



# State of New Jersey

## 2014-15

### OVERVIEW

MIDDLESEX

DUNELLEN BORO

GRADE SPAN 09-12

23-1140-040

DUNELLEN HIGH SCHOOL

411 FIRST STREET

DUNELLEN, NJ 08812

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/>.

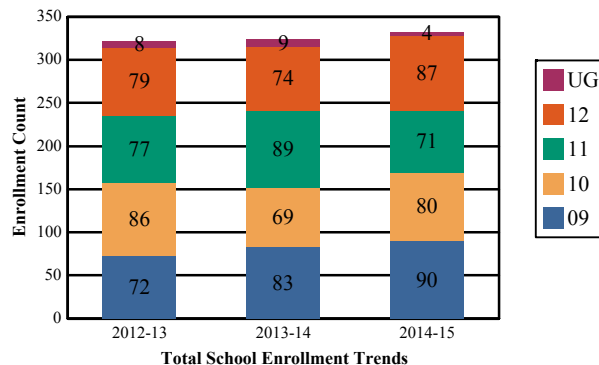
### DEMOGRAPHIC INFORMATION

MIDDLESEX

DUNELLEN BORO

#### Enrollment by Grade

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

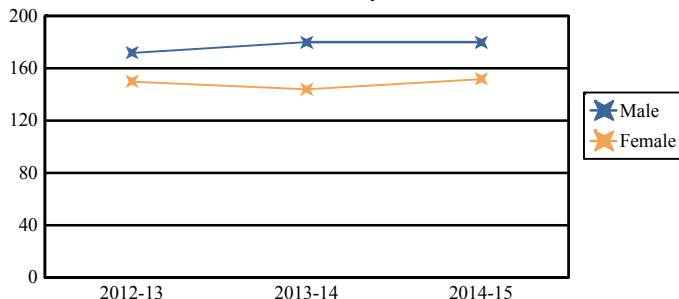


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

| Total School Enrollment |     |
|-------------------------|-----|
| 2012-13                 | 322 |
| 2013-14                 | 324 |
| 2014-15                 | 332 |

#### Enrollment by Gender

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

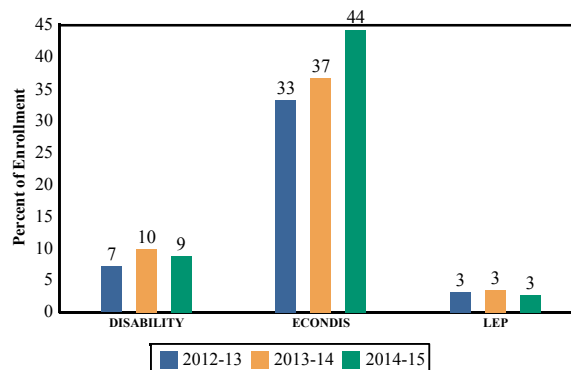


|         | Male | Female |
|---------|------|--------|
| 2012-13 | 172  | 150    |
| 2013-14 | 180  | 144    |
| 2014-15 | 180  | 152    |

GRADE SPAN 09-12

#### 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.

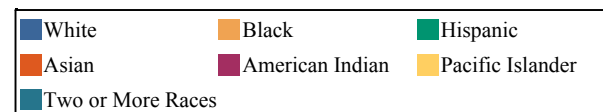
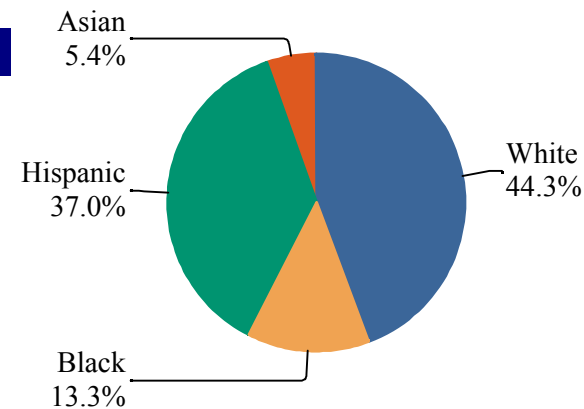


#### Current Year Enrollment by Program Participation

| 2014-15                             | Count of Students | % of Enrollment |
|-------------------------------------|-------------------|-----------------|
| Students with Disability            | 29                | 9%              |
| Economically Disadvantaged Students | 147               | 44.3%           |
| English Language Learners           | 9                 | 2.7%            |

#### 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    | 64.6%   |
| Spanish    | 29.7%   |
| Vietnamese | 1.2%    |
| Igbo       | 0.9%    |
| Georgian   | 0.6%    |
| Pilipino   | 0.6%    |
| Other      | 2.4%    |

**ACADEMIC ACHIEVEMENT**

**MIDDLESEX**

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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>28%</b>                    | <b>35</b>              | <b>32</b>               |
| Math Met or Exceeded Expectation                              | <b>9%</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                          | 159                 | 28.3%                      | 95%                       | 91.9%                     | <b>YES*</b>               |
| White                               | 63                  | 28.6%                      | 95%                       | 91.3%                     | <b>YES*</b>               |
| African American                    | -                   | -                          | --                        | --                        | --                        |
| Hispanic                            | 68                  | 26.5%                      | 95%                       | 91.9%                     | <b>YES*</b>               |
| American Indian                     | -                   | -                          | --                        | --                        | --                        |
| Asian                               | -                   | -                          | --                        | --                        | --                        |
| Two or More Races                   | -                   | -                          | --                        | --                        | --                        |
| Students with Disability            | -                   | -                          | --                        | --                        | --                        |
| English Learner Students            | -                   | -                          | --                        | --                        | --                        |
| Economically Disadvantaged Students | 69                  | 20.3%                      | 95%                       | 94.5%                     | <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.

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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                          | -            | -                   | --                 | --                 | --                 |
| 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**

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**Proficiency Outcomes - Biology**

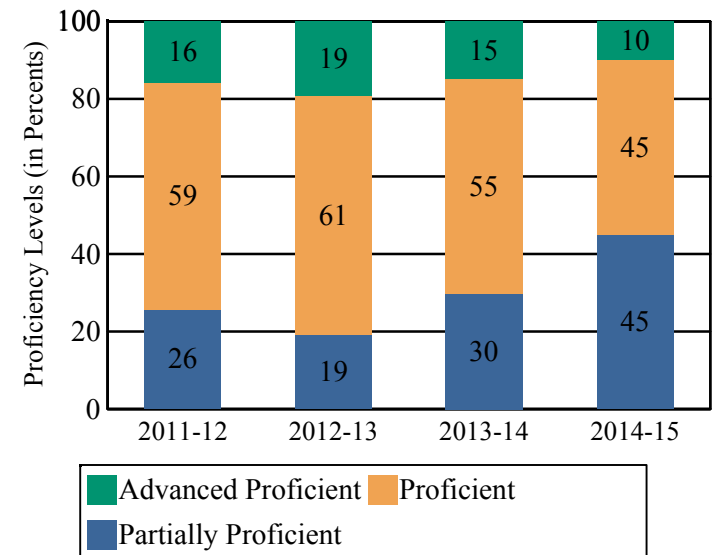
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

| Subgroups                           | Advanced | Proficient | Partially Proficient |
|-------------------------------------|----------|------------|----------------------|
| Schoolwide                          | 10%      | 45%        | 45%                  |
| White                               | -        | -          | -                    |
| African American                    | -        | -          | -                    |
| Hispanic                            | 6%       | 47%        | 47%                  |
| American Indian                     | -        | -          | -                    |
| Asian                               | -        | -          | -                    |
| Two or More Races                   | -        | -          | -                    |
| Students with Disability            | -        | -          | -                    |
| English Language Learners           | -        | -          | -                    |
| Economically Disadvantaged Students | -        | -          | -                    |

