22%	14%	3%	16%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	13	768	772	0%	0%	38%	38%	23%	62%	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	12	744	727	8%	25%	25%	33%	8%	42%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	70	719	730	20%	46%	21%	13%	0%	13%	26%

**ACADEMIC ACHIEVEMENT**

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**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	138	741	744	9%	22%	28%	38%	2%	41%	42%
White	35	761	749	0%	3%	29%	66%	3%	69%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	77	727	732	16%	35%	29%	19%	1%	21%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	17	764	769	0%	0%	24%	71%	6%	76%	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	17	706	722	53%	29%	6%	12%	0%	12%	15%
Economically Disadvantaged Students	71	729	730	13%	34%	31%	21%	1%	23%	23%

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**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	86	745	744	1%	24%	30%	38%	6%	44%	42%
White	36	756	749	0%	17%	17%	58%	8%	67%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	35	732	733	0%	40%	43%	17%	0%	17%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	11	734	724	9%	27%	27%	36%	0%	36%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	36	731	731	0%	36%	50%	14%	0%	14%	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**

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**NJASK Results - Science Grade Level - 04**

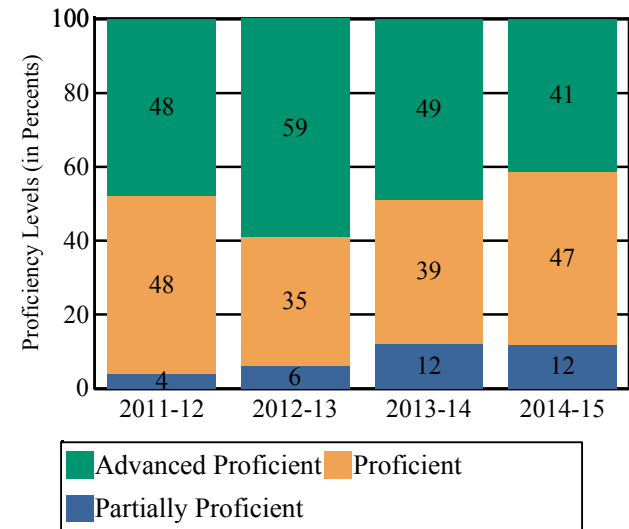
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	41%	47%	12%
White	74%	26%	0%
African American	45%	36%	18%
Hispanic	20%	59%	20%
American Indian	-	-	-
Asian	59%	41%	0%
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	7%	20%	73%
Economically Disadvantaged Students	21%	57%	22%

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**

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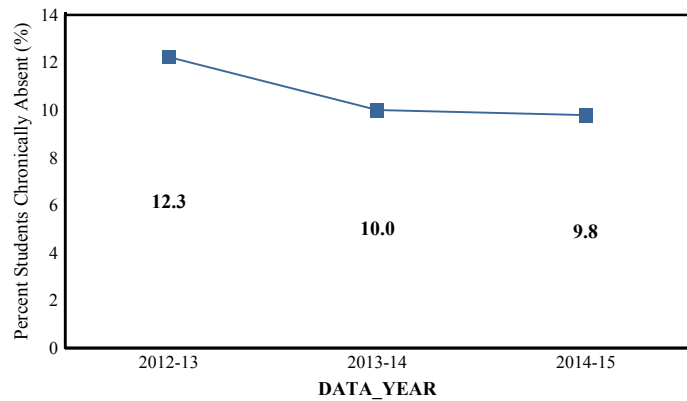
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly 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**

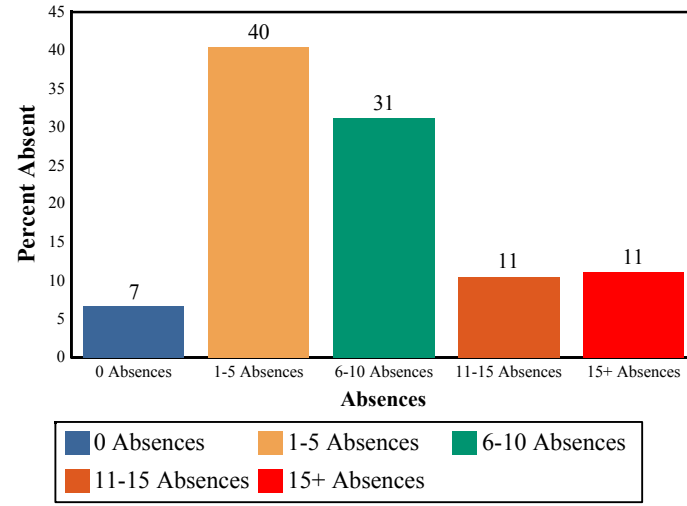
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



<b>Chronic Absenteeism for 2014-15</b>	<b>9.80%</b>
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**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**

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. 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	11	13	35	YES
Student Growth on Math	55	65	60	35	YES
		38	37		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	7%	1%	0%
Partially Met	12%	5%	2%
Approached	15%	8%	9%
Met	11%	17%	9%
Exceeded	0%	1%	1%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	5%	1%	0%
Partially Met	13%	7%	4%
Approached	6%	12%	11%
Met	7%	14%	17%
Exceeded	0%	0%	4%

**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**

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GRACE N. ROGERS ELEMENTARY SCHOOL  
380 STOCKTON ST  
HIGHTSTOWN, NJ 08520

GRADE SPAN PK-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	826	850
75th	753	770
50th	726	743
25th	697	715
0th	667	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	56	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	816	850
75th	758	767
50th	731	745
25th	711	722
0th	660	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	47	45

**WITHIN SCHOOL ACHIEVEMENT GAP**

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GRADE SPAN PK-05

**Grade Level - 04**

**Grade Level - 04**

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

**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.

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	797	850
75th	757	773
50th	738	750
25th	716	728
0th	650	650

Percentile	School Scale Score	State Scale Score
99th	807	850
75th	757	764
50th	739	742
25th	718	721
0th	674	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	45

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	43

**Grade Level - 05**

**Grade Level - 05**

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

**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.

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	788	850
75th	761	773
50th	744	751
25th	726	728
0th	698	650

Percentile	School Scale Score	State Scale Score
99th	800	850
75th	761	763
50th	745	743
25th	724	723
0th	673	650

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

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

**SCHOOL CLIMATE**

MERCER

EAST WINDSOR REGIONAL

GRADE SPAN PK-05

**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. 30 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	0.6%

**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. 30 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	435

**SCHOOL PEER GROUP**

**MERCER  
EAST WINDSOR REGIONAL**

**GRACE N. ROGERS ELEMENTARY SCHOOL  
380 STOCKTON ST  
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**GRADE SPAN PK-05**

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	TEANECK TWP	JAMES RUSSELL LOWELL ELEMENTARY SCHOOL	03-5150-130	KG-04	38.1%	3%	14.9%
BERGEN	WALLINGTON BORO	FRANK W. GAVLAK ELEMENTARY SCHOOL	03-5430-055	KG-06	34.9%	3.1%	14.3%
BURLINGTON	MAPLE SHADE TWP	RALPH J. STEINHAEUER ELEMENTARY SCHOOL	05-3010-100	05-06	44.3%	2%	22.3%
CAMDEN	CHERRY HILL TWP	CLARA BARTON ELEMENTARY SCHOOL	07-0800-069	KG-05	34.6%	5.8%	9.2%
CAMDEN	COLLINGSWOOD BORO	MARK NEWBIE ELEMENTARY SCHOOL	07-0940-060	KG-05	37.3%	0%	18.2%
CAMDEN	LAUREL SPRINGS BORO	LAUREL SPRINGS SCHOOL	07-2540-050	PK-06	36.5%	1.4%	18.7%
CAMDEN	WATERFORD TWP	THOMAS RICHARDS ELEMENTARY SCHOOL	07-5560-060	PK-04	31.4%	0%	13.8%
CAMDEN	WATERFORD TWP	WATERFORD ELEMENTARY SCHOOL	07-5560-100	04-06	33.2%	0.3%	16.2%
CAPE MAY	MIDDLE TWP	MIDDLE TOWNSHIP ELEMENTARY #2	09-3130-085	03-05	44%	2.3%	21.7%
ESSEX	WEST ORANGE TOWN	PLEASANTDALE ELEMENTARY SCHOOL	13-5680-150	PK-05	43.4%	4.5%	18.9%
GLOUCESTER	DEPTFORD TWP	GOOD INTENT ELEMENTARY SCHOOL	15-1100-090	02-06	44.6%	6%	16.5%
GLOUCESTER	GREENWICH TWP	BROAD STREET ELEMENTARY SCHOOL	15-1830-050	KG-04	35.6%	0%	17.8%
GLOUCESTER	MONROE TWP	WHITEHALL ELEMENTARY SCHOOL	15-3280-100	KG-04	33.7%	0%	15.5%
<b>MERCER</b>	<b>EAST WINDSOR REGIONAL</b>	<b>GRACE N. ROGERS ELEMENTARY SCHOOL</b>	<b>21-1245-060</b>	<b>PK-05</b>	<b>47.4%</b>	<b>14.9%</b>	<b>7%</b>
MIDDLESEX	CARTERET BORO	PRIVATE NICHOLAS MINUE ELEMENTARY SCHOOL	23-0750-057	PK-05	54.2%	20.6%	7.2%
MIDDLESEX	NORTH BRUNSWICK TWP	ARTHUR M. JUDD	23-3620-055	PK-05	32.3%	3.1%	10.5%
MIDDLESEX	OLD BRIDGE TWP	CHEESEQUAKE ELEMENTARY SCHOOL	23-3845-105	KG-05	34%	6.9%	8%
MIDDLESEX	PISCATAWAY TWP	DWIGHT D. EISENHOWER ELEMENTARY SCHOOL	23-4130-065	KG-03	40.2%	10.8%	7.3%
MIDDLESEX	SAYREVILLE BORO	DWIGHT D. EISENHOWER ELEMENTARY SCHOOL	23-4660-070	KG-03	33.5%	2.4%	11.4%

