



State of New Jersey  
2015-2016

Grade Span 01-05

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

## 2015-2016 School Performance Reports

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

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

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

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

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



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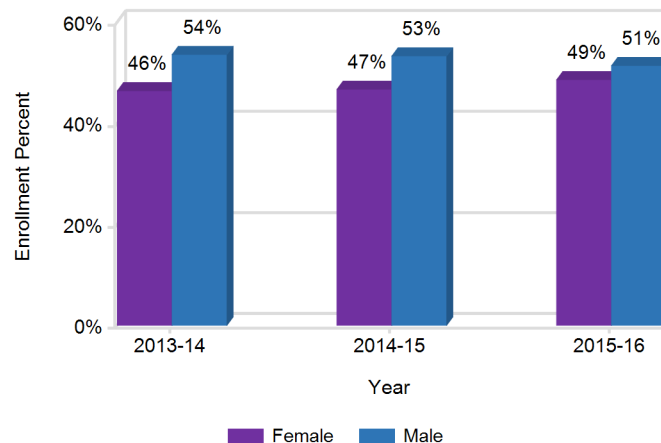
## Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 01	105	97	102
Grade 02	128	109	98
Grade 03	129	129	114
Grade 04	107	126	127
Grade 05	129	108	127
UG	3	0	0
Total	601	569	568

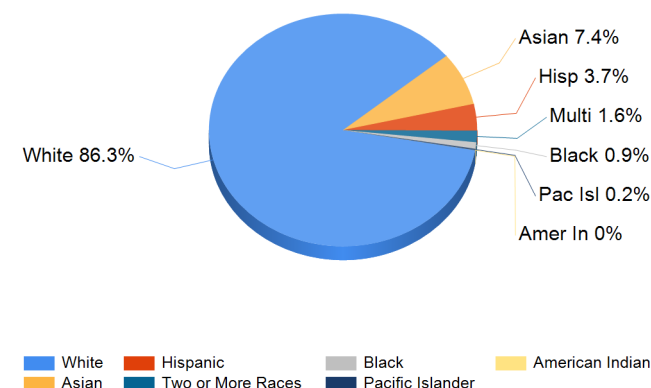
## Enrollment by Gender

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



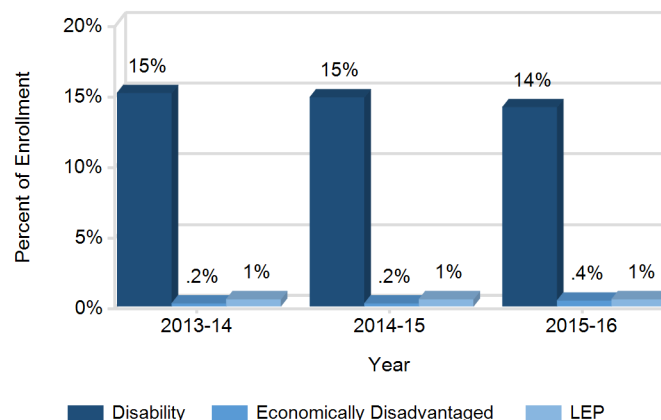
## Enrollment by Ethnic/ Racial Subgroup

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



## Enrollment Trends by Special Population

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



## Language Diversity

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

2015-2016	Percent
English	84.2%
Spanish	4.2%
Chinese	2.1%
Gujarati	1.1%
Italian	0.9%
Other	8.1%

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



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

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

## Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	83%	88	95
Mathematics Met or Exceeded Expectations	81%	88	96

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	339	83%	95	94%	✓	339	81%	96	94%	✓
White	296	82%	89	94%	✓	296	81%	91	94%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	51	47%	92	86%	X	51	51%	94	86%	X
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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## PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	111	784	773	746	2%	5%	8%	63%	23%	86%	48%
White	96	783	774	756	2%	4%	8%	65%	21%	85%	58%
African American	S	S	721	727	S	S	S	S	S	S	30%
Hispanic	S	S	763	730	S	S	S	S	S	S	31%
Asian	S	S	787	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	782	753	S	S	S	S	S	S	55%
Students with Disability	18	747	747	718	11%	22%	17%	50%	N	50%	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	S	S	738	727	S	S	S	S	S	S	28%
PARCC MATH											
<b>Schoolwide</b>	111	773	771	749	2%	3%	12%	56%	28%	84%	52%
White	96	772	771	757	1%	3%	12%	59%	25%	84%	63%
African American	S	S	733	730	S	S	S	S	S	S	31%
Hispanic	S	S	760	736	S	S	S	S	S	S	35%
Asian	S	S	787	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	775	754	S	S	S	S	S	S	57%
Students with Disability	18	750	753	727	11%	11%	22%	39%	17%	56%	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	S	S	741	732	S	S	S	S	S	S	32%

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



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## PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	121	769	770	750	1%	6%	16%	53%	25%	78%	54%
White	103	768	770	759	1%	7%	17%	52%	23%	76%	64%
African American	S	S	753	733	S	S	S	S	S	S	33%
Hispanic	S	S	759	737	S	S	S	S	S	S	37%
Asian	S	S	784	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	769	756	S	S	S	S	S	S	62%
Students with Disability	18	737	743	723	6%	17%	39%	39%	N	39%	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	S	S	723	734	S	S	S	S	S	S	33%
PARCC MATH											
<b>Schoolwide</b>	121	767	768	745	N	7%	17%	69%	7%	77%	47%
White	103	766	767	752	N	8%	17%	69%	7%	76%	57%
African American	S	S	750	727	S	S	S	S	S	S	24%
Hispanic	S	S	758	733	S	S	S	S	S	S	30%
Asian	S	S	785	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	773	750	S	S	S	S	S	S	54%
Students with Disability	18	741	743	724	N	33%	28%	39%	N	39%	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	732	730	S	S	S	S	S	S	27%

■ Did Not Yet Meet Expectations
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## PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	119	768	768	751	N	8%	9%	73%	9%	82%	53%
White	106	769	769	758	N	7%	9%	75%	9%	84%	64%
African American	S	S	743	733	S	S	S	S	S	S	32%
Hispanic	S	S	753	738	S	S	S	S	S	S	37%
Asian	S	S	784	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	763	759	S	S	S	S	S	S	63%
Students with Disability	18	749	743	723	N	28%	22%	50%	N	50%	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	N	N	N	735	N	N	N	N	N	N	33%
PARCC MATH											
<b>Schoolwide</b>	119	771	766	747	1%	3%	15%	64%	18%	82%	47%
White	106	772	766	753	1%	2%	14%	65%	18%	83%	57%
African American	S	S	754	728	S	S	S	S	S	S	24%
Hispanic	S	S	754	735	S	S	S	S	S	S	31%
Asian	S	S	780	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	765	754	S	S	S	S	S	S	56%
Students with Disability	18	759	743	725	N	11%	33%	44%	11%	56%	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	28%

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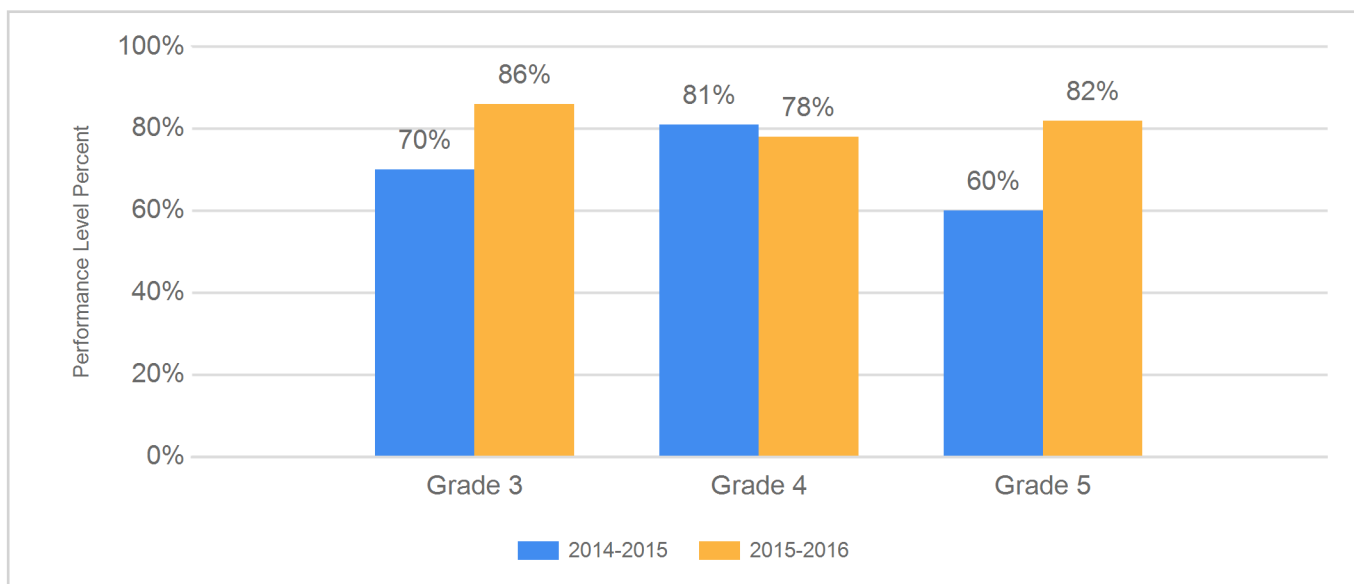
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2015-2016

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## PARCC ELA Performance Trends

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





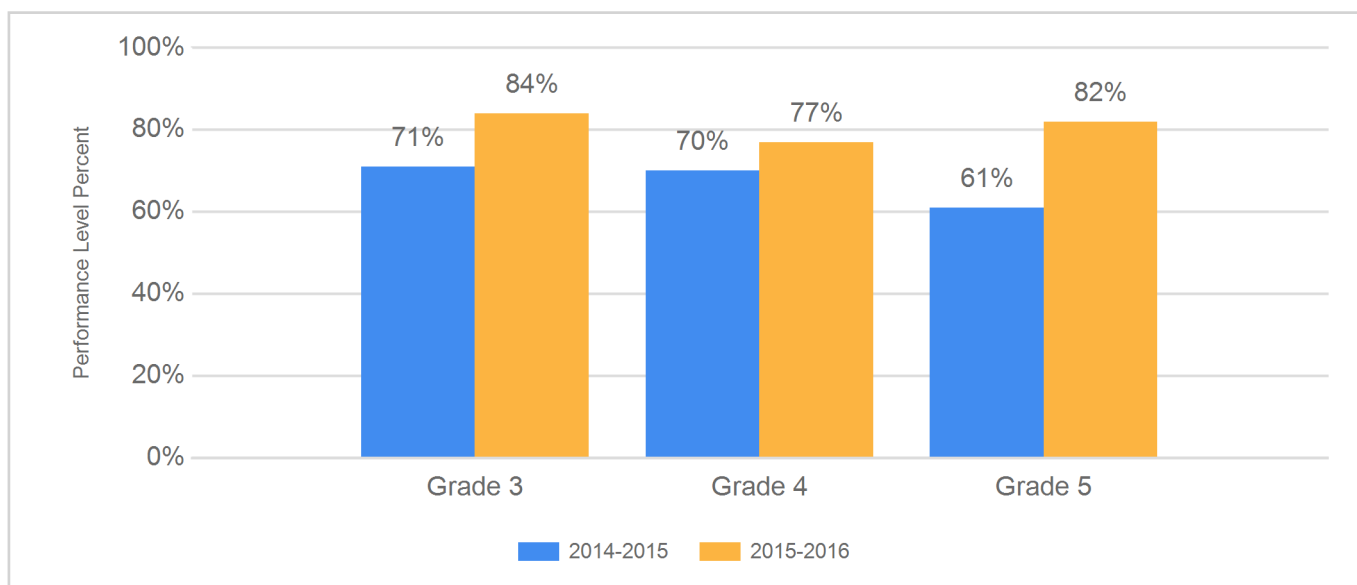
State of New Jersey  
2015-2016

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## PARCC Math Performance Trends

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







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2015-2016

Grade Span 01-05

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

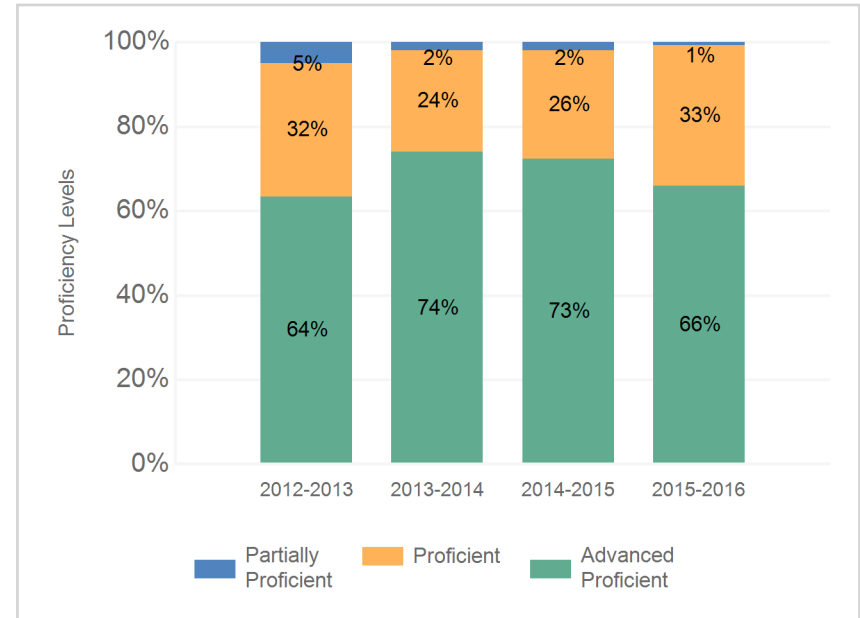
### NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	66%	33%	1%
White	65%	34%	1%
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	44%	56%	N
English Language Learners	N	N	N
Economically Disadvantaged Students	S	S	S

### NJASK Proficiency Trends Science - Grade Level 04

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





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2015-2016

Grade Span 01-05

39-5730-100  
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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



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

### Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	48	41	50
Student Growth on Math	64	57	50

### Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	1%	1%
Partially Met (L2)	1%	2%	1%
Approached (L3)	6%	3%	7%
Met (L4)	22%	19%	22%
Exceeded (L5)	6%	4%	4%

### Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	2%	2%	3%
Approached (L3)	3%	4%	12%
Met (L4)	10%	22%	28%
Exceeded (L5)	4%	5%	5%



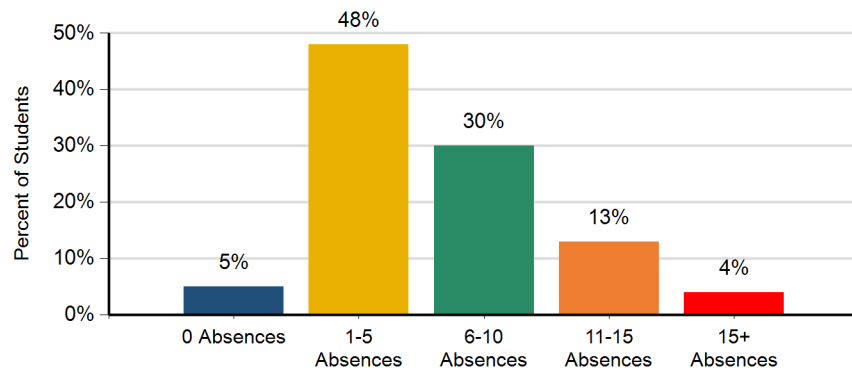
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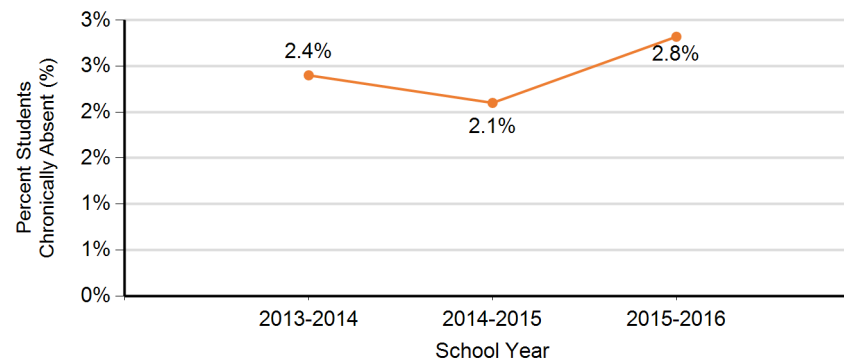
## Absenteeism

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



## Chronic Absenteeism Trend

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





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### Length of School Day

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

	School
2015-16	6 Hrs. 25 Mins.

### Instructional Time

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

2015-16	School
Full Time	5 Hrs. 25 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

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

2015-16	School
Faculty	13:1
Administrator	379:1

### Student Suspension Rate

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

	School
2015-16	0.0%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	99%



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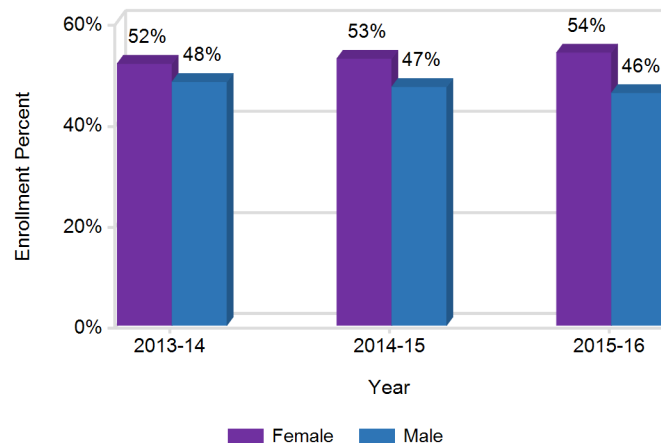
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Grade 05	84	104	115
UG	0	0	0
Total	477	502	489

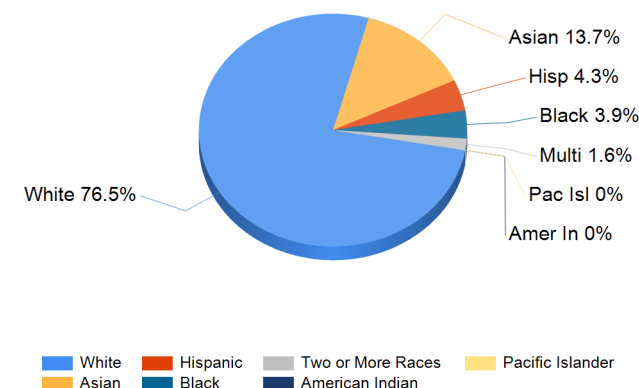
## Enrollment by Gender

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



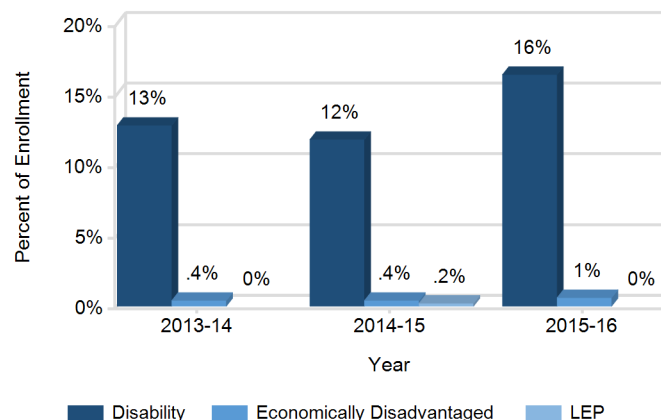
## Enrollment by Ethnic/ Racial Subgroup

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



## Enrollment Trends by Special Population

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



## Language Diversity

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

2015-2016	Percent
English	75.5%
Chinese	7.8%
Spanish	4.9%
Italian	1.4%
Portuguese	1.0%
Other	9.2%

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



State of New Jersey  
2015-2016

Grade Span 01-05

39-5730-120

UNION

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JEFFERSON ELEMENTARY SCHOOL

1200 BOULEVARD

WESTFIELD, NJ 07090-2726

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

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

## Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	81%	75	94
Mathematics Met or Exceeded Expectations	78%	75	95

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	294	81%	94	100%	✓	294	78%	95	100%	✓
White	222	81%	88	100%	✓	222	78%	89	100%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	57	58%	97	100%	✓	57	47%	92	100%	✓
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	N	N	N	N		N	N	N	N	





State of New Jersey  
2015-2016

Grade Span 01-05

39-5730-120  
UNION  
WESTFIELD TOWN  
JEFFERSON ELEMENTARY SCHOOL  
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## PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	109	777	773	746	2%	5%	14%	57%	23%	80%	48%
White	85	775	774	756	1%	5%	15%	59%	20%	79%	58%
African American	S	S	721	727	S	S	S	S	S	S	30%
Hispanic	S	S	763	730	S	S	S	S	S	S	31%
Asian	11	801	787	772	N	N	9%	36%	55%	91%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	782	753	S	S	S	S	S	S	55%
Students with Disability	15	753	747	718	7%	13%	20%	53%	7%	60%	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	N	N	N	727	N	N	N	N	N	N	28%
PARCC MATH											
<b>Schoolwide</b>	109	769	771	749	1%	5%	16%	57%	22%	79%	52%
White	85	768	771	757	N	5%	17%	61%	18%	79%	63%
African American	S	S	733	730	S	S	S	S	S	S	31%
Hispanic	S	S	760	736	S	S	S	S	S	S	35%
Asian	11	797	787	777	N	N	N	36%	64%	100%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	775	754	S	S	S	S	S	S	57%
Students with Disability	15	748	753	727	N	27%	13%	53%	7%	60%	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	32%