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

**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><br>Did Not Yet Meet Expectations<br><i>(Min. 650)</i> | <b>Level 2:</b><br>Partially Met Expectations | <b>Level 3:</b><br>Approached Expectations | <b>Level 4:</b><br>Met Expectations | <b>Level 5:</b><br>Exceeded Expectations<br><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                          | 85           | 730              | 739                    | 26%       | 18%       | 24%       | 27%       | 6%        | 33%                         | 41%                              |
| White                               | 38           | 728              | 746                    | 26%       | 18%       | 26%       | 24%       | 5%        | 29%                         | 47%                              |
| African American                    | -            | -                | 723                    | -         | -         | -         | -         | -         | -                           | 23%                              |
| Hispanic                            | 34           | 727              | 725                    | 32%       | 18%       | 18%       | 26%       | 6%        | 32%                         | 26%                              |
| American Indian                     | -            | -                | 732                    | -         | -         | -         | -         | -         | -                           | 33%                              |
| Asian                               | -            | -                | 765                    | -         | -         | -         | -         | -         | -                           | 68%                              |
| Two or More Races                   | -            | -                | 731                    | -         | -         | -         | -         | -         | -                           | 36%                              |
| Students with Disability            | -            | -                | 706                    | -         | -         | -         | -         | -         | -                           | 9%                               |
| English Language Learners           | -            | -                | 693                    | -         | -         | -         | -         | -         | -                           | 5%                               |
| Economically Disadvantaged Students | 31           | 720              | 724                    | 39%       | 19%       | 16%       | 23%       | 3%        | 26%                         | 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                          | 73           | 711              | 735                    | 53%       | 15%       | 10%       | 18%       | 4%        | 22%                         | 38%                              |
| White                               | 25           | 721              | 741                    | 48%       | 8%        | 16%       | 28%       | 0%        | 28%                         | 43%                              |
| African American                    | 13           | 698              | 717                    | 62%       | 15%       | 8%        | 15%       | 0%        | 15%                         | 22%                              |
| Hispanic                            | 34           | 708              | 720                    | 56%       | 21%       | 3%        | 12%       | 9%        | 21%                         | 24%                              |
| American Indian                     | -            | -                | 725                    | -         | -         | -         | -         | -         | -                           | 27%                              |
| Asian                               | -            | -                | 763                    | -         | -         | -         | -         | -         | -                           | 62%                              |
| Two or More Races                   | -            | -                | 729                    | -         | -         | -         | -         | -         | -                           | 34%                              |
| Students with Disability            | -            | -                | 698                    | -         | -         | -         | -         | -         | -                           | 8%                               |
| English Language Learners           | -            | -                | 685                    | -         | -         | -         | -         | -         | -                           | 4%                               |
| Economically Disadvantaged Students | 38           | 705              | 718                    | 58%       | 18%       | 8%        | 8%        | 8%        | 16%                         | 23%                              |



ACADEMIC ACHIEVEMENT

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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                          | 74           | 723              | 741                    | 30%       | 23%       | 22%       | 22%       | 4%        | 26%                         | 42%                              |
| White                               | 31           | 735              | 745                    | 26%       | 13%       | 19%       | 32%       | 10%       | 42%                         | 46%                              |
| African American                    | -            | -                | 727                    | -         | -         | -         | -         | -         | -                           | 27%                              |
| Hispanic                            | -            | -                | 731                    | -         | -         | -         | -         | -         | -                           | 31%                              |
| American Indian                     | -            | -                | 745                    | -         | -         | -         | -         | -         | -                           | 38%                              |
| Asian                               | -            | -                | 765                    | -         | -         | -         | -         | -         | -                           | 64%                              |
| Two or More Races                   | -            | -                | 738                    | -         | -         | -         | -         | -         | -                           | 38%                              |
| Students with Disability            | -            | -                | 712                    | -         | -         | -         | -         | -         | -                           | 16%                              |
| English Language Learners           | -            | -                | 703                    | -         | -         | -         | -         | -         | -                           | 6%                               |
| Economically Disadvantaged Students | 35           | 718              | 730                    | 29%       | 31%       | 23%       | 17%       | 0%        | 17%                         | 30%                              |

Advanced Placement/International Baccalaureate English Performance Distribution

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



| Subject     | Valid Scores | % Eligible for College Credit | Average Score Earned in the School | Average Score Earned in the State |
|-------------|--------------|-------------------------------|------------------------------------|-----------------------------------|
| AP ENG LANG | 19           | 47.4%                         | 2.58                               | 3.36                              |

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

PARCC ALGEBRA I - Performance Distribution

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

| Subgroup                            | Valid Scores | Mean Scale Score | State Mean Scale Score | % Level_1 | % Level_2 | % Level_3 | % Level_4 | % Level_5 | % Met/ Exceeded Expectation | State % Met/Exceeded Expectation |
|-------------------------------------|--------------|------------------|------------------------|-----------|-----------|-----------|-----------|-----------|-----------------------------|----------------------------------|
| Schoolwide                          | -            | -                | 740                    | -         | -         | -         | -         | -         | -                           | 40%                              |
| White                               | -            | -                | 746                    | -         | -         | -         | -         | -         | -                           | 47%                              |
| African American                    | -            | -                | 722                    | -         | -         | -         | -         | -         | -                           | 20%                              |
| Hispanic                            | -            | -                | 725                    | -         | -         | -         | -         | -         | -                           | 21%                              |
| American Indian                     | -            | -                | 733                    | -         | -         | -         | -         | -         | -                           | 35%                              |
| Asian                               | -            | -                | 769                    | -         | -         | -         | -         | -         | -                           | 73%                              |
| Two or More Races                   | -            | -                | 734                    | -         | -         | -         | -         | -         | -                           | 35%                              |
| Students with Disability            | -            | -                | 710                    | -         | -         | -         | -         | -         | -                           | 8%                               |
| English Language Learners           | -            | -                | 710                    | -         | -         | -         | -         | -         | -                           | 7%                               |
| Economically Disadvantaged Students | -            | -                | 725                    | -         | -         | -         | -         | -         | -                           | 21%                              |

PARCC GEOMETRY - Performance Distribution

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

| Subgroup                            | Valid Scores | Mean Scale Score | State Mean Scale Score | % Level_1 | % Level_2 | % Level_3 | % Level_4 | % Level_5 | % Met/ Exceeded Expectation | State % Met/Exceeded Expectation |
|-------------------------------------|--------------|------------------|------------------------|-----------|-----------|-----------|-----------|-----------|-----------------------------|----------------------------------|
| Schoolwide                          | -            | -                | 728                    | -         | -         | -         | -         | -         | -                           | 21%                              |
| White                               | -            | -                | 731                    | -         | -         | -         | -         | -         | -                           | 24%                              |
| African American                    | -            | -                | 716                    | -         | -         | -         | -         | -         | -                           | 7%                               |
| Hispanic                            | -            | -                | 718                    | -         | -         | -         | -         | -         | -                           | 8%                               |
| American Indian                     | -            | -                | 722                    | -         | -         | -         | -         | -         | -                           | 12%                              |
| Asian                               | -            | -                | 751                    | -         | -         | -         | -         | -         | -                           | 54%                              |
| Two or More Races                   | -            | -                | 724                    | -         | -         | -         | -         | -         | -                           | 20%                              |
| Students with Disability            | -            | -                | 709                    | -         | -         | -         | -         | -         | -                           | 4%                               |
| English Language Learners           | -            | -                | 710                    | -         | -         | -         | -         | -         | -                           | 6%                               |
| Economically Disadvantaged Students | -            | -                | 718                    | -         | -         | -         | -         | -         | -                           | 8%                               |