**SCHOOL PEER GROUP**

**GRACE N. ROGERS ELEMENTARY SCHOOL  
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**GRADE SPAN PK-05**

OCEAN	BRICK TWP	<b>EMMA HAVENS YOUNG ELEMENTARY SCHOOL</b>	29-0530-035	KG-05	41.1%	5.8%	13.3%
OCEAN	LACEY TWP	<b>LANOKA HARBOR ELEMENTARY SCHOOL</b>	29-2480-060	KG-04	34.9%	1.1%	17.3%
OCEAN	OCEAN TWP	<b>FREDERIC A. PRIFF ELEMENTARY SCHOOL</b>	29-3820-030	04-06	38.3%	0%	20%
OCEAN	TOMS RIVER REGIONAL	<b>JOSEPH A. CITTA ELEMENTARY SCHOOL</b>	29-5190-067	KG-05	31.8%	4.7%	9.1%
OCEAN	TUCKERTON BORO	<b>TUCKERTON ELEMENTARY SCHOOL</b>	29-5220-050	PK-06	38.4%	1.2%	17.5%
SALEM	PENNSVILLE	<b>CENTRAL PARK ELEMENTARY SCHOOL</b>	33-4075-060	02-03	36.4%	0.8%	16.2%
SALEM	PITTSBORO TWP	<b>OLIVET ELEMENTARY SCHOOL</b>	33-4150-060	03-05	35.2%	0%	16%
SOMERSET	FRANKLIN TWP	<b>MACAFEE ROAD SCHOOL</b>	35-1610-115	PK-04	38.3%	1.4%	19%
SUSSEX	MONTAGUE TWP	<b>MONTAGUE TOWNSHIP SCHOOL DISTRICT</b>	37-3300-050	PK-06	42.2%	0%	23%
UNION	LINDEN CITY	<b>NUMBER 1</b>	39-2660-080	PK-05	58.6%	6.8%	29.3%
UNION	LINDEN CITY	<b>NUMBER 8</b>	39-2660-150	PK-05	56.6%	21.9%	5.5%
UNION	UNION TWP	<b>CONNECTICUT FARMS</b>	39-5290-090	PK-04	36.2%	7.2%	9.8%



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/>.

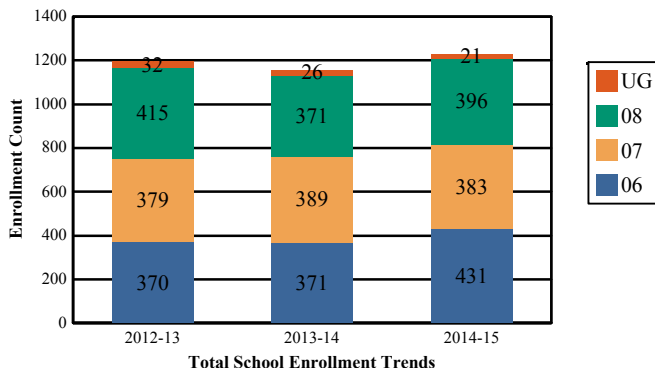
**DEMOGRAPHIC INFORMATION**

MERCER  
EAST WINDSOR REGIONAL

GRADE SPAN 06-08

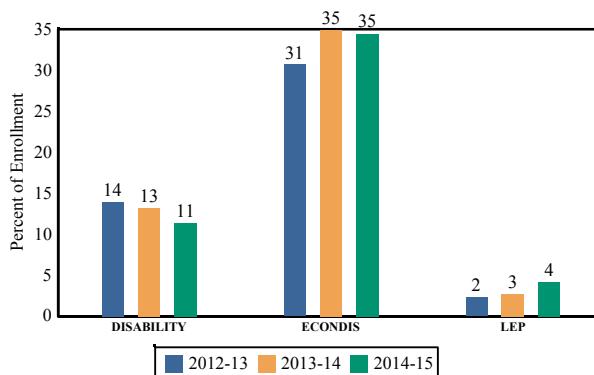
**Enrollment by Grade**

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



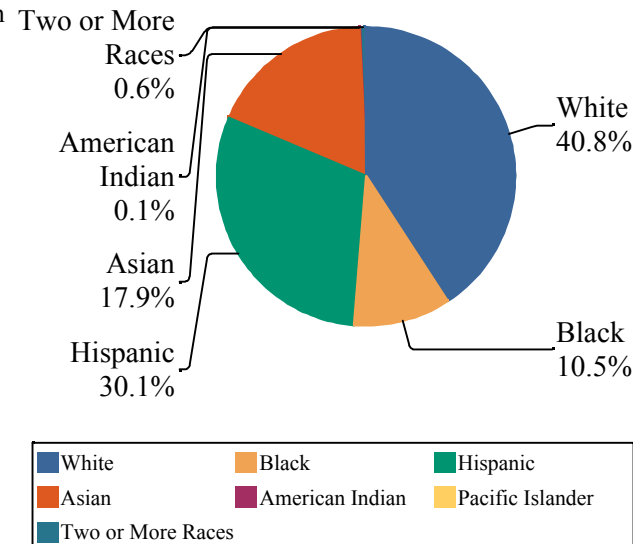
**Enrollment Trends by Program Participation**

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.



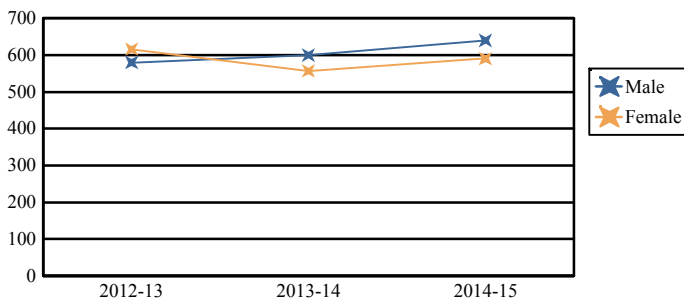
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

**Total School Enrollment**

School Year	Total Enrollment
2012-13	1,196
2013-14	1,157
2014-15	1,231

**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
2014-15		
Students with Disability	140	11%
Economically Disadvantaged Students	425	34.5%
English Language Learners	51	4.1%

**Language Diversity**

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

2014-15	Percent
English	62.8%
Spanish	23.0%
Gujarati	2.9%
Hindi	1.6%
Telugu	1.5%
Tamil	1.2%
Other	7.0%

	Male	Female
2012-13	580	616
2013-14	600	557
2014-15	640	591

**ACADEMIC ACHIEVEMENT**

**MERCER  
EAST WINDSOR REGIONAL**

**GRADE SPAN 06-08**

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	<b>58%</b>	<b>88</b>	<b>66</b>
Math Met or Exceeded Expectation	<b>51%</b>		

**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	1089	58%	95%	92.5%	YES*
White	429	66.2%	95%	87.4%	YES*
African American	107	43%	95%	92.4%	YES*
Hispanic	338	37.8%	95%	96.2%	YES
American Indian	-	-	--	--	--
Asian	208	81.3%	95%	98.2%	YES
Two or More Races	-	-	--	--	--
Students with Disability	123	16.3%	95%	87.7%	YES*
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	364	36.8%	95%	93.3%	YES*

**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**

MERCER  
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GRADE SPAN 06-08

MELVIN H. KREPS MIDDLE SCHOOL  
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EAST WINDSOR, NJ 08520

**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	1089	50.5%	95%	92.4%	YES*
White	430	59.8%	95%	87.6%	YES*
African American	107	34.6%	95%	92.4%	YES*
Hispanic	336	27.1%	95%	95.2%	YES
American Indian	-	-	--	--	--
Asian	209	77.5%	95%	98.7%	YES
Two or More Races	-	-	--	--	--
Students with Disability	123	13.8%	95%	87.7%	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	364	26.6%	95%	93.7%	YES*

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

**ACADEMIC ACHIEVEMENT**

MERCER  
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GRADE SPAN 06-08

**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	395	752	749	6%	13%	26%	44%	12%	56%	50%
White	162	757	755	2%	10%	25%	51%	12%	63%	59%
African American	33	740	732	12%	12%	33%	33%	9%	42%	29%
Hispanic	118	734	736	13%	23%	31%	31%	3%	34%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	79	771	770	1%	5%	15%	56%	23%	78%	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	43	716	718	23%	30%	28%	9%	9%	19%	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	130	733	733	15%	20%	34%	28%	4%	32%	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	331	754	750	5%	13%	25%	38%	18%	56%	53%
White	127	759	757	2%	9%	25%	43%	20%	63%	61%
African American	38	745	730	5%	21%	32%	34%	8%	42%	31%
Hispanic	101	738	736	12%	22%	29%	32%	6%	38%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	61	776	777	0%	3%	15%	41%	41%	82%	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	31	720	713	19%	35%	35%	6%	3%	10%	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	115	738	733	13%	21%	27%	30%	9%	39%	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	363	759	750	6%	8%	25%	46%	16%	62%	53%
White	140	765	757	4%	8%	16%	53%	20%	73%	61%
African American	36	754	730	3%	8%	44%	31%	14%	44%	31%
Hispanic	119	741	735	11%	13%	34%	39%	3%	42%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	68	779	778	1%	0%	15%	51%	32%	84%	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	49	715	713	29%	31%	22%	16%	2%	18%	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	119	742	732	11%	13%	35%	35%	5%	40%	34%



