

OVERVIEW

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MIDDLESEX BORO

GRADE SPAN 09-12

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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**

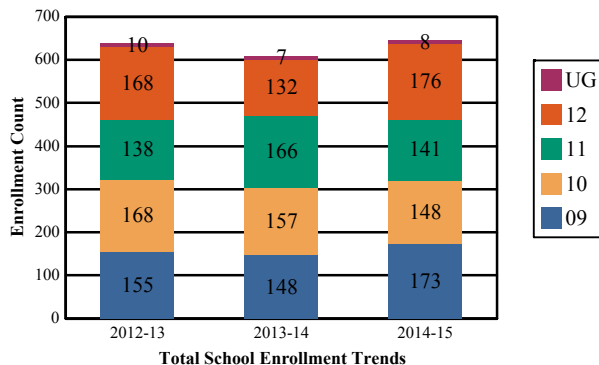
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**Enrollment by Ethnic/Racial Subgroup**

**Enrollment by Grade**

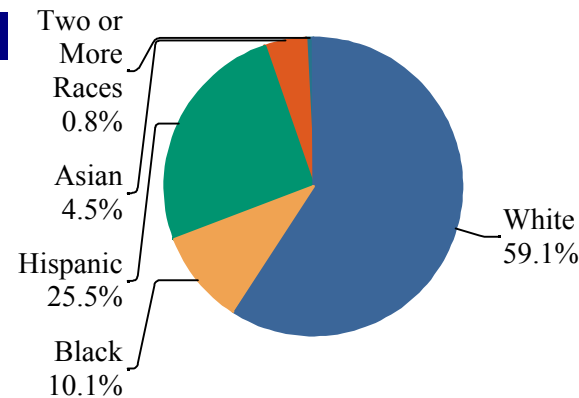
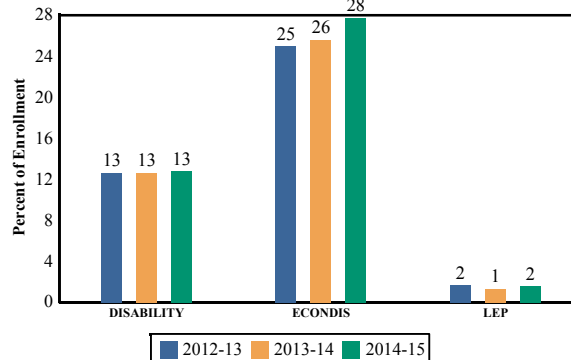
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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.

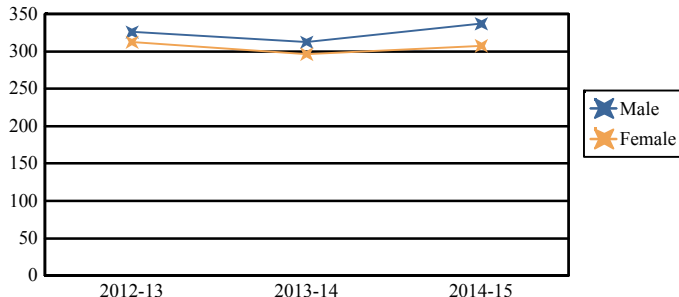


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	639
2013-14	609
2014-15	645

**Enrollment by Gender**

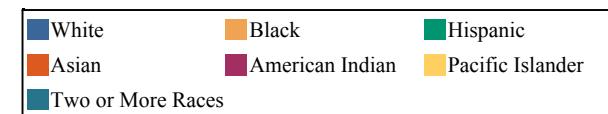
This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	326	313
2013-14	313	297
2014-15	337	308

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	83	13%
Economically Disadvantaged Students	179	27.8%
English Language Learners	10	1.6%



**Language Diversity**

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

2014-15	Percent
English	80.1%
Spanish	15.2%
Vietnamese	1.1%
Arabic	0.8%
Urdu	0.6%
Hindi	0.3%
Other	1.9%

**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>53%</b>	<b>84</b>	<b>78</b>
Math Met or Exceeded Expectation	<b>41%</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	273	53.2%	95%	88.2%	<b>NO</b>
White	166	54.9%	95%	86.1%	<b>NO</b>
African American	-	-	--	--	--
Hispanic	68	58.8%	95%	91.5%	<b>YES*</b>
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	40	20%	95%	93.5%	<b>YES*</b>
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	70	42.9%	95%	88.5%	<b>NO</b>

**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	272	40.5%	95%	87.7%	NO
White	166	42.8%	95%	85.3%	NO
African American	-	-	--	--	--
Hispanic	68	44.1%	95%	91.5%	YES*
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	69	31.9%	95%	87.4%	NO

**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**

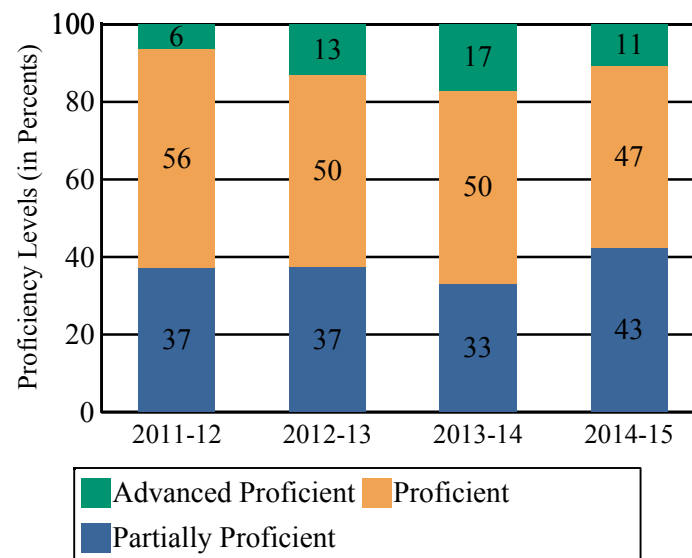
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

Subgroups	Advanced	Proficient	Partially Proficient
Schoolwide	11%	47%	43%
White	12%	48%	39%
African American	-	-	-
Hispanic	12%	49%	39%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	6%	48%	46%

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	162	752	739	9%	11%	23%	48%	9%	57%	41%
White	99	753	746	9%	10%	23%	45%	12%	58%	47%
African American	14	739	723	7%	21%	36%	36%	0%	36%	23%
Hispanic	40	756	725	8%	5%	23%	60%	5%	65%	26%
American Indian	-	-	732	-	-	-	-	-	-	33%
Asian	-	-	765	-	-	-	-	-	-	68%
Two or More Races	-	-	731	-	-	-	-	-	-	36%
Students with Disability	18	703	706	56%	17%	17%	11%	0%	11%	9%
English Language Learners	-	-	693	-	-	-	-	-	-	5%
Economically Disadvantaged Students	49	741	724	12%	18%	22%	47%	0%	47%	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	107	746	735	19%	18%	17%	25%	21%	47%	38%
White	64	751	741	17%	17%	17%	25%	23%	48%	43%
African American	-	-	717	-	-	-	-	-	-	22%
Hispanic	27	744	720	19%	11%	19%	37%	15%	52%	24%
American Indian	-	-	725	-	-	-	-	-	-	27%
Asian	-	-	763	-	-	-	-	-	-	62%
Two or More Races	-	-	729	-	-	-	-	-	-	34%
Students with Disability	18	709	698	39%	33%	11%	11%	6%	17%	8%
English Language Learners	-	-	685	-	-	-	-	-	-	4%
Economically Disadvantaged Students	19	732	718	21%	32%	16%	21%	11%	32%	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	124	760	741	8%	10%	24%	34%	24%	58%	42%
White	63	759	745	10%	11%	22%	30%	27%	57%	46%
African American	13	745	727	8%	15%	38%	23%	15%	38%	27%
Hispanic	37	768	731	3%	3%	24%	46%	24%	70%	31%
American Indian	-	-	745	-	-	-	-	-	-	38%
Asian	-	-	765	-	-	-	-	-	-	64%
Two or More Races	-	-	738	-	-	-	-	-	-	38%
Students with Disability	18	714	712	28%	17%	33%	22%	0%	22%	16%
English Language Learners	-	-	703	-	-	-	-	-	-	6%
Economically Disadvantaged Students	35	757	730	6%	6%	40%	31%	17%	49%	30%

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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	140	743	740	4%	17%	39%	40%	1%	41%	40%
White	78	745	746	4%	15%	37%	44%	0%	44%	47%
African American	16	734	722	0%	25%	56%	19%	0%	19%	20%
Hispanic	38	745	725	5%	16%	32%	45%	3%	47%	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	-	-	769	-	-	-	-	-	-	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	17	712	710	24%	59%	6%	12%	0%	12%	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	48	736	725	4%	25%	42%	29%	0%	29%	21%

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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	112	736	728	7%	31%	27%	34%	1%	35%	21%
White	73	738	731	7%	27%	29%	36%	1%	37%	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	27	735	718	7%	33%	22%	37%	0%	37%	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	-	-	751	-	-	-	-	-	-	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	19	735	718	5%	37%	16%	42%	0%	42%	8%

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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	121	739	721	8%	24%	31%	35%	2%	36%	24%
White	64	741	725	8%	25%	30%	36%	2%	38%	27%
African American	14	723	701	7%	50%	21%	21%	0%	21%	8%
Hispanic	35	745	706	6%	9%	43%	40%	3%	43%	10%
American Indian	-	-	720	-	-	-	-	-	-	23%
Asian	-	-	751	-	-	-	-	-	-	53%
Two or More Races	-	-	716	-	-	-	-	-	-	21%
Students with Disability	-	-	691	-	-	-	-	-	-	4%
English Language Learners	-	-	694	-	-	-	-	-	-	6%
Economically Disadvantaged Students	32	728	705	13%	25%	41%	22%	0%	22%	9%

**COLLEGE AND CAREER READINESS**

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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	76%	23	35	80%	NO
Percent of Students Participating in PSAT or PLAN	97%	81	75	60%	YES
Percent of Students Scoring Above 1550 on SAT	35%	23	46	40%	NO
Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science	14%	26	30	35%	NO
Percent of AP Tests $\geq 3$ or IB Test $\geq 4$ in English, Math, Social Studies or Science	75%	55	65	75%	YES
<b>Summary</b>		42	50		40%

**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	74.4%	79.1%	79.1%
Participating in ACT	10.8%		25.2%
Participating in PSAT or PLAN	96.9%	80.4%	79.6%
Participating in Dual Enrollment	2.2%		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	18.3%	37.3%	36.3%
One or More Test	16.1%	32.4%	30.7%
At least one AP or IB Test in English, Math, Social Studies or Science	13.9%	27.3%	25.3%

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

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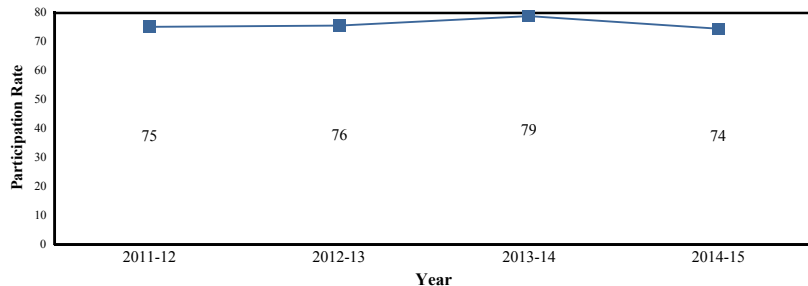
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**Participation Trends - SAT Testing**

**Participation Trends - SAT Testing**

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



**AP /IB Test Results**

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

2014-15	School	Peer Avg.	State Avg.
Percent of AP Tests >= 3 or IB Test >= 4	80.4%	72.1%	72.4%
Percent of Scores in AP >= 3 or IB >= 4 in English, Math, Social Studies or Science	75.0%	72.7%	69.7%