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                          | -            | -                | 721                    | -         | -         | -         | -         | -         | -                           | 24%                              |
| White                               | -            | -                | 725                    | -         | -         | -         | -         | -         | -                           | 27%                              |
| African American                    | -            | -                | 701                    | -         | -         | -         | -         | -         | -                           | 8%                               |
| Hispanic                            | -            | -                | 706                    | -         | -         | -         | -         | -         | -                           | 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 | -            | -                | 705                    | -         | -         | -         | -         | -         | -                           | 9%                               |

**COLLEGE AND CAREER READINESS**

**MIDDLESEX**

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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  | 79%                    | 81              | 43                   | 80%              | NO          |
| Percent of Students Participating in PSAT or PLAN  | 58%                    | 42              | 27                   | 60%              | NO          |
| Percent of Students Scoring Above 1550 on SAT  | 33%                    | 61              | 42                   | 40%              | NO          |
| Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science | 41%                    | 97              | 86                   | 35%              | YES         |
| Percent of AP Tests $\geq 3$ or IB Test $\geq 4$ in English, Math, Social Studies or Science           | 52%                    | 42              | 38                   | 75%              | NO          |
| <b>Summary</b>   |                        | 65              | 47                   |                  | 20%         |

**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             | 77.0%  | 70.7%     | 79.1%     |
| Participating in ACT             | 19.5%  |           | 25.2%     |
| Participating in PSAT or PLAN    | 57.6%  | 68.1%     | 79.6%     |
| Participating in Dual Enrollment | 0.0%   |           | 14.9%     |

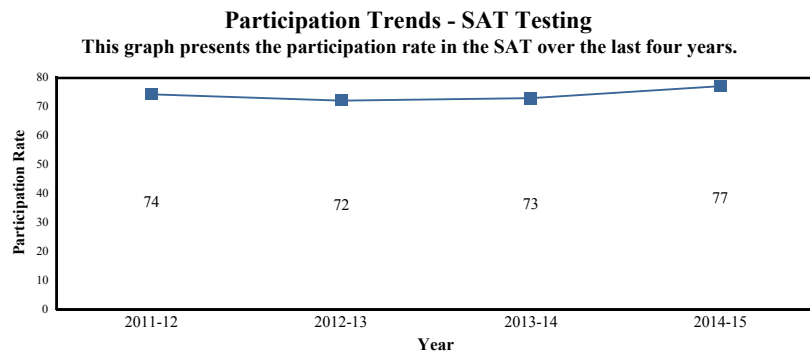
**AP/IB Participation - 'Unique' Students**

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

| 2014-15 Percent of Students Taking                                     | School | Peer Avg. | State Avg. |
|--|--------|-----------|------------|
| One or More Course   | 43.7%  | 28.5%     | 36.3%      |
| One or More Test   | 43.0%  | 23.0%     | 30.7%      |
| At least one AP or IB Test in English, Math, Social Studies or Science | 41.1%  | 18.9%     | 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.

### Participation Trends - SAT Testing



### 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 | 32.8%  | 30.8%     | 43.8%      |

### Composite SAT Score

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

| 2014-15             | School | Peer Avg. | State Avg. |
|---------------------|--------|-----------|------------|
| Composite SAT Score | 1,437  | 1,428     | 1,508      |
| Critical Reading    | 476    | 470       | 496        |
| Mathematics         | 498    | 490       | 518        |
| Writing             | 463    | 467       | 494        |

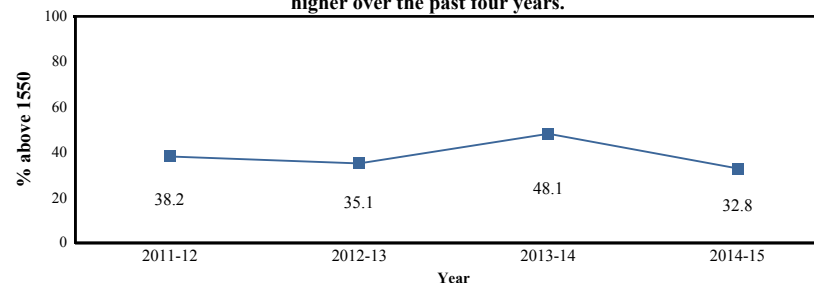
### AP /IB Test Results

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

| 2014-15   | School | Peer Avg. | State Avg. |
|---|--------|-----------|------------|
| Percent of AP Tests $\geq 3$ or IB Test $\geq 4$  | 54.4%  | 60.5%     | 72.4%      |
| Percent of Scores in AP $\geq 3$ or IB $\geq 4$ in English, Math, Social Studies or Science | 52.3%  | 56.6%     | 69.7%      |

### SAT Benchmark Trends

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



### Composite SAT Score

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

| 2014-15         | Critical Reading | Mathematics | Writing |
|-----------------|------------------|-------------|---------|
| 75th Percentile | 550              | 560         | 520     |
| 50th Percentile | 460              | 480         | 450     |
| 25th Percentile | 420              | 430         | 395     |

**COLLEGE AND CAREER READINESS**

MIDDLESEX  
DUNELLEN BORO

GRADE SPAN 09-12

23-1140-040  
DUNELLEN HIGH SCHOOL  
411 FIRST STREET  
DUNELLEN, NJ 08812

**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 English Literature and Composition | 33                | 33              |
| AP English Language and Composition   | 19                | 19              |
| AP Biology                            | 17                | 15              |
| AP U.S. History                       | 13                | 13              |
| AP Calculus AB                        | 10                | 9               |
| AP Spanish Language                   | 8                 | 8               |
| AP European History                   | 5                 | 5               |
| AP Calculus BC                        |                   | 1               |
| AP Computer Science A                 |                   | 1               |

### Visual and Performing Arts

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

| Percent of Students Enrolled                 | School       | State        |
|--|--------------|--------------|
| Dance  | N/R          | 2.1%         |
| Drama/Theater                                | 14.9%        | 3.8%         |
| Music  | 35.4%        | 17.8%        |
| Visual Arts                                  | 41.2%        | 31.7%        |
| <b>Total: All Visual and Performing Arts</b> | <b>73.2%</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           | N/R    | 18.3% |
| Structured Learning Experience | 0.0%   | 7.0%  |

N/R - Data Not Reported



**GRADUATION AND POSTSECONDARY**

**MIDDLESEX**

**DUNELLEN BORO**

**GRADE SPAN 09-12**

**DUNELLEN HIGH SCHOOL**

**411 FIRST STREET**

**DUNELLEN, NJ 08812**

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

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

| Graduation & Post Secondary Indicators           | Schoolwide Performance | Peer Percentile | Statewide Percentile | Statewide Targets | Met Target |
|--|------------------------|-----------------|----------------------|-------------------|------------|
| Overall Graduation Rate                          | 91%                    | 71              | 37                   | 78%               | YES        |
| Dropout Rate                                     | 0.6%                   | 74              | 44                   | 2%                | YES        |
| <b>SUMMARY - Graduation &amp; Post-Secondary</b> |                        | 73              | 41                   |                   | 100%       |

**Graduation Rate by Subgroup**

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

|                                     | School | State Target |
|-------------------------------------|--------|--------------|
| <b>Schoolwide</b>                   | 91%    | 78%          |
| White                               | 95%    |              |
| African American                    | -      |              |
| Hispanic                            | 84%    |              |
| American Indian                     | -      |              |
| Asian                               | -      |              |
| Native Hawaiian                     | -      |              |
| Two or More Races                   | -      |              |
| Students with Disability            | -      |              |
| English Language Learners           | -      |              |
| Economically Disadvantaged Students | 89%    |              |