**ACADEMIC ACHIEVEMENT**

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EAST WINDSOR REGIONAL

GRADE SPAN 06-08

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**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	396	749	743	5%	19%	23%	42%	10%	52%	42%
White	161	753	749	2%	14%	24%	52%	8%	60%	50%
African American	34	732	726	15%	21%	26%	35%	3%	38%	19%
Hispanic	119	731	731	10%	33%	31%	22%	4%	26%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	79	773	768	1%	6%	11%	53%	28%	81%	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	42	713	718	17%	45%	21%	10%	7%	17%	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	131	729	729	12%	34%	28%	22%	3%	25%	23%

**ACADEMIC ACHIEVEMENT**

MERCER  
EAST WINDSOR REGIONAL

GRADE SPAN 06-08

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**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	249	734	740	4%	27%	45%	23%	0%	23%	38%
White	92	738	745	2%	21%	49%	28%	0%	28%	46%
African American	33	725	725	12%	36%	39%	12%	0%	12%	17%
Hispanic	98	732	730	5%	31%	43%	21%	0%	21%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	23	742	760	0%	22%	48%	30%	0%	30%	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	-	-	715	-	-	-	-	-	-	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	107	729	728	7%	34%	45%	15%	0%	15%	21%

**ACADEMIC ACHIEVEMENT**

MERCER  
EAST WINDSOR REGIONAL

MELVIN H. KREPS MIDDLE SCHOOL  
5 KENT LANE  
EAST WINDSOR, NJ 08520

GRADE SPAN 06-08

**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	201	732	726	13%	21%	37%	28%	0%	28%	24%
White	58	737	732	10%	24%	26%	40%	0%	40%	29%
African American	24	732	715	13%	21%	46%	21%	0%	21%	14%
Hispanic	103	727	721	16%	23%	38%	23%	0%	23%	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	16	739	744	13%	0%	63%	25%	0%	25%	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	48	709	705	35%	31%	21%	13%	0%	13%	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	102	729	719	16%	25%	33%	25%	0%	25%	17%

**ACADEMIC ACHIEVEMENT**

MERCER  
EAST WINDSOR REGIONAL

GRADE SPAN 06-08

MELVIN H. KREPS MIDDLE SCHOOL  
5 KENT LANE  
EAST WINDSOR, NJ 08520

**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	155	774	740	0%	1%	7%	88%	5%	92%	40%
White	79	773	746	0%	0%	10%	86%	4%	90%	47%
African American	14	771	722	0%	0%	7%	93%	0%	93%	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	52	777	769	0%	2%	2%	88%	8%	96%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	18	771	725	0%	0%	11%	89%	0%	89%	21%

**ACADEMIC ACHIEVEMENT**

MERCER  
EAST WINDSOR REGIONAL

GRADE SPAN 06-08

MELVIN H. KREPS MIDDLE SCHOOL  
5 KENT LANE  
EAST WINDSOR, NJ 08520

**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	88	772	728	0%	0%	2%	77%	20%	98%	21%
White	40	772	731	0%	0%	0%	80%	20%	100%	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	-	-	718	-	-	-	-	-	-	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	39	772	751	0%	0%	5%	72%	23%	95%	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**

MERCER  
EAST WINDSOR REGIONAL

GRADE SPAN 06-08

**NJASK Results - Science Grade Level - 08**

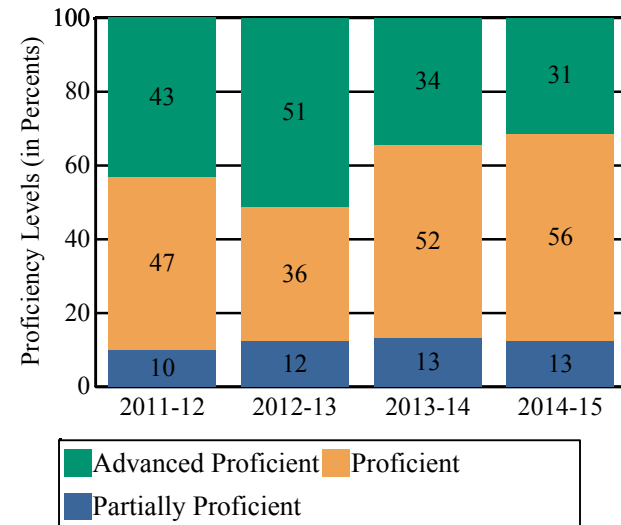
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	31%	56%	13%
White	41%	50%	9%
African American	21%	67%	13%
Hispanic	8%	69%	22%
American Indian	-	-	-
Asian	56%	40%	4%
Two or More Races	-	-	-
Students with Disability	4%	50%	46%
English Language Learners	0%	58%	42%
Economically Disadvantaged Students	9%	68%	23%

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
200	156

### 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.

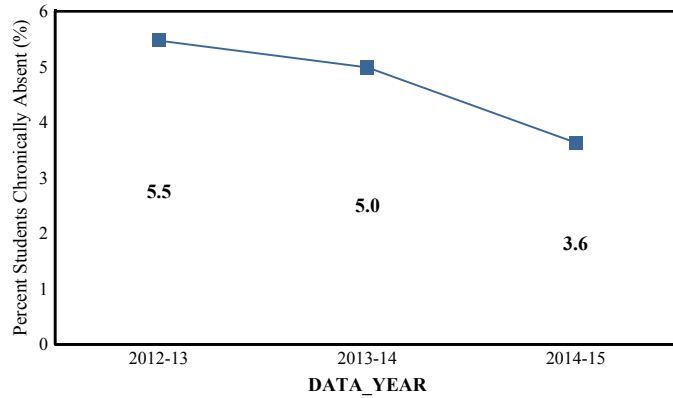
Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
82.5%	92.3%

- 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.

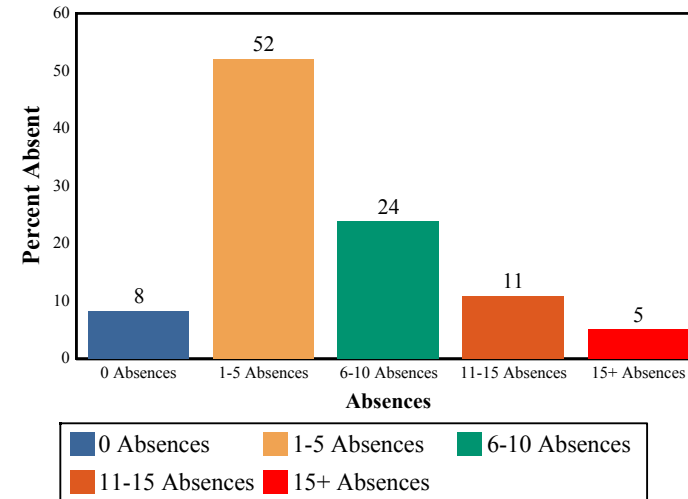


**Chronic Absenteeism for 2014-15**

**3.63%**

### 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	3.6%	3.9%
Music	82.5%	66.0%
Visual Arts	80.1%	71.1%
<b>Total: All Visual and Performing Arts</b>	92.5%	89.8%

N/R - Data Not Reported

**STUDENT GROWTH**

**MELVIN H. KREPS MIDDLE SCHOOL**  
**5 KENT LANE**  
**EAST WINDSOR, NJ 08520**

**MERCER**  
**EAST WINDSOR REGIONAL**

**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	49	36	49	35	YES
Student Growth on Math	48	39	50	35	YES
		38	50		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	5%	1%	0%
Partially Met	6%	4%	2%
Approached	10%	9%	6%
Met	12%	16%	16%
Exceeded	1%	4%	9%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	5%	1%	0%
Partially Met	10%	7%	5%
Approached	11%	12%	10%
Met	6%	12%	15%
Exceeded	0%	1%	3%

**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**

MELVIN H. KREPS MIDDLE SCHOOL  
5 KENT LANE  
EAST WINDSOR, NJ 08520

MERCER  
EAST WINDSOR REGIONAL

GRADE SPAN 06-08

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	823	850
75th	773	770
50th	753	749
25th	731	726
0th	664	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	42	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	807	850
75th	772	763
50th	750	742
25th	722	721
0th	662	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	50	42

**WITHIN SCHOOL ACHIEVEMENT GAP**

MERCER  
EAST WINDSOR REGIONAL

GRADE SPAN 06-08

**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	827	850
75th	775	776
50th	754	751
25th	734	724
0th	657	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	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	825	850
75th	783	777
50th	761	751
25th	736	723
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	47	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	775	850
75th	750	759
50th	735	740
25th	721	720
0th	658	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	29	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	753	748
50th	734	726
25th	715	704
0th	650	650