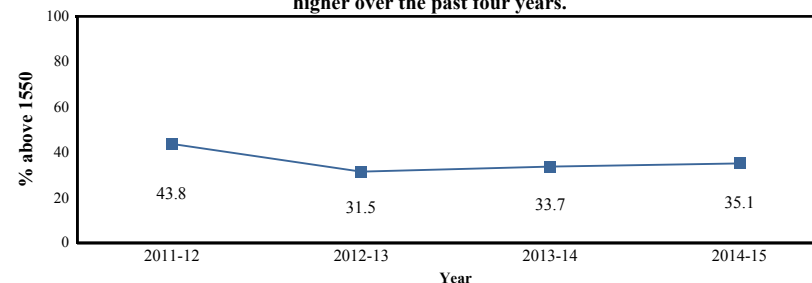
**Scholastic Assessment Test (SAT) Results**

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	35.1%	45.9%	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	1,474	1,539	1,508
Critical Reading	480	502	496
Mathematics	516	530	518
Writing	478	507	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	540	575	545
50th Percentile	470	520	460
25th Percentile	415	445	420

**COLLEGE AND CAREER READINESS**

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**AP/IB Courses Offered**

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

AP/IB Course Name	Students Enrolled	Students Tested
AP Calculus AB	20	17
AP Biology	20	19
AP English Language and Composition	15	14
AP Physics 1	14	14
AP Spanish Language	14	10
AP Chemistry	9	9
AP European History	7	4
AP English Literature and Composition	1	1

**COLLEGE AND CAREER READINESS**

MIDDLESEX  
MIDDLESEX BORO

GRADE SPAN 09-12

MIDDLESEX HIGH SCHOOL  
300 JOHN F. KENNEDY DRIVE  
MIDDLESEX, NJ 08846-1489

**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	8.0%	2.1%
Drama/Theater	6.4%	3.8%
Music	24.0%	17.8%
Visual Arts	43.8%	31.7%
<b>Total: All Visual and Performing Arts</b>	<b>66.9%</b>	<b>49.9%</b>

N/R - Data Not Reported

**Participation in Career Readiness**

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

Percent of Students Enrolled	School	State
Participating in CTE	0.5%	18.3%
Structured Learning Experience	6.5%	7.0%

N/R - Data Not Reported



**GRADUATION AND POSTSECONDARY**

**MIDDLESEX  
MIDDLESEX BORO**

**MIDDLESEX HIGH SCHOOL  
300 JOHN F. KENNEDY DRIVE  
MIDDLESEX, NJ 08846-1489**

**GRADE SPAN 09-12**

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>91%</b>	<b>26</b>	<b>36</b>	<b>78%</b>	<b>YES</b>
<b>Dropout Rate</b>	<b>0.8%</b>	<b>16</b>	<b>37</b>	<b>2%</b>	<b>YES</b>
<b>SUMMARY - Graduation &amp; Post-Secondary</b>		<b>21</b>	<b>37</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>	91%	78%
White	91%	
African American	-	
Hispanic	88%	
American Indian	-	
Asian	-	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	-	
English Language Learners	-	
Economically Disadvantaged Students	84%	

**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>	.8%	2%
White	.8%	
African American	0%	
Hispanic	1.2%	
American Indian	-	
Asian	-	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	1.2%	
English Language Learners	-	
Economically Disadvantaged Students	0%	

**GRADUATION AND POSTSECONDARY**

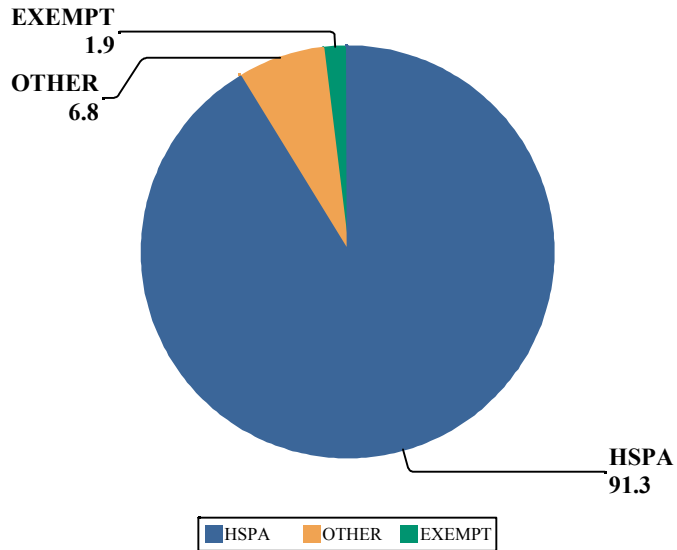
MIDDLESEX  
MIDDLESEX BORO

GRADE SPAN 09-12

23-3140-050  
MIDDLESEX HIGH SCHOOL  
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MIDDLESEX, NJ 08846-1489

**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	89%	92%
2013	95%	98%
2014	89%	93%
2015	91%	

**GRADUATION AND POSTSECONDARY**

MIDDLESEX  
MIDDLESEX BORO

GRADE SPAN 09-12

MIDDLESEX HIGH SCHOOL  
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**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>	83%	49.5%	50.5%
White	83.5%	40.9%	59.1%
African American	-	-	-
Hispanic	76.3%	69%	31%
Asian	-	-	-
American Indian	-	-	-
Native Hawaiian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

**WITHIN SCHOOL ACHIEVEMENT GAP**

MIDDLESEX  
MIDDLESEX BORO

GRADE SPAN 09-12

MIDDLESEX HIGH SCHOOL  
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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 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	828	850
75th	774	766
50th	755	739
25th	736	710
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	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	799	821
75th	758	762
50th	743	735
25th	729	711
0th	656	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	29	51

**WITHIN SCHOOL ACHIEVEMENT GAP**

MIDDLESEX  
MIDDLESEX BORO

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	784	766
50th	744	733
25th	708	699
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	76	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	841	850
75th	791	768
50th	758	740
25th	733	711
0th	672	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	58	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	780	793
75th	755	747
50th	738	726
25th	716	710
0th	686	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	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	763	748
50th	742	718
25th	716	692
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	47	56

**SCHOOL CLIMATE**

MIDDLESEX  
MIDDLESEX BORO

**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. 26 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	4.8%

**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. 24 Mins.
Shared Time	3 Hrs. 28 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	11
Administrators	322

**SCHOOL PEER GROUP**

**MIDDLESEX  
MIDDLESEX BORO**

**GRADE SPAN 09-12**

**MIDDLESEX HIGH SCHOOL  
300 JOHN F. KENNEDY DRIVE  
MIDDLESEX, NJ 08846-1489**

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>
BERGEN	FORT LEE BORO	<b>FORT LEE HIGH SCHOOL</b>	03-1550-050	09-12	24%	5.7%	13.3%
BERGEN	HASBROUCK HEIGHTS BORO	<b>HASBROUCK HEIGHTS HIGH SCHOOL</b>	03-2080-050	09-12	17.8%	1.8%	12.4%
BERGEN	LEONIA BORO	<b>LEONIA HIGH SCHOOL</b>	03-2620-050	09-12	16.6%	6.1%	12.3%
BERGEN	LYNDHURST TWP	<b>LYNDHURST HIGH SCHOOL</b>	03-2860-050	09-12	22.6%	1.8%	15.5%
BERGEN	NORTH ARLINGTON BORO	<b>NORTH ARLINGTON HIGH SCHOOL</b>	03-3600-050	09-12	20.6%	1.2%	17.1%
BERGEN	RIDGEFIELD BORO	<b>RIDGEFIELD MEMORIAL HIGH SCHOOL</b>	03-4370-050	09-12	25.2%	2.2%	27.2%
BERGEN	TEANECK TWP	<b>TEANECK HIGH SCHOOL</b>	03-5150-050	09-12	26%	1.3%	18.5%
BERGEN	WOOD-RIDGE BORO	<b>WOOD-RIDGE HIGH SCHOOL</b>	03-5830-050	09-12	24.8%	1.6%	13.9%
BURLINGTON	BORDENTOWN REGIONAL	<b>BORDENTOWN REGIONAL HIGH SCHOOL</b>	05-0475-050	09-12	25.8%	2.2%	12.3%
BURLINGTON	BURLINGTON TWP	<b>BURLINGTON TOWNSHIP HIGH SCHOOL</b>	05-0620-010	09-12	23.1%	1.8%	12.6%
CAMDEN	BLACK HORSE PIKE REGIONAL	<b>TRITON REGIONAL HIGH SCHOOL</b>	07-0390-050	09-12	29.4%	2%	17.2%
CAMDEN	CHERRY HILL TWP	<b>CHERRY HILL HIGH SCHOOL WEST</b>	07-0800-040	09-12	29.8%	1%	19.2%
MERCER	LAWRENCE TWP	<b>LAWRENCE HIGH SCHOOL</b>	21-2580-040	09-12	24.2%	2.6%	15.3%
MIDDLESEX	EDISON TWP	<b>JOHN P. STEVENS HIGH SCHOOL</b>	23-1290-053	09-12	18.7%	2.2%	7.8%
<b>MIDDLESEX</b>	<b>MIDDLESEX BORO</b>	<b>MIDDLESEX HIGH SCHOOL</b>	<b>23-3140-050</b>	<b>09-12</b>	<b>27.8%</b>	<b>1.6%</b>	<b>12.2%</b>
MIDDLESEX	OLD BRIDGE TWP	<b>OLD BRIDGE HIGH SCHOOL</b>	23-3845-040	09-12	26.1%	1.7%	13.9%
MIDDLESEX	SOUTH PLAINFIELD BORO	<b>SOUTH PLAINFIELD HIGH SCHOOL</b>	23-4910-050	09-12	29.4%	1.2%	12.6%
MONMOUTH	HENRY HUDSON REGIONAL	<b>HENRY HUDSON REGIONAL SCHOOL</b>	25-2120-050	07-12	23.4%	2%	19.9%
MONMOUTH	OCEAN TWP	<b>OCEAN TOWNSHIP HIGH SCHOOL</b>	25-3810-030	09-12	26.2%	3.3%	16.3%
MONMOUTH	RED BANK REGIONAL	<b>RED BANK REGIONAL HIGH SCHOOL</b>	25-4365-050	09-12	22.8%	1.7%	11.4%
MORRIS	BOONTON TOWN	<b>BOONTON HIGH SCHOOL</b>	27-0450-020	09-12	16.5%	1.8%	17%
MORRIS	MORRIS HILLS REGIONAL	<b>MORRIS HILLS HIGH SCHOOL</b>	27-3370-050	09-12	23.3%	2.4%	11.1%
MORRIS	MORRIS SCHOOL DISTRICT	<b>MORRISTOWN HIGH SCHOOL</b>	27-3385-050	09-12	26.9%	8.2%	11.6%

**SCHOOL PEER GROUP**

MIDDLESEX

MIDDLESEX BORO

GRADE SPAN 09-12

MIDDLESEX HIGH SCHOOL  
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MORRIS	PARSIPPANY-TROY HILLS TWP	PARSIPPANY HIGH SCHOOL	27-3950-050	09-12	21.9%	2.5%	15.5%
MORRIS	PARSIPPANY-TROY HILLS TWP	PARSIPPANY HILLS HIGH SCHOOL	27-3950-053	09-12	14.6%	1.8%	15.1%
PASSAIC	HAWTHORNE BORO	HAWTHORNE HIGH SCHOOL	31-2100-050	09-12	24.1%	1.5%	19%
PASSAIC	PASSAIC VALLEY REGIONAL	PASSAIC VALLEY REGIONAL HIGH SCHOOL	31-3990-050	09-12	24.5%	1.3%	12.2%
SOMERSET	SOMERVILLE BORO	SOMERVILLE HIGH SCHOOL	35-4820-050	09-12	15%	2.2%	10.9%
SUSSEX	HOPATCONG	HOPATCONG HIGH SCHOOL	37-2240-030	09-12	28.3%	0.7%	23.6%
UNION	SUMMIT CITY	SUMMIT HIGH SCHOOL	39-5090-050	09-12	17.5%	2.5%	11.5%
WARREN	HACKETTSTOWN	HACKETTSTOWN HIGH SCHOOL	41-1870-050	09-12	13%	2.1%	14.2%



OVERVIEW

MIDDLESEX

MIDDLESEX BORO

GRADE SPAN PK-03

HAZELWOOD ELEMENTARY SCHOOL

800 HAZELWOOD AVENUE

MIDDLESEX, NJ 08846

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/>.