**Dropout Rate by Subgroup**

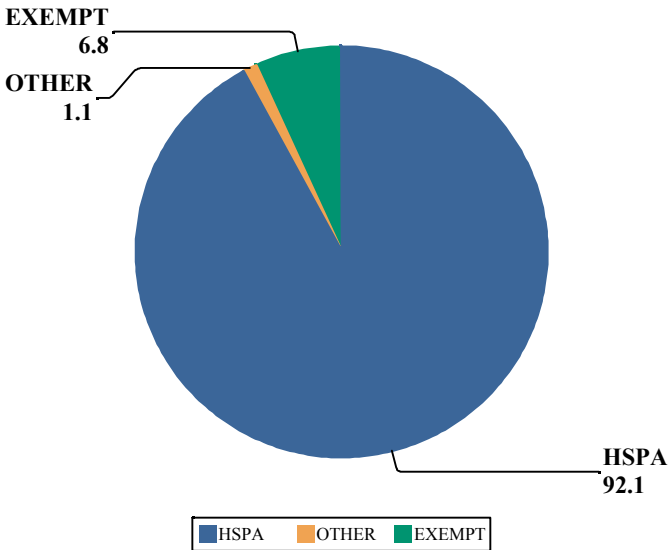
This table presents for all NCLB-identified subgroups the Dropout rate. This rate calculates the percentage of students who are classified as dropouts divided by the school's total enrollment and by each subgroup enrollment.

|                                     | School | State Target |
|-------------------------------------|--------|--------------|
| <b>Schoolwide</b>                   | .6%    | 2%           |
| White                               | 1.4%   |              |
| African American                    | 0%     |              |
| Hispanic                            | 0%     |              |
| American Indian                     | -      |              |
| Asian                               | -      |              |
| Native Hawaiian                     | -      |              |
| Two or More Races                   | -      |              |
| Students with Disability            | -      |              |
| English Language Learners           | -      |              |
| Economically Disadvantaged Students | .7%    |              |

**GRADUATION AND POSTSECONDARY**  
**MIDDLESEX**  
**DUNELLEN BORO**

**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     | 91%         | 95%         |
| 2013     | 94%         | 94%         |
| 2014     | 88%         | 88%         |
| 2015     | 91%         |             |

**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>                   | 77%                     | 38.3%                    | 61.7%                    |
| White                               | 82.5%                   | 21.2%                    | 78.8%                    |
| African American                    | -                       | -                        | -                        |
| Hispanic                            | -                       | -                        | -                        |
| Asian                               | -                       | -                        | -                        |
| American Indian                     | -                       | -                        | -                        |
| Native Hawaiian                     | -                       | -                        | -                        |
| Two or More Races                   | -                       | -                        | -                        |
| Students with Disability            | -                       | -                        | -                        |
| English Language Learners           | -                       | -                        | -                        |
| Economically Disadvantaged Students | -                       | -                        | -                        |

**WITHIN SCHOOL ACHIEVEMENT GAP**

MIDDLESEX

DUNELLEN BORO

GRADE SPAN 09-12

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

**Grade Level - 09**

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

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

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th       | 814                | 850               |
| 75th       | 760                | 766               |
| 50th       | 738                | 739               |
| 25th       | 699                | 710               |
| 0th        | 653                | 650               |

|                  | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 61                       | 56                      |

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

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

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th       | N/A                | 821               |
| 75th       | N/A                | 762               |
| 50th       | N/A                | 735               |
| 25th       | N/A                | 711               |
| 0th        | N/A                | 650               |

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

**WITHIN SCHOOL ACHIEVEMENT GAP**

MIDDLESEX

DUNELLEN BORO

**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       | 807                | 850               |
| 75th       | 745                | 766               |
| 50th       | 696                | 733               |
| 25th       | 679                | 699               |
| 0th        | 650                | 650               |

|                  | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 66                       | 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       | 800                | 850               |
| 75th       | 748                | 768               |
| 50th       | 723                | 740               |
| 25th       | 689                | 711               |
| 0th        | 652                | 650               |

|                  | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 59                       | 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       | N/A                | 793               |
| 75th       | N/A                | 747               |
| 50th       | N/A                | 726               |
| 25th       | N/A                | 710               |
| 0th        | N/A                | 650               |

|                  | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | N/A                      | 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       | N/A                | 813               |
| 75th       | N/A                | 748               |
| 50th       | N/A                | 718               |
| 25th       | N/A                | 692               |
| 0th        | N/A                | 650               |

|                  | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | N/A                      | 56                      |

### 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          |
|----------------|-----------------|
| <b>2014-15</b> | 6 Hrs. 56 Mins. |

### Student Suspension Rate

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

|                | School |
|----------------|--------|
| <b>2014-15</b> | 7.5%   |

### 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.

| <b>2014-15</b>     | School          |
|--------------------|-----------------|
| <b>Full Time</b>   | 5 Hrs. 59 Mins. |
| <b>Shared Time</b> | 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 |
|----------------|--------|
| <b>2014-15</b> | 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.

| <b>2014-15</b>        | School |
|-----------------------|--------|
| <b>Faculty</b>        | 11     |
| <b>Administrators</b> | 144    |

**SCHOOL PEER GROUP**

**MIDDLESEX  
DUNELLEN BORO**

**GRADE SPAN 09-12**

**23-1140-040  
DUNELLEN HIGH SCHOOL  
411 FIRST STREET  
DUNELLEN, NJ 08812**

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<br/>DISADVANTAGED</u> | <u>ENGLISH<br/>LANGUAGE<br/>LEARNER</u> | <u>SPECIAL<br/>EDUCATION</u> |
|--------------------|---------------------------|---|-----------------|-------------------|---------------------------------------|---|------------------------------|
| ATLANTIC           | GREATER EGG HARBOR REG    | OAKCREST HIGH SCHOOL                    | 01-1790-050     | 09-12             | 51.1%                                 | 3.5%                                    | 18.6%                        |
| ATLANTIC           | HAMMONTON TOWN            | HAMMONTON HIGH SCHOOL                   | 01-1960-050     | 09-12             | 32.3%                                 | 1.7%                                    | 17.2%                        |
| BERGEN             | BERGENFIELD BORO          | BERGENFIELD HIGH SCHOOL                 | 03-0300-020     | 09-12             | 33.8%                                 | 1.5%                                    | 11.8%                        |
| BERGEN             | BOGOTA BORO               | BOGOTA JR./SR. HIGH SCHOOL              | 03-0440-020     | 07-12             | 48.5%                                 | 4.2%                                    | 15.9%                        |
| BERGEN             | ELMWOOD PARK              | MEMORIAL SENIOR HIGH SCHOOL             | 03-1345-050     | 09-12             | 46.2%                                 | 2.8%                                    | 13.4%                        |
| BURLINGTON         | MAPLE SHADE TWP           | MAPLE SHADE HIGH SCHOOL                 | 05-3010-030     | 07-12             | 43.8%                                 | 2.6%                                    | 20.9%                        |
| BURLINGTON         | RIVERSIDE TWP             | RIVERSIDE HIGH SCHOOL                   | 05-4450-050     | 09-12             | 47%                                   | 2.8%                                    | 20.2%                        |
| CAMDEN             | COLLINGSWOOD BORO         | COLLINGSWOOD HIGH SCHOOL                | 07-0940-030     | 09-12             | 46.8%                                 | 2.9%                                    | 16.6%                        |
| CAMDEN             | STERLING HIGH SCHOOL DIST | STERLING HIGH SCHOOL                    | 07-5035-050     | 09-12             | 31.4%                                 | 0.3%                                    | 17.9%                        |
| ESSEX              | BLOOMFIELD TWP            | BLOOMFIELD HIGH SCHOOL                  | 13-0410-020     | 09-12             | 49.5%                                 | 2.7%                                    | 16.8%                        |
| ESSEX              | WEST ORANGE TOWN          | WEST ORANGE HIGH SCHOOL                 | 13-5680-050     | 09-12             | 48%                                   | 4.6%                                    | 18.4%                        |
| GLOUCESTER         | GATEWAY REGIONAL          | GATEWAY REGIONAL HIGH SCHOOL            | 15-1715-050     | 07-12             | 34.3%                                 | 0.4%                                    | 17.1%                        |
| GLOUCESTER         | GLASSBORO                 | GLASSBORO HIGH SCHOOL                   | 15-1730-050     | 09-12             | 37.1%                                 | 0.7%                                    | 21%                          |
| GLOUCESTER         | MONROE TWP                | WILLIAMSTOWN HIGH SCHOOL                | 15-3280-050     | 09-12             | 30.5%                                 | 0.5%                                    | 16%                          |
| HUDSON             | WEEHAWKEN TWP             | WEEHAWKEN HIGH SCHOOL                   | 17-5580-050     | 07-12             | 59.4%                                 | 6.2%                                    | 12.9%                        |
| MERCER             | HAMILTON TWP              | HAMILTON WEST-WATSON                    | 21-1950-060     | 09-12             | 41.8%                                 | 2.7%                                    | 14.4%                        |
| MIDDLESEX          | DUNELLEN BORO             | DUNELLEN HIGH SCHOOL                    | 23-1140-040     | 09-12             | 44.3%                                 | 2.7%                                    | 8.7%                         |
| MIDDLESEX          | EDISON TWP                | EDISON HIGH SCHOOL                      | 23-1290-050     | 09-12             | 34.6%                                 | 1.8%                                    | 13%                          |
| MIDDLESEX          | NORTH BRUNSWICK TWP       | NORTH BRUNSWICK TOWNSHIP<br>HIGH SCHOOL | 23-3620-040     | 09-12             | 39.5%                                 | 2.6%                                    | 12%                          |
| MIDDLESEX          | SAYREVILLE BORO           | SAYREVILLE WAR MEMORIAL HIGH<br>SCHOOL  | 23-4660-050     | 09-12             | 37.6%                                 | 1.4%                                    | 13.6%                        |
| MIDDLESEX          | SOUTH AMBOY CITY          | SOUTH AMBOY MIDDLE/HIGH<br>SCHOOL       | 23-4830-030     | 06-12             | 42.2%                                 | 1.6%                                    | 13.7%                        |
| MIDDLESEX          | WOODBRIIDGE TWP           | WOODBRIIDGE HIGH SCHOOL                 | 23-5850-050     | 09-12             | 42%                                   | 2.1%                                    | 12.1%                        |
| OCEAN              | BARNEGAT TWP              | BARNEGAT HIGH SCHOOL                    | 29-0185-030     | 09-12             | 33.1%                                 | 0.9%                                    | 13.3%                        |
| OCEAN              | CENTRAL REGIONAL          | CENTRAL REGIONAL HIGH SCHOOL            | 29-0770-030     | 09-12             | 35.4%                                 | 0.5%                                    | 17.3%                        |