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

**SCHOOL CLIMATE**

MERCER  
EAST WINDSOR REGIONAL

GRADE SPAN 06-08

**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. 55 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	8.4%

**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. 50 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	308

**SCHOOL PEER GROUP**

**MERCER  
EAST WINDSOR REGIONAL**

**GRADE SPAN 06-08**

**MELVIN H. KREPS MIDDLE SCHOOL  
5 KENT LANE  
EAST WINDSOR, NJ 08520**

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	CARLSTADT BORO	CARLSTADT PUBLIC SCHOOL	03-0740-050	PK-08	32.6%	5.1%	10.9%
BERGEN	ENGLEWOOD CITY	JANIS E. DISMUS MIDDLE SCHOOL	03-1370-076	07-08	60.9%	7.4%	13.4%
BERGEN	LYNDHURST TWP	LINCOLN SCHOOL	03-2860-090	04-08	30.3%	3.3%	18%
BERGEN	MOONACHIE BORO	ROBERT L. CRAIG SCHOOL	03-3350-060	PK-08	49.8%	5.3%	13%
BURLINGTON	NEW HANOVER TWP	NEW HANOVER TOWNSHIP SCHOOL	05-3540-050	PK-08	43.2%	13.1%	18%
CAMDEN	SOMERDALE BORO	SOMERDALE SCHOOL DISTRICT	07-4790-020	PK-08	40%	7.4%	13.6%
CHARTERS	BENJAMIN BANNEKER PREP CS	BENJAMIN BANNEKER PREPARATORY CHARTER SCHOOL	80-6076-961	06-08	41.5%	0%	4.8%
CHARTERS	DR LENA EDWARDS ACADEMIC CS	DR LENA EDWARDS ACADEMIC CHARTER SCHOOL	80-6064-946	KG-08	40.6%	0%	3.8%
CHARTERS	THE RED BANK CS	RED BANK CHARTER SCHOOL	80-7720-915	PK-08	37.8%	3.6%	7.3%
CUMBERLANE	HOPEWELL TWP	HOPEWELL CREST	11-2270-060	KG-08	34.9%	1.8%	11.7%
ESSEX	NEWARK CITY	IVY HILL ELEMENTARY SCHOOL	13-3570-565	PK-08	68.8%	10.3%	18.7%
HUDSON	BAYONNE CITY	NICHOLAS ORESKO #14	17-0220-140	PK-08	44.6%	0%	3.3%
HUDSON	JERSEY CITY	DR. MICHAEL CONTI SCHOOL	17-2390-110	PK-08	68.3%	11.4%	18.1%
HUDSON	JERSEY CITY	RAFAEL DE J. CORDERO SCHOOL	17-2390-300	PK-08	51.3%	12.7%	14.5%
HUDSON	NORTH BERGEN TWP	LINCOLN ELEMENTARY SCHOOL	17-3610-090	PK-08	66.9%	7.8%	12.1%
<b>MERCER</b>	<b>EAST WINDSOR REGIONAL</b>	<b>MELVIN H. KREPS MIDDLE SCHOOL</b>	<b>21-1245-070</b>	<b>06-08</b>	<b>34.5%</b>	<b>4.1%</b>	<b>11.4%</b>
MIDDLESEX	NORTH BRUNSWICK TWP	LINWOOD MIDDLE SCHOOL	23-3620-065	06-08	39.3%	2.8%	11.2%
MIDDLESEX	OLD BRIDGE TWP	CARL SANDBURG MIDDLE SCHOOL	23-3845-103	06-08	31.7%	2.4%	14.1%
MIDDLESEX	PISCATAWAY TWP	QUIBBLETOWN MIDDLE SCHOOL	23-4130-055	06-08	39.7%	4%	10.9%
MIDDLESEX	WOODBRIIDGE TWP	ISELIN MIDDLE SCHOOL	23-5850-080	06-08	35%	7.5%	8.7%
MONMOUTH	BELMAR BORO	BELMAR ELEMENTARY	25-0270-020	PK-08	61.9%	14.1%	15.6%
MONMOUTH	BRADLEY BEACH BORO	BRADLEY BEACH ELEMENTARY SCHOOL	25-0500-020	PK-08	50.9%	27.9%	12.4%
MONMOUTH	KEYPORT BORO	KEYPORT CENTRAL SCHOOL	25-2430-060	PK-08	54.8%	8.2%	15.2%
MORRIS	BOONTON TOWN	JOHN HILL SCHOOL	27-0450-030	01-08	40.4%	7.1%	19.9%

**SCHOOL PEER GROUP**

**MERCER  
EAST WINDSOR REGIONAL**

**MELVIN H. KREPS MIDDLE SCHOOL  
5 KENT LANE  
EAST WINDSOR, NJ 08520**

**GRADE SPAN 06-08**

MORRIS	MORRIS SCHOOL DISTRICT	<b>FRELINGHUYSEN MIDDLE SCHOOL</b>	27-3385-075	06-08	34.6%	4%	14.8%
MORRIS	NETCONG BORO	<b>NETCONG ELEMENTARY SCHOOL</b>	27-3520-060	PK-08	37.5%	4.4%	18.2%
PASSAIC	WANAQUE BORO	<b>HASKELL ELEMENTARY SCHOOL</b>	31-5440-050	KG-08	30.2%	4.9%	19.5%
SALEM	OLDMANS TWP	<b>OLDMANS TOWNSHIP SCHOOL</b>	33-3860-010	KG-08	30.9%	0%	6%
SOMERSET	SOUTH BOUND BROOK	<b>ROBERT MORRIS SCHOOL</b>	35-4850-060	PK-08	46.9%	3.7%	10.9%
UNION	ELIZABETH CITY	<b>VICTOR MRAVLAK SCHOOL NO. 21</b>	39-1320-240	PK-08	47.3%	15.6%	14.9%
UNION	ROSELLE PARK BORO	<b>ROSELLE PARK MIDDLE SCHOOL</b>	39-4550-085	06-08	41.5%	4.9%	16%





# State of New Jersey

2014-15

21-1245-075

## OVERVIEW

MERCER  
EAST WINDSOR REGIONAL

GRADE SPAN KG-05

PERRY L. DREW ELEMENTARY SCHOOL  
70 TWIN RIVERS DRIVE NORTH  
EAST WINDSOR, NJ 08520

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/>.

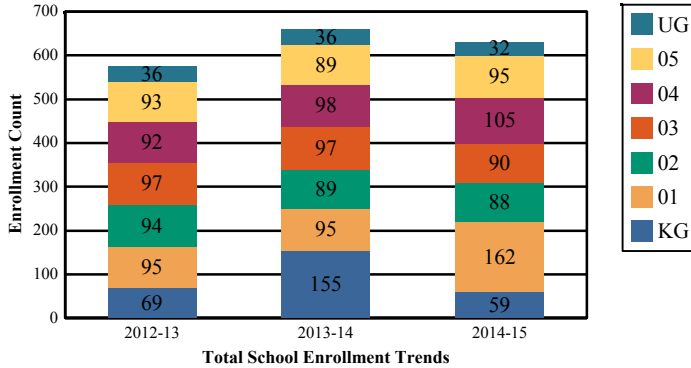
**DEMOGRAPHIC INFORMATION**

MERCER  
EAST WINDSOR REGIONAL

GRADE SPAN KG-05

**Enrollment by Grade**

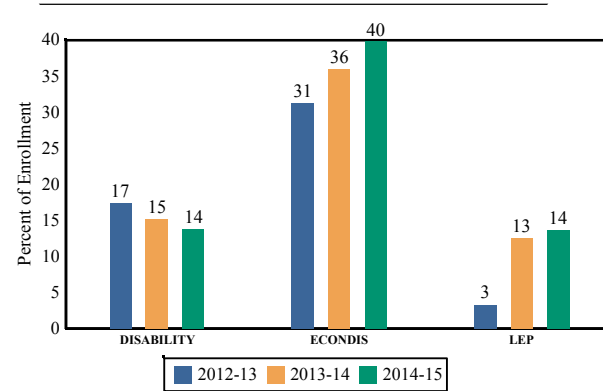
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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**

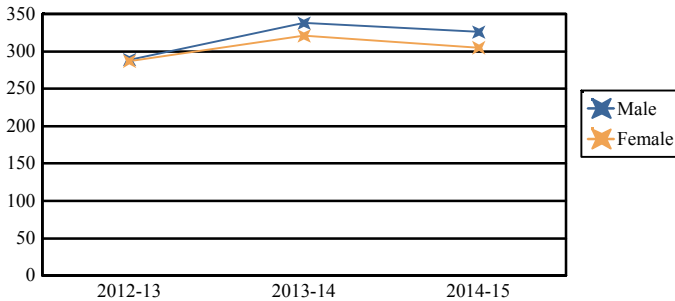
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Total School Enrollment	
2012-13	576
2013-14	659
2014-15	631

**Enrollment by Gender**

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



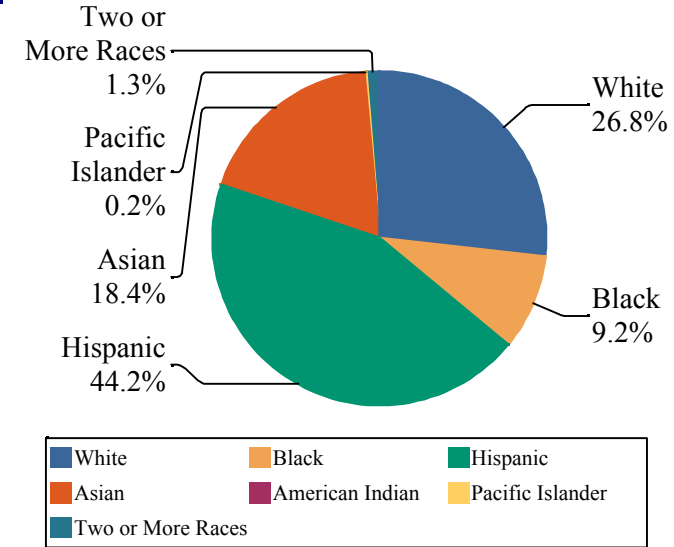
	Male	Female
2012-13	289	287
2013-14	338	321
2014-15	326	305