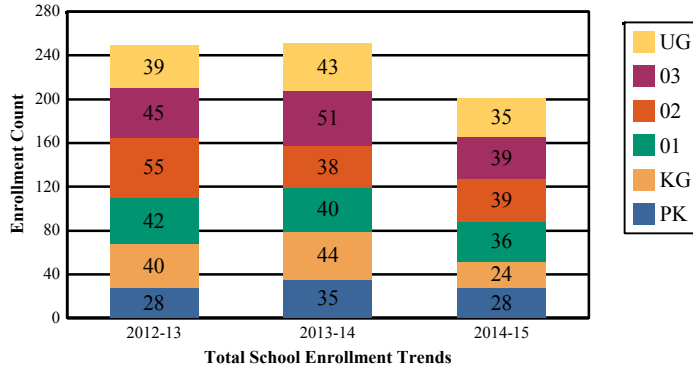
**DEMOGRAPHIC INFORMATION**

MIDDLESEX  
MIDDLESEX BORO

GRADE SPAN PK-03

**Enrollment by Grade**

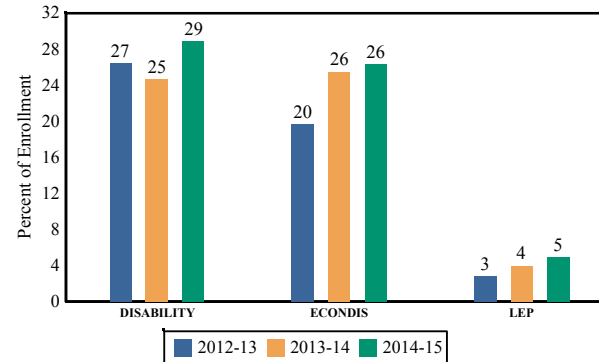
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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.

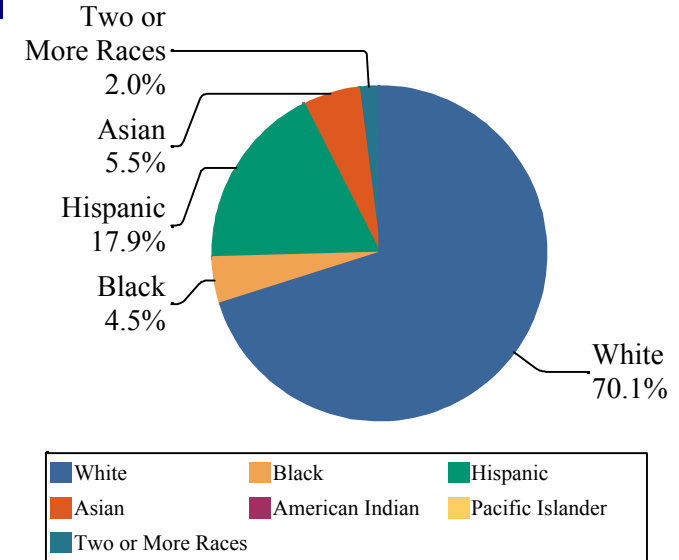
**Enrollment Trends by Program Participation**

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



**Enrollment by Ethnic/Racial Subgroup**

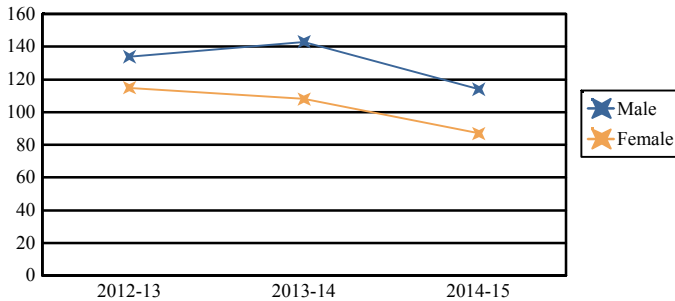
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	249
2013-14	251
2014-15	201

**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	134	115
2013-14	143	108
2014-15	114	87

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	58	29%
Economically Disadvantaged Students	53	26.4%
English Language Learners	10	5.0%

**Language Diversity**

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

2014-15	Percent
English	87.0%
Spanish	7.2%
Vietnamese	2.4%
Chinese	1.4%
Arabic	1.4%
Thai	0.5%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
MIDDLESEX BORO

GRADE SPAN PK-03

HAZELWOOD ELEMENTARY SCHOOL  
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MIDDLESEX, NJ 08846

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	46%	17	37
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	37	45.9%	95%	95%	YES
White	32	53.2%	95%	97.1%	-
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES\* = Met Participation Rate (Participation Averaging applied)

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

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
MIDDLESEX BORO

GRADE SPAN PK-03

HAZELWOOD ELEMENTARY SCHOOL  
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MIDDLESEX, NJ 08846

**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	37	37.8%	95%	95%	YES
White	32	37.5%	95%	97.1%	-
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

**YES\* = Met Participation Rate (Participation Averaging applied)**

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

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
MIDDLESEX BORO

GRADE SPAN PK-03

HAZELWOOD ELEMENTARY SCHOOL  
800 HAZELWOOD AVENUE  
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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>

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
MIDDLESEX BORO

GRADE SPAN PK-03

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MIDDLESEX, NJ 08846

**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	37	744	744	16%	16%	22%	38%	8%	46%	44%
White	32	752	753	9%	19%	19%	44%	9%	53%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
MIDDLESEX BORO

GRADE SPAN PK-03

HAZELWOOD ELEMENTARY SCHOOL  
800 HAZELWOOD AVENUE  
MIDDLESEX, NJ 08846

**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	37	734	746	14%	19%	30%	35%	3%	38%	46%
White	32	738	752	9%	19%	34%	34%	3%	38%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	26%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
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GRADE SPAN PK-03

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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



**COLLEGE AND CAREER READINESS**

MIDDLESEX

MIDDLESEX BORO

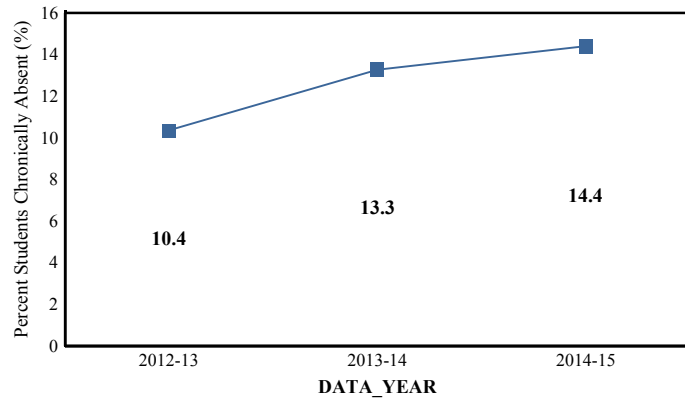
HAZELWOOD ELEMENTARY SCHOOL  
800 HAZELWOOD AVENUE  
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GRADE SPAN PK-03

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.

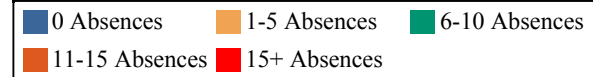
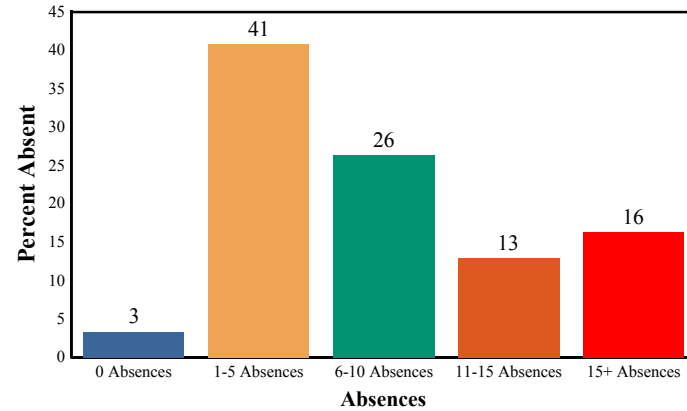


**Chronic Absenteeism for 2014-15**

**14.42%**

**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.



**WITHIN SCHOOL ACHIEVEMENT GAP**

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GRADE SPAN PK-03

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	820	850
75th	773	770
50th	749	743
25th	715	715
0th	656	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	58	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	794	850
75th	757	767
50th	736	745
25th	717	722
0th	671	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	45

### 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. 35 Mins.

### Student Suspension Rate

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

	School
2014-15	1.0%

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	6 Hrs. 5 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	11
Administrators	201

**SCHOOL PEER GROUP**

MIDDLESEX  
MIDDLESEX BORO

GRADE SPAN PK-03

HAZELWOOD ELEMENTARY SCHOOL  
800 HAZELWOOD AVENUE  
MIDDLESEX, NJ 08846

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	EDGEWATER BORO	ELEANOR VAN GELDER	03-1270-050	03-06	20%	5.5%	8.8%
BURLINGTON	LUMBERTON TWP	ASHBROOK ELEMENTARY SCHOOL	05-2850-010	02-03	25.6%	1%	22.6%
BURLINGTON	MOUNT LAUREL TWP	FLEETWOOD ELEMENTARY SCHOOL	05-3440-045	PK-04	20%	3.6%	12.2%
BURLINGTON	MOUNT LAUREL TWP	HILLSIDE ELEMENTARY SCHOOL	05-3440-050	PK-04	14.6%	0%	9.5%
CAMDEN	VOORHEES TWP	OSAGE SCHOOL	07-5400-090	KG-05	20.6%	5.1%	9.9%
CHARTERS	HOLA HOBOKEN DUAL LANG CS	HOBOKEN DUAL LANGUAGE CHARTER SCHOOL	80-6036-921	KG-06	11.7%	0%	6.2%
ESSEX	MONTCLAIR TOWN	NORTHEAST ELEMENTARY SCHOOL	13-3310-140	KG-05	18.4%	2.3%	11.6%
ESSEX	WEST ORANGE TOWN	GREGORY ELEMENTARY SCHOOL	13-5680-120	KG-05	24.2%	3.1%	17.6%
GLOUCESTER	MANTUA TWP	CENTRE CITY ELEMENTARY SCHOOL	15-2990-030	PK-03	21%	0.6%	17.1%
GLOUCESTER	WASHINGTON TWP	BIRCHES ELEMENTARY SCHOOL	15-5500-027	01-05	23.3%	0%	21.5%
GLOUCESTER	WOODBURY HEIGHTS BORO	WOODBURY HEIGHTS ELEMENTARY	15-5870-050	KG-06	20.9%	0%	18.6%
HUNTERDON	FLEMINGTON-RARITAN REG	ROBERT HUNTER ELEMENTARY SCHOOL	19-1510-050	KG-04	25.1%	5.7%	15.7%
MERCER	HAMILTON TWP	SAYEN ELEMENTARY SCHOOL	21-1950-240	PK-05	15.1%	0.4%	10.7%
MERCER	HAMILTON TWP	YARDVILLE HEIGHTS ELEMENTARY SCHOOL	21-1950-270	PK-05	20.9%	2.1%	15.8%
MERCER	LAWRENCE TWP	BEN FRANKLIN ELEMENTARY	21-2580-070	PK-03	17.7%	2.7%	9.9%
MERCER	PRINCETON REGIONAL	JOHNSON PARK SCHOOL	21-4255-070	PK-05	23.9%	3.7%	17.1%
MIDDLESEX	EAST BRUNSWICK TWP	CHITTICK ELEMENTARY SCHOOL	23-1170-125	KG-05	16.8%	0%	12.3%
MIDDLESEX	MIDDLESEX BORO	HAZELWOOD ELEMENTARY SCHOOL	23-3140-065	PK-03	26.4%	5%	17.9%
MIDDLESEX	OLD BRIDGE TWP	RAYMOND E. VOORHEES ELEMENTARY SCHOOL	23-3845-140	KG-05	20.8%	0%	17.9%
MIDDLESEX	SOUTH BRUNSWICK TWP	GREENBROOK ELEMENTARY SCHOOL	23-4860-095	KG-05	25.5%	6%	15.6%
MIDDLESEX	WOODBURGE TWP	OAK RIDGE HEIGHTS SCHOOL	23-5850-240	KG-05	11.3%	0%	4.7%
MONMOUTH	HAZLET TWP	MIDDLE ROAD SCHOOL	25-2105-090	01-04	18.9%	0%	14.5%