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



State of New Jersey  
2015-2016

Grade Span 01-05

39-5730-120

UNION

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WESTFIELD, NJ 07090-2726

## PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	82	773	770	750	N	10%	6%	55%	29%	84%	54%
White	61	776	770	759	N	7%	8%	53%	33%	85%	64%
African American	S	S	753	733	S	S	S	S	S	S	33%
Hispanic	S	S	S	737	S	S	S	S	S	S	37%
Asian	12	777	784	773	N	8%	N	58%	33%	92%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	769	756	S	S	S	S	S	S	62%
Students with Disability	17	749	743	723	N	35%	6%	47%	12%	59%	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	N	N	N	734	N	N	N	N	N	N	33%
PARCC MATH											
<b>Schoolwide</b>	82	769	768	745	1%	6%	13%	61%	18%	79%	47%
White	61	769	767	752	2%	7%	10%	67%	15%	82%	57%
African American	S	S	750	727	S	S	S	S	S	S	24%
Hispanic	S	S	758	733	S	S	S	S	S	S	30%
Asian	12	781	785	771	N	N	17%	42%	42%	83%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	773	750	S	S	S	S	S	S	54%
Students with Disability	17	738	743	724	6%	24%	35%	35%	N	35%	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	N	N	N	730	N	N	N	N	N	N	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey  
2015-2016

Grade Span 01-05

39-5730-120

UNION

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WESTFIELD, NJ 07090-2726

## PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	115	769	768	751	N	4%	16%	70%	11%	81%	53%
White	85	767	769	758	N	4%	17%	71%	9%	80%	64%
African American	S	S	743	733	S	S	S	S	S	S	32%
Hispanic	S	S	753	738	S	S	S	S	S	S	37%
Asian	15	789	784	773	N	N	N	67%	33%	100%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	763	759	S	S	S	S	S	S	63%
Students with Disability	26	750	743	723	N	15%	31%	54%	N	54%	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	N	N	N	735	N	N	N	N	N	N	33%
PARCC MATH											
<b>Schoolwide</b>	115	767	766	747	N	4%	17%	59%	19%	78%	47%
White	85	766	766	753	N	4%	21%	58%	18%	75%	57%
African American	S	S	754	728	S	S	S	S	S	S	24%
Hispanic	S	S	754	735	S	S	S	S	S	S	31%
Asian	15	792	780	774	N	N	N	53%	47%	100%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	765	754	S	S	S	S	S	S	56%
Students with Disability	26	746	743	725	N	19%	35%	42%	4%	46%	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	28%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



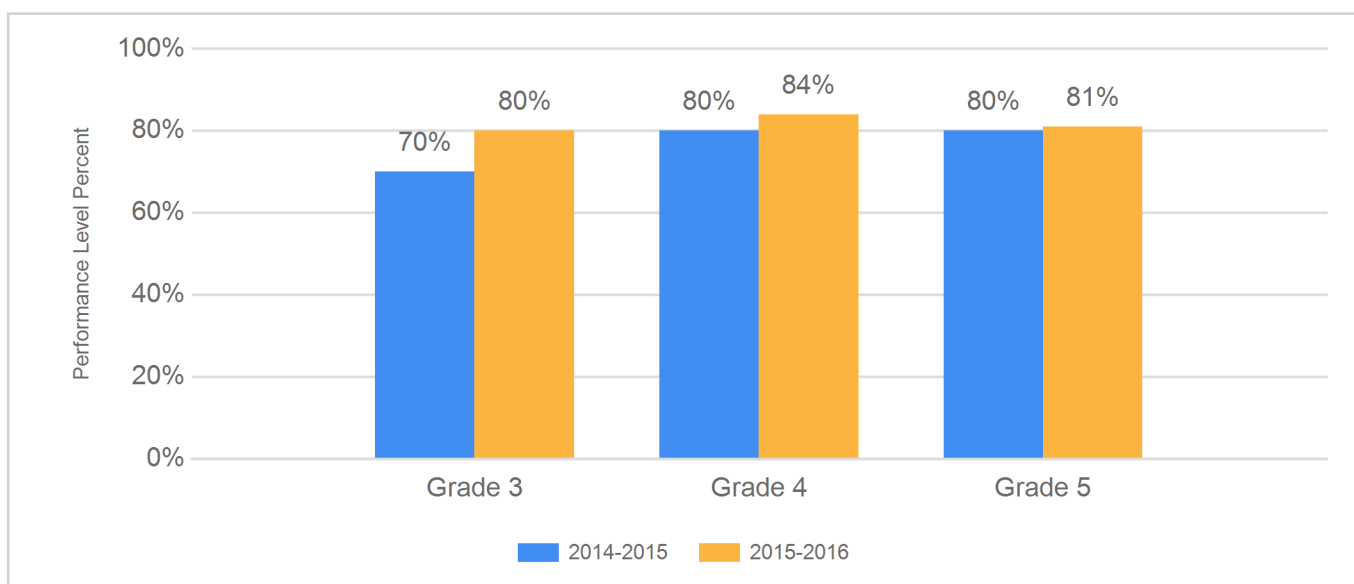
State of New Jersey  
2015-2016

Grade Span 01-05

39-5730-120  
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### PARCC ELA Performance Trends

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





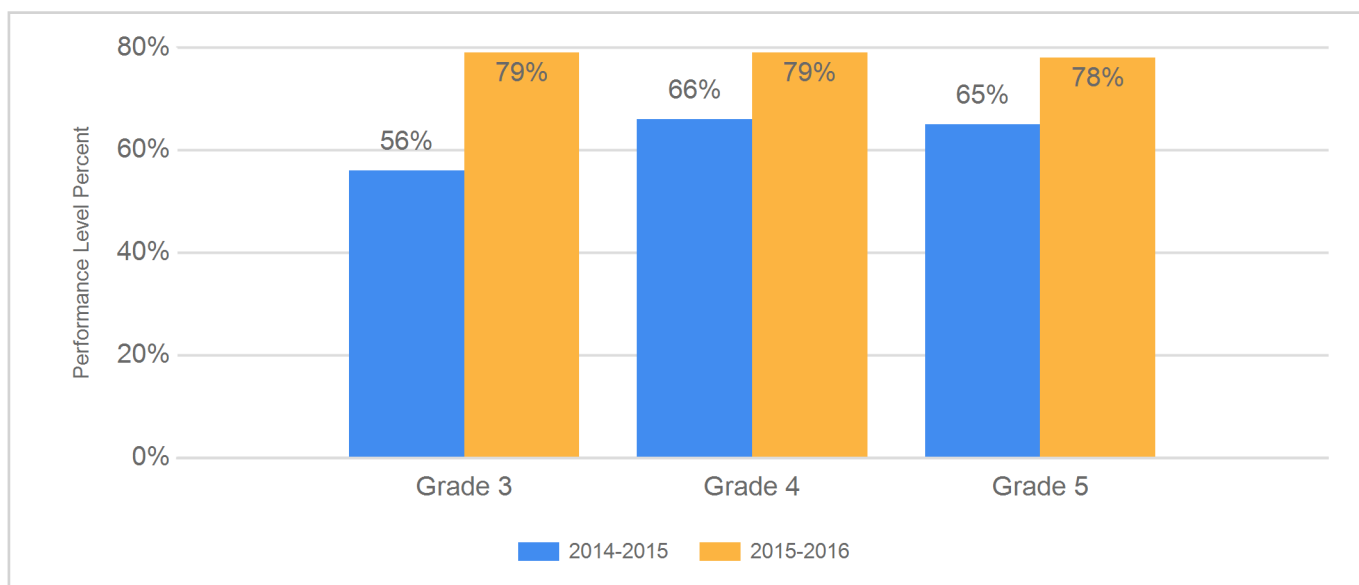
State of New Jersey  
2015-2016

Grade Span 01-05

39-5730-120  
UNION  
WESTFIELD TOWN  
JEFFERSON ELEMENTARY SCHOOL  
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WESTFIELD, NJ 07090-2726

## PARCC Math Performance Trends

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





State of New Jersey  
2015-2016

Grade Span 01-05

39-5730-120

UNION

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1200 BOULEVARD

WESTFIELD, NJ 07090-2726

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

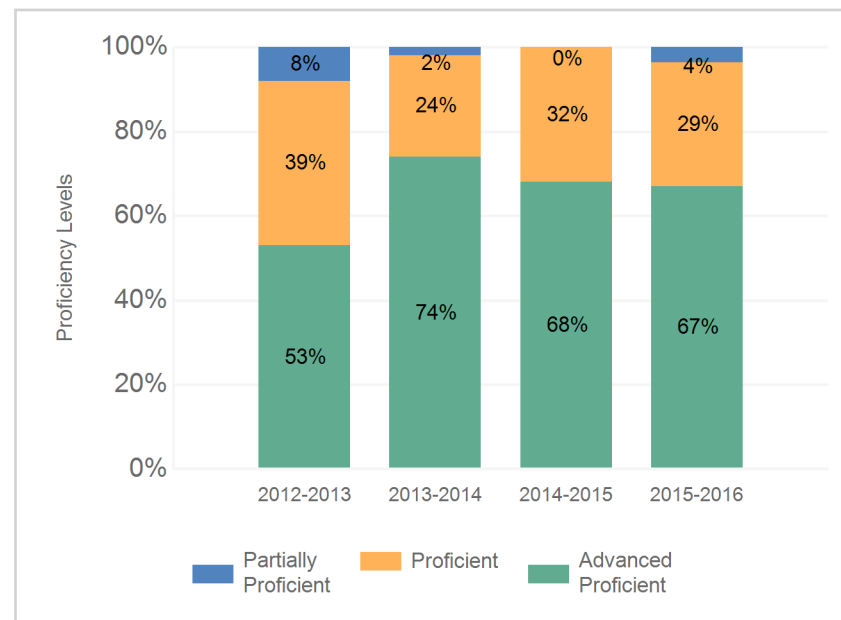
### NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	67%	29%	4%
White	69%	26%	5%
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	82%	18%	N
Two or More Races	S	S	S
Students with Disability	33%	56%	11%
English Language Learners	N	N	N
Economically Disadvantaged Students	N	N	N

### NJASK Proficiency Trends Science - Grade Level 04

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





State of New Jersey  
2015-2016

Grade Span 01-05

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

## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



State of New Jersey  
2015-2016

Grade Span 01-05

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

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

### Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	56	41	50
Student Growth on Math	71	57	50

### Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	1%	1%
Partially Met (L2)	2%	3%	3%
Approached (L3)	3%	4%	7%
Met (L4)	19%	19%	21%
Exceeded (L5)	5%	6%	7%

### Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	2%
Partially Met (L2)	2%	2%	4%
Approached (L3)	4%	6%	16%
Met (L4)	7%	20%	26%
Exceeded (L5)	2%	3%	5%





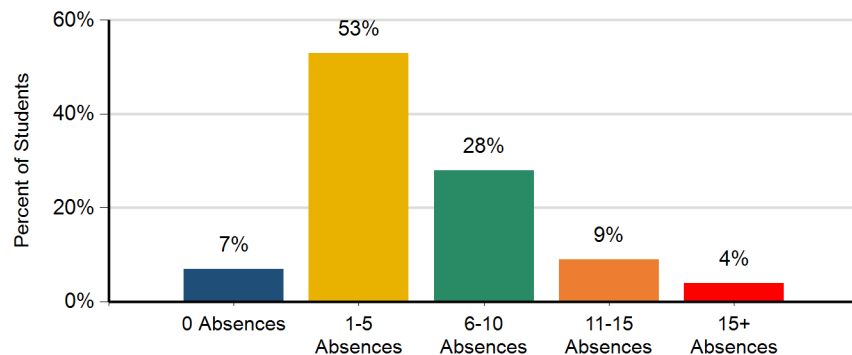
State of New Jersey  
2015-2016

Grade Span 01-05

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

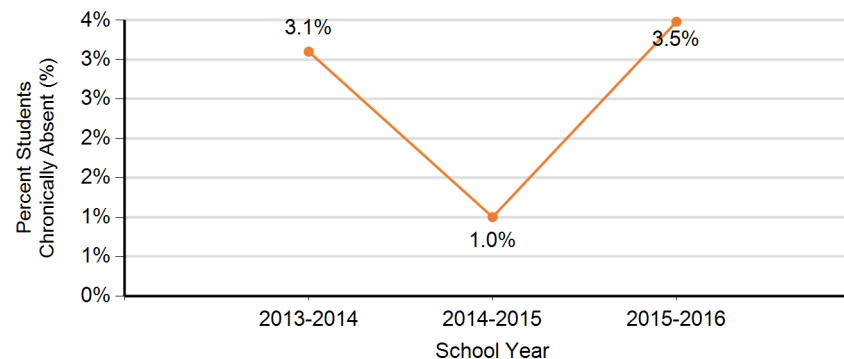
## Absenteeism

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



## Chronic Absenteeism Trend

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





State of New Jersey  
2015-2016

Grade Span 01-05

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

### Length of School Day

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

	School
2015-16	6 Hrs. 25 Mins.

### Instructional Time

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

2015-16	School
Full Time	5 Hrs. 25 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

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

2015-16	School
Faculty	14:1
Administrator	489:1

### Student Suspension Rate

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

	School
2015-16	0.0%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	98%



State of New Jersey  
2015-2016

39-5730-170

UNION

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## 2015-2016 School Performance Reports

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

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

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

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

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



### State of New Jersey 2015-2016

39-5730-170

UNION

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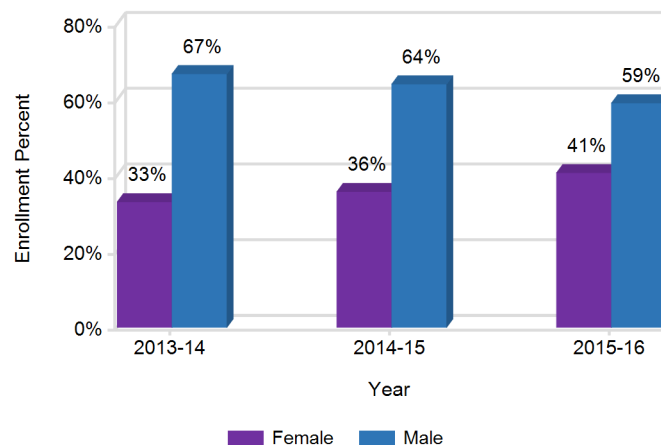
### Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade PK	48	52	32
Grade KG	158	197	222
Grade 01	0	0	0
Grade 02	0	0	0
Grade 03	0	0	0
Grade 04	0	0	0
Grade 05	0	0	0
Grade 06	0	0	0
Grade 07	0	0	0
Grade 08	0	0	0
Grade 09	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
UG	48	53	77
<b>Total</b>	<b>254</b>	<b>302</b>	<b>331</b>

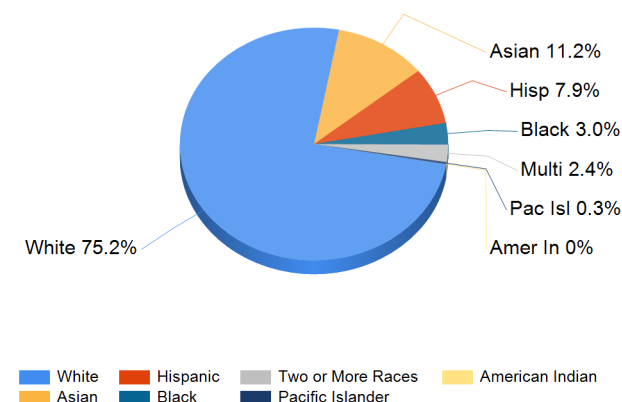
### Enrollment by Gender

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



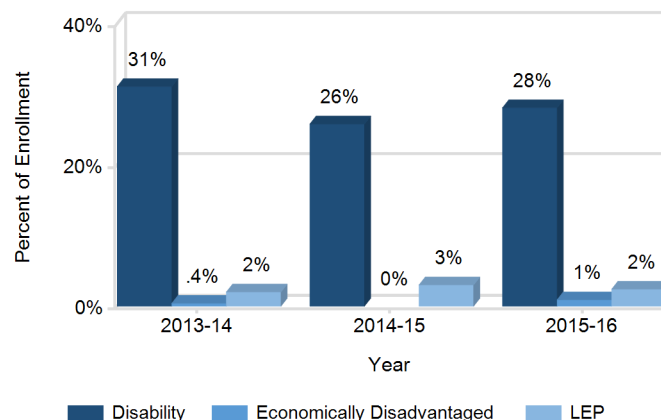
### Enrollment by Ethnic/ Racial Subgroup

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



### Enrollment Trends by Special Population

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



### Language Diversity

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

2015-2016	Percent
English	81.6%
Spanish	4.5%
Chinese	3.6%
Portuguese	1.8%
Russian	0.9%
Other	7.5%

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



State of New Jersey  
2015-2016

39-5730-170  
UNION  
WESTFIELD TOWN  
LINCOLN EARLY CHILDHOOD CENTER  
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WESTFIELD, NJ 07090

### Length of School Day

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

	School
2015-16	6 Hrs. 25 Mins.

### Instructional Time

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

2015-16	School
Full Time	5 Hrs. 25 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

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

2015-16	School
Faculty	14:1
Administrator	331:1

### Student Suspension Rate

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

	School
2015-16	0.0%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	98%



State of New Jersey  
2015-2016

Grade Span 01-05

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

## 2015-2016 School Performance Reports

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

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

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

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

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



State of New Jersey  
2015-2016

Grade Span 01-05

39-5730-140  
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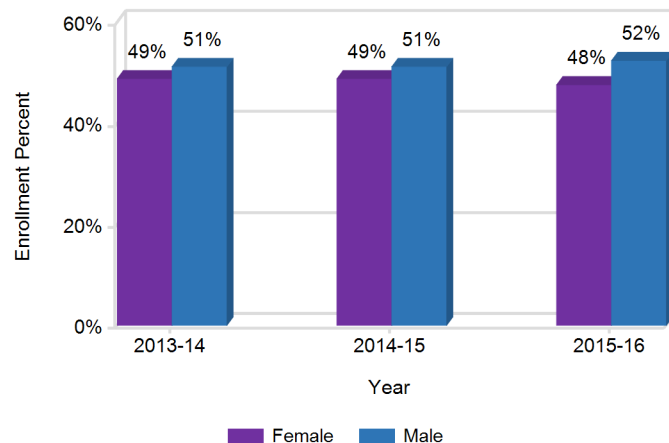
## Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 01	67	56	79
Grade 02	67	71	57
Grade 03	56	69	69
Grade 04	69	56	69
Grade 05	57	75	62
UG	28	17	17
Total	344	344	353

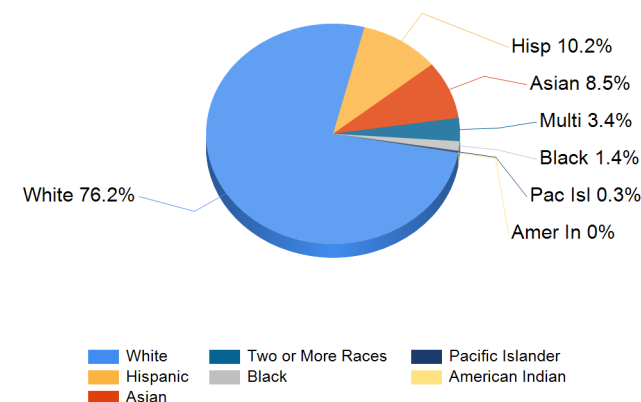
## Enrollment by Gender

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



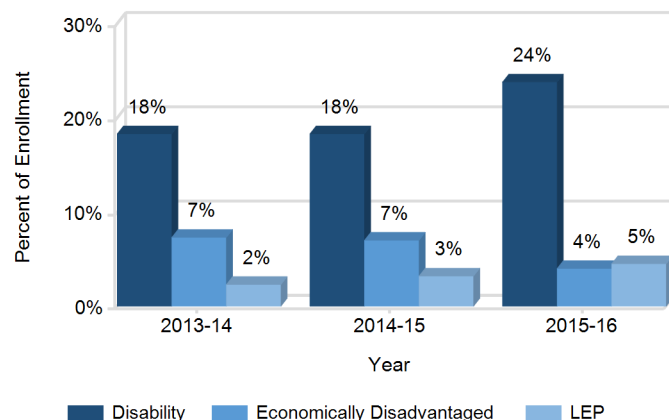
## Enrollment by Ethnic/ Racial Subgroup

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



## Enrollment Trends by Special Population

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



## Language Diversity

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

2015-2016	Percent
English	80.7%
Spanish	8.2%
Chinese	3.4%
Russian	1.4%
Italian	1.1%
Other	5.4%

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



State of New Jersey  
2015-2016

Grade Span 01-05

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

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

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

## Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	63%	13	66
Mathematics Met or Exceeded Expectations	71%	38	88

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	197	63%	66	99%	✓	199	71%	88	100%	✓
White	156	65%	59	98%	✓	158	75%	86	99%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	50	40%	86	100%	✓	50	42%	89	100%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	