**SCHOOL PEER GROUP**

**MIDDLESEX**

**DUNELLEN BORO**

**GRADE SPAN 09-12**

**DUNELLEN HIGH SCHOOL**

**411 FIRST STREET**

**DUNELLEN, NJ 08812**

|          |                    |                                       |             |       |       |      |       |
|----------|--------------------|---------------------------------------|-------------|-------|-------|------|-------|
| OCEAN    | PINELANDS REGIONAL | <b>PINELANDS REGIONAL HIGH SCHOOL</b> | 29-4105-050 | 10-12 | 36%   | 1.1% | 13.6% |
| PASSAIC  | CLIFTON CITY       | <b>CLIFTON HIGH SCHOOL</b>            | 31-0900-030 | 09-12 | 55.8% | 4.9% | 12%   |
| SALEM    | PITTSBORO TWP      | <b>ARTHUR P SCHALICK HIGH SCHOOL</b>  | 33-4150-040 | 09-12 | 32.9% | 0%   | 10.9% |
| SOMERSET | BOUND BROOK BORO   | <b>BOUND BROOK HIGH SCHOOL</b>        | 35-0490-020 | 09-12 | 63.3% | 7.1% | 13.1% |
| SOMERSET | MANVILLE BORO      | <b>MANVILLE HIGH SCHOOL</b>           | 35-3000-050 | 09-12 | 46%   | 3.7% | 17.7% |
| UNION    | UNION TWP          | <b>UNION SENIOR HIGH</b>              | 39-5290-050 | 09-12 | 39.7% | 2.6% | 13.4% |
| WARREN   | PHILLIPSBURG TOWN  | <b>PHILLIPSBURG HIGH SCHOOL</b>       | 41-4100-050 | 09-12 | 31.4% | 0.5% | 13.4% |





# State of New Jersey

2014-15

23-1140-050

JOHN P. FABER ELEMENTARY SCHOOL

400 HIGH STREET

DUNELLEN, NJ 08812

## OVERVIEW

MIDDLESEX

DUNELLEN BORO

GRADE SPAN KG-05

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

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

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

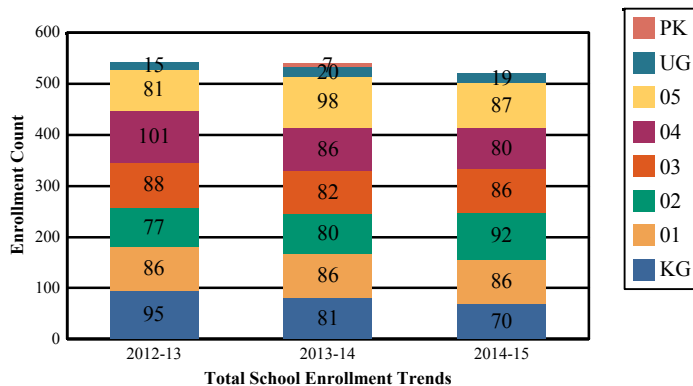
To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

## DEMOGRAPHIC INFORMATION

MIDDLESEX  
DUNELLEN BORO

### Enrollment by Grade

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

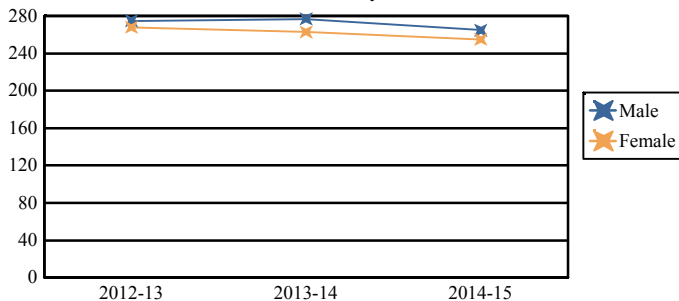


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

| Total School Enrollment |     |
|-------------------------|-----|
| 2012-13                 | 543 |
| 2013-14                 | 540 |
| 2014-15                 | 520 |

### Enrollment by Gender

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

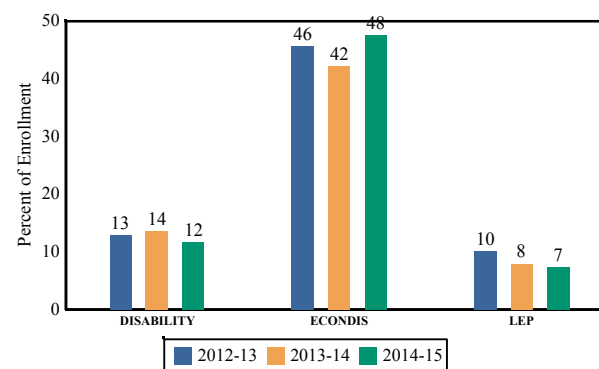


|         | Male | Female |
|---------|------|--------|
| 2012-13 | 275  | 268    |
| 2013-14 | 277  | 263    |
| 2014-15 | 265  | 255    |