**SCHOOL PEER GROUP**

MIDDLESEX

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HAZELWOOD ELEMENTARY SCHOOL  
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GRADE SPAN PK-03

MONMOUTH	HOWELL TWP	<b>EDITH M. GRIEBLING ELEMENTARY SCHOOL</b>	25-2290-020	KG-05	18.8%	1.1%	12.8%
MONMOUTH	TINTON FALLS	<b>SWIMMING RIVER SCHOOL</b>	25-5185-050	04-05	22.2%	1.5%	16.8%
OCEAN	BARNEGAT TWP	<b>CECIL S COLLINS ELEMENTARY SCHOOL</b>	29-0185-015	PK-05	22.2%	0.5%	17.7%
OCEAN	BRICK TWP	<b>MIDSTREAMS ELEMENTARY SCHOOL</b>	29-0530-060	KG-05	20.2%	0%	17.7%
OCEAN	JACKSON TWP	<b>ELMS ELEMENTARY SCHOOL</b>	29-2360-035	PK-05	13.7%	0%	8.7%
OCEAN	STAFFORD TWP	<b>STAFFORD INTERMEDIATE SCHOOL</b>	29-5020-070	02-06	24.6%	0.6%	20.6%
OCEAN	TOMS RIVER REGIONAL	<b>NORTH DOVER ELEMENTARY SCHOOL</b>	29-5190-080	KG-05	16.5%	0%	11.5%
PASSAIC	HAWTHORNE BORO	<b>ROOSEVELT ELEMENTARY SCHOOL</b>	31-2100-080	KG-05	23.2%	2.3%	16.7%
PASSAIC	NORTH HALEDON BORO	<b>MEMORIAL ELEMENTARY SCHOOL</b>	31-3640-060	KG-04	17.6%	0.5%	12.6%



# State of New Jersey 2014-15

23-3140-070

## OVERVIEW

MIDDLESEX

MIDDLESEX BORO

GRADE SPAN KG-03

PARKER ELEMENTARY SCHOOL

SOUTH LINCOLN AVENUE

MIDDLESEX, NJ 08846

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/>.

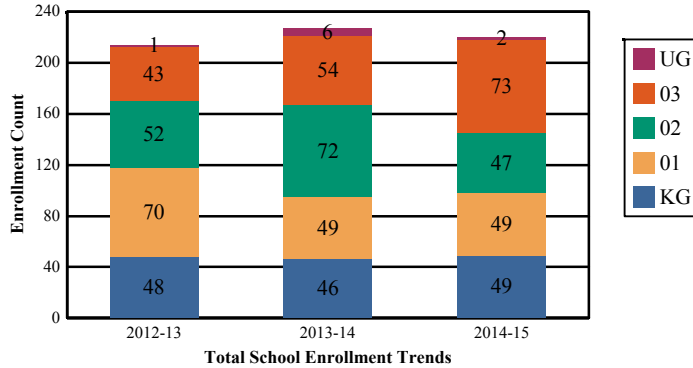
**DEMOGRAPHIC INFORMATION**

MIDDLESEX  
MIDDLESEX BORO

GRADE SPAN KG-03

**Enrollment by Grade**

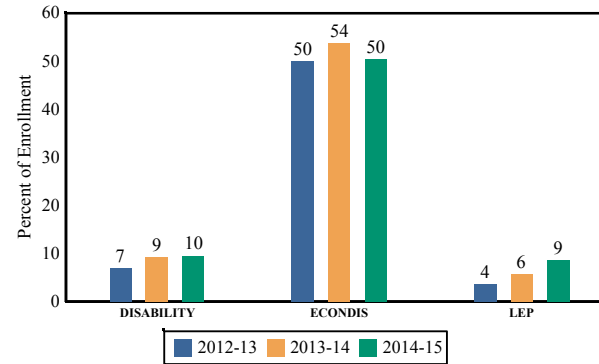
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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.

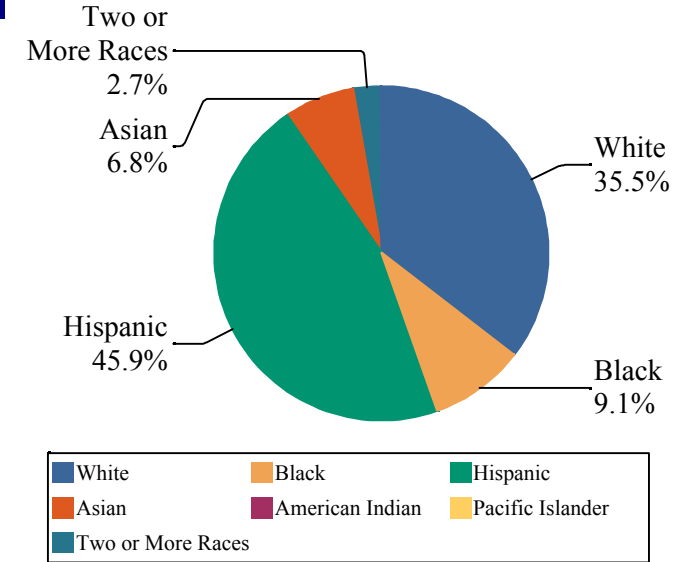
**Enrollment Trends by Program Participation**

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



**Enrollment by Ethnic/Racial Subgroup**

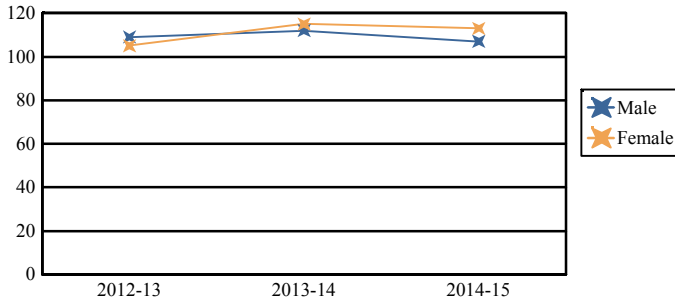
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	214
2013-14	227
2014-15	220

**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	109	105
2013-14	112	115
2014-15	107	113

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	21	10%
Economically Disadvantaged Students	111	50.5%
English Language Learners	19	8.6%

**Language Diversity**

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

2014-15	Percent
English	67.0%
Spanish	24.4%
Arabic	2.3%
Vietnamese	2.3%
Polish	0.5%
Urdu	0.5%
Other	3.2%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
MIDDLESEX BORO

GRADE SPAN KG-03

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	35%	33	20
Math Met or Exceeded Expectation	39%		

**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	69	34.8%	95%	98.7%	YES
White	-	-	--	--	--
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES\* = Met Participation Rate (Participation Averaging applied)

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



**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
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GRADE SPAN KG-03

**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	69	39.1%	95%	98.7%	YES
White	-	-	--	--	--
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

**YES\* = Met Participation Rate (Participation Averaging applied)**

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

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
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GRADE SPAN KG-03

PARKER ELEMENTARY SCHOOL  
SOUTH LINCOLN AVENUE  
MIDDLESEX, NJ 08846

**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**

MIDDLESEX  
MIDDLESEX BORO

GRADE SPAN KG-03

PARKER ELEMENTARY SCHOOL  
SOUTH LINCOLN AVENUE  
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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	69	741	744	6%	23%	36%	35%	0%	35%	44%
White	27	736	753	4%	30%	41%	26%	0%	26%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	28	738	727	11%	18%	39%	32%	0%	32%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	27	736	724	4%	33%	37%	26%	0%	26%	24%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
MIDDLESEX BORO

GRADE SPAN KG-03

PARKER ELEMENTARY SCHOOL  
SOUTH LINCOLN AVENUE  
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**PARCC MATH - Performance Distribution - Grade - 03**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	69	739	746	4%	23%	33%	36%	3%	39%	46%
White	27	738	752	4%	15%	48%	33%	0%	33%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	28	736	733	7%	32%	29%	25%	7%	32%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	27	733	730	4%	37%	33%	26%	0%	26%	26%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
MIDDLESEX BORO

GRADE SPAN KG-03

PARKER ELEMENTARY SCHOOL  
SOUTH LINCOLN AVENUE  
MIDDLESEX, NJ 08846

**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

**COLLEGE AND CAREER READINESS**

**MIDDLESEX  
MIDDLESEX BORO**

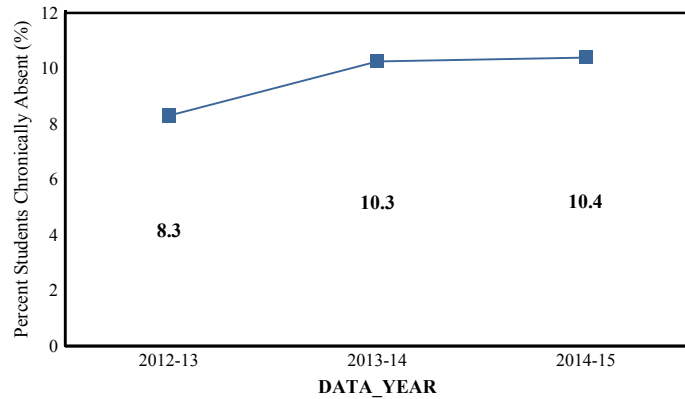
**PARKER ELEMENTARY SCHOOL  
SOUTH LINCOLN AVENUE  
MIDDLESEX, NJ 08846**

**GRADE SPAN KG-03**

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.