State of New Jersey  
2015-2016

Grade Span 01-05

39-5730-140  
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MCKINLEY ELEMENTARY SCHOOL  
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## PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	72	750	773	746	4%	15%	35%	44%	1%	46%	48%
White	55	753	774	756	2%	16%	35%	46%	2%	47%	58%
African American	N	N	N	727	N	N	N	N	N	N	30%
Hispanic	S	S	763	730	S	S	S	S	S	S	31%
Asian	S	S	787	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	782	753	S	S	S	S	S	S	55%
Students with Disability	17	736	747	718	12%	35%	24%	29%	N	29%	22%
English Language Learners	S	S	715	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	S	S	738	727	S	S	S	S	S	S	28%
PARCC MATH											
<b>Schoolwide</b>	72	765	771	749	N	7%	18%	63%	13%	75%	52%
White	55	768	771	757	N	4%	15%	67%	15%	82%	63%
African American	N	N	N	730	N	N	N	N	N	N	31%
Hispanic	S	S	760	736	S	S	S	S	S	S	35%
Asian	S	S	787	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	775	754	S	S	S	S	S	S	57%
Students with Disability	17	753	753	727	N	24%	29%	29%	18%	47%	28%
English Language Learners	S	S	722	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	S	S	741	732	S	S	S	S	S	S	32%

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



State of New Jersey  
2015-2016

Grade Span 01-05

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

## PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	71	757	770	750	4%	7%	21%	56%	11%	68%	54%
White	57	757	770	759	5%	9%	19%	56%	11%	67%	64%
African American	S	S	753	733	S	S	S	S	S	S	33%
Hispanic	S	S	759	737	S	S	S	S	S	S	37%
Asian	S	S	784	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	769	756	S	S	S	S	S	S	62%
Students with Disability	17	739	743	723	12%	18%	24%	41%	6%	47%	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	N	N	N	734	N	N	N	N	N	N	33%
PARCC MATH											
<b>Schoolwide</b>	73	761	768	745	3%	8%	16%	63%	10%	73%	47%
White	59	760	767	752	3%	7%	19%	64%	7%	71%	57%
African American	S	S	750	727	S	S	S	S	S	S	24%
Hispanic	S	S	758	733	S	S	S	S	S	S	30%
Asian	S	S	785	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	773	750	S	S	S	S	S	S	54%
Students with Disability	17	740	743	724	12%	24%	18%	41%	6%	47%	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	N	N	N	730	N	N	N	N	N	N	27%

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



State of New Jersey  
2015-2016

Grade Span 01-05

39-5730-140  
UNION  
WESTFIELD TOWN  
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## PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	63	770	768	751	2%	6%	11%	68%	13%	81%	53%
White	50	773	769	758	2%	2%	12%	70%	14%	84%	64%
African American	S	S	743	733	S	S	S	S	S	S	32%
Hispanic	S	S	753	738	S	S	S	S	S	S	37%
Asian	S	S	784	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	14	743	743	723	7%	29%	21%	36%	7%	43%	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	S	S	739	735	S	S	S	S	S	S	33%
PARCC MATH											
<b>Schoolwide</b>	65	764	766	747	2%	6%	23%	57%	12%	69%	47%
White	51	767	766	753	N	6%	22%	59%	14%	73%	57%
African American	S	S	754	728	S	S	S	S	S	S	24%
Hispanic	S	S	754	735	S	S	S	S	S	S	31%
Asian	S	S	780	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	14	742	743	725	7%	29%	36%	21%	7%	29%	19%
English Language Learners	S	S	756	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	742	732	S	S	S	S	S	S	28%

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



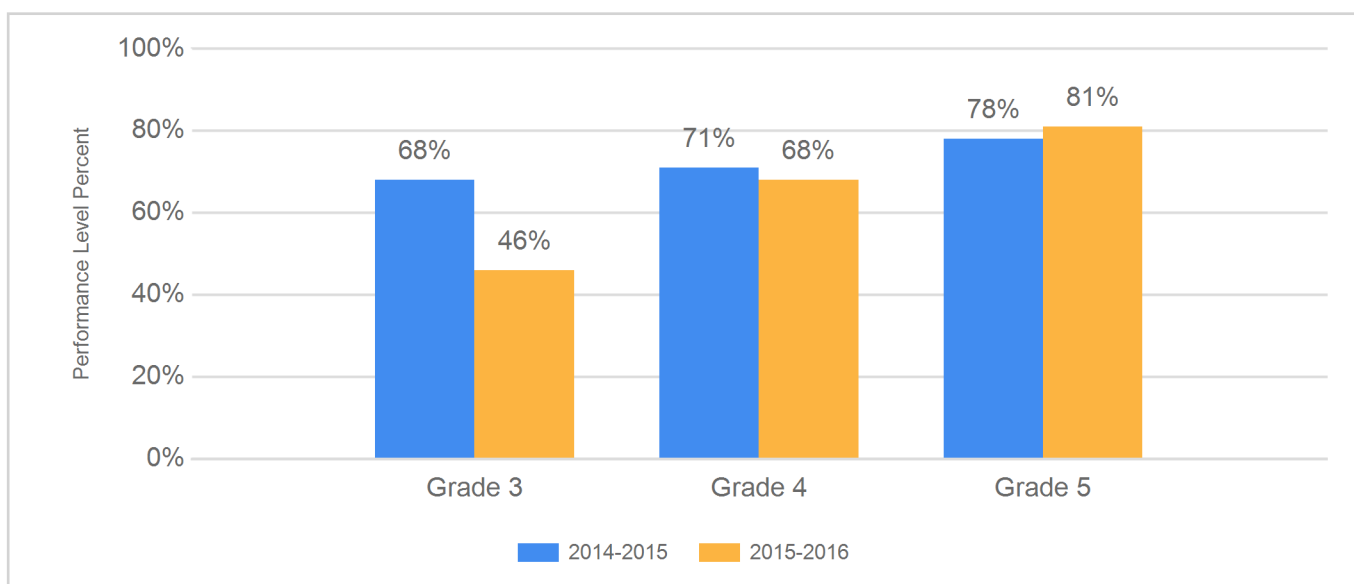
State of New Jersey  
2015-2016

Grade Span 01-05

39-5730-140  
UNION  
WESTFIELD TOWN  
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## PARCC ELA Performance Trends

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





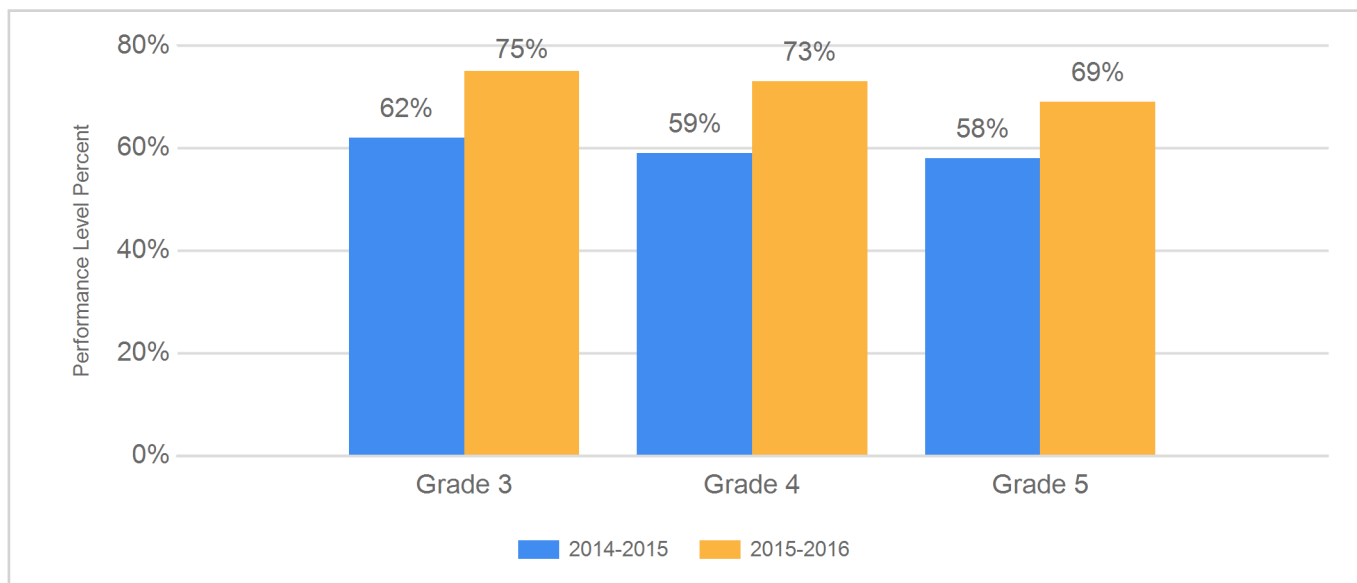
State of New Jersey  
2015-2016

Grade Span 01-05

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

## PARCC Math Performance Trends

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





State of New Jersey  
2015-2016

Grade Span 01-05

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

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

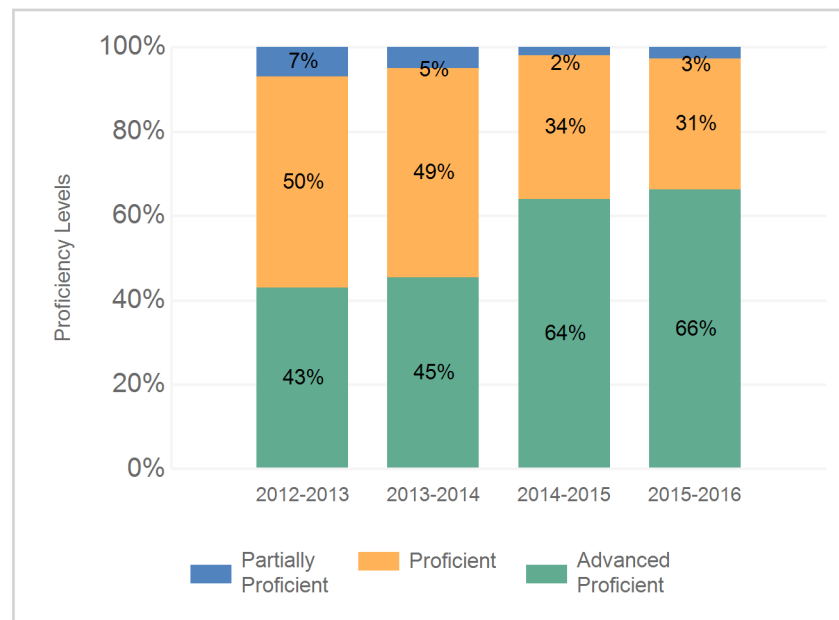
### NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	66%	31%	3%
White	65%	32%	3%
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	39%	50%	11%
English Language Learners	N	N	N
Economically Disadvantaged Students	N	N	N

### NJASK Proficiency Trends Science - Grade Level 04

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





State of New Jersey  
2015-2016

Grade Span 01-05

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

## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



State of New Jersey  
2015-2016

Grade Span 01-05

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

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

### Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	54	41	50
Student Growth on Math	63	57	50

### Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	2%	2%
Partially Met (L2)	4%	5%	2%
Approached (L3)	5%	2%	10%
Met (L4)	14%	25%	17%
Exceeded (L5)	3%	5%	3%

### Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	2%
Partially Met (L2)	4%	2%	4%
Approached (L3)	6%	10%	11%
Met (L4)	10%	16%	26%
Exceeded (L5)	1%	6%	2%





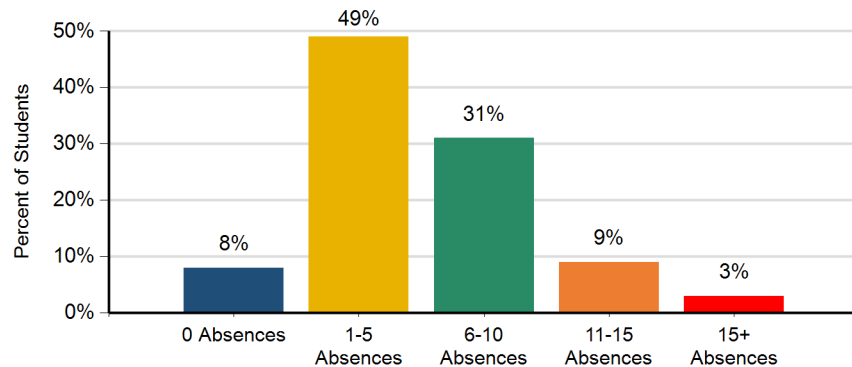
State of New Jersey  
2015-2016

Grade Span 01-05

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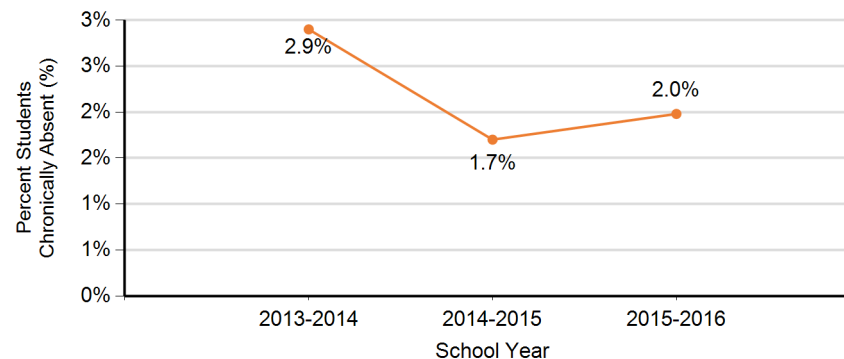
## Absenteeism

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



## Chronic Absenteeism Trend

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





State of New Jersey  
2015-2016

Grade Span 01-05

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

### Length of School Day

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

	School
2015-16	6 Hrs. 25 Mins.

### Instructional Time

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

2015-16	School
Full Time	5 Hrs. 25 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

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

2015-16	School
Faculty	12:1
Administrator	353:1

### Student Suspension Rate

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

	School
2015-16	0.3%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	99%



State of New Jersey  
2015-2016

Grade Span 06-08

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

## 2015-2016 School Performance Reports

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

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



State of New Jersey  
2015-2016

Grade Span 06-08

39-5730-060

UNION

WESTFIELD TOWN

ROOSEVELT INTERMEDIATE SCHOOL

301 CLARK ST

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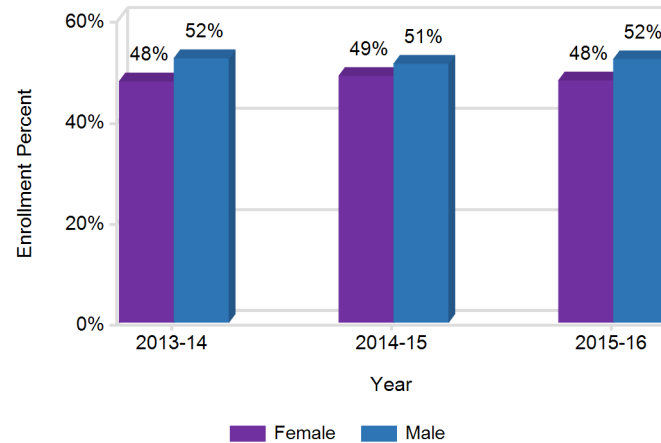
## Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 06	249	247	231
Grade 07	233	252	249
Grade 08	244	232	253
UG	2	0	0
Total	728	731	733

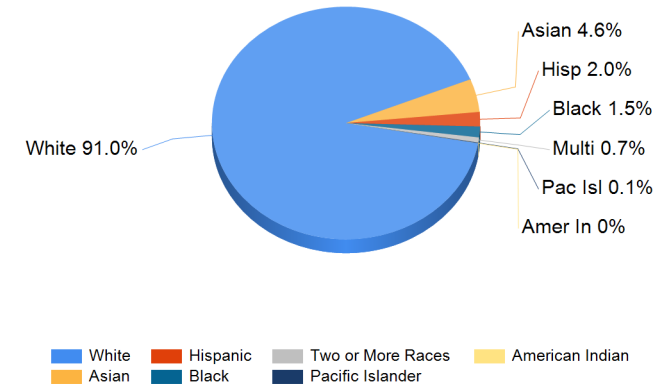
## Enrollment by Gender

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



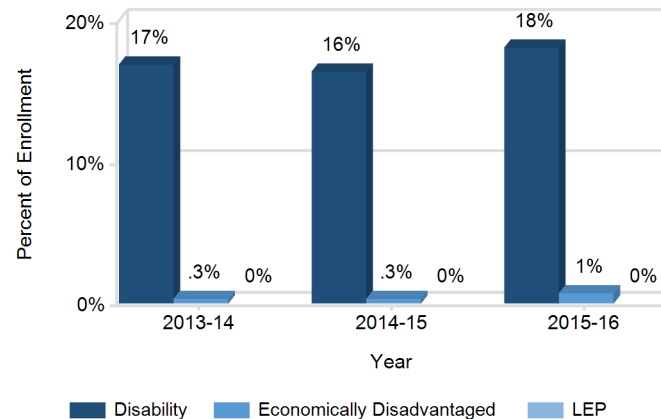
## Enrollment by Ethnic/ Racial Subgroup

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



## Enrollment Trends by Special Population

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



## Language Diversity

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

2015-2016	Percent
English	94.1%
Chinese	1.1%
Spanish	1.0%
Portuguese	0.5%
Russian	0.5%
Other	2.4%

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



State of New Jersey  
2015-2016

Grade Span 06-08

39-5730-060

UNION

WESTFIELD TOWN

ROOSEVELT INTERMEDIATE SCHOOL

301 CLARK ST

WESTFIELD, NJ 07090-4009

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

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

## Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	69%	25	77
Mathematics Met or Exceeded Expectations	67%	25	82

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	636	69%	77	88%	X	636	67%	82	88%	X
White	578	69%	67	87%	X	578	67%	74	87%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	121	32%	79	84%	X	121	33%	81	84%	X
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



State of New Jersey  
2015-2016

Grade Span 06-08

39-5730-060

UNION

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ROOSEVELT INTERMEDIATE SCHOOL

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## PARCC Performance Distribution - Grade 06

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	217	756	758	750	1%	7%	26%	60%	5%	65%	52%
White	183	755	758	756	1%	7%	28%	60%	4%	64%	61%
African American	S	S	742	732	S	S	S	S	S	S	31%
Hispanic	S	S	747	738	S	S	S	S	S	S	37%
Asian	15	764	772	772	N	7%	13%	60%	20%	80%	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	768	755	S	S	S	S	S	S	60%
Students with Disability	36	736	731	719	6%	25%	39%	28%	3%	31%	15%
English Language Learners	N	N	N	709	N	N	N	N	N	N	10%
Economically Disadvantaged Students	S	S	733	735	S	S	S	S	S	S	33%
PARCC MATH											
<b>Schoolwide</b>	217	758	760	743	1%	6%	27%	60%	7%	67%	43%
White	183	757	759	750	1%	6%	27%	60%	6%	66%	53%
African American	S	S	748	724	S	S	S	S	S	S	20%
Hispanic	S	S	748	730	S	S	S	S	S	S	26%
Asian	15	771	778	768	N	N	13%	67%	20%	87%	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	778	748	S	S	S	S	S	S	49%
Students with Disability	36	740	733	717	3%	14%	47%	36%	N	36%	13%
English Language Learners	N	N	N	713	N	N	N	N	N	N	12%
Economically Disadvantaged Students	S	S	740	728	S	S	S	S	S	S	23%

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



State of New Jersey  
2015-2016

Grade Span 06-08

39-5730-060

UNION

WESTFIELD TOWN

ROOSEVELT INTERMEDIATE SCHOOL

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WESTFIELD, NJ 07090-4009

## PARCC Performance Distribution - Grade 07

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	233	760	762	753	2%	6%	25%	52%	16%	68%	56%
White	220	760	762	760	1%	6%	25%	51%	16%	67%	65%
African American	N	N	N	733	N	N	N	N	N	N	35%
Hispanic	S	S	750	739	S	S	S	S	S	S	41%
Asian	S	S	773	781	S	S	S	S	S	S	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	798	759	S	S	S	S	S	S	63%
Students with Disability	38	737	733	716	8%	16%	45%	29%	3%	32%	16%
English Language Learners	N	N	N	703	N	N	N	N	N	N	10%
Economically Disadvantaged Students	N	N	N	735	N	N	N	N	N	N	37%
PARCC MATH											
<b>Schoolwide</b>	233	757	754	740	0%	9%	28%	53%	9%	63%	39%
White	220	756	754	747	1%	9%	29%	53%	9%	62%	47%
African American	N	N	N	724	N	N	N	N	N	N	19%
Hispanic	S	S	741	729	S	S	S	S	S	S	23%
Asian	S	S	765	763	S	S	S	S	S	S	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	S	744	S	S	S	S	S	S	44%
Students with Disability	38	738	732	713	3%	37%	29%	29%	3%	32%	9%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	N	N	N	727	N	N	N	N	N	N	21%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey  
2015-2016

Grade Span 06-08

39-5730-060

UNION

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ROOSEVELT INTERMEDIATE SCHOOL