GRADE SPAN KG-05

### Enrollment Trends by Program Participation

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

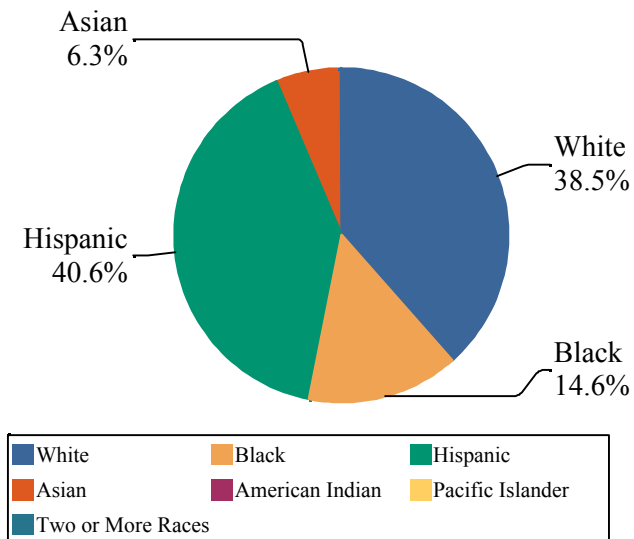


| Current Year Enrollment by Program Participation |                   |                 |
|--|-------------------|-----------------|
| 2014-15  | Count of Students | % of Enrollment |
| Students with Disability                         | 61                | 12%             |
| Economically Disadvantaged Students              | 247               | 47.5%           |
| English Language Learners                        | 38                | 7.3%            |

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### 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   | 60.1%   |
| Spanish   | 32.6%   |
| Tagalog   | 1.5%    |
| Polish  | 0.9%    |
| Georgian  | 0.8%    |
| Pilipino  | 0.6%    |
| Other   | 3.6%    |

#### ACADEMIC ACHIEVEMENT

MIDDLESEX

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GRADE SPAN KG-05

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

| Academic Achievement Indicators                            | Schoolwide Performance | Peer Percentile | State Percentile |
|--|------------------------|-----------------|------------------|
| English Language Arts/Literacy Met or Exceeded Expectation | 54%                    | 91              | 51               |
| Math Met or Exceeded Expectation                           | 34%                    |                 |                  |

#### 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                          | 245          | 53.9%               | 95%                | 96.8%              | YES                |
| White                               | 97           | 59.7%               | 95%                | 97%                | YES                |
| African American                    | 32           | 40.6%               | 95%                | 94.1%              | -                  |
| Hispanic                            | 99           | 48.5%               | 95%                | 97.1%              | YES                |
| American Indian                     | -            | -                   | --                 | --                 | --                 |
| Asian                               | -            | -                   | --                 | --                 | --                 |
| Two or More Races                   | -            | -                   | --                 | --                 | --                 |
| Students with Disability            | -            | -                   | --                 | --                 | --                 |
| English Language Learners           | -            | -                   | --                 | --                 | --                 |
| Economically Disadvantaged Students | 111          | 42.3%               | 95%                | 96.5%              | YES                |

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

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

ACADEMIC ACHIEVEMENT

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GRADE SPAN KG-05

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ESEA Waiver - Math

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

| Subgroups                           | Valid Scores | % Meeting Standards | Participation Goal | Participation Rate | Met Participation? |
|-------------------------------------|--------------|---------------------|--------------------|--------------------|--------------------|
| Schoolwide                          | 247          | 33.6%               | 95%                | 96.9%              | YES                |
| White                               | 97           | 39.1%               | 95%                | 97%                | YES                |
| African American                    | 32           | 21.9%               | 95%                | 94.1%              | -                  |
| Hispanic                            | 100          | 26%                 | 95%                | 97.1%              | YES                |
| American Indian                     | -            | -                   | --                 | --                 | --                 |
| Asian                               | -            | -                   | --                 | --                 | --                 |
| Two or More Races                   | -            | -                   | --                 | --                 | --                 |
| Students with Disability            | -            | -                   | --                 | --                 | --                 |
| English Learner Students            | -            | -                   | --                 | --                 | --                 |
| Economically Disadvantaged Students | 113          | 18.6%               | 95%                | 96.6%              | 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

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GRADE SPAN KG-05

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

PARCC ELA Performance Distribution - Grade - 03

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

| Subgroup                            | Valid Scores | Mean Scale Score | State Mean Scale Score | % Level_1 | % Level_2 | % Level_3 | % Level_4 | % Level_5 | % Met/ Exceeded Expectation | State % Met/Exceeded Expectation |
|-------------------------------------|--------------|------------------|------------------------|-----------|-----------|-----------|-----------|-----------|-----------------------------|----------------------------------|
| Schoolwide                          | 85           | 744              | 744                    | 12%       | 14%       | 31%       | 41%       | 2%        | 44%                         | 44%                              |
| White                               | 32           | 748              | 753                    | 6%        | 16%       | 31%       | 44%       | 3%        | 47%                         | 55%                              |
| African American                    | -            | -                | 725                    | -         | -         | -         | -         | -         | -                           | 26%                              |
| Hispanic                            | 36           | 739              | 727                    | 14%       | 14%       | 36%       | 36%       | 0%        | 36%                         | 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 | 41           | 732              | 724                    | 20%       | 22%       | 32%       | 27%       | 0%        | 27%                         | 24%                              |

**PARCC ELA Performance Distribution - Grade - 04**

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

| Subgroup                            | Valid Scores | Mean Scale Score | State Mean Scale Score | % Level_1 | % Level_2 | % Level_3 | % Level_4 | % Level_5 | % Met/ Exceeded Expectation | State % Met/Exceeded Expectation |
|-------------------------------------|--------------|------------------|------------------------|-----------|-----------|-----------|-----------|-----------|-----------------------------|----------------------------------|
| Schoolwide                          | 77           | 752              | 751                    | 5%        | 12%       | 27%       | 49%       | 6%        | 56%                         | 52%                              |
| White                               | 33           | 757              | 758                    | 3%        | 6%        | 30%       | 52%       | 9%        | 61%                         | 63%                              |
| African American                    | 12           | 753              | 733                    | 0%        | 8%        | 25%       | 67%       | 0%        | 67%                         | 30%                              |
| Hispanic                            | 28           | 746              | 737                    | 7%        | 18%       | 29%       | 39%       | 7%        | 46%                         | 35%                              |
| American Indian                     | -            | -                | 746                    | -         | -         | -         | -         | -         | -                           | 52%                              |
| Asian                               | -            | -                | 773                    | -         | -         | -         | -         | -         | -                           | 78%                              |
| Two or More Races                   | -            | -                | 760                    | -         | -         | -         | -         | -         | -                           | 62%                              |
| Students with Disability            | -            | -                | 725                    | -         | -         | -         | -         | -         | -                           | 25%                              |
| English Language Learners           | -            | -                | 717                    | -         | -         | -         | -         | -         | -                           | 15%                              |
| Economically Disadvantaged Students | 31           | 746              | 734                    | 3%        | 26%       | 23%       | 42%       | 6%        | 48%                         | 31%                              |

PARCC ELA Performance Distribution - Grade - 05

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

| Subgroup                            | Valid Scores | Mean Scale Score | State Mean Scale Score | % Level_1 | % Level_2 | % Level_3 | % Level_4 | % Level_5 | % Met/ Exceeded Expectation | State % Met/Exceeded Expectation |
|-------------------------------------|--------------|------------------|------------------------|-----------|-----------|-----------|-----------|-----------|-----------------------------|----------------------------------|
| Schoolwide                          | 83           | 758              | 751                    | 4%        | 11%       | 23%       | 57%       | 6%        | 63%                         | 53%                              |
| White                               | 32           | 768              | 757                    | 3%        | 0%        | 25%       | 59%       | 13%       | 72%                         | 62%                              |
| African American                    | -            | -                | 734                    | -         | -         | -         | -         | -         | -                           | 31%                              |
| Hispanic                            | 35           | 754              | 737                    | 3%        | 17%       | 17%       | 63%       | 0%        | 63%                         | 35%                              |
| American Indian                     | -            | -                | 746                    | -         | -         | -         | -         | -         | -                           | 45%                              |
| Asian                               | -            | -                | 771                    | -         | -         | -         | -         | -         | -                           | 77%                              |
| Two or More Races                   | -            | -                | 758                    | -         | -         | -         | -         | -         | -                           | 61%                              |
| Students with Disability            | -            | -                | 723                    | -         | -         | -         | -         | -         | -                           | 21%                              |
| English Language Learners           | -            | -                | 717                    | -         | -         | -         | -         | -         | -                           | 15%                              |
| Economically Disadvantaged Students | 39           | 746              | 734                    | 5%        | 21%       | 21%       | 51%       | 3%        | 54%                         | 31%                              |