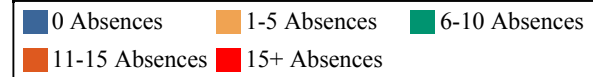
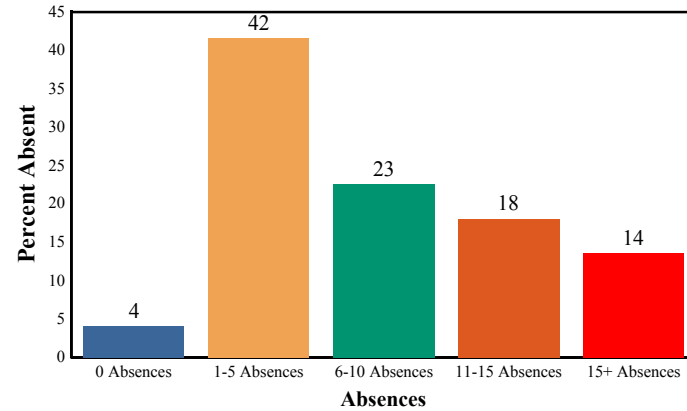


**Chronic Absenteeism for 2014-15**

**10.41%**

**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.



**WITHIN SCHOOL ACHIEVEMENT GAP**

MIDDLESEX  
MIDDLESEX BORO

PARKER ELEMENTARY SCHOOL  
SOUTH LINCOLN AVENUE  
MIDDLESEX, NJ 08846

GRADE SPAN KG-03

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	803	850
75th	767	770
50th	738	743
25th	722	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	45	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	800	850
75th	759	767
50th	737	745
25th	725	722
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	45

### 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. 35 Mins.

### Student Suspension Rate

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

	School
2014-15	0.0%

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	6 Hrs. 5 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	14
Administrators	220



**SCHOOL PEER GROUP**

MIDDLESEX  
MIDDLESEX BORO

GRADE SPAN KG-03

PARKER ELEMENTARY SCHOOL  
SOUTH LINCOLN AVENUE  
MIDDLESEX, NJ 08846

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>
ATLANTIC	GALLOWAY TWP	REEDS ROAD ELEMENTARY SCHOOL	01-1690-045	KG-06	53.2%	5.4%	15.3%
ATLANTIC	GALLOWAY TWP	ROLAND ROGERS ELEMENTARY SCHOOL	01-1690-046	KG-06	59.3%	4.2%	23.6%
BERGEN	BERGENFIELD BORO	HOOVER ELEMENTARY SCHOOL	03-0300-050	KG-05	54.2%	9.8%	10.8%
BERGEN	ELMWOOD PARK	GILBERT AVENUE SCHOOL	03-1345-080	PK-05	43%	5.6%	7.6%
BERGEN	HACKENSACK CITY	NELLIE K. PARKER	03-1860-090	PK-04	56.4%	11.3%	12.2%
BURLINGTON	PEMBERTON TWP	ALEXANDER DENBO/ALETTA CRICHTON SCHOOL	05-4050-130	PK-05	49.6%	4.1%	16.3%
BURLINGTON	PEMBERTON TWP	SAMUEL T. BUSANSKY SCHOOL	05-4050-135	03-05	50%	1.3%	21.3%
CAMDEN	BELLMAR BORO	ETHEL M BURKE ELEMENTARY SCHOOL	07-0260-030	PK-04	42.9%	6.4%	6.8%
CAMDEN	GLOUCESTER TWP	JAMES W. LILLEY JR. ELEMENTARY SCHOOL	07-1780-085	KG-05	42.3%	0%	14.2%
CAPE MAY	LOWER TWP	SANDMAN CONSOLIDATED SCHOOL	09-2840-050	05-06	54.7%	0.2%	26.5%
CHARTERS	COMPASS ACADEMY CS	COMPASS ACADEMY CHARTER SCHOOL	80-6089-976	KG-03	33.1%	0%	2.8%
CUMBERLANI	UPPER DEERFIELD TWP	CHARLES F. SEABROOK SCHOOL	11-5300-050	PK-03	52.8%	7%	12.7%
CUMBERLANI	VINELAND CITY	PAULINE J. PETWAY ELEMENTARY SCHOOL	11-5390-270	KG-05	53.6%	6.1%	13.6%
ESSEX	BLOOMFIELD TWP	FAIRVIEW ELEMENTARY	13-0410-110	PK-06	45.5%	4.9%	11.2%
GLOUCESTER	DEPTFORD TWP	LAKE TRACT ELEMENTARY SCHOOL	15-1100-105	02-06	40.4%	0%	13.3%
GLOUCESTER	GLASSBORO	DORTHY L. BULLOCK SCHOOL	15-1730-065	01-03	50.3%	5.6%	13.2%
HUDSON	JERSEY CITY	NICOLAUS COPERNICUS SCHOOL	17-2390-230	PK-05	69.1%	19.8%	10.8%
MIDDLESEX	DUNELLEN BORO	JOHN P. FABER ELEMENTARY SCHOOL	23-1140-050	KG-05	47.5%	7.3%	9%
MIDDLESEX	EDISON TWP	BENJAMIN FRANKLIN ELEMENTARY SCHOOL	23-1290-065	KG-05	35.7%	0%	9%
MIDDLESEX	MIDDLESEX BORO	PARKER ELEMENTARY SCHOOL	23-3140-070	KG-03	50.4%	8.6%	9.6%
MIDDLESEX	SOUTH RIVER BORO	SOUTH RIVER ELEMENTARY SCHOOL	23-4920-065	PK-05	51.4%	4.9%	16.7%

**SCHOOL PEER GROUP**

**MIDDLESEX  
MIDDLESEX BORO**

**PARKER ELEMENTARY SCHOOL  
SOUTH LINCOLN AVENUE  
MIDDLESEX, NJ 08846**

**GRADE SPAN KG-03**

MONMOUTH	MIDDLETOWN TWP	<b>OCEAN AVENUE ELEMENTARY SCHOOL</b>	25-3160-080	KG-05	39.1%	1.4%	10%
MONMOUTH	NEPTUNE TWP	<b>SHARK RIVER HILLS ELEMENTARY SCHOOL</b>	25-3510-090	PK-05	35.7%	0%	8.4%
MONMOUTH	NEPTUNE TWP	<b>SUMMERFILED ELEMENTARY SCHOOL</b>	25-3510-100	PK-05	47.7%	0.5%	17.2%
MORRIS	WHARTON BORO	<b>MARIE V. DUFFY ELEMENTARY SCHOOL</b>	27-5770-040	PK-05	58.2%	8.2%	17.4%
OCEAN	LITTLE EGG HARBOR TWP	<b>FROG POND ELEMENTARY SCHOOL</b>	29-2690-030	KG-06	53.8%	1.4%	24.5%
OCEAN	LITTLE EGG HARBOR TWP	<b>GEORGE J. MITCHELL ELEMENTARY SCHOOL</b>	29-2690-050	PK-06	40.5%	0.3%	12%
PASSAIC	WOODLAND PARK	<b>BEATRICE GILMORE SCHOOL</b>	31-5690-060	03-04	44.4%	2.9%	11.7%
SOMERSET	MANVILLE BORO	<b>WESTON ELEMENTARY SCHOOL</b>	35-3000-090	PK-03	49.5%	5.4%	12.9%
UNION	PLAINFIELD CITY	<b>FREDERIC W. COOK ELEMENTARY SCHOOL</b>	39-4160-120	KG-05	61.6%	13.6%	14.6%
UNION	UNION TWP	<b>JEFFERSON ELEMENTARY</b>	39-5290-085	05	42.7%	1.3%	13.6%

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/>.

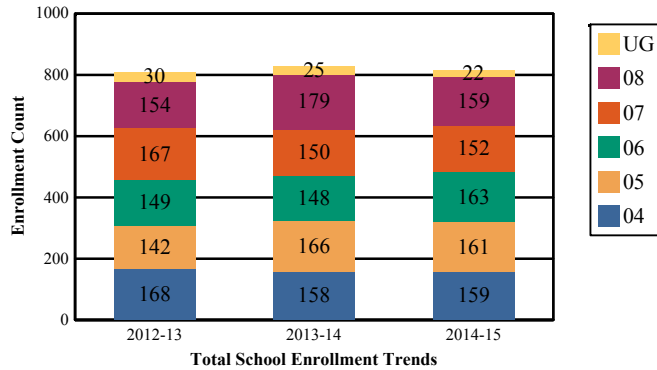
**DEMOGRAPHIC INFORMATION**

MIDDLESEX  
MIDDLESEX BORO

GRADE SPAN 04-08

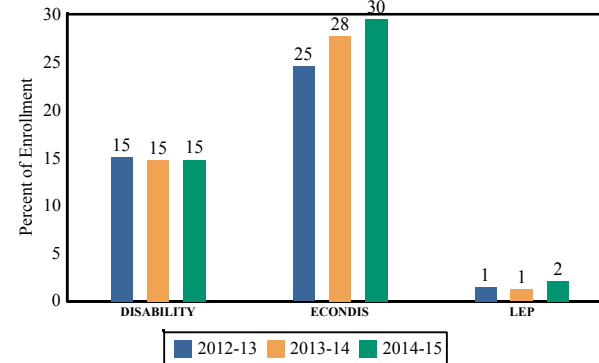
**Enrollment by Grade**

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



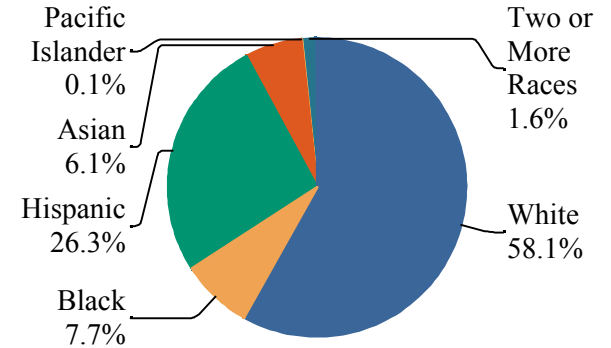
**Enrollment Trends by Program Participation**

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.

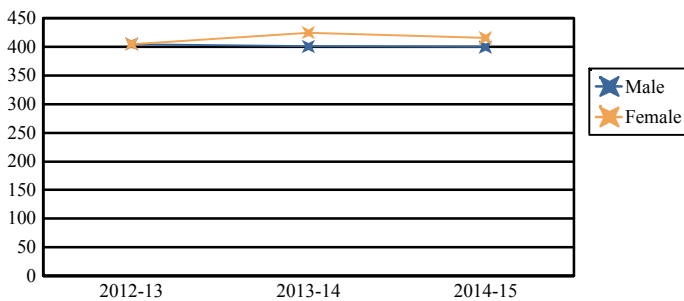


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	810
2013-14	826
2014-15	816

**Enrollment by Gender**

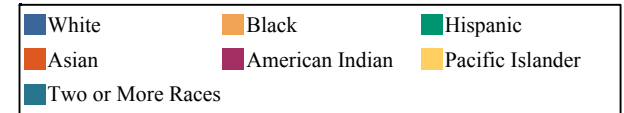
This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	405	405
2013-14	401	425
2014-15	400	416

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	121	15%
Economically Disadvantaged Students	241	29.5%
English Language Learners	17	2.1%



**Language Diversity**

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

2014-15	Percent
English	79.2%
Spanish	14.3%
Arabic	1.4%
Vietnamese	1.4%
Chinese	0.6%
Punjabi	0.5%
Other	2.7%

**ACADEMIC ACHIEVEMENT**

**MIDDLESEX  
MIDDLESEX BORO**

**GRADE SPAN 04-08**

**VON E MAUGER MIDDLE SCHOOL  
FISHER AVENUE  
MIDDLESEX, NJ 08846**

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>65%</b>	<b>59</b>	<b>76</b>
Math Met or Exceeded Expectation	<b>50%</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	732	64.9%	95%	94.5%	<b>YES</b>
White	427	69.6%	95%	92.6%	<b>YES*</b>
African American	51	47.1%	95%	91.8%	<b>YES*</b>
Hispanic	195	56.4%	95%	97.7%	<b>YES</b>
American Indian	-	-	--	--	--
Asian	46	78.2%	95%	100%	<b>YES</b>
Two or More Races	-	-	--	--	--
Students with Disability	107	30.8%	95%	93.5%	<b>YES*</b>
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	187	48.2%	95%	94.7%	<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**

MIDDLESEX  
MIDDLESEX BORO

GRADE SPAN 04-08

VON E MAUGER MIDDLE SCHOOL  
FISHER AVENUE  
MIDDLESEX, NJ 08846

**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	730	49.5%	95%	94.4%	YES*
White	425	54.4%	95%	92.4%	YES*
African American	51	27.5%	95%	91.8%	YES*
Hispanic	195	39.4%	95%	97.7%	YES
American Indian	-	-	--	--	--
Asian	46	67.4%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	107	21.5%	95%	93.5%	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	187	31.5%	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.