301 CLARK ST

WESTFIELD, NJ 07090-4009

## PARCC Performance Distribution - Grade 08

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	201	768	766	753	2%	4%	19%	54%	21%	75%	55%
White	185	769	767	759	1%	3%	20%	55%	21%	76%	63%
African American	S	S	728	732	S	S	S	S	S	S	34%
Hispanic	S	S	752	740	S	S	S	S	S	S	43%
Asian	S	S	777	780	S	S	S	S	S	S	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	S	S	780	756	S	S	S	S	S	S	59%
Students with Disability	43	744	741	715	7%	9%	47%	30%	7%	37%	16%
English Language Learners	N	N	N	701	N	N	N	N	N	N	9%
Economically Disadvantaged Students	N	N	N	736	N	N	N	N	N	N	38%
**PARCC MATH											
<b>Schoolwide</b>	76	736	735	726	7%	22%	38%	33%	N	33%	26%
White	70	738	738	732	6%	21%	39%	34%	N	34%	32%
African American	S	S	700	712	S	S	S	S	S	S	14%
Hispanic	S	S	728	721	S	S	S	S	S	S	20%
Asian	S	S	745	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	36	725	721	704	14%	31%	33%	22%	N	22%	8%
English Language Learners	N	N	N	704	N	N	N	N	N	N	9%
Economically Disadvantaged Students	N	N	N	718	N	N	N	N	N	N	18%

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

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

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





State of New Jersey  
2015-2016

Grade Span 06-08

39-5730-060

UNION

WESTFIELD TOWN

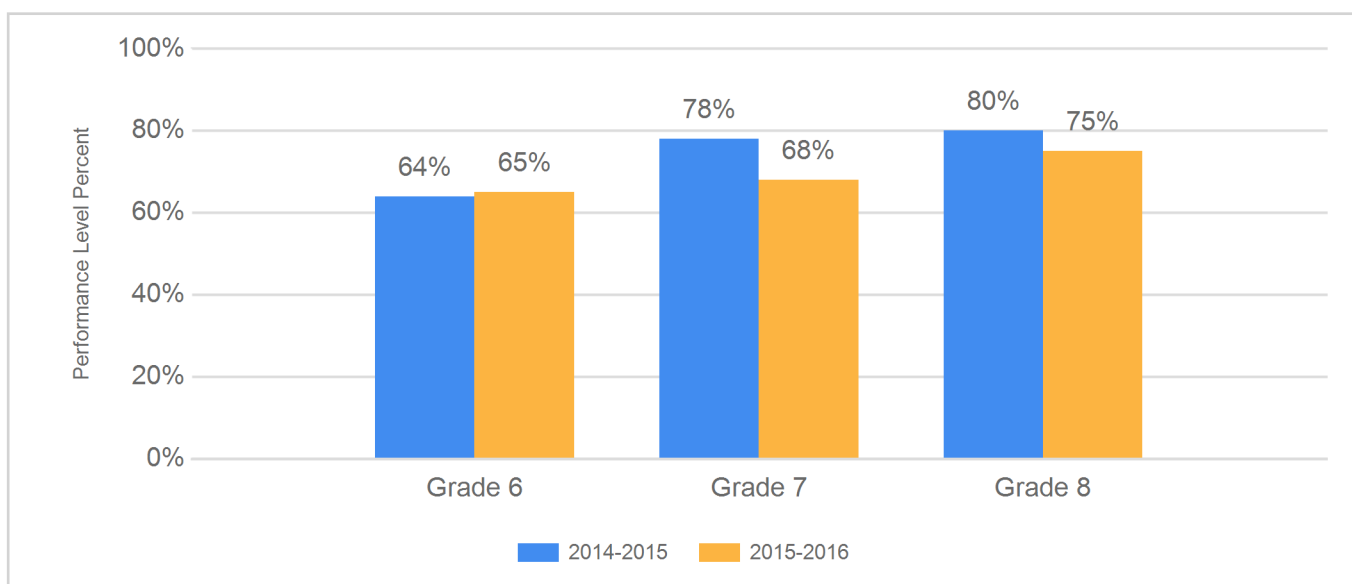
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## PARCC ELA Performance Trends

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





State of New Jersey  
2015-2016

Grade Span 06-08

39-5730-060

UNION

WESTFIELD TOWN

ROOSEVELT INTERMEDIATE SCHOOL

301 CLARK ST

WESTFIELD, NJ 07090-4009

## PARCC Performance Distribution - Algebra I

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>125</b>	<b>783</b>	<b>788</b>	<b>769</b>	<b>N</b>	<b>N</b>	<b>2%</b>	<b>86%</b>	<b>12%</b>	<b>98%</b>	<b>41%</b>
White	115	783	786	772	N	N	2%	87%	11%	98%	51%
African American	N	N	N	748	N	N	N	N	N	N	20%
Hispanic	S	S	788	746	S	S	S	S	S	S	25%
Asian	S	S	802	789	S	S	S	S	S	S	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	S	S	803	776	S	S	S	S	S	S	47%
Students with Disability	S	S	776	738	S	S	S	S	S	S	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	N	N	N	746	N	N	N	N	N	N	23%

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



State of New Jersey  
2015-2016

Grade Span 06-08

39-5730-060

UNION

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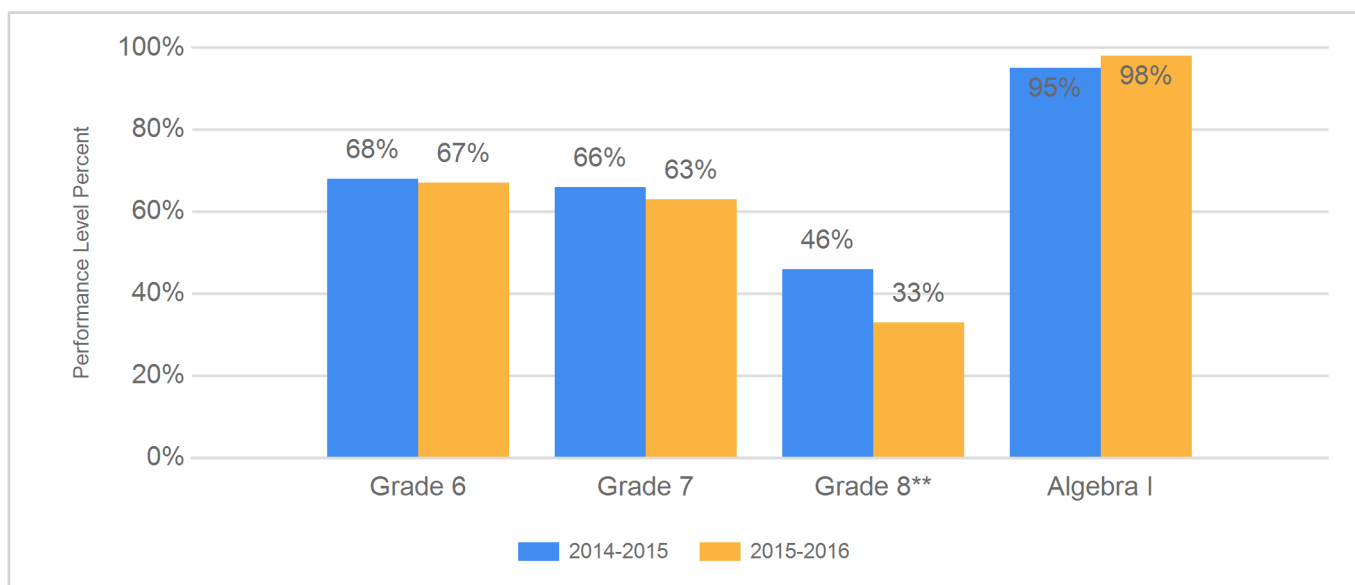
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## PARCC Math Performance Trends

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



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



State of New Jersey  
2015-2016

Grade Span 06-08

39-5730-060

UNION

WESTFIELD TOWN

ROOSEVELT INTERMEDIATE SCHOOL

301 CLARK ST

WESTFIELD, NJ 07090-4009

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

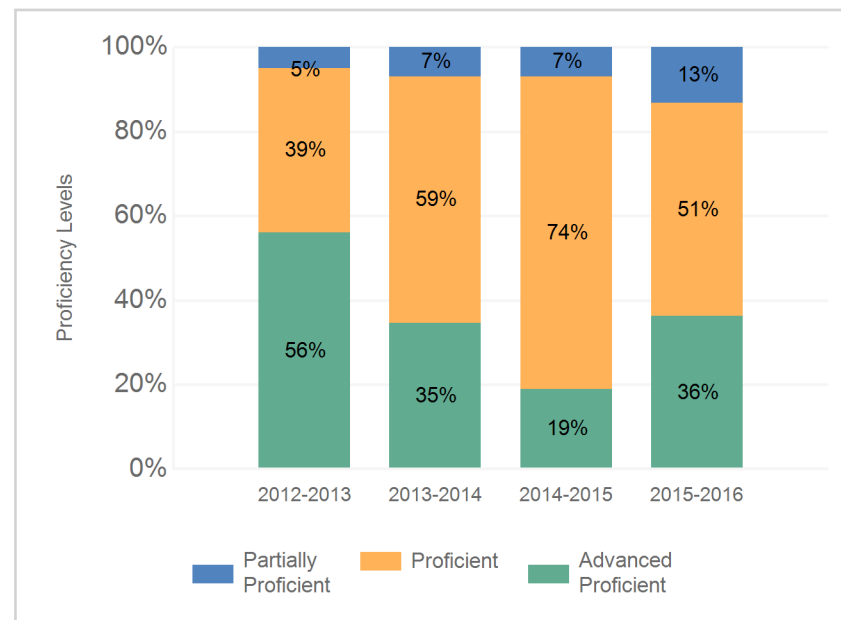
### NJASK Results Science - Grade Level 08

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	36%	51%	13%
White	36%	52%	12%
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	21%	50%	29%
English Language Learners	N	N	N
Economically Disadvantaged Students	S	S	S

### NJASK Proficiency Trends Science - Grade Level 08

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





State of New Jersey  
2015-2016

Grade Span 06-08

39-5730-060

UNION

WESTFIELD TOWN

ROOSEVELT INTERMEDIATE SCHOOL

301 CLARK ST

WESTFIELD, NJ 07090-4009

## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

Reading Grade 4

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

Reading Grade 8

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

Math Grade 4

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

Math Grade 8

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

Science Grade 4

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

Science Grade 8

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

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

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



State of New Jersey  
2015-2016

Grade Span 06-08

39-5730-060

UNION

WESTFIELD TOWN

ROOSEVELT INTERMEDIATE SCHOOL

301 CLARK ST

WESTFIELD, NJ 07090-4009

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

### Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	33	41	50
Student Growth on Math	45	57	50

### Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	2%	1%	1%
Approached (L3)	11%	8%	4%
Met (L4)	30%	19%	8%
Exceeded (L5)	4%	6%	5%

### Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	3%	1%	1%
Approached (L3)	15%	6%	4%
Met (L4)	24%	19%	16%
Exceeded (L5)	4%	3%	2%



State of New Jersey  
2015-2016

Grade Span 06-08

39-5730-060

UNION

WESTFIELD TOWN

ROOSEVELT INTERMEDIATE SCHOOL

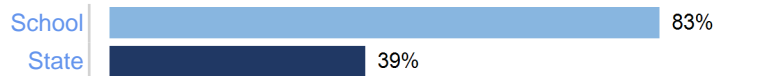
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## Visual and Performing Arts

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

### MUSIC



### DRAMA



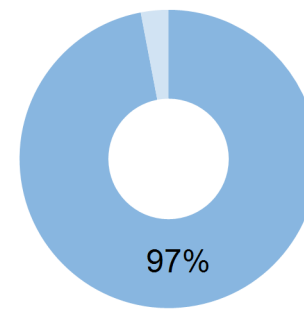
### DANCE



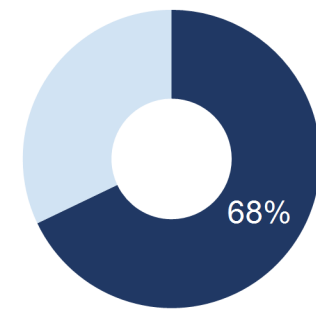
### VISUAL ARTS



### Any Visual and Performing Arts



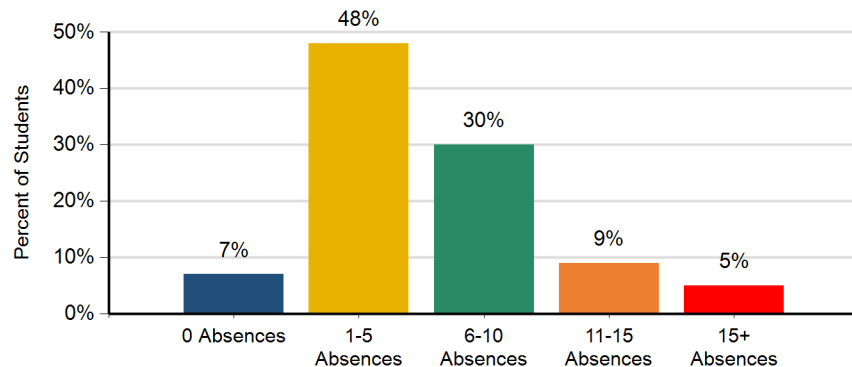
School



State

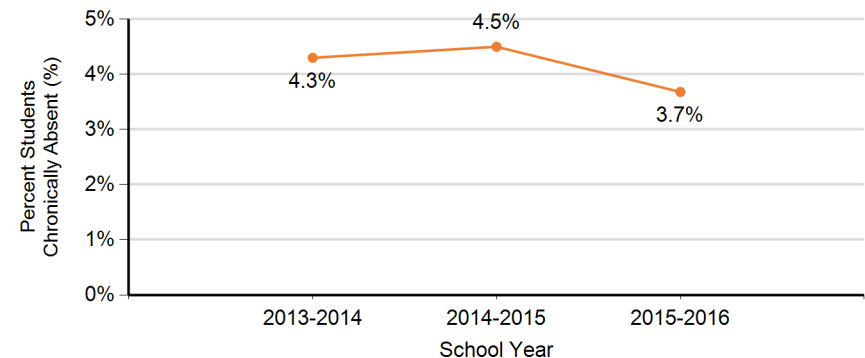
## Absenteeism

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



## Chronic Absenteeism Trend

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





State of New Jersey  
2015-2016

Grade Span 06-08

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

### Length of School Day

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

	School
2015-16	6 Hrs. 32 Mins.

### Instructional Time

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

2015-16	School
Full Time	5 Hrs. 48 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

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

2015-16	School
Faculty	12:1
Administrator	367:1

### Student Suspension Rate

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

	School
2015-16	2.0%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	98%





State of New Jersey  
2015-2016

Grade Span 01-05

39-5730-145  
UNION  
WESTFIELD TOWN  
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## 2015-2016 School Performance Reports

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

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

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

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

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



State of New Jersey  
2015-2016

Grade Span 01-05

39-5730-145  
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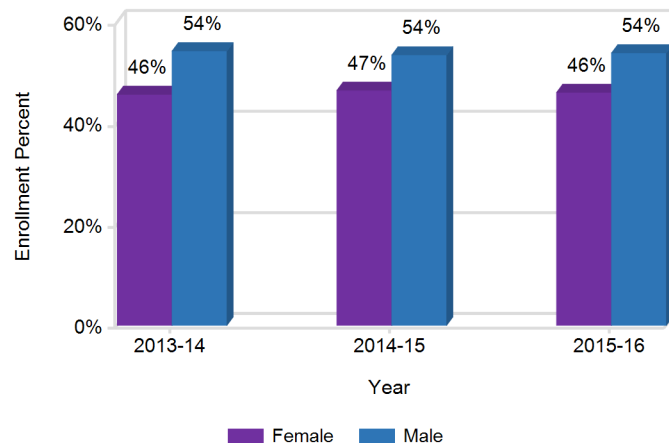
## Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 01	76	73	79
Grade 02	79	81	76
Grade 03	95	88	82
Grade 04	82	96	93
Grade 05	87	82	98
UG	27	19	10
Total	446	439	438

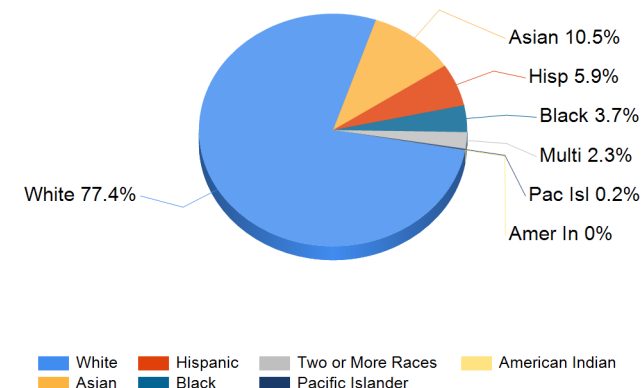
## Enrollment by Gender

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



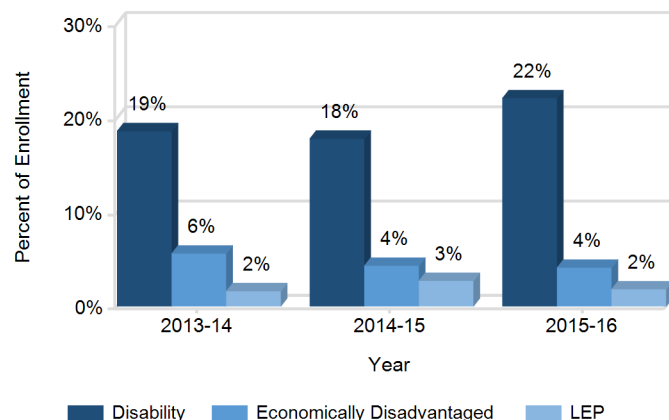
## Enrollment by Ethnic/ Racial Subgroup

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



## Enrollment Trends by Special Population

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



## Language Diversity

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

2015-2016	Percent
English	81.3%
Chinese	4.3%
Spanish	4.3%
Hindi	1.4%
Portuguese	1.4%
Other	7.3%

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



State of New Jersey  
2015-2016

Grade Span 01-05

39-5730-145

UNION

WESTFIELD TOWN

TAMAQUES ELEMENTARY SCHOOL

641 WILLOW GROVE RD

WESTFIELD, NJ 07090-3519

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

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

## Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	75%	50	87
Mathematics Met or Exceeded Expectations	73%	50	88

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	264	75%	87	99%	✓	264	73%	88	99%	✓
White	207	77%	83	99%	✓	207	74%	83	99%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	60	40%	86	100%	✓	60	37%	83	100%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



State of New Jersey  
2015-2016

Grade Span 01-05

39-5730-145

UNION

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## PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	83	779	773	746	5%	6%	8%	59%	22%	81%	48%
White	68	781	774	756	3%	6%	7%	66%	18%	84%	58%
African American	S	S	721	727	S	S	S	S	S	S	30%
Hispanic	S	S	763	730	S	S	S	S	S	S	31%
Asian	S	S	787	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	21	747	747	718	19%	19%	10%	52%	N	52%	22%
English Language Learners	S	S	715	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	S	S	738	727	S	S	S	S	S	S	28%
PARCC MATH											
<b>Schoolwide</b>	83	770	771	749	1%	6%	17%	52%	24%	76%	52%
White	68	771	771	757	N	6%	15%	56%	24%	79%	63%
African American	S	S	733	730	S	S	S	S	S	S	31%
Hispanic	S	S	760	736	S	S	S	S	S	S	35%
Asian	S	S	787	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	21	747	753	727	5%	24%	19%	43%	10%	52%	28%
English Language Learners	S	S	722	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	S	S	741	732	S	S	S	S	S	S	32%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations

State of New Jersey  
2015-2016

Grade Span 01-05

## PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	93	770	770	750	5%	7%	11%	43%	34%	77%	54%
White	67	773	770	759	2%	9%	12%	42%	36%	78%	64%
African American	S	S	753	733	S	S	S	S	S	S	33%
Hispanic	S	S	759	737	S	S	S	S	S	S	37%
Asian	S	S	784	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	769	756	S	S	S	S	S	S	62%
Students with Disability	17	737	743	723	24%	18%	18%	29%	12%	41%	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	S	S	723	734	S	S	S	S	S	S	33%
PARCC MATH											
<b>Schoolwide</b>	93	770	768	745	1%	9%	16%	55%	19%	74%	47%
White	67	772	767	752	N	9%	18%	51%	22%	73%	57%
African American	S	S	750	727	S	S	S	S	S	S	24%
Hispanic	S	S	758	733	S	S	S	S	S	S	30%
Asian	S	S	785	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	773	750	S	S	S	S	S	S	54%
Students with Disability	17	742	743	724	6%	24%	35%	29%	6%	35%	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	732	730	S	S	S	S	S	S	27%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



State of New Jersey  
2015-2016

Grade Span 01-05

39-5730-145

UNION

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## PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	100	764	768	751	4%	6%	21%	56%	13%	69%	53%
White	74	766	769	758	N	5%	24%	60%	11%	70%	64%
African American	S	S	743	733	S	S	S	S	S	S	32%
Hispanic	S	S	753	738	S	S	S	S	S	S	37%
Asian	S	S	784	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	23	735	743	723	17%	17%	39%	22%	4%	26%	20%
English Language Learners	S	S	S	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	739	735	S	S	S	S	S	S	33%
PARCC MATH											
<b>Schoolwide</b>	100	764	766	747	1%	10%	20%	49%	20%	69%	47%
White	74	764	766	753	1%	7%	23%	53%	16%	69%	57%
African American	S	S	754	728	S	S	S	S	S	S	24%
Hispanic	S	S	754	735	S	S	S	S	S	S	31%
Asian	S	S	780	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	23	737	743	725	4%	35%	39%	13%	9%	22%	19%
English Language Learners	S	S	756	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	742	732	S	S	S	S	S	S	28%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