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	87	14%
Economically Disadvantaged Students	251	39.8%
English Language Learners	86	13.6%

**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	52.4%
Spanish	34.3%
Gujarati	2.4%
Telugu	2.1%
Hindi	1.9%
Tamil	1.9%
Other	4.9%

**ACADEMIC ACHIEVEMENT**

**MERCER  
EAST WINDSOR REGIONAL**

**GRADE SPAN KG-05**

**PERRY L. DREW ELEMENTARY SCHOOL  
70 TWIN RIVERS DRIVE NORTH  
EAST WINDSOR, NJ 08520**

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	<b>62%</b>	<b>84</b>	<b>66</b>
Math Met or Exceeded Expectation	<b>61%</b>		

**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	272	61.8%	95%	93.7%	<b>YES*</b>
White	86	66.2%	95%	89.3%	<b>YES*</b>
African American	-	-	--	--	--
Hispanic	103	42.8%	95%	96.4%	<b>YES</b>
American Indian	-	-	--	--	--
Asian	58	86.2%	95%	98.3%	<b>YES</b>
Two or More Races	-	-	--	--	--
Students with Disability	60	36.7%	95%	90.9%	<b>YES*</b>
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	101	46.5%	95%	93.8%	<b>YES*</b>

**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**

MERCER  
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GRADE SPAN KG-05

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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	273	60.8%	95%	93.8%	YES*
White	86	65.2%	95%	89.3%	YES*
African American	-	-	--	--	--
Hispanic	103	45.7%	95%	96.4%	YES
American Indian	-	-	--	--	--
Asian	59	83.1%	95%	98.4%	YES
Two or More Races	-	-	--	--	--
Students with Disability	61	39.3%	95%	91%	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	101	40.6%	95%	94.7%	YES

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

**ACADEMIC ACHIEVEMENT**

MERCER  
EAST WINDSOR REGIONAL

GRADE SPAN KG-05

PERRY L. DREW ELEMENTARY SCHOOL  
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**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	81	752	744	2%	19%	22%	49%	7%	57%	44%
White	27	762	753	0%	7%	30%	59%	4%	63%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	32	727	727	6%	31%	19%	31%	13%	44%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	17	768	769	0%	6%	24%	65%	6%	71%	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	19	726	718	5%	16%	26%	32%	21%	53%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	31	733	724	6%	26%	19%	35%	13%	48%	24%

**ACADEMIC ACHIEVEMENT**

MERCER  
EAST WINDSOR REGIONAL

GRADE SPAN KG-05

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**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	98	757	751	6%	11%	17%	49%	16%	65%	52%
White	26	760	758	4%	15%	15%	46%	19%	65%	63%
African American	16	760	733	6%	13%	6%	56%	19%	75%	30%
Hispanic	34	740	737	12%	15%	32%	38%	3%	41%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	22	780	773	0%	0%	5%	64%	32%	95%	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	22	718	725	27%	27%	18%	27%	0%	27%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	35	743	734	11%	11%	26%	46%	6%	51%	31%

**ACADEMIC ACHIEVEMENT**

MERCER  
EAST WINDSOR REGIONAL

GRADE SPAN KG-05

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**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	93	757	751	2%	17%	18%	56%	6%	62%	53%
White	33	760	757	0%	18%	12%	67%	3%	70%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	37	742	737	3%	24%	30%	43%	0%	43%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	19	780	771	5%	0%	5%	63%	26%	89%	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	19	732	723	5%	47%	16%	32%	0%	32%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	35	739	734	3%	26%	31%	40%	0%	40%	31%



**ACADEMIC ACHIEVEMENT**

MERCER  
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GRADE SPAN KG-05

**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	81	758	746	2%	9%	25%	47%	17%	64%	46%
White	27	764	752	0%	7%	19%	67%	7%	74%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	32	737	733	6%	9%	38%	28%	19%	47%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	17	773	772	0%	12%	12%	47%	29%	76%	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	19	745	727	5%	11%	11%	42%	32%	74%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	31	741	730	6%	10%	35%	26%	23%	48%	26%

**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	99	753	744	3%	18%	23%	45%	10%	56%	42%
White	26	757	749	4%	12%	27%	46%	12%	58%	50%
African American	16	753	727	6%	19%	25%	50%	0%	50%	20%
Hispanic	34	737	732	3%	32%	26%	35%	3%	38%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	23	775	769	0%	4%	13%	57%	26%	83%	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	23	720	724	13%	43%	30%	13%	0%	13%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	35	736	730	6%	29%	34%	29%	3%	31%	23%

**ACADEMIC ACHIEVEMENT**

MERCER  
EAST WINDSOR REGIONAL

GRADE SPAN KG-05

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**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	93	762	744	1%	14%	22%	40%	24%	63%	42%
White	33	756	749	3%	24%	9%	42%	21%	64%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	37	750	733	0%	14%	35%	49%	3%	51%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	19	795	768	0%	0%	11%	16%	74%	89%	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	19	730	724	5%	42%	16%	37%	0%	37%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	35	744	731	3%	14%	40%	43%	0%	43%	23%

**ACADEMIC ACHIEVEMENT**

MERCER  
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GRADE SPAN KG-05

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**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**

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GRADE SPAN KG-05

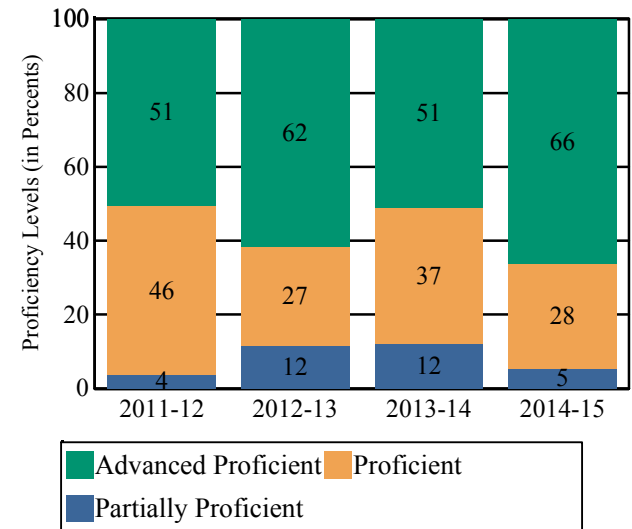
**NJASK Results - Science Grade Level - 04**

**NJASK Proficiency Trends - 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.

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

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	66%	28%	5%
White	73%	19%	8%
African American	50%	43%	7%
Hispanic	53%	40%	7%
American Indian	-	-	-
Asian	86%	14%	0%
Two or More Races	-	-	-
Students with Disability	33%	47%	20%
English Language Learners	-	-	-
Economically Disadvantaged Students	57%	32%	11%



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

**COLLEGE AND CAREER READINESS**

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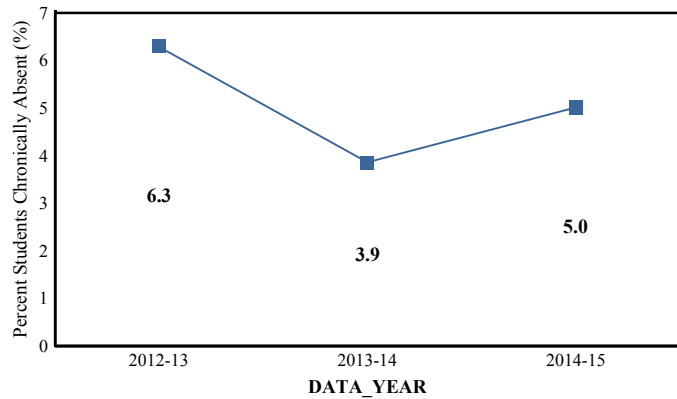
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly 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**

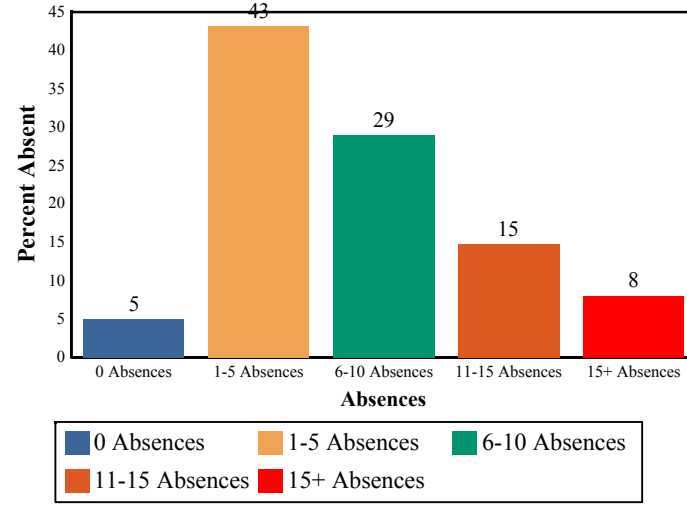
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



<b>Chronic Absenteeism for 2014-15</b>	<b>5.02%</b>
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**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**