**PARCC MATH - Performance Distribution - Grade - 03**

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

| Subgroup                            | Valid Scores | Mean Scale Score | State Mean Scale Score | % Level_1 | % Level_2 | % Level_3 | % Level_4 | % Level_5 | % Met/Exceeded Expectation | State % Met/Exceeded Expectation |
|-------------------------------------|--------------|------------------|------------------------|-----------|-----------|-----------|-----------|-----------|----------------------------|----------------------------------|
| Schoolwide                          | 86           | 745              | 746                    | 6%        | 17%       | 36%       | 35%       | 6%        | 41%                        | 46%                              |
| White                               | 32           | 750              | 752                    | 0%        | 19%       | 34%       | 38%       | 9%        | 47%                        | 56%                              |
| African American                    | -            | -                | 728                    | -         | -         | -         | -         | -         | -                          | 25%                              |
| Hispanic                            | 37           | 740              | 733                    | 8%        | 16%       | 41%       | 32%       | 3%        | 35%                        | 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 | 42           | 736              | 730                    | 7%        | 24%       | 43%       | 24%       | 2%        | 26%                        | 26%                              |

**ACADEMIC ACHIEVEMENT**

**MIDDLESEX  
DUNELLEN BORO**

**GRADE SPAN KG-05**

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400 HIGH STREET  
DUNELLEN, NJ 08812**

**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                          | 77           | 743              | 744                    | 3%        | 19%       | 39%       | 36%       | 3%        | 39%                         | 42%                              |
| White                               | 33           | 748              | 749                    | 0%        | 18%       | 39%       | 36%       | 6%        | 42%                         | 50%                              |
| African American                    | 12           | 744              | 727                    | 0%        | 8%        | 50%       | 42%       | 0%        | 42%                         | 20%                              |
| Hispanic                            | 28           | 737              | 732                    | 7%        | 21%       | 39%       | 32%       | 0%        | 32%                         | 26%                              |
| American Indian                     | -            | -                | 740                    | -         | -         | -         | -         | -         | -                           | 40%                              |
| Asian                               | -            | -                | 769                    | -         | -         | -         | -         | -         | -                           | 75%                              |
| Two or More Races                   | -            | -                | 750                    | -         | -         | -         | -         | -         | -                           | 52%                              |
| Students with Disability            | -            | -                | 724                    | -         | -         | -         | -         | -         | -                           | 21%                              |
| English Language Learners           | -            | -                | 722                    | -         | -         | -         | -         | -         | -                           | 15%                              |
| Economically Disadvantaged Students | 31           | 739              | 730                    | 0%        | 29%       | 48%       | 23%       | 0%        | 23%                         | 23%                              |

**ACADEMIC ACHIEVEMENT**

**MIDDLESEX  
DUNELLEN BORO**

**GRADE SPAN KG-05**

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**PARCC MATH - Performance Distribution - Grade - 05**

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

| Subgroup                            | Valid Scores | Mean Scale Score | State Mean Scale Score | % Level_1 | % Level_2 | % Level_3 | % Level_4 | % Level_5 | % Met/ Exceeded Expectation | State % Met/Exceeded Expectation |
|-------------------------------------|--------------|------------------|------------------------|-----------|-----------|-----------|-----------|-----------|-----------------------------|----------------------------------|
| Schoolwide                          | 84           | 735              | 744                    | 4%        | 25%       | 50%       | 18%       | 4%        | 21%                         | 42%                              |
| White                               | 32           | 742              | 749                    | 0%        | 22%       | 50%       | 19%       | 9%        | 28%                         | 49%                              |
| African American                    | -            | -                | 728                    | -         | -         | -         | -         | -         | -                           | 21%                              |
| Hispanic                            | 35           | 733              | 733                    | 3%        | 23%       | 63%       | 11%       | 0%        | 11%                         | 26%                              |
| American Indian                     | -            | -                | 745                    | -         | -         | -         | -         | -         | -                           | 46%                              |
| Asian                               | -            | -                | 768                    | -         | -         | -         | -         | -         | -                           | 74%                              |
| Two or More Races                   | -            | -                | 749                    | -         | -         | -         | -         | -         | -                           | 50%                              |
| Students with Disability            | -            | -                | 724                    | -         | -         | -         | -         | -         | -                           | 19%                              |
| English Language Learners           | -            | -                | 724                    | -         | -         | -         | -         | -         | -                           | 17%                              |
| Economically Disadvantaged Students | -            | -                | 731                    | -         | -         | -         | -         | -         | -                           | 23%                              |

### 2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>  
Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>  
Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>  
Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

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

#### Proficiency Percentages

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

**ACADEMIC ACHIEVEMENT**

**MIDDLESEX**

**DUNELLEN BORO**

**GRADE SPAN KG-05**

**23-1140-050**

**JOHN P. FABER ELEMENTARY SCHOOL**

**400 HIGH STREET**

**DUNELLEN, NJ 08812**

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

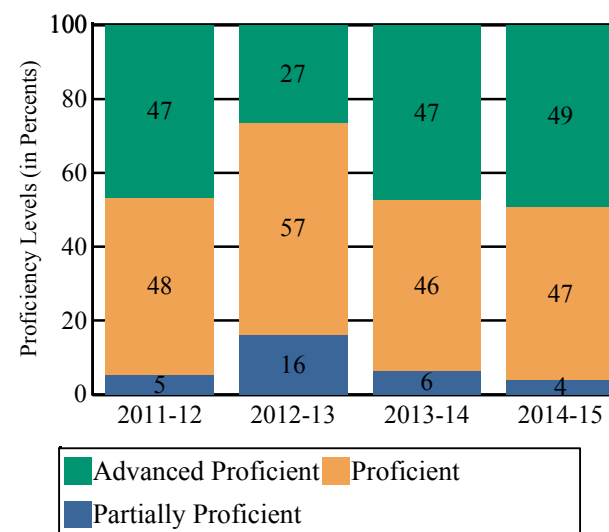
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups                           | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide                          | 49%                 | 47%        | 4%                   |
| White                               | 60%                 | 40%        | 0%                   |
| African American                    | 27%                 | 73%        | 0%                   |
| Hispanic                            | 44%                 | 48%        | 7%                   |
| American Indian                     | -                   | -          | -                    |
| Asian                               | -                   | -          | -                    |
| Two or More Races                   | -                   | -          | -                    |
| Students with Disability            | -                   | -          | -                    |
| English Language Learners           | -                   | -          | -                    |
| Economically Disadvantaged Students | 38%                 | 55%        | 7%                   |

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

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

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



**COLLEGE AND CAREER READINESS**

**MIDDLESEX**

**DUNELLEN BORO**

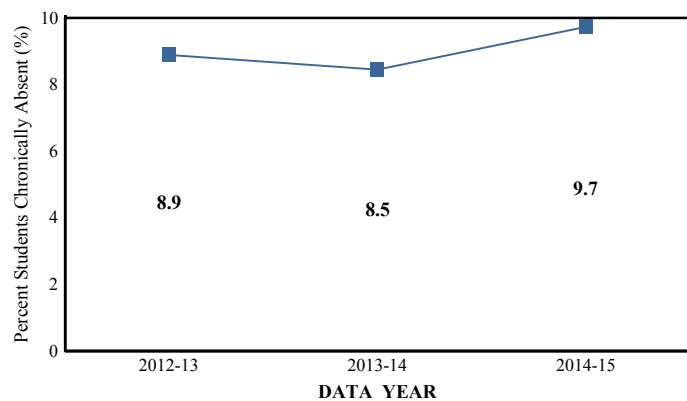
**GRADE SPAN KG-05**

**23-1140-050**  
**JOHN P. FABER ELEMENTARY SCHOOL**  
**400 HIGH STREET**  
**DUNELLEN, NJ 08812**

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.