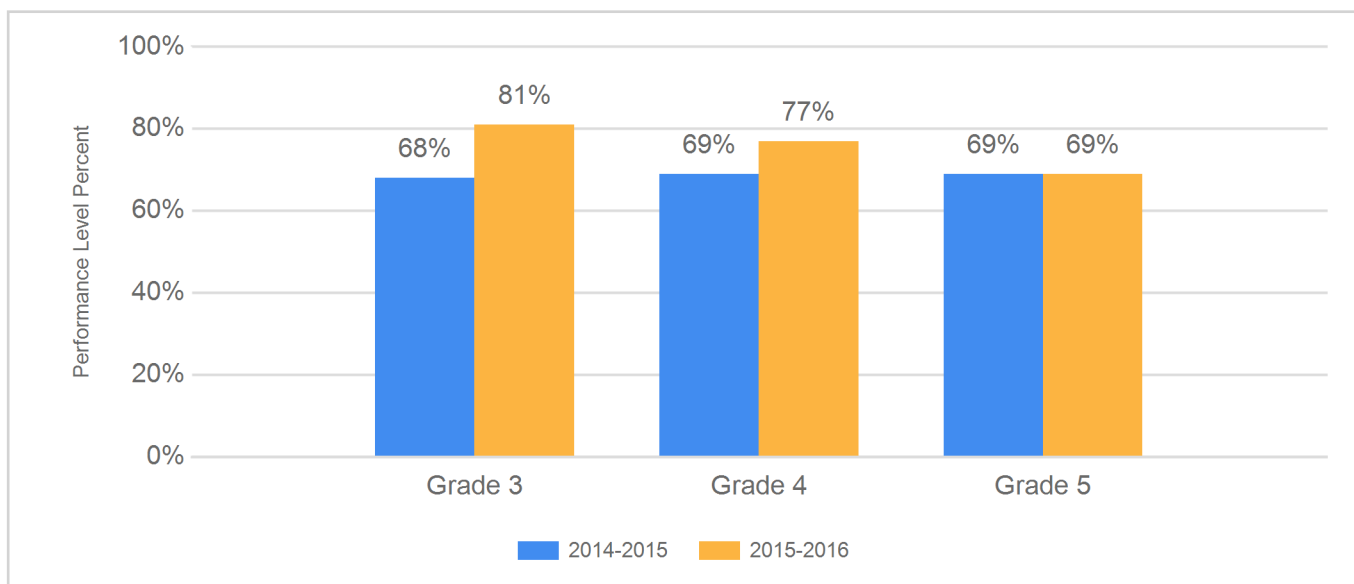
State of New Jersey  
2015-2016

Grade Span 01-05

39-5730-145  
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WESTFIELD TOWN  
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### PARCC ELA Performance Trends

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





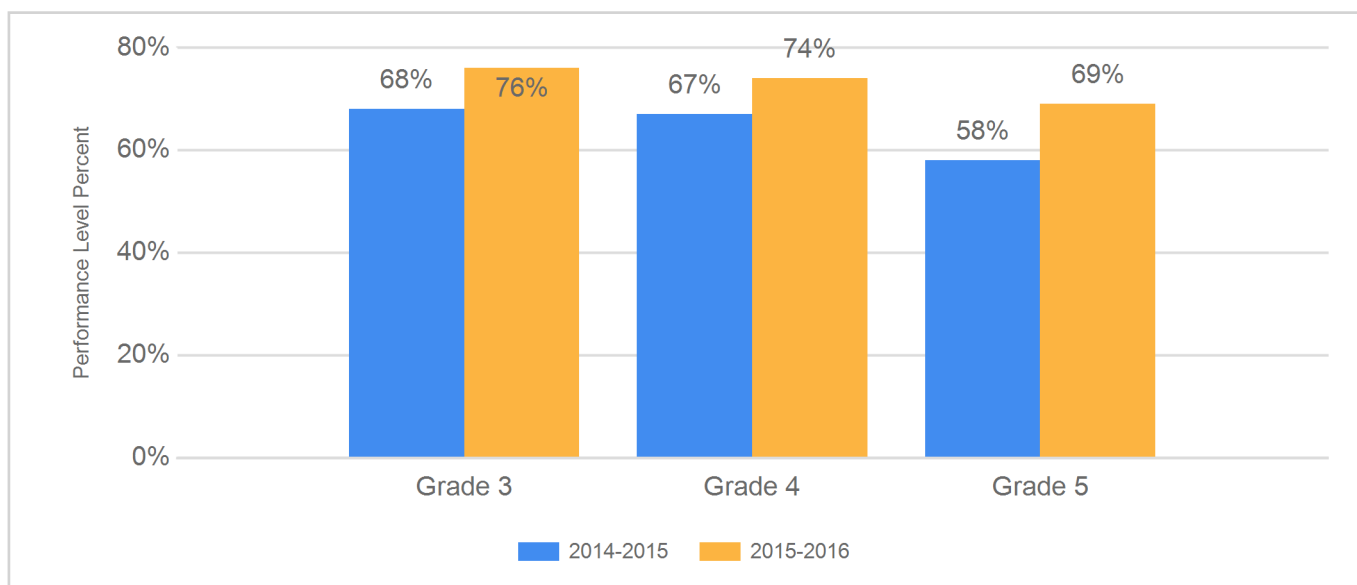
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2015-2016

Grade Span 01-05

39-5730-145  
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## PARCC Math Performance Trends

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







State of New Jersey  
2015-2016

Grade Span 01-05

39-5730-145

UNION

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WESTFIELD, NJ 07090-3519

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

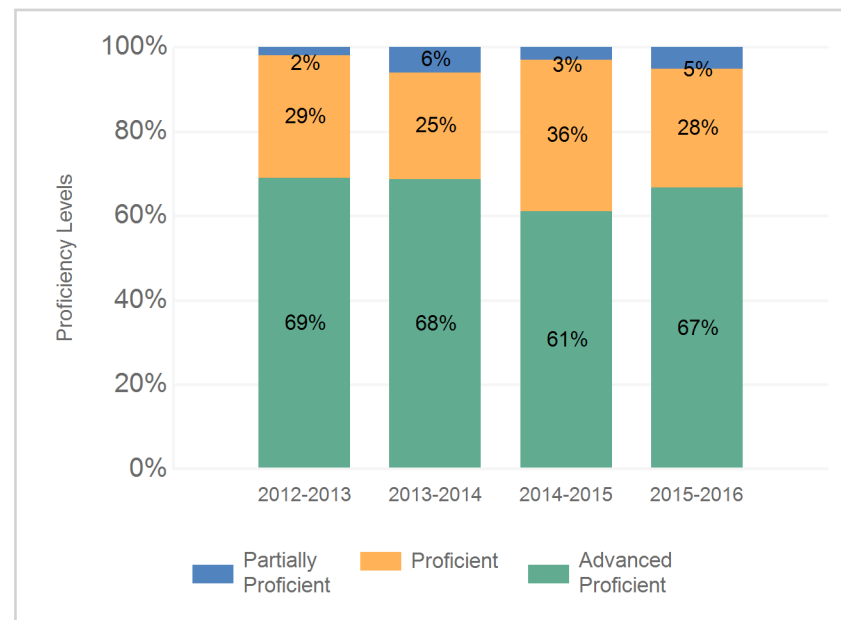
### NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	67%	28%	5%
White	71%	26%	3%
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	29%	47%	24%
English Language Learners	N	N	N
Economically Disadvantaged Students	S	S	S

### NJASK Proficiency Trends Science - Grade Level 04

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





State of New Jersey  
2015-2016

Grade Span 01-05

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

## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



State of New Jersey  
2015-2016

Grade Span 01-05

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

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

### Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	45	41	50
Student Growth on Math	65	57	50

### Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	1%	1%
Partially Met (L2)	5%	2%	4%
Approached (L3)	5%	5%	7%
Met (L4)	19%	14%	15%
Exceeded (L5)	9%	5%	7%

### Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	1%	1%
Partially Met (L2)	2%	5%	5%
Approached (L3)	4%	6%	9%
Met (L4)	8%	18%	27%
Exceeded (L5)	2%	5%	7%



State of New Jersey  
2015-2016

Grade Span 01-05

39-5730-145

UNION

WESTFIELD TOWN

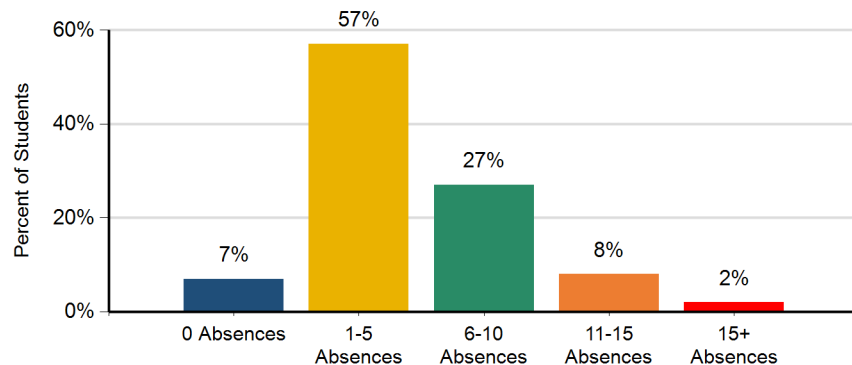
TAMAQUES ELEMENTARY SCHOOL

641 WILLOW GROVE RD

WESTFIELD, NJ 07090-3519

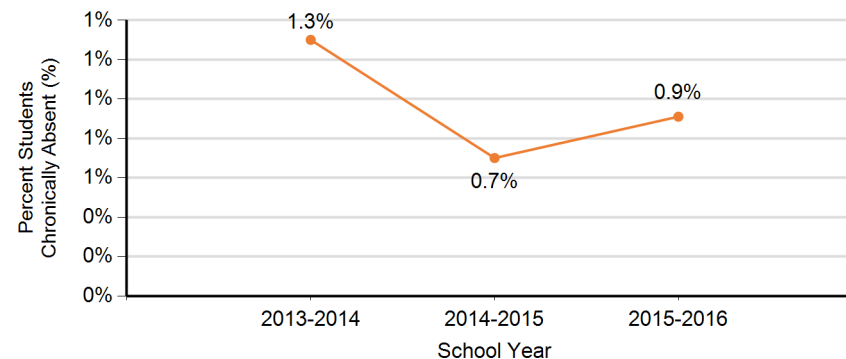
## Absenteeism

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



## Chronic Absenteeism Trend

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





State of New Jersey  
2015-2016

Grade Span 01-05

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

### Length of School Day

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

	School
2015-16	6 Hrs. 25 Mins.

### Instructional Time

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

2015-16	School
Full Time	5 Hrs. 25 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

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

2015-16	School
Faculty	12:1
Administrator	219:1

### Student Suspension Rate

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

	School
2015-16	0.0%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	99%



State of New Jersey  
2015-2016

Grade Span 06-08

39-5730-070  
UNION  
WESTFIELD TOWN  
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WESTFIELD, NJ 07090

## 2015-2016 School Performance Reports

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

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

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

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

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



State of New Jersey  
2015-2016

Grade Span 06-08

39-5730-070

UNION

WESTFIELD TOWN

THOMAS EDISON INTERMEDIATE SCHOOL

800 RAHWAY AVE

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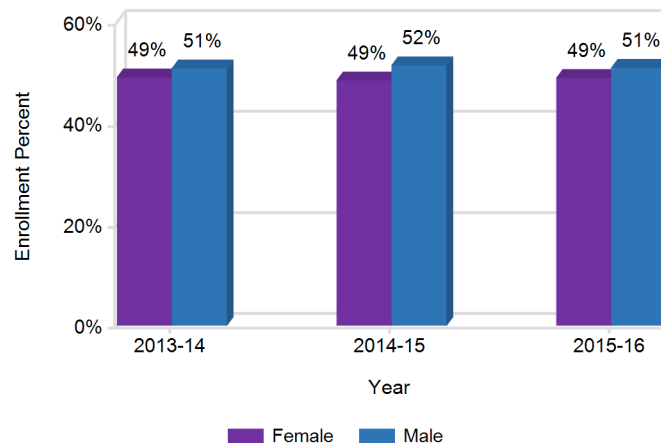
## Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 06	283	255	286
Grade 07	252	289	253
Grade 08	309	264	292
UG	16	0	0
Total	860	808	831

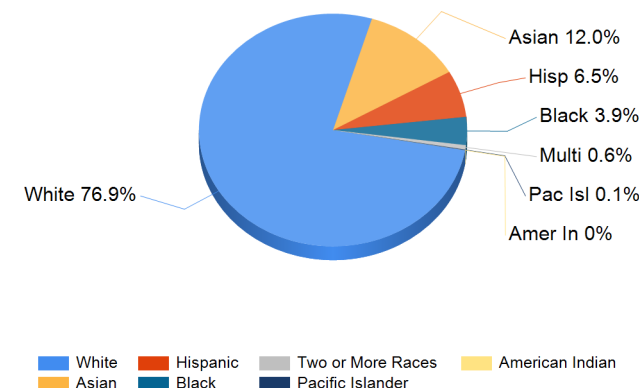
## Enrollment by Gender

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



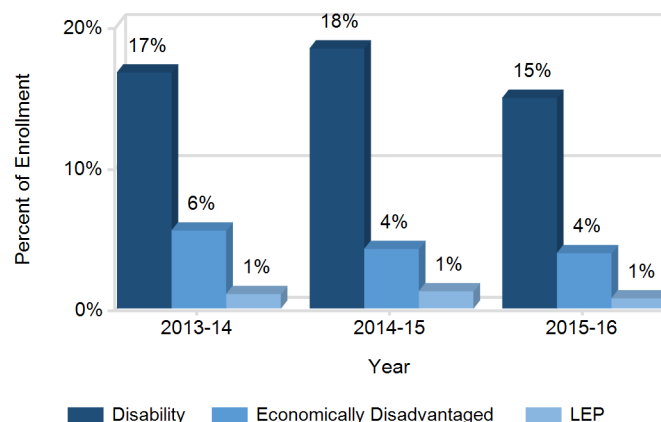
## Enrollment by Ethnic/ Racial Subgroup

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



## Enrollment Trends by Special Population

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



## Language Diversity

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

2015-2016	Percent
English	83.8%
Chinese	4.6%
Spanish	3.9%
Portuguese	1.3%
Russian	0.7%
Other	5.4%

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



State of New Jersey  
2015-2016

Grade Span 06-08

39-5730-070

UNION

WESTFIELD TOWN

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WESTFIELD, NJ 07090

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

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

## Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	70%	38	77
Mathematics Met or Exceeded Expectations	67%	13	80

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	779	70%	77	95%	✓	777	67%	80	95%	✓
White	597	71%	71	94%	✓	595	68%	75	94%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	52	52%	73	98%	✓	52	40%	60	98%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	95	82%	54	99%	✓	95	90%	65	99%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	127	28%	73	89%	✓	126	20%	58	88%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	





State of New Jersey  
2015-2016

Grade Span 06-08

39-5730-070

UNION

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## PARCC Performance Distribution - Grade 06

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	267	760	758	750	3%	8%	20%	55%	14%	69%	52%
White	199	760	758	756	1%	7%	23%	56%	13%	69%	61%
African American	S	S	742	732	S	S	S	S	S	S	31%
Hispanic	21	744	747	738	10%	14%	29%	48%	N	48%	37%
Asian	38	776	772	772	N	8%	5%	55%	32%	87%	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	768	755	S	S	S	S	S	S	60%
Students with Disability	32	725	731	719	16%	34%	31%	19%	N	19%	15%
English Language Learners	S	S	S	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	733	735	S	S	S	S	S	S	33%
PARCC MATH											
<b>Schoolwide</b>	265	762	760	743	2%	7%	22%	50%	20%	69%	43%
White	196	760	759	750	2%	6%	24%	51%	18%	69%	53%
African American	S	S	748	724	S	S	S	S	S	S	20%
Hispanic	21	744	748	730	10%	14%	33%	38%	5%	43%	26%
Asian	39	781	778	768	N	3%	10%	51%	36%	87%	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	S	748	S	S	S	S	S	S	49%
Students with Disability	31	724	733	717	16%	36%	26%	23%	N	23%	13%
English Language Learners	S	S	S	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	S	728	S	S	S	S	S	S	23%

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

## PARCC Performance Distribution - Grade 07

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	252	763	762	753	5%	7%	19%	42%	27%	69%	56%
White	193	764	762	760	5%	7%	17%	44%	28%	71%	65%
African American	S	S	S	733	S	S	S	S	S	S	35%
Hispanic	20	755	750	739	N	10%	25%	50%	15%	65%	41%
Asian	29	775	773	781	3%	N	24%	31%	41%	72%	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	798	759	S	S	S	S	S	S	63%
Students with Disability	46	729	733	716	17%	26%	24%	28%	4%	33%	16%
English Language Learners	N	N	N	703	N	N	N	N	N	N	10%
Economically Disadvantaged Students	S	S	S	735	S	S	S	S	S	S	37%
PARCC MATH											
<b>Schoolwide</b>	227	751	754	740	5%	11%	27%	50%	7%	57%	39%
White	176	752	754	747	4%	12%	26%	51%	7%	58%	47%
African American	S	S	S	724	S	S	S	S	S	S	19%
Hispanic	S	S	741	729	S	S	S	S	S	S	23%
Asian	22	763	765	763	5%	N	18%	64%	14%	77%	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	744	N	N	N	N	N	N	44%
Students with Disability	46	726	732	713	20%	28%	33%	17%	2%	20%	9%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	S	S	S	727	S	S	S	S	S	S	21%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey  
2015-2016

Grade Span 06-08

39-5730-070

UNION

WESTFIELD TOWN

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## PARCC Performance Distribution - Grade 08

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	273	764	766	753	2%	8%	20%	54%	17%	71%	55%
White	216	765	767	759	1%	6%	19%	58%	15%	73%	63%
African American	13	733	728	732	8%	31%	46%	8%	8%	15%	34%
Hispanic	S	S	752	740	S	S	S	S	S	S	43%
Asian	31	779	777	780	N	3%	13%	48%	36%	84%	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	S	S	780	756	S	S	S	S	S	S	59%
Students with Disability	43	739	741	715	5%	26%	35%	28%	7%	35%	16%
English Language Learners	S	S	S	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	S	736	S	S	S	S	S	S	38%
**PARCC MATH											
<b>Schoolwide</b>	126	734	735	726	10%	24%	33%	34%	N	34%	26%
White	98	737	738	732	6%	21%	35%	38%	N	38%	32%
African American	S	S	S	712	S	S	S	S	S	S	14%
Hispanic	S	S	728	721	S	S	S	S	S	S	20%
Asian	S	S	745	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	40	717	721	704	28%	33%	25%	15%	N	15%	8%
English Language Learners	S	S	S	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	S	718	S	S	S	S	S	S	18%

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

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

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



State of New Jersey  
2015-2016

Grade Span 06-08

39-5730-070

UNION

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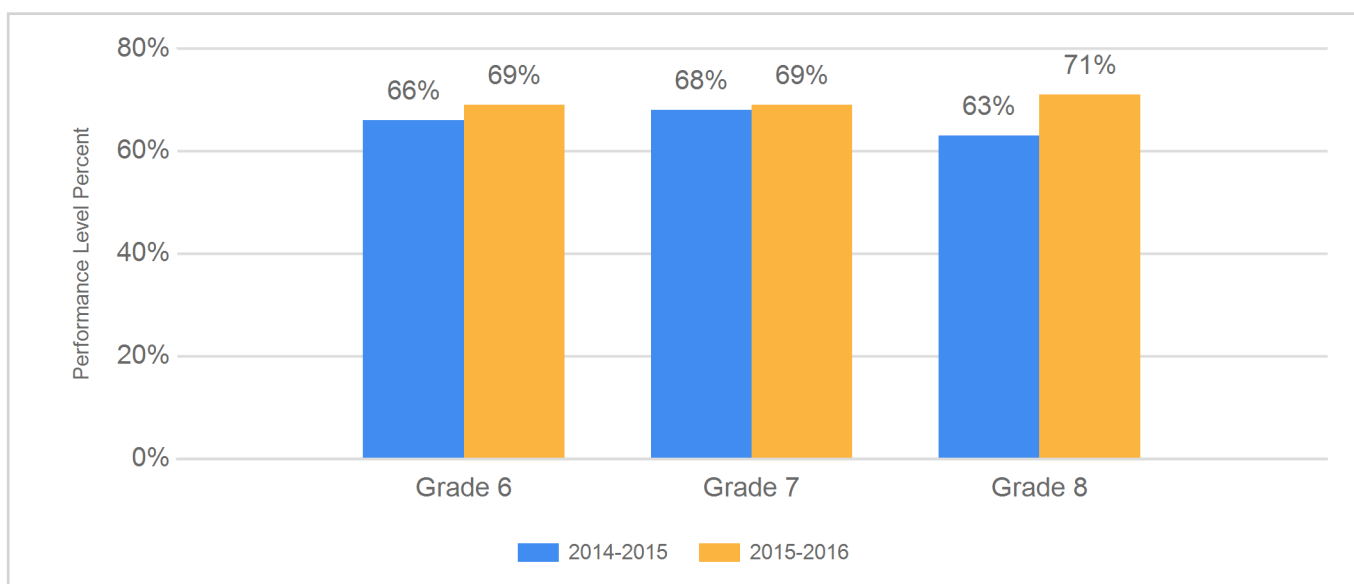
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### PARCC ELA Performance Trends