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GRADE SPAN KG-05

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. 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	55	50	63	35	YES
Student Growth on Math	74	93	96	35	YES
		72	80		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	6%	6%	3%
Approached	5%	9%	4%
Met	13%	17%	21%
Exceeded	1%	1%	11%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	1%	0%
Partially Met	4%	7%	3%
Approached	3%	6%	14%
Met	3%	16%	25%
Exceeded	0%	0%	17%

**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**

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GRADE SPAN KG-05

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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 - 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	824	850
75th	776	770
50th	755	743
25th	730	715
0th	651	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	46	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	811	850
75th	782	767
50th	761	745
25th	739	722
0th	690	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	45



**WITHIN SCHOOL ACHIEVEMENT GAP**

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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	835	850
75th	781	773
50th	759	750
25th	736	728
0th	678	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	45	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	834	850
75th	776	773
50th	756	751
25th	732	728
0th	678	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	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	776	764
50th	753	742
25th	730	721
0th	694	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	46	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	829	850
75th	788	763
50th	761	743
25th	738	723
0th	688	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	50	40

**SCHOOL CLIMATE**

MERCER  
EAST WINDSOR REGIONAL

GRADE SPAN KG-05

**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. 30 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	1.3%

**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. 30 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	351

**SCHOOL PEER GROUP**

**MERCER  
EAST WINDSOR REGIONAL**

**GRADE SPAN KG-05**

**PERRY L. DREW ELEMENTARY SCHOOL  
70 TWIN RIVERS DRIVE NORTH  
EAST WINDSOR, NJ 08520**

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	CLIFFSIDE PARK BORO	<b>SCHOOL #4</b>	03-0890-060	PK-06	44.6%	11.3%	18.3%
BERGEN	EAST RUTHERFORD BORO	<b>MCKENZIE SCHOOL</b>	03-1230-080	PK-04	31.1%	13.1%	12.8%
BERGEN	SADDLE BROOK TWP	<b>FRANKLIN SCHOOL</b>	03-4610-080	KG-06	32.3%	3.3%	19%
BERGEN	TEANECK TWP	<b>JOHN GREENLEAF WHITTIER ELEMENTARY SCHOOL</b>	03-5150-150	KG-04	36.7%	7%	17.2%
BERGEN	WALLINGTON BORO	<b>JEFFERSON ELEMENTARY SCHOOL</b>	03-5430-060	KG-03	32.9%	11.1%	6.7%
CAMDEN	CHERRY HILL TWP	<b>JAMES JOHNSON ELEMENTARY SCHOOL</b>	07-0800-085	KG-05	31.5%	12.4%	15.2%
CAMDEN	STRATFORD BORO	<b>PARKVIEW ELEMENTARY SCHOOL</b>	07-5080-045	PK-03	33.6%	8.3%	12.6%
CAPE MAY	WEST CAPE MAY BORO	<b>WEST CAPE MAY ELEMENTARY SCHOOL</b>	09-5610-050	PK-06	37.5%	6.2%	20%
HUDSON	JERSEY CITY	<b>CORNELIA F. BRADFORD SCHOOL</b>	17-2390-340	PK-05	33.9%	23.2%	3.4%
HUNTERDON	FLEMINGTON-RARITAN REG	<b>FRANCIS A. DESMARES ELEMENTARY SCHOOL</b>	19-1510-035	KG-04	33.1%	18.1%	7.2%
HUNTERDON	SOUTH HUNTERDON REGIONAL SCHOOL DISTRICT	<b>LAMBERTVILLE PUBLIC SCHOOL</b>	19-1376-020	PK-06	31.6%	7.4%	13.9%
MERCER	EAST WINDSOR REGIONAL	<b>ETHEL MCKNIGHT ELEMENTARY SCHOOL</b>	21-1245-055	KG-05	38.7%	17.4%	7.6%
MERCER	EAST WINDSOR REGIONAL	<b>PERRY L. DREW ELEMENTARY SCHOOL</b>	21-1245-075	KG-05	39.8%	13.6%	13.6%
MERCER	EAST WINDSOR REGIONAL	<b>WALTER C. BLACK ELEMENTARY SCHOOL</b>	21-1245-080	KG-05	31.4%	12.8%	6.4%
MERCER	LAWRENCE TWP	<b>SLACKWOOD ELEMENTARY SCHOOL</b>	21-2580-100	KG-03	37.2%	15.9%	11.4%
MIDDLESEX	OLD BRIDGE TWP	<b>MADISON PARK ELEMENTARY SCHOOL</b>	23-3845-120	KG-05	46.2%	12.8%	19%
MONMOUTH	EATONTOWN BORO	<b>WOODMERE</b>	25-1260-110	KG-06	36.6%	0%	29.4%
MONMOUTH	OCEAN TWP	<b>WAYSIDE ELEMENTARY SCHOOL</b>	25-3810-080	PK-04	36.6%	13.7%	17.9%
MORRIS	MORRIS SCHOOL DISTRICT	<b>NORMANDY PARK SCHOOL</b>	27-3385-100	KG-05	37.2%	21.5%	9.8%
MORRIS	MORRIS SCHOOL DISTRICT	<b>THOMAS JEFFERSON SCHOOL</b>	27-3385-110	03-05	31.6%	5.1%	14.5%
OCEAN	BRICK TWP	<b>OSBORNVILLE ELEMENTARY SCHOOL</b>	29-0530-070	KG-05	47.9%	16.2%	20.3%

**SCHOOL PEER GROUP**

**MERCER  
EAST WINDSOR REGIONAL**

**PERRY L. DREW ELEMENTARY SCHOOL  
70 TWIN RIVERS DRIVE NORTH  
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**GRADE SPAN KG-05**

OCEAN	EAGLESWOOD TWP	<b>EAGLESWOOD ELEMENTARY SCHOOL</b>	29-1150-020	PK-06	35.3%	2.9%	24.2%
OCEAN	JACKSON TWP	<b>SYLVIA ROSENAUER ELEMENTARY SCHOOL</b>	29-2360-040	PK-05	34.6%	8.6%	12.5%
OCEAN	LONG BEACH ISLAND	<b>LONG BEACH ISLAND GRADE SCHOOL</b>	29-2760-050	03-06	32%	4.1%	26.2%
PASSAIC	CLIFTON CITY	<b>SCHOOL #14</b>	31-0900-190	KG-05	37.1%	16.2%	10.6%
SOMERSET	FRANKLIN TWP	<b>HILLCREST SCHOOL</b>	35-1610-100	PK-04	37.6%	17.3%	7.8%
UNION	LINDEN CITY	<b>NUMBER 6</b>	39-2660-130	PK-05	59.1%	35.4%	9.7%
UNION	ROSELLE PARK BORO	<b>ERNEST J. FINIZIO JR. - ALDENE SCHOOL</b>	39-4550-060	PK-05	34.9%	11.6%	13.4%
UNION	ROSELLE PARK BORO	<b>ROBERT GORDON ELEMENTARY SCHOOL</b>	39-4550-080	KG-05	44.4%	14.9%	17.1%
UNION	SUMMIT CITY	<b>JEFFERSON ELEMENTARY SCHOOL</b>	39-5090-090	01-05	39%	11.5%	13.3%
WARREN	HACKETTSTOWN	<b>HATCHERY HILL ELEMENTARY SCHOOL</b>	41-1870-070	PK-04	32.5%	6.5%	14.8%



# State of New Jersey

2014-15

21-1245-080

## OVERVIEW

MERCER  
EAST WINDSOR REGIONAL

GRADE SPAN KG-05

WALTER C. BLACK ELEMENTARY SCHOOL  
371 STOCKTON STREET  
HIGHTSTOWN, NJ 08520

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.

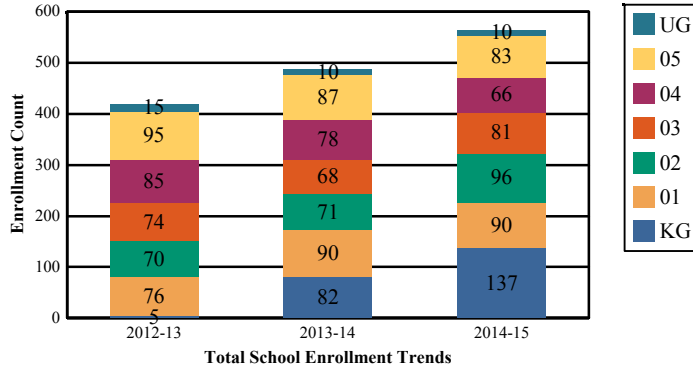
To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

**DEMOGRAPHIC INFORMATION**

MERCER  
EAST WINDSOR REGIONAL

**Enrollment by Grade**

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

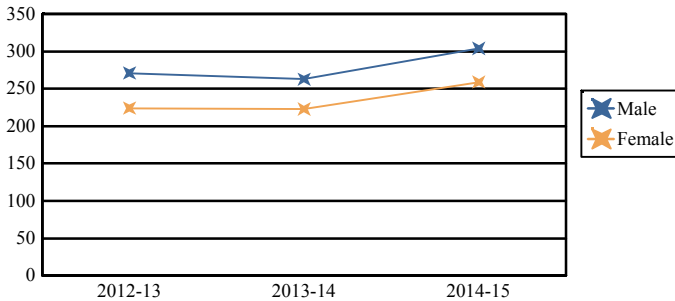


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	495
2013-14	486
2014-15	563