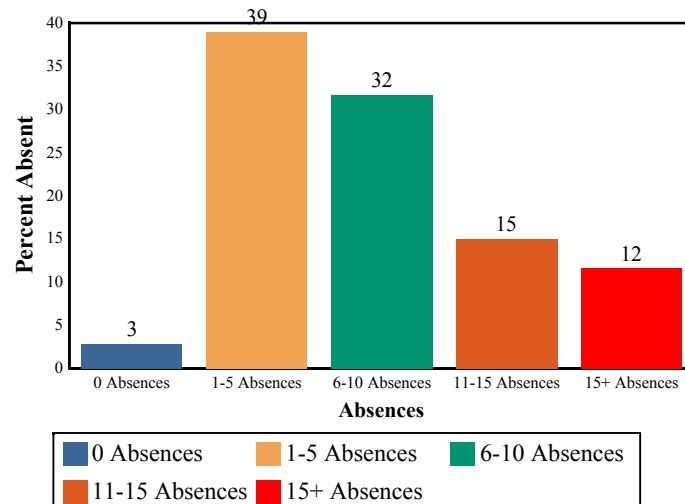


**Chronic Absenteeism for 2014-15**

**9.74%**

**Absenteeism**

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



#### STUDENT GROWTH

MIDDLESEX

DUNELLEN BORO

JOHN P. FABER ELEMENTARY SCHOOL

400 HIGH STREET

DUNELLEN, NJ 08812

GRADE SPAN KG-05

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

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

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

| Student Growth Indicators       | Schoolwide Performance | Peer Percentile | Statewide Percentile | Statewide Target | Met Target? |
|---------------------------------|------------------------|-----------------|----------------------|------------------|-------------|
| Student Growth on Language Arts | 63                     | 89              | 85                   | 35               | YES         |
| Student Growth on Math          | 42                     | 31              | 26                   | 35               | YES         |
|                                 |                        | 60              | 56                   |                  | 100%        |

#### Student Growth

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

#### Language Arts

| (Expectations)   | GROWTH |         |      |
|------------------|--------|---------|------|
|                  | Low    | Typical | High |
| Did Not Yet Meet | 3%     | 1%      | 0%   |
| Partially Met    | 6%     | 4%      | 1%   |
| Approached       | 10%    | 8%      | 8%   |
| Met              | 8%     | 13%     | 32%  |
| Exceeded         | 0%     | 0%      | 6%   |

#### Math

| (Expectations)   | GROWTH |         |      |
|------------------|--------|---------|------|
|                  | Low    | Typical | High |
| Did Not Yet Meet | 3%     | 0%      | 0%   |
| Partially Met    | 15%    | 7%      | 1%   |
| Approached       | 19%    | 17%     | 8%   |
| Met              | 6%     | 10%     | 11%  |
| Exceeded         | 0%     | 2%      | 1%   |

**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

#### DUNELLEN BORO

#### GRADE SPAN KG-05

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

#### Grade Level - 03

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

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

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th       | 823                | 850               |
| 75th       | 773                | 770               |
| 50th       | 745                | 743               |
| 25th       | 722                | 715               |
| 0th        | 650                | 650               |

|                  | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 51                       | 55                      |

#### Grade Level - 03

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

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

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th       | 812                | 850               |
| 75th       | 763                | 767               |
| 50th       | 746                | 745               |
| 25th       | 727                | 722               |
| 0th        | 665                | 650               |

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



#### WITHIN SCHOOL ACHIEVEMENT GAP

MIDDLESEX

DUNELLEN BORO

GRADE SPAN KG-05

JOHN P. FABER ELEMENTARY SCHOOL

400 HIGH STREET

DUNELLEN, NJ 08812

#### Grade Level - 04

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

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

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th       | 814                | 850               |
| 75th       | 773                | 773               |
| 50th       | 755                | 750               |
| 25th       | 733                | 728               |
| 0th        | 679                | 650               |

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

#### Grade Level - 05

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

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

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th       | 823                | 850               |
| 75th       | 779                | 773               |
| 50th       | 759                | 751               |
| 25th       | 741                | 728               |
| 0th        | 687                | 650               |

|                  | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 38                       | 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       | 803                | 850               |
| 75th       | 757                | 764               |
| 50th       | 740                | 742               |
| 25th       | 725                | 721               |
| 0th        | 681                | 650               |

|                  | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 32                       | 43                      |

#### Grade Level - 05

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

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

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th       | 793                | 850               |
| 75th       | 748                | 763               |
| 50th       | 732                | 743               |
| 25th       | 723                | 723               |
| 0th        | 654                | 650               |

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

**SCHOOL CLIMATE**  
**MIDDLESEX**  
**DUNELLEN BORO**

**State of New Jersey**  
**2014-15**

**GRADE SPAN KG-05**

**23-1140-050**  
**JOHN P. FABER ELEMENTARY SCHOOL**  
**400 HIGH STREET**  
**DUNELLEN, NJ 08812**

**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         |
|----------------|----------------|
| <b>2014-15</b> | 6 Hrs. 0 Mins. |

**Student Suspension Rate**

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

|                | School |
|----------------|--------|
| <b>2014-15</b> | 1.4%   |

**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.

| <b>2014-15</b>     | School          |
|--------------------|-----------------|
| <b>Full Time</b>   | 5 Hrs. 10 Mins. |
| <b>Shared Time</b> | 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 |
|----------------|--------|
| <b>2014-15</b> | 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.

| <b>2014-15</b>        | School |
|-----------------------|--------|
| <b>Faculty</b>        | 12     |
| <b>Administrators</b> | 347    |

**SCHOOL PEER GROUP**

MIDDLESEX

DUNELLEN BORO

GRADE SPAN KG-05

JOHN P. FABER ELEMENTARY SCHOOL

400 HIGH STREET

DUNELLEN, NJ 08812

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

| <u>COUNTY NAME</u> | <u>DISTRICT NAME</u> | <u>SCHOOL NAME</u>                     | <u>CDS CODE</u> | <u>GRADES</u> <u>PAN</u> | <u>ECONOMICALLY</u><br><u>DISADVANTAGED</u> | <u>ENGLISH</u><br><u>LANGUAGE</u><br><u>LEARNERS</u> | <u>SPECIAL</u><br><u>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%                               |
| CUMBERLAND         | UPPER DEERFIELD TWP  | CHARLES F. SEABROOK SCHOOL             | 11-5300-050     | PK-03                    | 52.8%                                       | 7%   | 12.7%                              |
| 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%                              |
| MONMOUTH           | MIDDLETOWN TWP       | OCEAN AVENUE ELEMENTARY SCHOOL         | 25-3160-080     | KG-05                    | 39.1%                                       | 1.4%   | 10%                                |

**SCHOOL PEER GROUP**

**MIDDLESEX**

**DUNELLEN BORO**

**JOHN P. FABER ELEMENTARY SCHOOL**

**400 HIGH STREET**

**DUNELLEN, NJ 08812**

**GRADE SPAN**

**KG-05**

|          |                       |   |             |       |       |       |       |
|----------|-----------------------|---|-------------|-------|-------|-------|-------|
| 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%   |
| OCEAN    | TOMS RIVER REGIONAL   | <b>WALNUT STREET ELEMENTARY SCHOOL</b>      | 29-5190-107 | KG-05 | 50.1% | 6.2%  | 14.5% |
| 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% |



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