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





State of New Jersey  
2015-2016

Grade Span 06-08

39-5730-070

UNION

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## PARCC Performance Distribution - Algebra I

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>153</b>	<b>791</b>	<b>788</b>	<b>769</b>	<b>N</b>	<b>N</b>	<b>1%</b>	<b>77%</b>	<b>22%</b>	<b>99%</b>	<b>41%</b>
White	124	789	786	772	N	N	2%	82%	16%	98%	51%
African American	S	S	S	748	S	S	S	S	S	S	20%
Hispanic	S	S	788	746	S	S	S	S	S	S	25%
Asian	24	805	802	789	N	N	N	50%	50%	100%	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	S	S	803	776	S	S	S	S	S	S	47%
Students with Disability	S	S	776	738	S	S	S	S	S	S	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	S	746	S	S	S	S	S	S	23%

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



State of New Jersey  
2015-2016

Grade Span 06-08

39-5730-070

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## PARCC Performance Distribution - Geometry

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>21</b>	<b>790</b>	<b>790</b>	<b>776</b>	<b>N</b>	<b>N</b>	<b>N</b>	<b>29%</b>	<b>71%</b>	<b>100%</b>	<b>27%</b>
White	13	791	791	772	N	N	N	31%	69%	100%	34%
African American	S	S	S	755	S	S	S	S	S	S	9%
Hispanic	N	N	N	761	N	N	N	N	N	N	13%
Asian	S	S	S	785	S	S	S	S	S	S	61%
American Indian	N	N	N	777	N	N	N	N	N	N	15%
Two or More Races	N	N	N	778	N	N	N	N	N	N	29%
Students with Disability	S	S	S	771	S	S	S	S	S	S	5%
English Language Learners	N	N	N	770	N	N	N	N	N	N	6%
Economically Disadvantaged Students	N	N	N	759	N	N	N	N	N	N	12%

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



State of New Jersey  
2015-2016

Grade Span 06-08

39-5730-070

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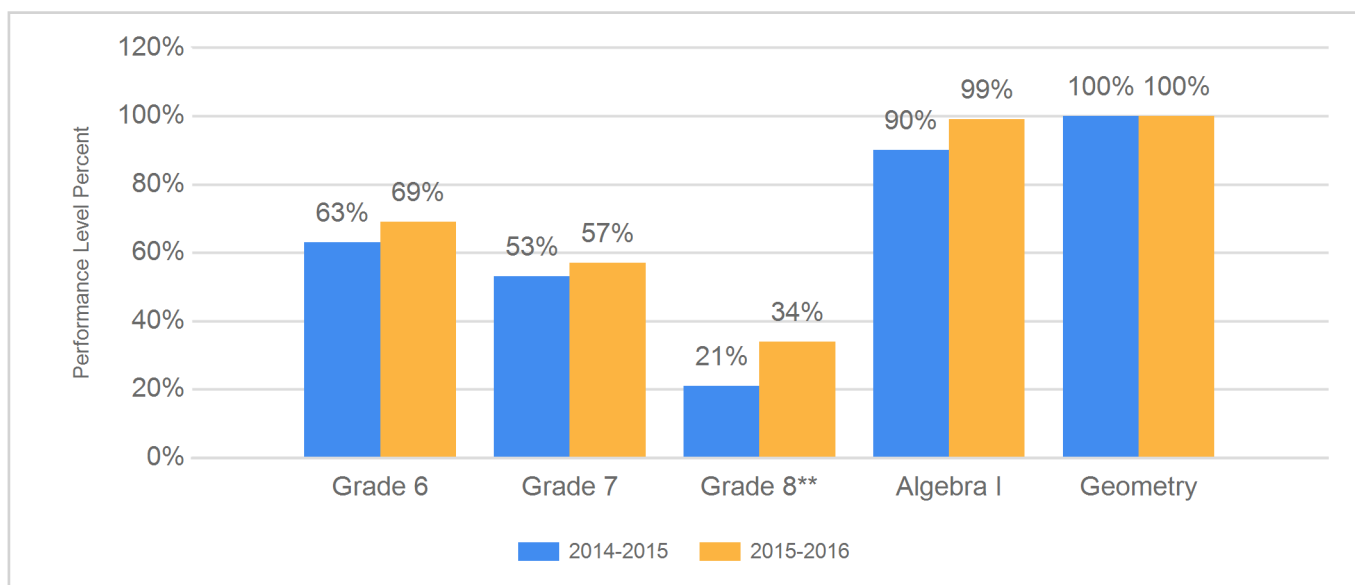
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## PARCC Math Performance Trends

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



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



State of New Jersey  
2015-2016

Grade Span 06-08

39-5730-070

UNION

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

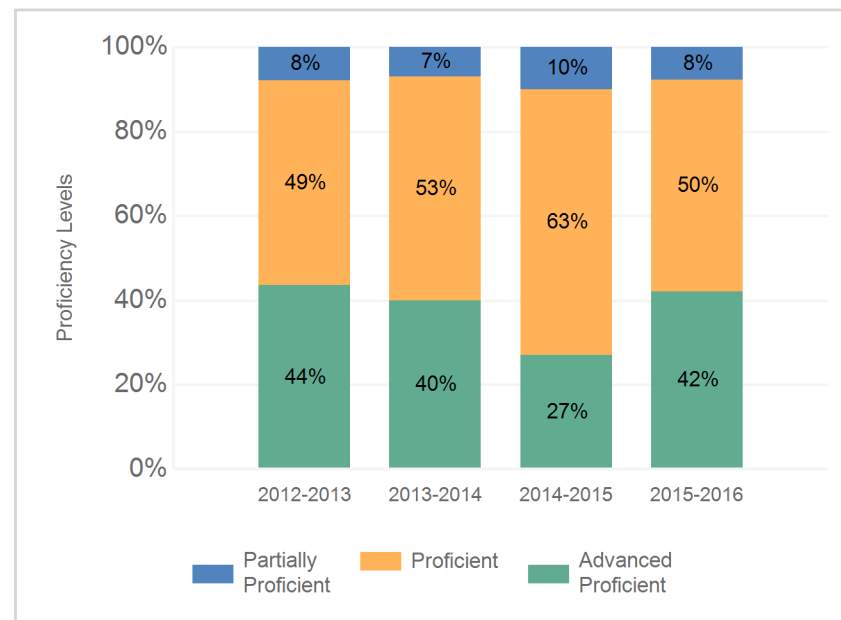
### NJASK Results Science - Grade Level 08

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	42%	50%	8%
White	42%	52%	5%
African American	7%	36%	57%
Hispanic	17%	75%	8%
American Indian	N	N	N
Asian	72%	28%	N
Two or More Races	S	S	S
Students with Disability	13%	61%	26%
English Language Learners	S	S	S
Economically Disadvantaged Students	S	S	S

### NJASK Proficiency Trends Science - Grade Level 08

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







State of New Jersey  
2015-2016

Grade Span 06-08

39-5730-070

UNION

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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

Reading Grade 4

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

Reading Grade 8

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

Math Grade 4

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

Math Grade 8

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

Science Grade 4

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

Science Grade 8

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

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

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



State of New Jersey  
2015-2016

Grade Span 06-08

39-5730-070

UNION

WESTFIELD TOWN

THOMAS EDISON INTERMEDIATE SCHOOL

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

### Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	35	41	50
Student Growth on Math	51	57	50

### Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	1%	1%
Partially Met (L2)	3%	2%	3%
Approached (L3)	10%	8%	4%
Met (L4)	23%	16%	6%
Exceeded (L5)	12%	7%	4%

### Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	1%	0%
Partially Met (L2)	7%	6%	3%
Approached (L3)	9%	8%	6%
Met (L4)	18%	17%	20%
Exceeded (L5)	2%	1%	1%



State of New Jersey  
2015-2016

Grade Span 06-08

39-5730-070

UNION

WESTFIELD TOWN

THOMAS EDISON INTERMEDIATE SCHOOL

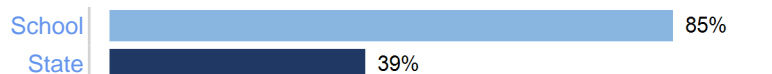
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## Visual and Performing Arts

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

### MUSIC



### DRAMA



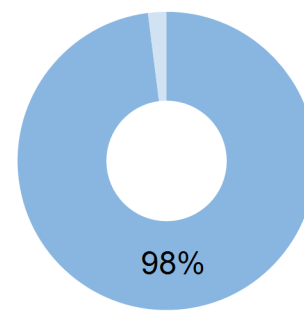
### DANCE



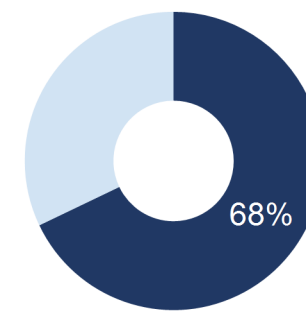
### VISUAL ARTS



### Any Visual and Performing Arts



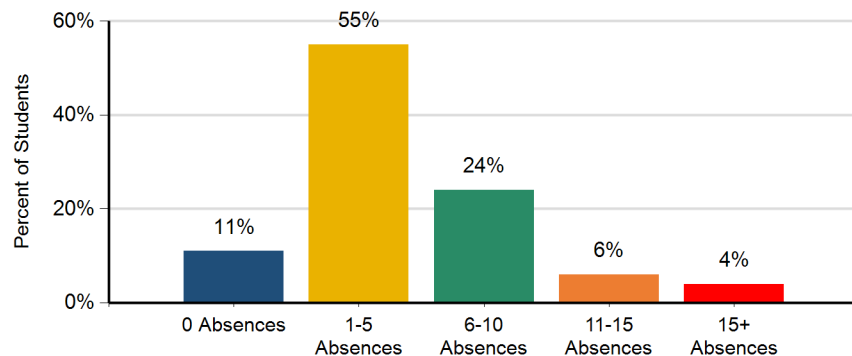
School



State

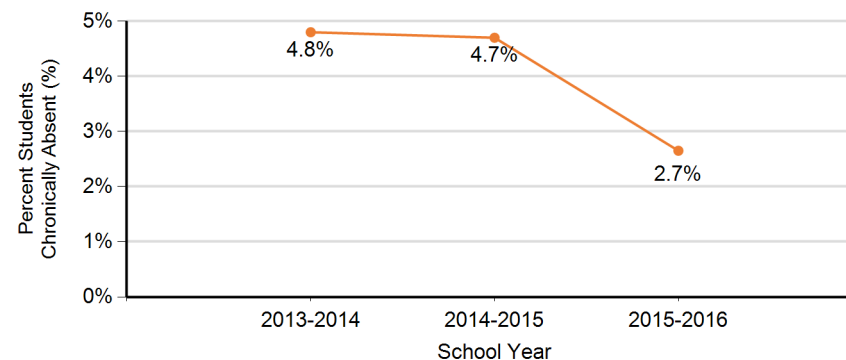
## Absenteeism

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



## Chronic Absenteeism Trend

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





State of New Jersey  
2015-2016

Grade Span 06-08

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

### Length of School Day

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

	School
2015-16	6 Hrs. 32 Mins.

### Instructional Time

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

2015-16	School
Full Time	5 Hrs. 48 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

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

2015-16	School
Faculty	12:1
Administrator	831:1

### Student Suspension Rate

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

	School
2015-16	1.4%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	99%



State of New Jersey  
2015-2016

Grade Span 01-05

39-5730-150  
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## 2015-2016 School Performance Reports

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

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

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

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

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



State of New Jersey  
2015-2016

Grade Span 01-05

39-5730-150

UNION

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WASHINGTON ELEMENTARY SCHOOL

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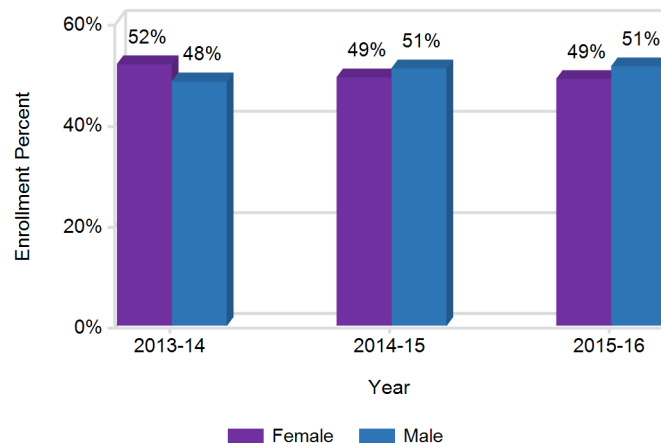
## Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 01	52	79	49
Grade 02	67	53	76
Grade 03	58	73	56
Grade 04	61	61	75
Grade 05	62	64	64
UG	2	0	0
Total	302	330	320

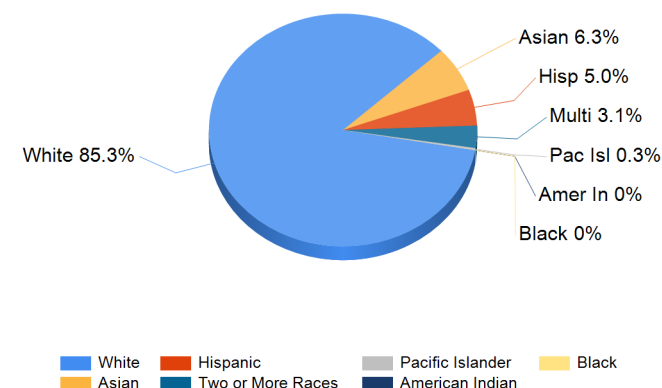
## Enrollment by Gender

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



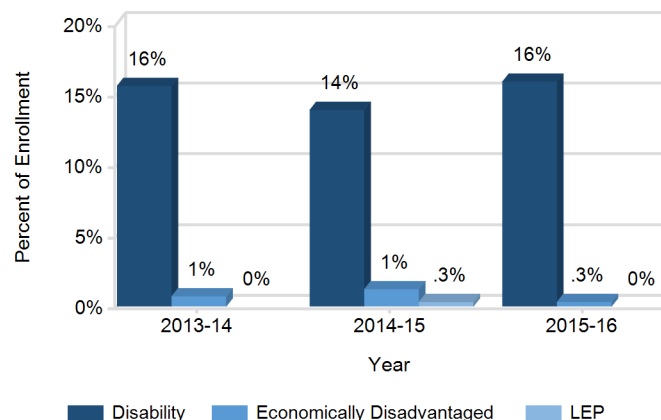
## Enrollment by Ethnic/ Racial Subgroup

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



## Enrollment Trends by Special Population

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



## Language Diversity

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

2015-2016	Percent
English	86.3%
Spanish	3.4%
Chinese	2.5%
Russian	1.6%
Hindi	0.6%
Other	5.4%

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



State of New Jersey  
2015-2016

Grade Span 01-05

39-5730-150

UNION

WESTFIELD TOWN

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900 ST MARKS AVENUE

WESTFIELD, NJ 07090-2039

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

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

## Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	81%	63	93
Mathematics Met or Exceeded Expectations	83%	100	98

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	185	81%	93	100%	✓	185	83%	98	100%	✓
White	152	79%	84	99%	✓	152	82%	93	99%	✓
African American	N	N	N	N		N	N	N	N	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	N	N	N	N		N	N	N	N	



State of New Jersey  
2015-2016

Grade Span 01-05

39-5730-150

UNION

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## PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	56	763	773	746	9%	5%	18%	57%	11%	68%	48%
White	46	760	774	756	11%	7%	17%	54%	11%	65%	58%
African American	N	N	N	727	N	N	N	N	N	N	30%
Hispanic	S	S	763	730	S	S	S	S	S	S	31%
Asian	S	S	787	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	782	753	S	S	S	S	S	S	55%
Students with Disability	11	720	747	718	46%	18%	9%	18%	9%	27%	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	N	N	N	727	N	N	N	N	N	N	28%
PARCC MATH											
<b>Schoolwide</b>	56	770	771	749	4%	4%	11%	55%	27%	82%	52%
White	46	767	771	757	4%	4%	13%	54%	24%	78%	63%
African American	N	N	N	730	N	N	N	N	N	N	31%
Hispanic	S	S	760	736	S	S	S	S	S	S	35%
Asian	S	S	787	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	S	754	S	S	S	S	S	S	57%
Students with Disability	11	752	753	727	18%	9%	9%	36%	27%	64%	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	32%

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



## PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	74	776	770	750	N	5%	8%	54%	32%	87%	54%
White	59	773	770	759	N	5%	10%	54%	31%	85%	64%
African American	N	N	N	733	N	N	N	N	N	N	33%
Hispanic	S	S	759	737	S	S	S	S	S	S	37%
Asian	S	S	784	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	769	756	S	S	S	S	S	S	62%
Students with Disability	13	748	743	723	N	31%	15%	39%	15%	54%	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	N	N	N	734	N	N	N	N	N	N	33%
PARCC MATH											
<b>Schoolwide</b>	74	775	768	745	1%	3%	7%	72%	18%	89%	47%
White	59	774	767	752	N	3%	7%	73%	17%	90%	57%
African American	N	N	N	727	N	N	N	N	N	N	24%
Hispanic	S	S	758	733	S	S	S	S	S	S	30%
Asian	S	S	785	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	773	750	S	S	S	S	S	S	54%
Students with Disability	13	752	743	724	8%	15%	23%	46%	8%	54%	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	N	N	N	730	N	N	N	N	N	N	27%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



State of New Jersey  
2015-2016

Grade Span 01-05

39-5730-150

UNION

WESTFIELD TOWN

WASHINGTON ELEMENTARY SCHOOL

900 ST MARKS AVENUE

WESTFIELD, NJ 07090-2039

## PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	64	773	768	751	3%	N	14%	64%	19%	83%	53%
White	54	772	769	758	4%	N	15%	65%	17%	82%	64%
African American	N	N	N	733	N	N	N	N	N	N	32%
Hispanic	S	S	753	738	S	S	S	S	S	S	37%
Asian	S	S	784	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	763	759	S	S	S	S	S	S	63%
Students with Disability	S	S	743	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	N	N	N	735	N	N	N	N	N	N	33%
PARCC MATH											
<b>Schoolwide</b>	64	766	766	747	2%	6%	13%	66%	14%	80%	47%
White	54	764	766	753	2%	7%	11%	67%	13%	80%	57%
African American	N	N	N	728	N	N	N	N	N	N	24%
Hispanic	S	S	754	735	S	S	S	S	S	S	31%
Asian	S	S	780	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	765	754	S	S	S	S	S	S	56%
Students with Disability	S	S	743	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	28%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey  
2015-2016

Grade Span 01-05

39-5730-150

UNION

WESTFIELD TOWN

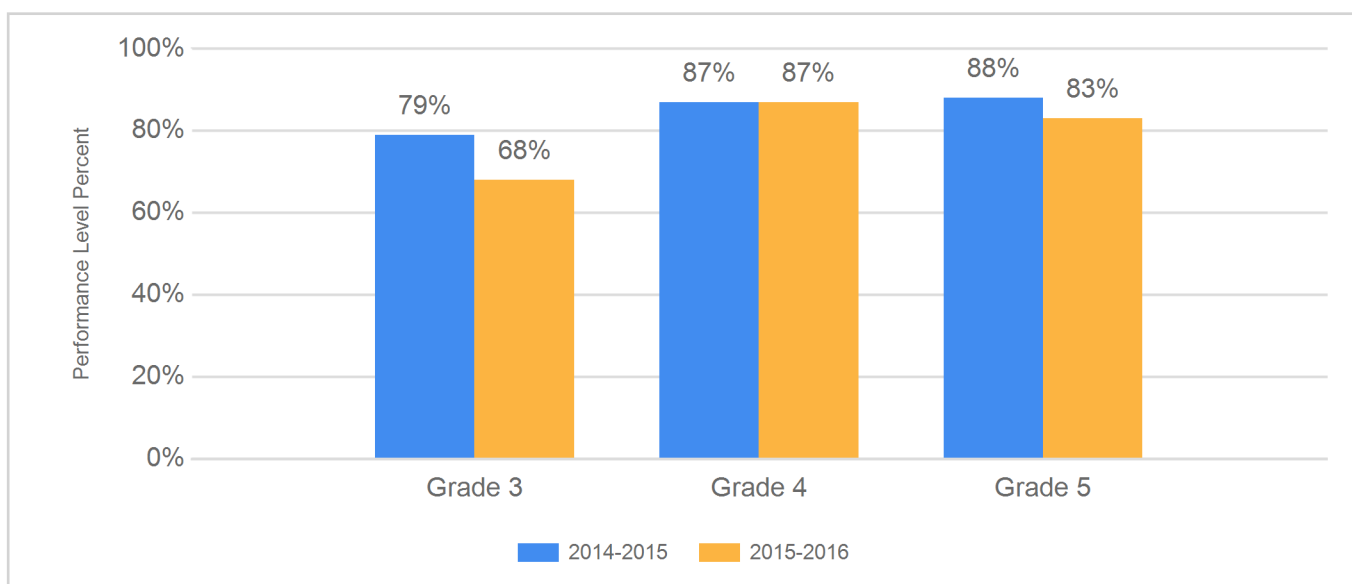
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## PARCC ELA Performance Trends