**Enrollment by Gender**

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

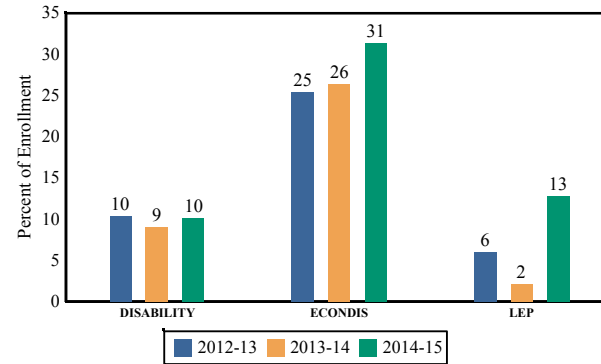


	Male	Female
2012-13	271	224
2013-14	263	223
2014-15	304	259

GRADE SPAN KG-05

**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.

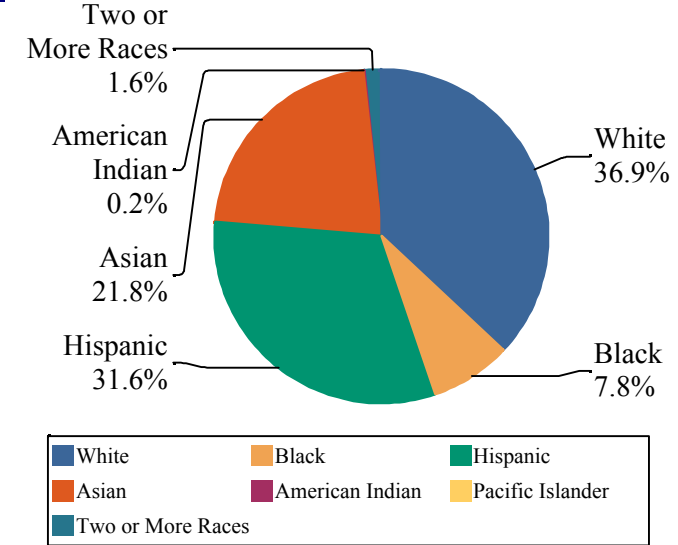


Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	57	10%
Economically Disadvantaged Students	177	31.4%
English Language Learners	72	12.8%

21-1245-080  
WALTER C. BLACK ELEMENTARY SCHOOL  
371 STOCKTON STREET  
HIGHTSTOWN, NJ 08520

**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	58.4%
Spanish	24.5%
Gujarati	3.6%
Punjabi	1.6%
Hindi	1.6%
Telugu	1.4%
Other	8.9%

**ACADEMIC ACHIEVEMENT**

MERCER  
EAST WINDSOR REGIONAL

GRADE SPAN KG-05

WALTER C. BLACK ELEMENTARY 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	62%	84	66
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	222	61.8%	95%	98.3%	YES
White	89	75.2%	95%	100%	YES
African American	-	-	--	--	--
Hispanic	55	40%	95%	98.3%	YES
American Indian	-	-	--	--	--
Asian	53	71.7%	95%	96.5%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	72	36.1%	95%	98.7%	YES

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**

MERCER  
EAST WINDSOR REGIONAL

WALTER C. BLACK ELEMENTARY SCHOOL  
371 STOCKTON STREET  
HIGHTSTOWN, NJ 08520

GRADE SPAN KG-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	221	63.3%	95%	97.5%	YES
White	89	65.2%	95%	100%	YES
African American	-	-	--	--	--
Hispanic	54	51.8%	95%	94.9%	YES
American Indian	-	-	--	--	--
Asian	53	79.2%	95%	96.5%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	71	47.9%	95%	96.1%	YES

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

**ACADEMIC ACHIEVEMENT**

MERCER  
EAST WINDSOR REGIONAL

WALTER C. BLACK ELEMENTARY SCHOOL  
371 STOCKTON STREET  
HIGHTSTOWN, NJ 08520

GRADE SPAN KG-05

**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	73	753	744	1%	11%	30%	58%	0%	58%	44%
White	29	759	753	0%	7%	24%	69%	0%	69%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	17	738	727	6%	24%	35%	35%	0%	35%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	21	760	769	0%	10%	29%	62%	0%	62%	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	24	739	724	4%	21%	46%	29%	0%	29%	24%

**ACADEMIC ACHIEVEMENT**

MERCER  
EAST WINDSOR REGIONAL

WALTER C. BLACK ELEMENTARY SCHOOL  
371 STOCKTON STREET  
HIGHTSTOWN, NJ 08520

GRADE SPAN KG-05

**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	69	755	751	4%	17%	17%	49%	12%	61%	52%
White	28	759	758	0%	18%	18%	54%	11%	64%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	20	743	737	15%	15%	20%	45%	5%	50%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	13	771	773	0%	8%	8%	54%	31%	85%	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	24	740	734	13%	21%	21%	42%	4%	46%	31%

**ACADEMIC ACHIEVEMENT**

MERCER  
EAST WINDSOR REGIONAL

WALTER C. BLACK ELEMENTARY SCHOOL  
371 STOCKTON STREET  
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GRADE SPAN KG-05

**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	3%	4%	28%	60%	6%	66%	53%
White	32	774	757	0%	3%	6%	81%	9%	91%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	18	745	737	6%	11%	50%	28%	6%	33%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	19	766	771	0%	0%	26%	68%	5%	74%	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	-	-	723	-	-	-	-	-	-	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	24	745	734	4%	8%	54%	29%	4%	33%	31%

**ACADEMIC ACHIEVEMENT**

MERCER  
EAST WINDSOR REGIONAL

WALTER C. BLACK ELEMENTARY SCHOOL  
371 STOCKTON STREET  
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GRADE SPAN KG-05

**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	73	760	746	1%	11%	22%	51%	15%	66%	46%
White	29	758	752	0%	7%	28%	62%	3%	66%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	17	751	733	6%	24%	12%	53%	6%	59%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	21	771	772	0%	10%	19%	29%	43%	71%	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	24	747	730	4%	21%	21%	50%	4%	54%	26%

**ACADEMIC ACHIEVEMENT**

MERCER  
EAST WINDSOR REGIONAL

WALTER C. BLACK ELEMENTARY SCHOOL  
371 STOCKTON STREET  
HIGHTSTOWN, NJ 08520

GRADE SPAN KG-05

**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	68	752	744	4%	18%	21%	50%	7%	57%	42%
White	28	753	749	0%	14%	32%	46%	7%	54%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	19	744	732	11%	21%	16%	53%	0%	53%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	13	769	769	0%	15%	0%	69%	15%	85%	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	23	738	730	13%	26%	13%	48%	0%	48%	23%

**ACADEMIC ACHIEVEMENT**

MERCER  
EAST WINDSOR REGIONAL

WALTER C. BLACK ELEMENTARY SCHOOL  
371 STOCKTON STREET  
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GRADE SPAN KG-05

**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	759	744	4%	5%	25%	53%	14%	66%	42%
White	32	768	749	0%	3%	22%	56%	19%	75%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	18	744	733	17%	11%	28%	28%	17%	44%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	19	769	768	0%	0%	16%	74%	11%	84%	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	24	745	731	8%	13%	38%	29%	13%	42%	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**

MERCER  
EAST WINDSOR REGIONAL

WALTER C. BLACK ELEMENTARY SCHOOL  
371 STOCKTON STREET  
HIGHTSTOWN, NJ 08520

GRADE SPAN KG-05

**NJASK Proficiency Trends - Science - Grade Level - 04**

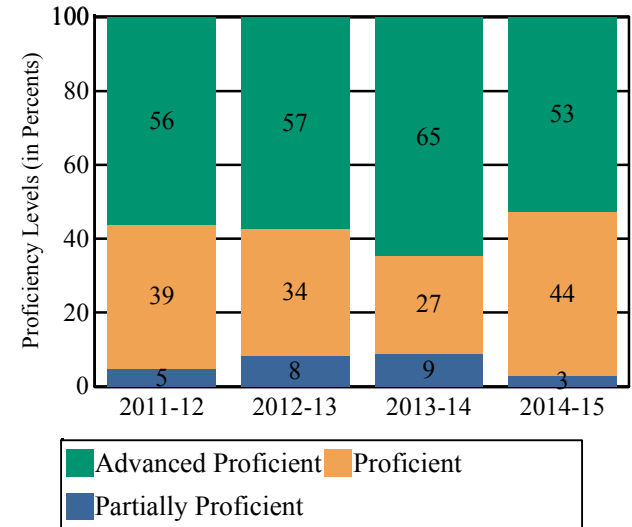
**NJASK Results - Science Grade Level - 04**

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

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	53%	44%	3%
White	68%	32%	0%
African American	-	-	-
Hispanic	26%	74%	0%
American Indian	-	-	-
Asian	80%	13%	7%
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	36%	64%	0%

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



**COLLEGE AND CAREER READINESS**

MERCER  
EAST WINDSOR REGIONAL

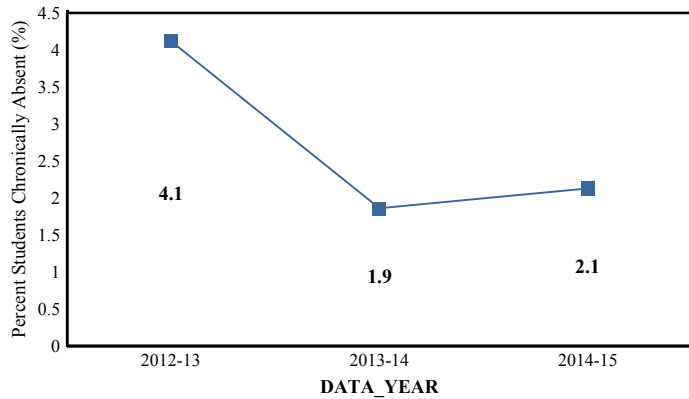
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HIGHTSTOWN, NJ 08520