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
MIDDLESEX BORO

GRADE SPAN 04-08

VON E MAUGER MIDDLE SCHOOL  
FISHER AVENUE  
MIDDLESEX, NJ 08846

**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**

MIDDLESEX  
MIDDLESEX BORO

GRADE SPAN 04-08

VON E MAUGER MIDDLE SCHOOL  
FISHER AVENUE  
MIDDLESEX, NJ 08846

**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	146	757	751	3%	9%	27%	45%	16%	61%	52%
White	70	761	758	3%	6%	23%	47%	21%	69%	63%
African American	13	753	733	0%	8%	38%	54%	0%	54%	30%
Hispanic	48	752	737	2%	8%	35%	48%	6%	54%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	11	772	773	0%	27%	9%	27%	36%	64%	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	22	736	725	18%	23%	27%	23%	9%	32%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	49	747	734	4%	8%	43%	41%	4%	45%	31%



**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
MIDDLESEX BORO

GRADE SPAN 04-08

VON E MAUGER MIDDLE SCHOOL  
FISHER AVENUE  
MIDDLESEX, NJ 08846

**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	150	769	751	1%	8%	13%	66%	11%	77%	53%
White	97	771	757	1%	4%	13%	70%	11%	81%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	32	767	737	3%	16%	9%	59%	13%	72%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	21	757	723	5%	24%	14%	52%	5%	57%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	34	759	734	6%	15%	18%	56%	6%	62%	31%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
MIDDLESEX BORO

GRADE SPAN 04-08

VON E MAUGER MIDDLE SCHOOL  
FISHER AVENUE  
MIDDLESEX, NJ 08846

**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	151	757	749	3%	9%	26%	53%	10%	63%	50%
White	90	760	755	2%	6%	23%	59%	10%	69%	59%
African American	11	738	732	18%	18%	36%	27%	0%	27%	29%
Hispanic	39	753	736	0%	15%	31%	41%	13%	54%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	-	-	770	-	-	-	-	-	-	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	25	733	718	8%	36%	28%	20%	8%	28%	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	38	745	733	8%	18%	32%	32%	11%	42%	30%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
MIDDLESEX BORO

GRADE SPAN 04-08

VON E MAUGER MIDDLE SCHOOL  
FISHER AVENUE  
MIDDLESEX, NJ 08846

**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	144	758	750	3%	10%	28%	38%	21%	59%	53%
White	78	760	757	0%	10%	31%	38%	21%	59%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	46	751	736	9%	9%	30%	35%	17%	52%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	11	773	777	0%	9%	0%	64%	27%	91%	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	20	729	713	10%	40%	30%	15%	5%	20%	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	41	748	733	5%	15%	34%	29%	17%	46%	33%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
MIDDLESEX BORO

GRADE SPAN 04-08

VON E MAUGER MIDDLE SCHOOL  
FISHER AVENUE  
MIDDLESEX, NJ 08846

**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	141	760	750	6%	9%	21%	48%	16%	64%	53%
White	92	762	757	5%	7%	21%	50%	17%	67%	61%
African American	11	749	730	0%	18%	36%	45%	0%	45%	31%
Hispanic	30	753	735	10%	17%	20%	40%	13%	53%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	-	-	778	-	-	-	-	-	-	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	19	720	713	21%	37%	26%	16%	0%	16%	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	25	742	732	16%	12%	24%	44%	4%	48%	34%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
MIDDLESEX BORO

GRADE SPAN 04-08

VON E MAUGER MIDDLE SCHOOL  
FISHER AVENUE  
MIDDLESEX, NJ 08846

**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	146	745	744	1%	18%	45%	32%	3%	36%	42%
White	70	750	749	0%	16%	40%	39%	6%	44%	50%
African American	13	733	727	8%	15%	62%	15%	0%	15%	20%
Hispanic	48	740	732	0%	21%	54%	25%	0%	25%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	11	757	769	9%	9%	27%	45%	9%	55%	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	49	738	730	2%	24%	49%	24%	0%	24%	23%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
MIDDLESEX BORO

GRADE SPAN 04-08

VON E MAUGER MIDDLE SCHOOL  
FISHER AVENUE  
MIDDLESEX, NJ 08846

**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	150	760	744	1%	5%	31%	56%	8%	64%	42%
White	97	761	749	0%	2%	31%	60%	7%	67%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	32	757	733	3%	9%	25%	53%	9%	63%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	21	750	724	5%	19%	33%	33%	10%	43%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	34	750	731	0%	12%	44%	41%	3%	44%	23%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
MIDDLESEX BORO

GRADE SPAN 04-08

VON E MAUGER MIDDLE SCHOOL  
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MIDDLESEX, NJ 08846

**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	149	749	743	2%	13%	34%	48%	3%	52%	42%
White	88	752	749	1%	9%	35%	50%	5%	55%	50%
African American	11	733	726	9%	27%	27%	36%	0%	36%	19%
Hispanic	39	745	731	3%	21%	31%	46%	0%	46%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	-	-	768	-	-	-	-	-	-	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	25	730	718	12%	32%	32%	20%	4%	24%	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	38	738	729	5%	21%	42%	32%	0%	32%	23%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
MIDDLESEX BORO

GRADE SPAN 04-08

VON E MAUGER MIDDLE SCHOOL  
FISHER AVENUE  
MIDDLESEX, NJ 08846

**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	144	745	740	3%	18%	34%	43%	2%	45%	38%
White	78	751	745	0%	12%	37%	47%	4%	51%	46%
African American	-	-	725	-	-	-	-	-	-	17%
Hispanic	46	733	730	9%	28%	33%	30%	0%	30%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	11	761	760	0%	9%	18%	73%	0%	73%	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	20	722	715	15%	40%	30%	10%	5%	15%	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	41	735	728	7%	27%	32%	34%	0%	34%	21%



**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
MIDDLESEX BORO

GRADE SPAN 04-08

VON E MAUGER MIDDLE SCHOOL  
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**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	92	739	726	8%	21%	36%	36%	0%	36%	24%
White	56	740	732	7%	20%	38%	36%	0%	36%	29%
African American	-	-	715	-	-	-	-	-	-	14%
Hispanic	22	733	721	14%	23%	32%	32%	0%	32%	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	-	-	744	-	-	-	-	-	-	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	18	715	705	17%	50%	22%	11%	0%	11%	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	24	730	719	17%	21%	42%	21%	0%	21%	17%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
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GRADE SPAN 04-08

VON E MAUGER MIDDLE SCHOOL  
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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	49	764	740	0%	2%	20%	76%	2%	78%	40%
White	36	762	746	0%	3%	22%	72%	3%	75%	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**

MIDDLESEX  
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GRADE SPAN 04-08

VON E MAUGER MIDDLE SCHOOL  
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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**

MIDDLESEX  
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VON E MAUGER MIDDLE SCHOOL  
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MIDDLESEX, NJ 08846

GRADE SPAN 04-08

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

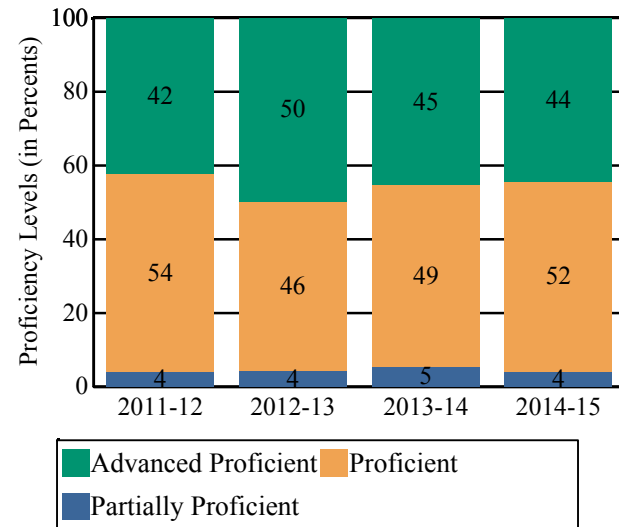
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	44%	52%	4%
White	51%	47%	1%
African American	23%	77%	0%
Hispanic	40%	54%	6%
American Indian	-	-	-
Asian	45%	55%	0%
Two or More Races	-	-	-
Students with Disability	48%	43%	9%
English Language Learners	-	-	-
Economically Disadvantaged Students	31%	63%	6%

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.



**ACADEMIC ACHIEVEMENT**

MIDDLESEX

MIDDLESEX BORO

GRADE SPAN 04-08

VON E MAUGER MIDDLE SCHOOL  
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MIDDLESEX, NJ 08846

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

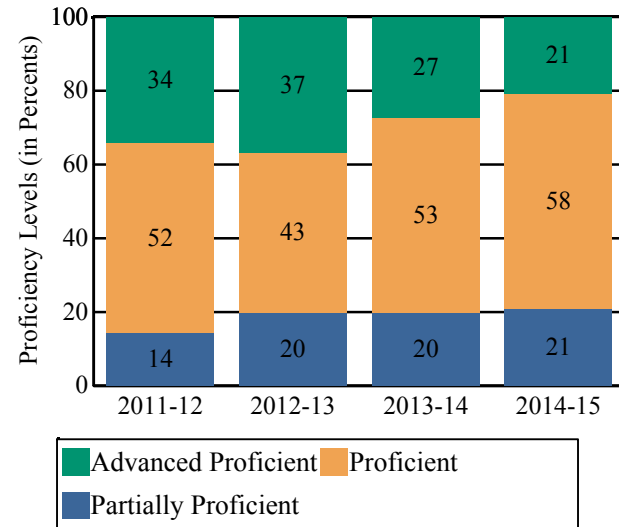
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	21%	58%	21%
White	21%	58%	20%
African American	0%	75%	25%
Hispanic	23%	50%	27%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	5%	25%	70%
English Language Learners	-	-	-
Economically Disadvantaged Students	12%	54%	35%

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
56	51

**Algebra I Test Taking**

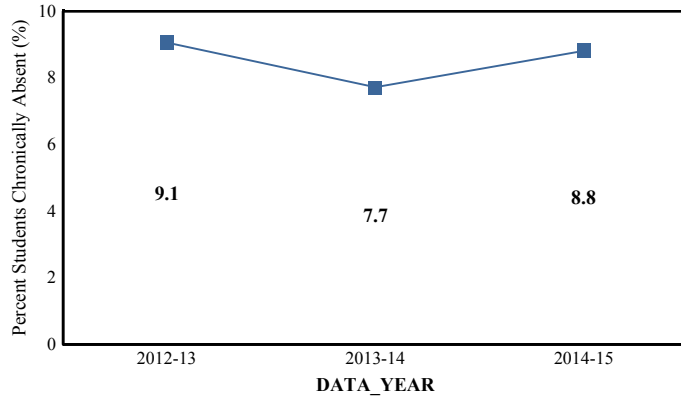
This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
98.2%	76.5%

- 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.