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





State of New Jersey  
2015-2016

Grade Span 01-05

39-5730-150

UNION

WESTFIELD TOWN

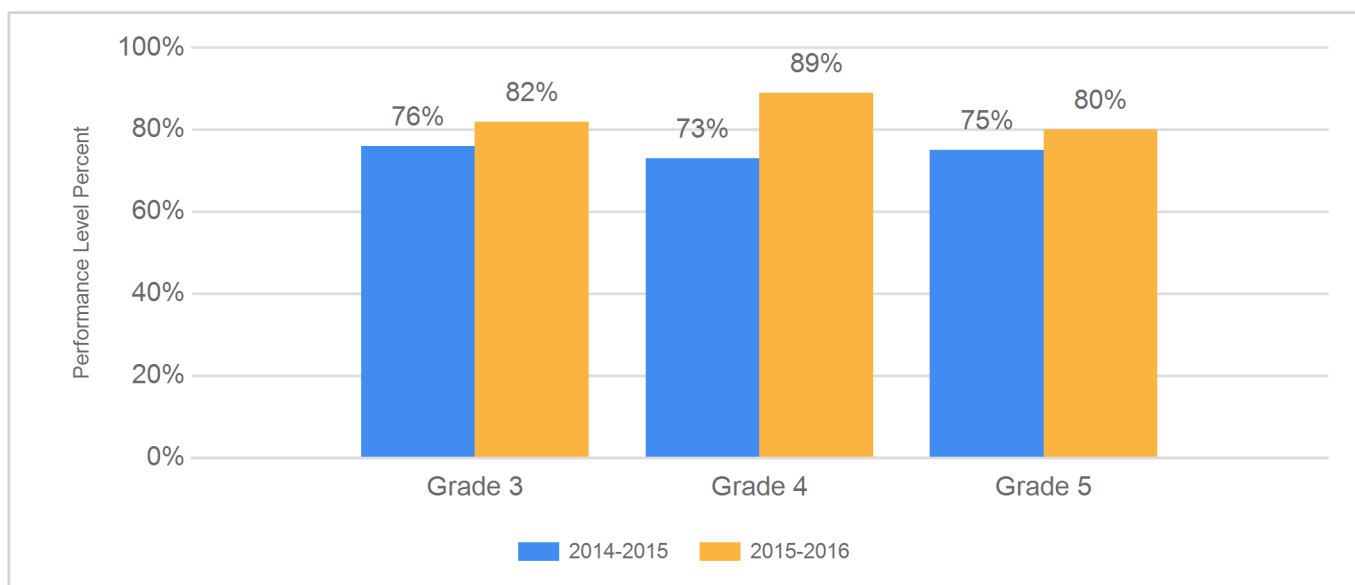
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## PARCC Math Performance Trends

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





State of New Jersey  
2015-2016

Grade Span 01-05

39-5730-150

UNION

WESTFIELD TOWN

WASHINGTON ELEMENTARY SCHOOL

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WESTFIELD, NJ 07090-2039

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

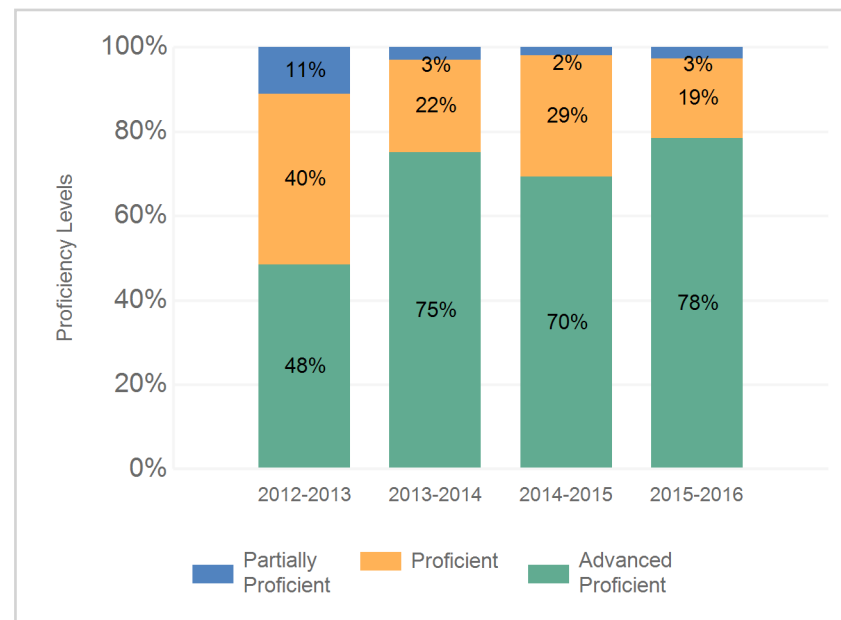
### NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	78%	19%	3%
White	78%	19%	3%
African American	N	N	N
Hispanic	S	S	S
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	71%	14%	14%
English Language Learners	N	N	N
Economically Disadvantaged Students	N	N	N

### NJASK Proficiency Trends Science - Grade Level 04

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





State of New Jersey  
2015-2016

Grade Span 01-05

39-5730-150

UNION

WESTFIELD TOWN

WASHINGTON ELEMENTARY SCHOOL

900 ST MARKS AVENUE

WESTFIELD, NJ 07090-2039

## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

Reading Grade 4

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

Reading Grade 8

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

Math Grade 4

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

Math Grade 8

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

Science Grade 4

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

Science Grade 8

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

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

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



State of New Jersey  
2015-2016

Grade Span 01-05

39-5730-150

UNION

WESTFIELD TOWN

WASHINGTON ELEMENTARY SCHOOL

900 ST MARKS AVENUE

WESTFIELD, NJ 07090-2039

### Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	58	41	50
Student Growth on Math	76	57	50

### Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	1%	0%
Partially Met (L2)	2%	0%	2%
Approached (L3)	4%	4%	5%
Met (L4)	16%	20%	31%
Exceeded (L5)	4%	5%	6%

### Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	2%	1%
Partially Met (L2)	2%	1%	2%
Approached (L3)	2%	4%	12%
Met (L4)	12%	14%	43%
Exceeded (L5)	2%	3%	2%



State of New Jersey  
2015-2016

Grade Span 01-05

39-5730-150

UNION

WESTFIELD TOWN

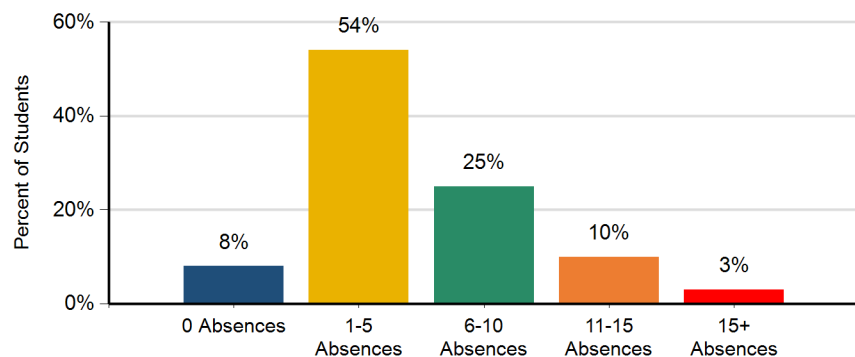
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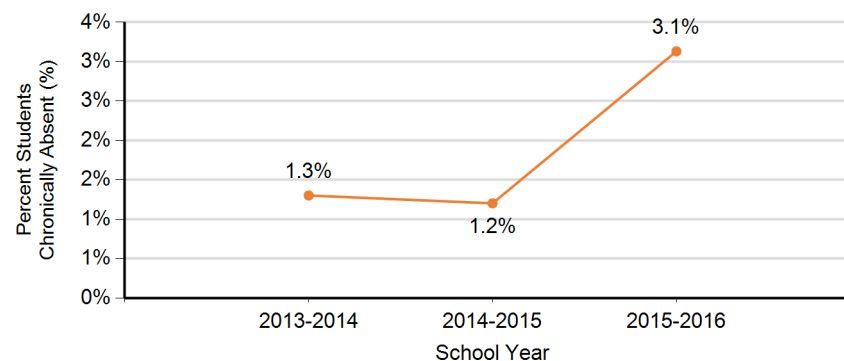
## Absenteeism

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



## Chronic Absenteeism Trend

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







State of New Jersey  
2015-2016

Grade Span 01-05

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

### Length of School Day

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

	School
2015-16	6 Hrs. 25 Mins.

### Instructional Time

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

2015-16	School
Full Time	5 Hrs. 25 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

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

2015-16	School
Faculty	12:1
Administrator	320:1

### Student Suspension Rate

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

	School
2015-16	0.0%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	98%



State of New Jersey  
2015-2016

Grade Span 09-12

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

## 2015-2016 School Performance Reports

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

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

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

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

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



State of New Jersey  
2015-2016

Grade Span 09-12

39-5730-050  
UNION  
WESTFIELD TOWN  
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550 DORIAN RD  
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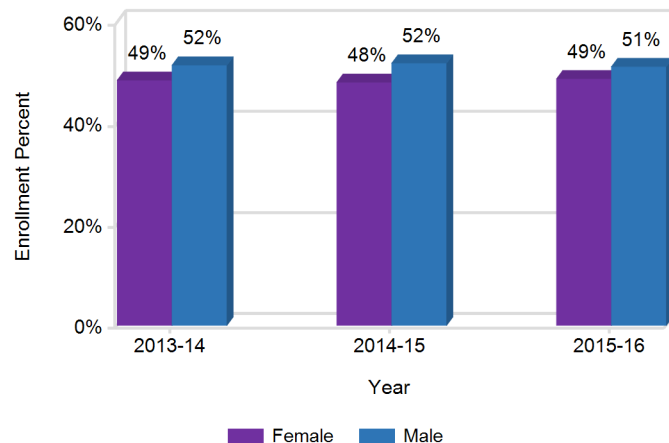
## Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 09	435	504	456
Grade 10	472	433	504
Grade 11	445	459	419
Grade 12	464	444	463
UG	9	4	0
Total	1824	1843	1842

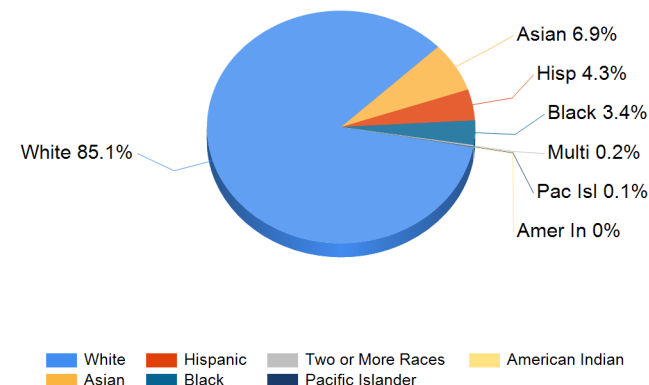
## Enrollment by Gender

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



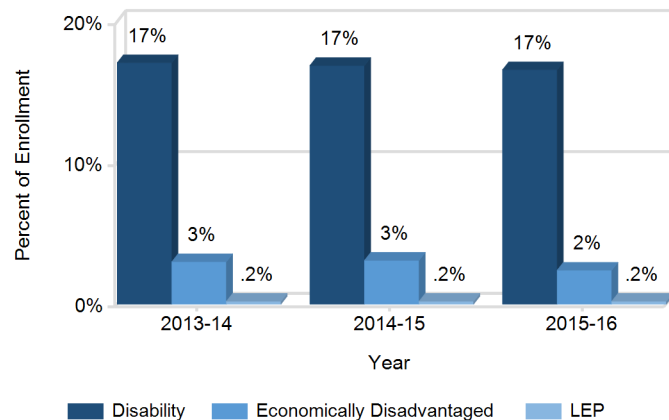
## Enrollment by Ethnic/ Racial Subgroup

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



## Enrollment Trends by Special Population

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



## Language Diversity

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

2015-2016	Percent
English	89.5%
Spanish	3.1%
Chinese	2.0%
Portuguese	1.0%
Italian	0.8%
Other	4.4%

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



State of New Jersey  
2015-2016

Grade Span 09-12

39-5730-050

UNION

WESTFIELD TOWN

WESTFIELD SENIOR HIGH SCHOOL

550 DORIAN RD

WESTFIELD, NJ 07090-3302

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

## Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	74%	S	95
Mathematics Met or Exceeded Expectations	47%	S	86

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	621	74%	95	67%	X	442	47%	86	50%	X
White	518	75%	87	66%	X	358	46%	78	47%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	35	77%	97	82%	X	32	50%	93	79%	X
American Indian	S	S	S	S		S	S	S	S	
Asian	41	81%	72	60%	X	31	68%	71	51%	X
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	126	32%	96	81%	X	110	16%	88	77%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



State of New Jersey  
2015-2016

Grade Span 09-12

39-5730-050

UNION

WESTFIELD TOWN

WESTFIELD SENIOR HIGH SCHOOL

550 DORIAN RD

WESTFIELD, NJ 07090-3302

## PARCC ELA Performance Distribution - Grade 09

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	370	773	773	746	1%	5%	12%	54%	27%	81%	49%
White	303	774	774	754	1%	4%	13%	54%	28%	82%	58%
African American	S	S	S	729	S	S	S	S	S	S	30%
Hispanic	27	760	760	730	4%	7%	11%	59%	19%	78%	34%
Asian	27	782	782	774	N	4%	7%	56%	33%	89%	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	S	S	S	748	S	S	S	S	S	S	53%
Students with Disability	61	736	736	713	7%	28%	39%	26%	N	26%	12%
English Language Learners	S	S	S	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	S	S	S	729	S	S	S	S	S	S	31%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



State of New Jersey  
2015-2016

Grade Span 09-12

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

## PARCC ELA Performance Distribution - Grade 10

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>279</b>	<b>757</b>	<b>757</b>	<b>740</b>	<b>5%</b>	<b>7%</b>	<b>24%</b>	<b>56%</b>	<b>8%</b>	<b>64%</b>	<b>44%</b>
White	230	759	759	747	4%	6%	25%	57%	9%	66%	50%
African American	16	731	731	722	25%	19%	25%	31%	N	31%	28%
Hispanic	S	S	S	726	S	S	S	S	S	S	33%
Asian	18	765	765	767	11%	N	22%	50%	17%	67%	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	S	S	S	741	S	S	S	S	S	S	45%
Students with Disability	68	739	739	702	10%	19%	34%	34%	3%	37%	11%
English Language Learners	S	S	S	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	S	S	S	723	S	S	S	S	S	S	30%

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



State of New Jersey  
2015-2016

Grade Span 09-12

39-5730-050  
UNION  
WESTFIELD TOWN  
WESTFIELD SENIOR HIGH SCHOOL  
550 DORIAN RD  
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## \*\*PARCC ELA Performance Distribution - Grade 11

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	76	741	741	736	15%	13%	22%	47%	3%	50%	40%
White	48	745	745	739	13%	10%	19%	54%	4%	58%	42%
African American	S	S	S	728	S	S	S	S	S	S	30%
Hispanic	11	749	749	732	N	18%	36%	46%	N	46%	37%
Asian	S	S	S	753	S	S	S	S	S	S	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	N	N	N	736	N	N	N	N	N	N	39%
Students with Disability	34	722	722	710	32%	12%	21%	35%	N	35%	13%
English Language Learners	S	S	S	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	S	S	S	730	S	S	S	S	S	S	33%

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

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



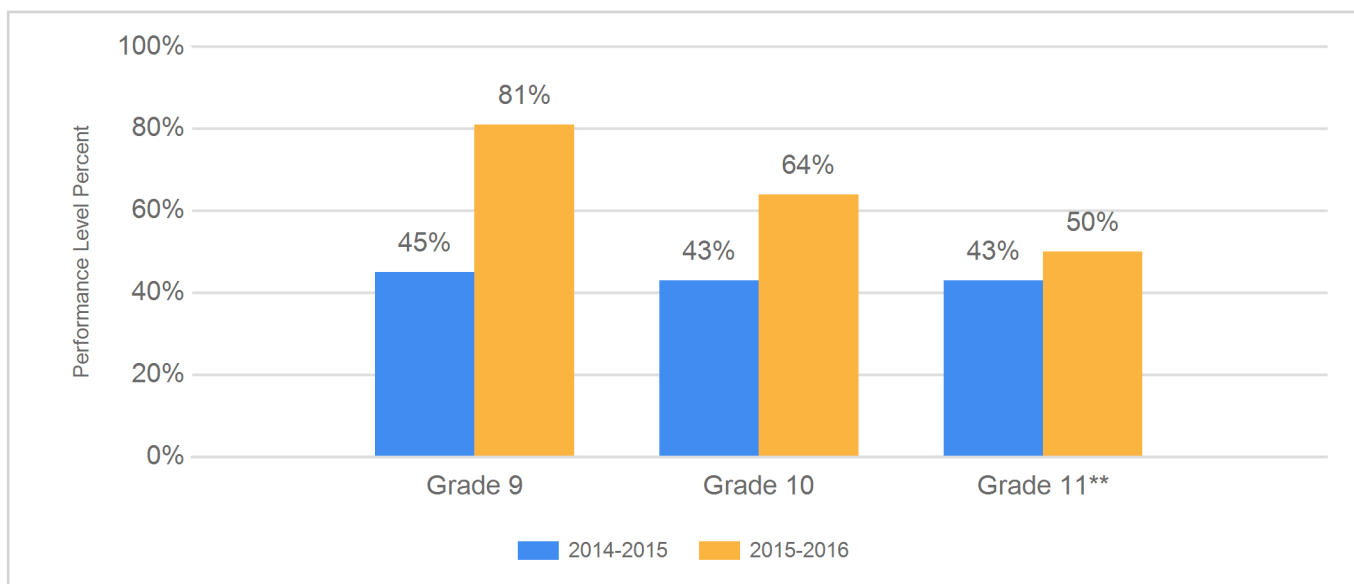
State of New Jersey  
2015-2016

Grade Span 09-12

39-5730-050  
UNION  
WESTFIELD TOWN  
WESTFIELD SENIOR HIGH SCHOOL  
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WESTFIELD, NJ 07090-3302

## PARCC ELA Performance Trends

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



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





State of New Jersey  
2015-2016

Grade Span 09-12

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

## PARCC Performance Distribution - Algebra I

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>174</b>	<b>742</b>	<b>742</b>	<b>727</b>	<b>8%</b>	<b>14%</b>	<b>36%</b>	<b>42%</b>	<b>N</b>	<b>42%</b>	<b>41%</b>
White	136	743	743	734	7%	13%	35%	44%	N	44%	51%
African American	S	S	S	717	S	S	S	S	S	S	20%
Hispanic	20	740	740	720	5%	20%	35%	40%	N	40%	25%
Asian	S	S	S	746	S	S	S	S	S	S	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	N	N	N	727	N	N	N	N	N	N	47%
Students with Disability	62	721	721	708	23%	34%	31%	13%	N	13%	10%
English Language Learners	N	N	N	707	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	S	719	S	S	S	S	S	S	23%

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



State of New Jersey  
2015-2016

Grade Span 09-12

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

## PARCC Performance Distribution - Geometry

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>240</b>	<b>747</b>	<b>747</b>	<b>730</b>	<b>2%</b>	<b>9%</b>	<b>44%</b>	<b>43%</b>	<b>3%</b>	<b>45%</b>	<b>27%</b>
White	183	746	746	736	2%	9%	47%	41%	2%	43%	34%
African American	18	734	734	717	11%	22%	44%	22%	N	22%	9%
Hispanic	S	S	S	720	S	S	S	S	S	S	13%
Asian	22	760	760	750	N	N	23%	64%	14%	77%	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	S	S	S	730	S	S	S	S	S	S	29%
Students with Disability	56	729	729	709	9%	25%	54%	11%	2%	13%	5%
English Language Learners	S	S	S	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	S	S	S	719	S	S	S	S	S	S	12%

■ Did Not Yet Meet Expectations
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State of New Jersey  
2015-2016

Grade Span 09-12

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

## PARCC Performance Distribution - Algebra II

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>97</b>	<b>739</b>	<b>739</b>	<b>722</b>	<b>13%</b>	<b>17%</b>	<b>31%</b>	<b>39%</b>	<b>N</b>	<b>39%</b>	<b>27%</b>
White	77	744	744	728	9%	14%	33%	44%	N	44%	31%
African American	S	S	S	700	S	S	S	S	S	S	8%
Hispanic	S	S	S	707	S	S	S	S	S	S	12%
Asian	S	S	S	754	S	S	S	S	S	S	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	N	N	N	727	N	N	N	N	N	N	34%
Students with Disability	21	714	714	690	43%	19%	19%	19%	N	19%	5%
English Language Learners	N	N	N	692	N	N	N	N	N	N	7%
Economically Disadvantaged Students	S	S	S	705	S	S	S	S	S	S	11%