GRADE SPAN KG-05

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**

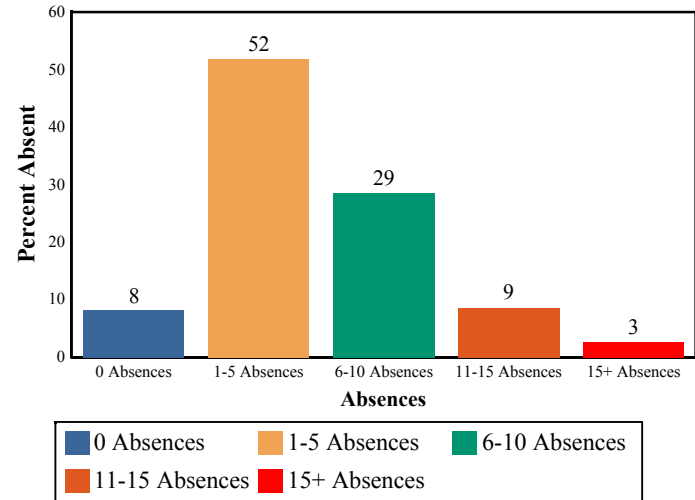
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



<b>Chronic Absenteeism for 2014-15</b>	<b>2.13%</b>
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**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**

MERCER  
EAST WINDSOR REGIONAL

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GRADE SPAN KG-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	52	36	53	35	YES
Student Growth on Math	57	58	66	35	YES
		47	60		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	3%	1%	0%
Partially Met	5%	2%	2%
Approached	7%	9%	7%
Met	11%	22%	21%
Exceeded	0%	2%	7%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	4%	0%	0%
Partially Met	7%	3%	1%
Approached	10%	10%	3%
Met	8%	14%	30%
Exceeded	0%	3%	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**

MERCER  
EAST WINDSOR REGIONAL

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HIGHTSTOWN, NJ 08520

GRADE SPAN KG-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	800	850
75th	771	770
50th	755	743
25th	738	715
0th	699	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	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	779	767
50th	759	745
25th	740	722
0th	698	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	45

**WITHIN SCHOOL ACHIEVEMENT GAP**

MERCER  
EAST WINDSOR REGIONAL

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GRADE SPAN KG-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	831	850
75th	772	773
50th	754	750
25th	732	728
0th	687	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	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	817	850
75th	783	773
50th	762	751
25th	746	728
0th	687	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	809	850
75th	771	764
50th	753	742
25th	728	721
0th	685	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	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	823	850
75th	781	763
50th	763	743
25th	742	723
0th	681	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	40

**SCHOOL CLIMATE**

MERCER

EAST WINDSOR REGIONAL

WALTER C. BLACK ELEMENTARY SCHOOL

371 STOCKTON STREET

HIGHTSTOWN, NJ 08520

GRADE SPAN KG-05

**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. 30 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	0.2%

**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. 30 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	469

**SCHOOL PEER GROUP**

**MERCER  
EAST WINDSOR REGIONAL**

**GRADE SPAN KG-05**

**WALTER C. BLACK ELEMENTARY SCHOOL  
371 STOCKTON STREET  
HIGHTSTOWN, NJ 08520**

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>GRADESPAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	CLIFFSIDE PARK BORO	<b>SCHOOL #4</b>	03-0890-060	PK-06	44.6%	11.3%	18.3%
BERGEN	EAST RUTHERFORD BORO	<b>MCKENZIE SCHOOL</b>	03-1230-080	PK-04	31.1%	13.1%	12.8%
BERGEN	SADDLE BROOK TWP	<b>FRANKLIN SCHOOL</b>	03-4610-080	KG-06	32.3%	3.3%	19%
BERGEN	TEANECK TWP	<b>JOHN GREENLEAF WHITTIER ELEMENTARY SCHOOL</b>	03-5150-150	KG-04	36.7%	7%	17.2%
BERGEN	WALLINGTON BORO	<b>JEFFERSON ELEMENTARY SCHOOL</b>	03-5430-060	KG-03	32.9%	11.1%	6.7%
CAMDEN	CHERRY HILL TWP	<b>JAMES JOHNSON ELEMENTARY SCHOOL</b>	07-0800-085	KG-05	31.5%	12.4%	15.2%
CAMDEN	STRATFORD BORO	<b>PARKVIEW ELEMENTARY SCHOOL</b>	07-5080-045	PK-03	33.6%	8.3%	12.6%
CAPE MAY	WEST CAPE MAY BORO	<b>WEST CAPE MAY ELEMENTARY SCHOOL</b>	09-5610-050	PK-06	37.5%	6.2%	20%
HUDSON	JERSEY CITY	<b>CORNELIA F. BRADFORD SCHOOL</b>	17-2390-340	PK-05	33.9%	23.2%	3.4%
HUNTERDON	FLEMINGTON-RARITAN REG	<b>FRANCIS A. DESMARES ELEMENTARY SCHOOL</b>	19-1510-035	KG-04	33.1%	18.1%	7.2%
HUNTERDON	SOUTH HUNTERDON REGIONAL SCHOOL DISTRICT	<b>LAMBERTVILLE PUBLIC SCHOOL</b>	19-1376-020	PK-06	31.6%	7.4%	13.9%
MERCER	EAST WINDSOR REGIONAL	<b>ETHEL MCKNIGHT ELEMENTARY SCHOOL</b>	21-1245-055	KG-05	38.7%	17.4%	7.6%
MERCER	EAST WINDSOR REGIONAL	<b>PERRY L. DREW ELEMENTARY SCHOOL</b>	21-1245-075	KG-05	39.8%	13.6%	13.6%
MERCER	EAST WINDSOR REGIONAL	<b>WALTER C. BLACK ELEMENTARY SCHOOL</b>	21-1245-080	KG-05	31.4%	12.8%	6.4%
MERCER	LAWRENCE TWP	<b>SLACKWOOD ELEMENTARY SCHOOL</b>	21-2580-100	KG-03	37.2%	15.9%	11.4%
MIDDLESEX	OLD BRIDGE TWP	<b>MADISON PARK ELEMENTARY SCHOOL</b>	23-3845-120	KG-05	46.2%	12.8%	19%
MONMOUTH	EATONTOWN BORO	<b>WOODMERE</b>	25-1260-110	KG-06	36.6%	0%	29.4%
MONMOUTH	OCEAN TWP	<b>WAYSIDE ELEMENTARY SCHOOL</b>	25-3810-080	PK-04	36.6%	13.7%	17.9%
MORRIS	MORRIS SCHOOL DISTRICT	<b>THOMAS JEFFERSON SCHOOL</b>	27-3385-110	03-05	31.6%	5.1%	14.5%
OCEAN	BERKELEY TWP	<b>BAYVILLE ELEMENTARY SCHOOL</b>	29-0320-020	PK-04	35.8%	6.6%	16.2%
OCEAN	BRICK TWP	<b>OSBORNVILLE ELEMENTARY SCHOOL</b>	29-0530-070	KG-05	47.9%	16.2%	20.3%

**SCHOOL PEER GROUP**

**MERCER  
EAST WINDSOR REGIONAL**

**WALTER C. BLACK ELEMENTARY SCHOOL  
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**GRADE SPAN KG-05**

OCEAN	EAGLESWOOD TWP	<b>EAGLESWOOD ELEMENTARY SCHOOL</b>	29-1150-020	PK-06	35.3%	2.9%	24.2%
OCEAN	JACKSON TWP	<b>SYLVIA ROSENAUER ELEMENTARY SCHOOL</b>	29-2360-040	PK-05	34.6%	8.6%	12.5%
OCEAN	LONG BEACH ISLAND	<b>LONG BEACH ISLAND GRADE SCHOOL</b>	29-2760-050	03-06	32%	4.1%	26.2%
PASSAIC	CLIFTON CITY	<b>SCHOOL #14</b>	31-0900-190	KG-05	37.1%	16.2%	10.6%
SOMERSET	FRANKLIN TWP	<b>HILLCREST SCHOOL</b>	35-1610-100	PK-04	37.6%	17.3%	7.8%
UNION	LINDEN CITY	<b>NUMBER 6</b>	39-2660-130	PK-05	59.1%	35.4%	9.7%
UNION	ROSELLE PARK BORO	<b>ERNEST J. FINIZIO JR. - ALDENE SCHOOL</b>	39-4550-060	PK-05	34.9%	11.6%	13.4%
UNION	ROSELLE PARK BORO	<b>ROBERT GORDON ELEMENTARY SCHOOL</b>	39-4550-080	KG-05	44.4%	14.9%	17.1%
UNION	SUMMIT CITY	<b>JEFFERSON ELEMENTARY SCHOOL</b>	39-5090-090	01-05	39%	11.5%	13.3%
WARREN	HACKETTSTOWN	<b>HATCHERY HILL ELEMENTARY SCHOOL</b>	41-1870-070	PK-04	32.5%	6.5%	14.8%