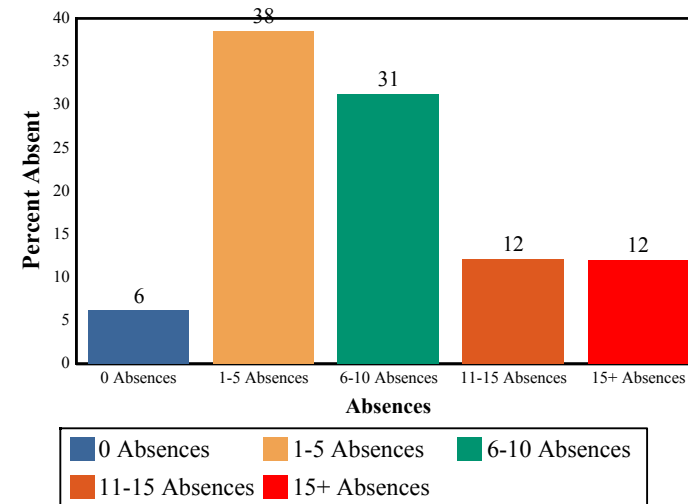


**Chronic Absenteeism for 2014-15**

**8.82%**

### 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	51.7%	3.9%
Music	53.2%	66.0%
Visual Arts	70.0%	71.1%
<b>Total: All Visual and Performing Arts</b>	100.0%	89.8%

N/R - Data Not Reported



**STUDENT GROWTH**

MIDDLESEX

MIDDLESEX BORO

GRADE SPAN 04-08

VON E MAUGER MIDDLE SCHOOL

FISHER AVENUE

MIDDLESEX, NJ 08846

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	64	78	89	35	YES
Student Growth on Math	60	65	83	35	YES
		72	86		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	3%	4%	2%
Approached	9%	8%	5%
Met	7%	15%	29%
Exceeded	1%	2%	12%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	1%	0%
Partially Met	7%	5%	3%
Approached	9%	15%	12%
Met	5%	15%	24%
Exceeded	0%	0%	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**

MIDDLESEX  
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GRADE SPAN 04-08

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 - 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	821	850
75th	777	773
50th	754	750
25th	735	728
0th	670	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	42	45

**Grade Level - 04**

**PARCC MATH 25th %ile vs 75th%ile**

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

Percentile	School Scale Score	State Scale Score
99th	808	850
75th	756	764
50th	742	742
25th	726	721
0th	691	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	30	43

**WITHIN SCHOOL ACHIEVEMENT GAP**

MIDDLESEX  
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MIDDLESEX, NJ 08846

GRADE SPAN 04-08

**Grade Level - 05**

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

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

Percentile	School Scale Score	State Scale Score
99th	822	850
75th	787	773
50th	771	751
25th	753	728
0th	693	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	45

**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	808	850
75th	775	770
50th	760	749
25th	738	726
0th	675	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	44

**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	821	850
75th	774	763
50th	757	743
25th	743	723
0th	697	650

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

**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	799	850
75th	767	763
50th	750	742
25th	732	721
0th	669	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	42

**WITHIN SCHOOL ACHIEVEMENT GAP**

MIDDLESEX  
MIDDLESEX BORO

VON E MAUGER MIDDLE SCHOOL  
FISHER AVENUE  
MIDDLESEX, NJ 08846

GRADE SPAN 04-08

**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	820	850
75th	782	776
50th	761	751
25th	741	724
0th	662	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	836	850
75th	781	777
50th	764	751
25th	735	723
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	46	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	791	850
75th	764	759
50th	748	740
25th	729	720
0th	664	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	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	789	850
75th	757	748
50th	741	726
25th	721	704
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	44

**SCHOOL CLIMATE**  
MIDDLESEX  
MIDDLESEX BORO

GRADE SPAN 04-08

**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. 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	5.4%

**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. 56 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	408

**SCHOOL PEER GROUP**

MIDDLESEX  
MIDDLESEX BORO

GRADE SPAN 04-08

VON E MAUGER MIDDLE SCHOOL  
FISHER AVENUE  
MIDDLESEX, NJ 08846

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	DUMONT BORO	HONISS ELEMENTARY\MIDDLE SCHOOL	03-1130-060	KG-08	17%	2%	9.9%
BERGEN	FORT LEE BORO	LEWIS F. COLE MIDDLE SCHOOL	03-1550-100	07-08	21.4%	4.3%	12%
BERGEN	LEONIA BORO	LEONIA MIDDLE SCHOOL	03-2620-055	06-08	13.7%	7.1%	11.6%
BERGEN	LITTLE FERRY BORO	MEMORIAL ELEMENTARY SCHOOL	03-2710-030	PK-08	17.9%	5.6%	7.5%
BERGEN	MAYWOOD BORO	MAYWOOD AVENUE SCHOOL	03-3060-060	PK-08	23.5%	1.9%	17%
BERGEN	NORTH ARLINGTON BORO	NORTH ARLINGTON MIDDLE SCHOOL	03-3600-090	06-08	23.1%	2.9%	11.4%
BERGEN	ROCHELLE PARK TWP	MIDLAND SCHOOL #1	03-4470-050	PK-08	22.2%	7.1%	15.1%
BERGEN	SOUTH HACKENSACK TWP	MEMORIAL	03-4870-050	PK-08	28.3%	10.4%	11.3%
BURLINGTON	BORDENTOWN REGIONAL	BORDENTOWN REGIONAL MIDDLE SCHOOL	05-0475-055	06-08	21.3%	2.9%	18%
CAMDEN	BARRINGTON BORO	WOODLAND MIDDLE SCHOOL	07-0190-030	05-08	27.1%	0.8%	10.9%
CAMDEN	MERCHANTVILLE BORO	MERCHANTVILLE ELEMENTARY SCHOOL	07-3110-060	PK-08	27.5%	1.4%	15.5%
CHARTERS	CLASSICAL ACADEMY CS OF CLIFTON	CLASSICAL ACADEMY CHARTER SCHOOL OF CLIFTON	80-6230-915	06-08	25%	0%	0%
CHARTERS	PHILLIP'S ACADEMY CHARTER SCHOOL	PHILLIP'S ACADEMY CHARTER SCHOOL	80-6094-968	KG-08	25.5%	0%	5.9%
ESSEX	SOUTH ORANGE-MAPLEWOOD	MAPLEWOOD MIDDLE SCHOOL	13-4900-040	06-08	25.1%	2.4%	14.5%
HUDSON	SECAUCUS TOWN	SECAUCUS MIDDLE SCHOOL	17-4730-080	07-08	29.3%	2.1%	12.8%
MERCER	LAWRENCE TWP	LAWRENCE MIDDLE SCHOOL	21-2580-050	07-08	24.6%	1.8%	14.1%
MERCER	PRINCETON REGIONAL	JOHN WITHERSPOON MIDDLE SCHOOL	21-4255-085	06-08	14.8%	5.5%	14.1%
MIDDLESEX	EAST BRUNSWICK TWP	CHURCHILL JR HIGH SCHOOL	23-1170-055	08-09	16.2%	1.6%	10.7%
MIDDLESEX	EDISON TWP	WOODROW WILSON MIDDLE SCHOOL	23-1290-063	06-08	13.4%	2%	7.2%
MIDDLESEX	MIDDLESEX BORO	VON E MAUGER MIDDLE SCHOOL	23-3140-085	04-08	29.5%	2.1%	14.8%
MIDDLESEX	PISCATAWAY TWP	CONACKAMACK MIDDLE SCHOOL	23-4130-053	06-08	25%	2.7%	13.8%

**SCHOOL PEER GROUP**

MIDDLESEX

MIDDLESEX BORO

GRADE SPAN 04-08

VON E MAUGER MIDDLE SCHOOL  
FISHER AVENUE  
MIDDLESEX, NJ 08846

MONMOUTH	HOWELL TWP	HOWELL TOWNSHIP MIDDLE SCHOOL NORTH	25-2290-025	06-08	22.1%	2.5%	18.3%
MONMOUTH	MANASQUAN BORO	MANASQUAN ELEMENTARY SCHOOL	25-2930-060	PK-08	19.2%	3.2%	16.6%
MONMOUTH	OCEAN TWP	TOWNSHIP OF OCEAN INTERMEDIATE SCHOOL	25-3810-040	05-08	28.1%	2%	17.6%
MORRIS	ROCKAWAY BORO	THOMAS JEFFERSON MIDDLE SCHOOL	27-4480-050	04-08	22.4%	5.9%	14.4%
OCEAN	LAVALLETTE BORO	LAVALLETTE ELEMENTARY SCHOOL	29-2550-050	KG-08	19.6%	0%	5.1%
PASSAIC	WAYNE TWP	GEORGE WASHINGTON MIDDLE SCHOOL	31-5570-083	06-08	13.4%	2.9%	14.4%
SUSSEX	STANHOPE BORO	VALLEY ROAD SCHOOL	37-5030-050	PK-08	17.6%	2.5%	16.4%
UNION	SUMMIT CITY	LAWTON C. JOHNSON SUMMIT MIDDLE SCHOOL	39-5090-060	06-08	14%	1.8%	10.9%
UNION	UNION TWP	KAWAMEEH MIDDLE SCHOOL	39-5290-070	06-08	28.3%	1.4%	13%
WARREN	HACKETTSTOWN	HACKETTSTOWN MIDDLE SCHOOL	41-1870-060	05-08	27%	2.6%	18.2%

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/>.

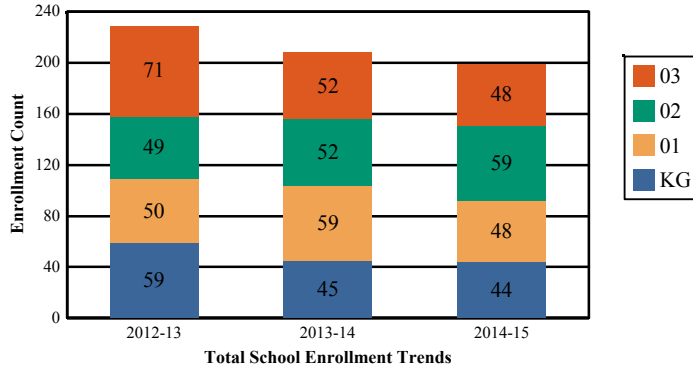


**DEMOGRAPHIC INFORMATION**

MIDDLESEX  
MIDDLESEX BORO

**Enrollment by Grade**

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

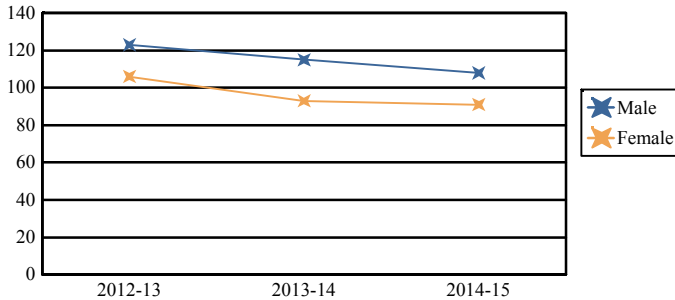


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	229
2013-14	208
2014-15	199

**Enrollment by Gender**

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

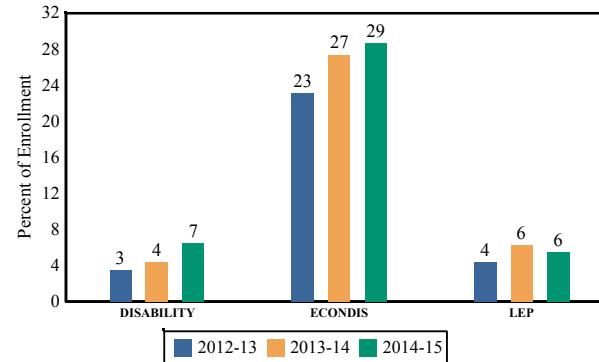


	Male	Female
2012-13	123	106
2013-14	115	93
2014-15	108	91

GRADE SPAN KG-03

**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.



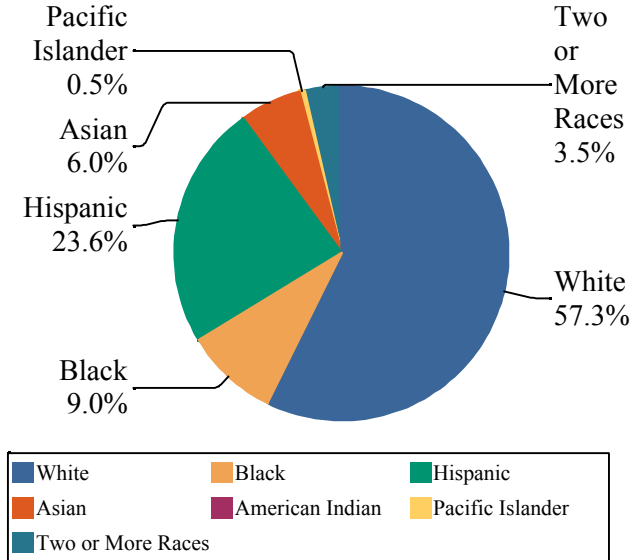
**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	13	7%
Economically Disadvantaged Students	57	28.6%
English Language Learners	11	5.5%

23-3140-090  
WATCHUNG ELEMENTARY SCHOOL  
FISHER AVENUE  
MIDDLESEX, NJ 08846

**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	80.5%
Spanish	13.0%
Chinese	1.5%
Vietnamese	1.5%
Punjabi	1.0%
Arabic	0.5%
Other	2.0%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
MIDDLESEX BORO

GRADE SPAN KG-03

WATCHUNG ELEMENTARY SCHOOL  
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MIDDLESEX, NJ 08846

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	78%	100	93
Math Met or Exceeded Expectation	73%		

**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	45	77.8%	95%	95.9%	YES
White	30	86.7%	95%	96.9%	-
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES\* = Met Participation Rate (Participation Averaging applied)

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

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
MIDDLESEX BORO

GRADE SPAN KG-03

WATCHUNG ELEMENTARY SCHOOL  
FISHER AVENUE  
MIDDLESEX, NJ 08846

**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	45	73.3%	95%	95.9%	YES
White	30	83.4%	95%	96.9%	-
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

**YES\* = Met Participation Rate (Participation Averaging applied)**

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

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
MIDDLESEX BORO

GRADE SPAN KG-03

WATCHUNG ELEMENTARY SCHOOL  
FISHER AVENUE  
MIDDLESEX, NJ 08846

**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**

MIDDLESEX  
MIDDLESEX BORO

GRADE SPAN KG-03

WATCHUNG ELEMENTARY SCHOOL  
FISHER AVENUE  
MIDDLESEX, NJ 08846

**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	45	778	744	4%	0%	18%	58%	20%	78%	44%
White	30	789	753	3%	0%	10%	57%	30%	87%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	13	761	724	8%	0%	31%	62%	0%	62%	24%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
MIDDLESEX BORO

GRADE SPAN KG-03

WATCHUNG ELEMENTARY SCHOOL  
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MIDDLESEX, NJ 08846

**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	45	763	746	2%	4%	20%	62%	11%	73%	46%
White	30	768	752	3%	3%	10%	67%	17%	83%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	13	749	730	0%	15%	31%	54%	0%	54%	26%

### 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

**COLLEGE AND CAREER READINESS**

MIDDLESEX  
MIDDLESEX BORO

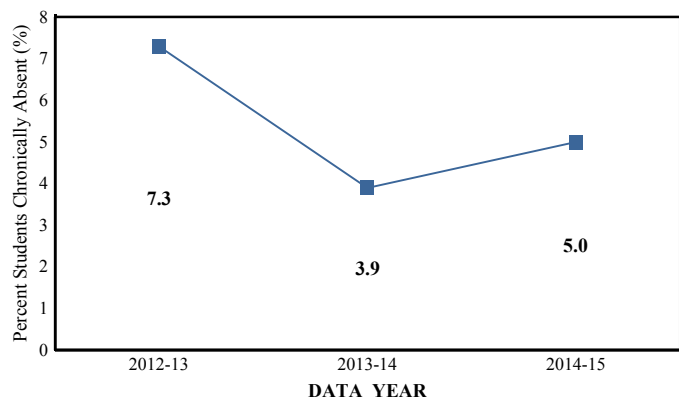
WATCHUNG ELEMENTARY SCHOOL  
FISHER AVENUE  
MIDDLESEX, NJ 08846

GRADE SPAN KG-03

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.

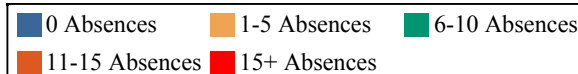
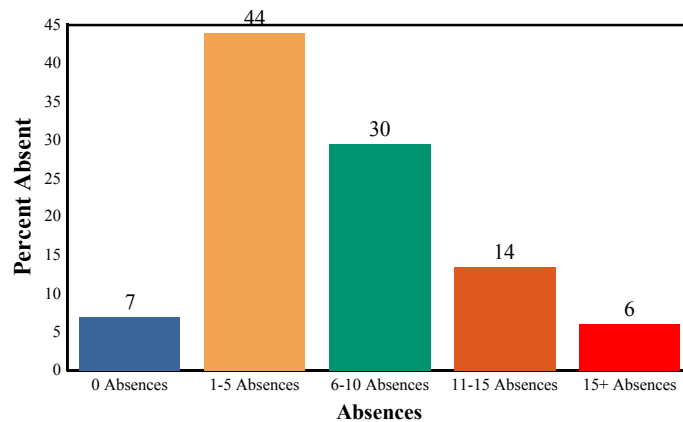


**Chronic Absenteeism for 2014-15**

**5.00%**

**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.





**WITHIN SCHOOL ACHIEVEMENT GAP**

MIDDLESEX  
MIDDLESEX BORO

WATCHUNG ELEMENTARY SCHOOL  
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GRADE SPAN KG-03

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

**Grade Level - 03**

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

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

Percentile	School Scale Score	State Scale Score
99th	850	850
75th	799	770
50th	772	743
25th	753	715
0th	686	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	833	850
75th	781	767
50th	762	745
25th	749	722
0th	676	650

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

**SCHOOL CLIMATE**

MIDDLESEX

MIDDLESEX BORO

WATCHUNG ELEMENTARY SCHOOL

FISHER AVENUE

MIDDLESEX, NJ 08846

GRADE SPAN KG-03

**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. 35 Mins.

**Student Suspension Rate**

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

	School
2014-15	0.5%

**Instructional Time**

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	6 Hrs. 5 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	199

**SCHOOL PEER GROUP**

MIDDLESEX  
MIDDLESEX BORO

GRADE SPAN KG-03

WATCHUNG ELEMENTARY SCHOOL  
FISHER AVENUE  
MIDDLESEX, NJ 08846

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	BERGENFIELD BORO	JEFFERSON ELEMENTARY SCHOOL	03-0300-060	KG-05	27.6%	5.1%	9.4%
CAMDEN	BARRINGTON BORO	AVON ELEMENTARY SCHOOL	07-0190-010	PK-04	27.5%	0%	12.4%
CAMDEN	GLOUCESTER TWP	CHEWS ELEMENTARY SCHOOL	07-1780-040	PK-05	29.2%	0.1%	14%
CAPE MAY	DENNIS TWP	DENNIS TOWNSHIP PRIMARY SCHOOL	09-1080-040	PK-03	27.1%	0%	15.1%
ESSEX	BLOOMFIELD TWP	DEMAREST ELEMENTARY	13-0410-100	PK-06	27.1%	3.3%	8.9%
HUDSON	SECAUCUS TOWN	CLARENDON NO 4	17-4730-065	PK-06	26.3%	1.4%	9.9%
HUDSON	SECAUCUS TOWN	HUBER ST NO 3	17-4730-070	PK-06	29.1%	1.6%	7.9%
HUNTERDON	SOUTH HUNTERDON REGIONAL SCHOOL DISTRICT	STOCKTON BOROUGH SCHOOL	19-1376-010	PK-06	28.1%	0%	14.3%
MERCER	HAMILTON TWP	LANGTREE ELEMENTARY SCHOOL	21-1950-185	PK-05	28.7%	3.2%	10.5%
MIDDLESEX	EDISON TWP	JAMES MONROE ELEMENTARY SCHOOL	23-1290-093	KG-05	21.4%	0.2%	6.3%
MIDDLESEX	MIDDLESEX BORO	WATCHUNG ELEMENTARY SCHOOL	23-3140-090	KG-03	28.6%	5.5%	6.5%
MIDDLESEX	NORTH BRUNSWICK TWP	JOHN ADAMS	23-3620-060	PK-05	27.8%	3.7%	7.6%
MIDDLESEX	OLD BRIDGE TWP	SOUTHWOOD ELEMENTARY SCHOOL	23-3845-150	KG-05	27.4%	0%	10.8%
MIDDLESEX	PISCATAWAY TWP	MARTIN LUTHER KING ELEMENTARY SCHOOL	23-4130-105	04-05	28.1%	3.4%	11.5%
MIDDLESEX	SOUTH PLAINFIELD BORO	FRANKLIN ELEMENTARY SCHOOL	23-4910-060	KG-04	23.5%	0%	7.8%
MIDDLESEX	SOUTH PLAINFIELD BORO	GRANT ELEMENTARY SCHOOL	23-4910-070	05-06	28.4%	1.3%	14.5%
MIDDLESEX	SOUTH PLAINFIELD BORO	JOHN E RILEY ELEMENTARY SCHOOL	23-4910-058	KG-04	23.7%	0%	10.1%
MIDDLESEX	SOUTH PLAINFIELD BORO	ROOSEVELT ELEMENTARY SCHOOL	23-4910-080	PK-04	25.3%	1.6%	8.8%
MIDDLESEX	WOODBRIIDGE TWP	FORD AVENUE ELEMENTARY SCHOOL	23-5850-140	KG-05	24.7%	0%	2.6%
MONMOUTH	MATAWAN-ABERDEEN REGIONAL	LLOYD ROAD ELEMENTARY SCHOOL	25-3040-065	04-05	29.7%	0.4%	16.9%
MONMOUTH	MATAWAN-ABERDEEN REGIONAL	RAVINE DRIVE ELEMENTARY SCHOOL	25-3040-075	KG-03	27%	3.7%	8.6%

**SCHOOL PEER GROUP**

**MIDDLESEX  
MIDDLESEX BORO**

**WATCHUNG ELEMENTARY SCHOOL  
FISHER AVENUE  
MIDDLESEX, NJ 08846**

		GRADE SPAN	KG-03				
MONMOUTH	MIDDLETOWN TWP	<b>PORT MONMOUTH ELEMENTARY SCHOOL</b>	25-3160-150	KG-05	29.6%	1.6%	6.1%
MORRIS	ROXBURY TWP	<b>NIXON ELEMENTARY SCHOOL DISTRICT</b>	27-4560-085	KG-04	27.9%	4.2%	8.1%
OCEAN	JACKSON TWP	<b>LUCY N. HOLMAN ELEMENTARY SCHOOL</b>	29-2360-046	KG-05	28.1%	0%	14.3%
OCEAN	JACKSON TWP	<b>SWITLIK ELEMENTARY SCHOOL</b>	29-2360-050	KG-05	24.7%	0%	10.2%
OCEAN	TOMS RIVER REGIONAL	<b>SILVER BAY ELEMENTARY SCHOOL</b>	29-5190-095	KG-05	27%	0%	14.3%
OCEAN	TOMS RIVER REGIONAL	<b>WEST DOVER ELEMENTARY SCHOOL</b>	29-5190-120	KG-05	28.2%	0.5%	12%
PASSAIC	CLIFTON CITY	<b>SCHOOL #2</b>	31-0900-090	KG-05	29.6%	0.2%	16.1%
SOMERSET	BRIDGEWATER-RARITAN REG	<b>JOHN F KENNEDY ELEMENTARY SCHOOL</b>	35-0555-067	KG-04	23.8%	0%	10.8%
SOMERSET	FRANKLIN TWP	<b>CONERLY ROAD SCHOOL</b>	35-1610-055	PK-04	24.8%	0.7%	9.7%
UNION	UNION TWP	<b>LIVINGSTON</b>	39-5290-130	PK-04	28.1%	4.2%	4.4%