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



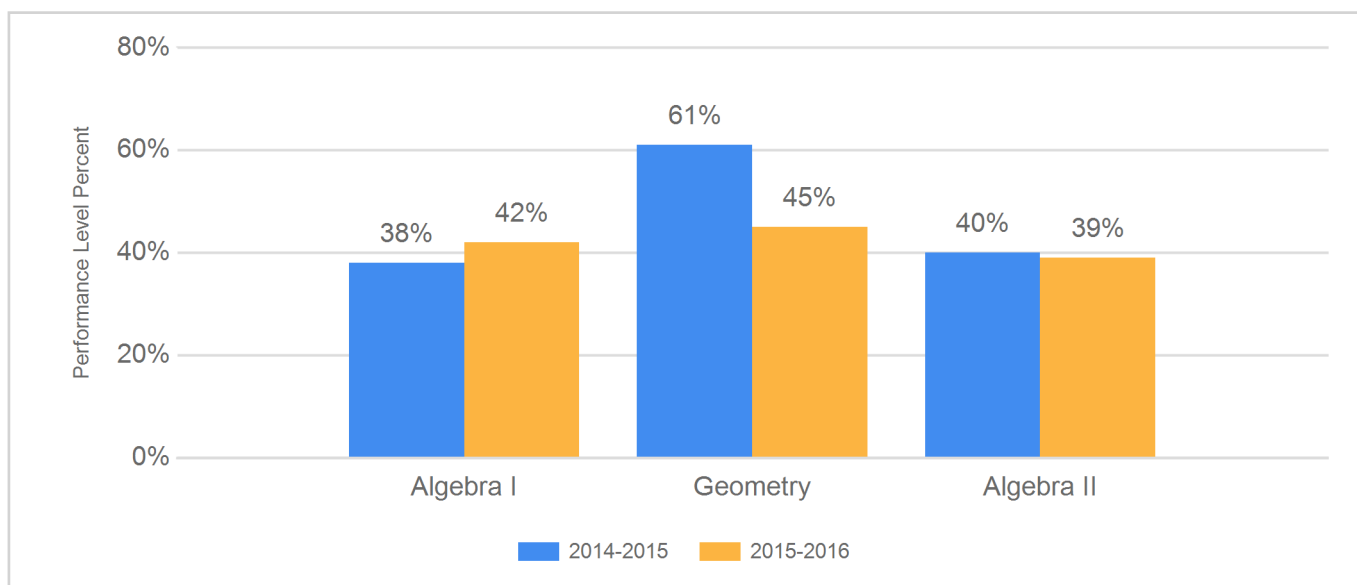
State of New Jersey  
2015-2016

Grade Span 09-12

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

## PARCC Math Performance Trends

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





State of New Jersey  
2015-2016

Grade Span 09-12

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

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

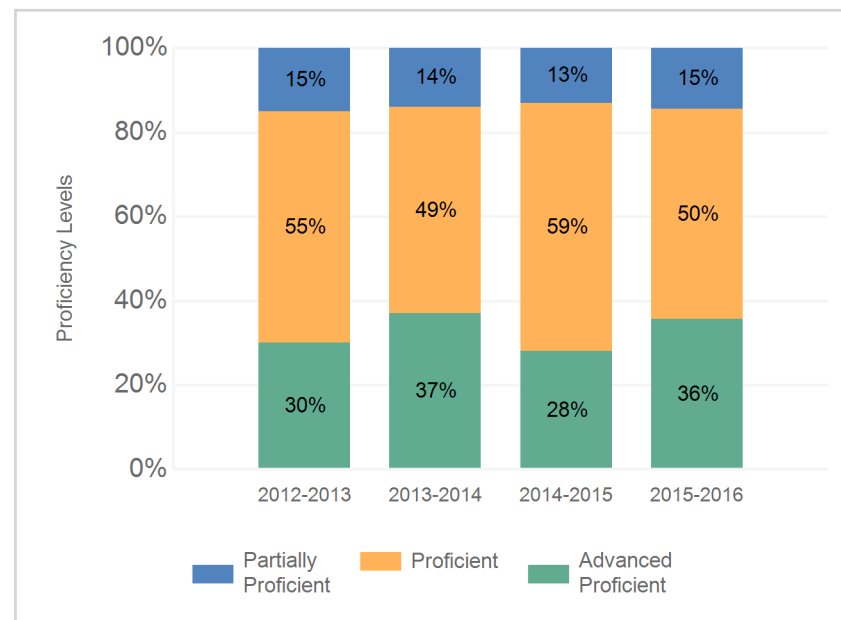
### Proficiency Outcomes - Biology

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	36%	50%	15%
White	36%	51%	13%
African American	14%	32%	55%
Hispanic	16%	60%	24%
American Indian	N	N	N
Asian	62%	36%	2%
Two or More Races	S	S	S
Students with Disability	6%	45%	49%
English Language Learners	S	S	S
Economically Disadvantaged Students	11%	22%	67%

### Proficiency Trends - Biology

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





State of New Jersey  
2015-2016

Grade Span 09-12

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

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

### PSAT/SAT/ACT Participation

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

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	67.5%	95.5%
Percent of Students Participating in SAT	42.1%	58.0%
Percent of Students Participating in ACT	62.9%	27.6%

### PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
<b>PSAT</b>	1138	950
<b>SAT</b>	-	-
Reading and Writing	610	537
Math	611	538
<b>ACT</b>	-	-
Reading	27	23
English	26	22
Math	27	23
Science	25	22

### PSAT/SAT/ACT Benchmarks

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

2015-16	Benchmark	Schoolwide	Statewide
<b>PSAT</b>	N	N	N
<b>SAT</b>	-	-	-
Reading and Writing	480	93%	71%
Math	530	85%	53%
<b>ACT</b>	-	-	-
Reading	22	85%	58%
English	18	91%	74%
Math	22	84%	61%
Science	23	72%	49%

### PSAT/SAT/ACT Performance by Percentile

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

2015-16	75 Percentile	50 Percentile	25 Percentile
<b>PSAT</b>	1230	1130	1030
<b>SAT</b>	-	-	-
Reading and Writing	670	620	560
Math	670	610	560
<b>ACT</b>	-	-	-
Reading	32	27	23
English	31	26	23
Math	30	27	24
Science	28	25	22

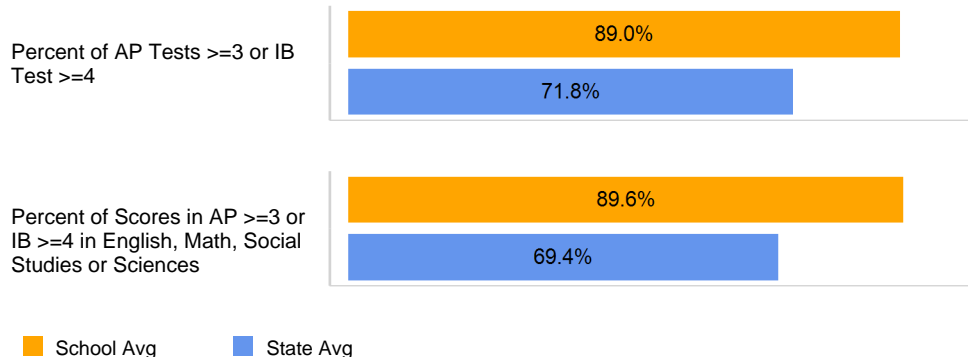


State of New Jersey  
2015-2016

Grade Span 09-12

## AP/ IB Test Performance

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



## Advanced Course Work Participation

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

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	53.4%	39.1%
One of More Test	48.5%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	39.3%	26.6%
Participating in Dual Enrollment	0.0%	15.4%

## AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	109	88
AP Calculus AB	127	108
AP Calculus BC	31	31
AP Chemistry	34	30
AP Chinese Language and Culture	0	3
AP Computer Science A	41	35
AP English Language and Composition	115	80
AP English Literature and Composition	37	29
AP Environmental Science	0	2
AP European History	36	24
AP French Language	26	26
AP German Language	0	1
AP Italian Language and Culture	0	4
AP Latin (Virgil, Catullus and Horace)	17	10
AP Macroeconomics	0	1
AP Microeconomics	1	1
AP Music Theory	0	1
AP Physics C	27	0
AP Physics C: Mechanics	0	26
AP Psychology	82	68
AP Spanish Language	75	76
AP Statistics	48	44
AP U.S. Government and Politics	96	70
AP U.S. History	0	86
AP World History	1	0



State of New Jersey  
2015-2016

Grade Span 09-12

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

AP/IB Course	Students Enrolled	Students Tested
Student AP Tests $\geq 3$ and IB Tests $\geq 4$		381





State of New Jersey  
2015-2016

Grade Span 09-12

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

## Visual and Performing Arts

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

### MUSIC



### DRAMA



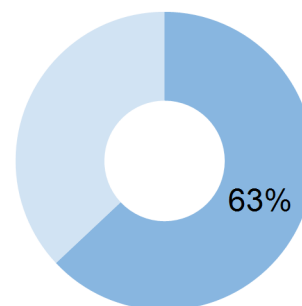
### DANCE



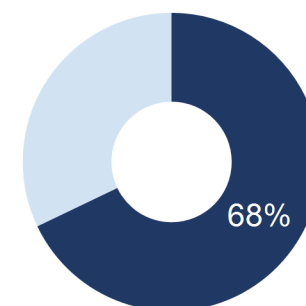
### VISUAL ARTS



### Any Visual and Performing Arts



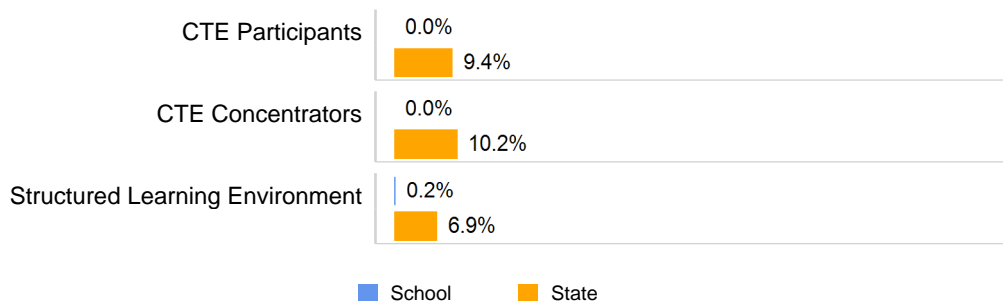
School



State

## Career and Technical Education Participation

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





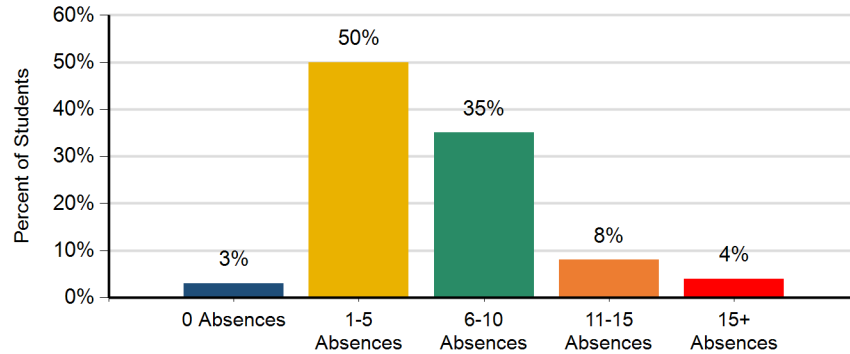
State of New Jersey  
2015-2016

Grade Span 09-12

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

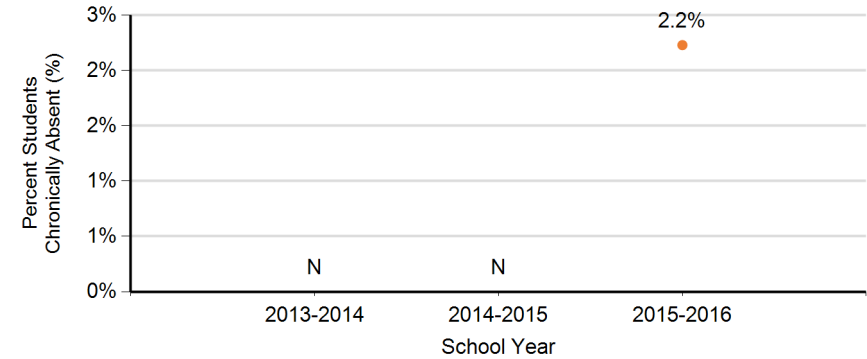
### Absenteeism

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



### Chronic Absenteeism Trend

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





State of New Jersey  
2015-2016

Grade Span 09-12

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

### Graduation Rate by Subgroup

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

	School Rate	Statewide Percentile	State Target
Schoolwide	97.3%	86	81%
White	97.6%	74	
African American	S	S	
Hispanic	S	S	
American Indian	N	N	
Asian	S	S	
Native Hawaiian	N	N	
Two or More Races	N	N	
Students with Disability	90.5%	75	
English Language Learners	S	S	
Economically Disadvantaged Students	S	S	

### Dropout Rate by Subgroup

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

	School Rate	State Rate
Schoolwide	0.3%	1.2%
White	0.3%	0.6%
African American	1.6%	2.6%
Hispanic	1.3%	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	1.3%	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	N	1.7%



State of New Jersey  
2015-2016

Grade Span 09-12

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

### Extended Year Graduation Rate

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

Class of	4-Year Rate	5-Year Rate
2013	95%	96%
2014	97%	98%
2015	97%	98%
2016	97%	

### Postsecondary Enrollment Rates

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

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	88.0%	10.5%	89.5%
White	87.9%	9.2%	90.8%
African American	S	S	S
Hispanic	S	S	S
American Indian	0.0%	0.0%	0.0%
Asian	S	S	S
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	S	S	S
Students with Disability	90.8%	26.1%	73.9%
English Language Learners	0.0%	0.0%	0.0%
Economically Disadvantaged Students	S	S	S



State of New Jersey  
2015-2016

Grade Span 09-12

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

### Length of School Day

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

	School
2015-16	7 Hrs. 15 Mins.

### Instructional Time

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

2015-16	School
Full Time	6 Hrs. 11 Mins.
Shared Time	3 Hrs. 4 Mins.

### Student to Staff Ratio

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

2015-16	School
Faculty	11:1
Administrator	168:1

### Student Suspension Rate

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

	School
2015-16	0.9%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	99%



State of New Jersey  
2015-2016

Grade Span 01-05

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

## 2015-2016 School Performance Reports

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

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

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

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

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



State of New Jersey  
2015-2016

Grade Span 01-05

39-5730-160  
UNION  
WESTFIELD TOWN  
WILSON ELEMENTARY SCHOOL  
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WESTFIELD, NJ 07090-1923

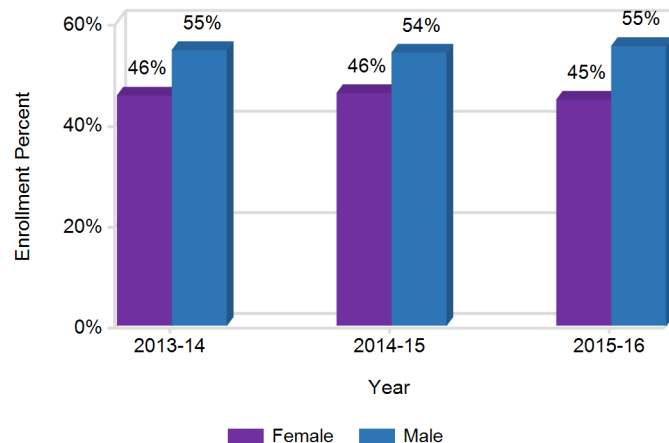
## Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 01	71	68	63
Grade 02	73	73	69
Grade 03	84	79	77
Grade 04	66	83	81
Grade 05	76	67	86
UG	17	15	18
<b>Total</b>	<b>387</b>	<b>385</b>	<b>394</b>

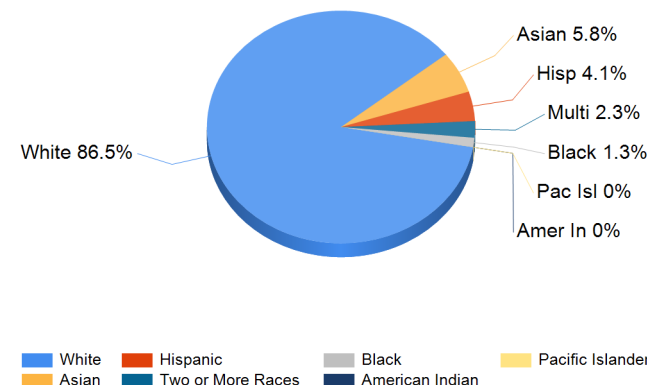
## Enrollment by Gender

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



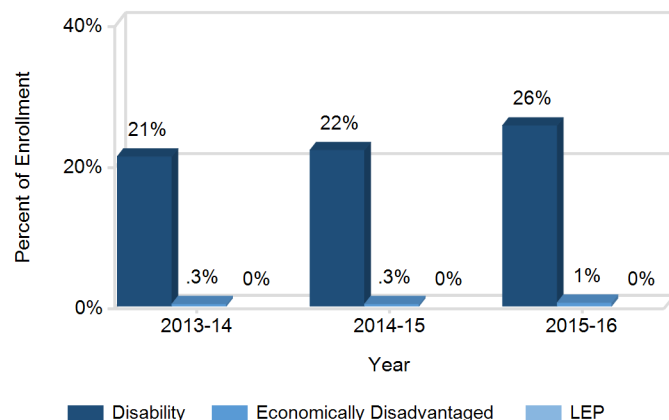
## Enrollment by Ethnic/ Racial Subgroup

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



## Enrollment Trends by Special Population

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



## Language Diversity

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

2015-2016	Percent
English	88.1%
French	1.8%
Spanish	1.8%
German	1.3%
Russian	1.3%
Other	6.2%

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



State of New Jersey  
2015-2016

Grade Span 01-05

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

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

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

## Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	82%	100	96
Mathematics Met or Exceeded Expectations	76%	63	94

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	234	82%	96	97%	✓	234	76%	94	97%	✓
White	205	83%	91	97%	✓	205	77%	90	97%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	58	59%	98	92%	✓	58	52%	96	92%	✓
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	





State of New Jersey  
2015-2016

Grade Span 01-05

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

## PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	78	777	773	746	N	4%	9%	80%	8%	87%	48%
White	69	779	774	756	N	N	10%	83%	7%	90%	58%
African American	S	S	721	727	S	S	S	S	S	S	30%
Hispanic	S	S	763	730	S	S	S	S	S	S	31%
Asian	S	S	787	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	782	753	S	S	S	S	S	S	55%
Students with Disability	18	767	747	718	N	11%	11%	67%	11%	78%	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	S	S	738	727	S	S	S	S	S	S	28%
PARCC MATH											
<b>Schoolwide</b>	78	778	771	749	N	1%	14%	50%	35%	85%	52%
White	69	780	771	757	N	N	15%	51%	35%	86%	63%
African American	S	S	S	730	S	S	S	S	S	S	31%
Hispanic	S	S	760	736	S	S	S	S	S	S	35%
Asian	S	S	787	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	775	754	S	S	S	S	S	S	57%
Students with Disability	18	767	753	727	N	6%	28%	39%	28%	67%	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	S	S	741	732	S	S	S	S	S	S	32%

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



State of New Jersey  
2015-2016

Grade Span 01-05

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

## PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	81	776	770	750	3%	3%	10%	59%	26%	85%	54%
White	64	773	770	759	3%	3%	11%	59%	23%	83%	64%
African American	S	S	753	733	S	S	S	S	S	S	33%
Hispanic	S	S	759	737	S	S	S	S	S	S	37%
Asian	S	S	784	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	769	756	S	S	S	S	S	S	62%
Students with Disability	16	750	743	723	13%	13%	6%	69%	N	69%	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	N	N	N	734	N	N	N	N	N	N	33%
PARCC MATH											
<b>Schoolwide</b>	81	767	768	745	1%	5%	14%	68%	12%	80%	47%
White	64	764	767	752	2%	3%	17%	69%	9%	78%	57%
African American	S	S	750	727	S	S	S	S	S	S	24%
Hispanic	S	S	758	733	S	S	S	S	S	S	30%
Asian	S	S	785	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	773	750	S	S	S	S	S	S	54%
Students with Disability	16	744	743	724	6%	19%	13%	63%	N	63%	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	N	N	N	730	N	N	N	N	N	N	27%

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



State of New Jersey  
2015-2016

Grade Span 01-05

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

## PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	86	768	768	751	1%	6%	13%	69%	12%	80%	53%
White	78	768	769	758	1%	6%	12%	69%	12%	81%	64%
African American	N	N	N	733	N	N	N	N	N	N	32%
Hispanic	N	N	N	738	N	N	N	N	N	N	37%
Asian	S	S	784	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	763	759	S	S	S	S	S	S	63%
Students with Disability	21	739	743	723	5%	24%	29%	38%	5%	43%	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	N	N	N	735	N	N	N	N	N	N	33%
PARCC MATH											
<b>Schoolwide</b>	86	762	766	747	N	6%	23%	56%	15%	71%	47%
White	78	762	766	753	N	6%	21%	58%	15%	73%	57%
African American	N	N	N	728	N	N	N	N	N	N	24%
Hispanic	N	N	N	735	N	N	N	N	N	N	31%
Asian	S	S	780	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	765	754	S	S	S	S	S	S	56%
Students with Disability	21	741	743	725	N	24%	38%	38%	N	38%	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	28%

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



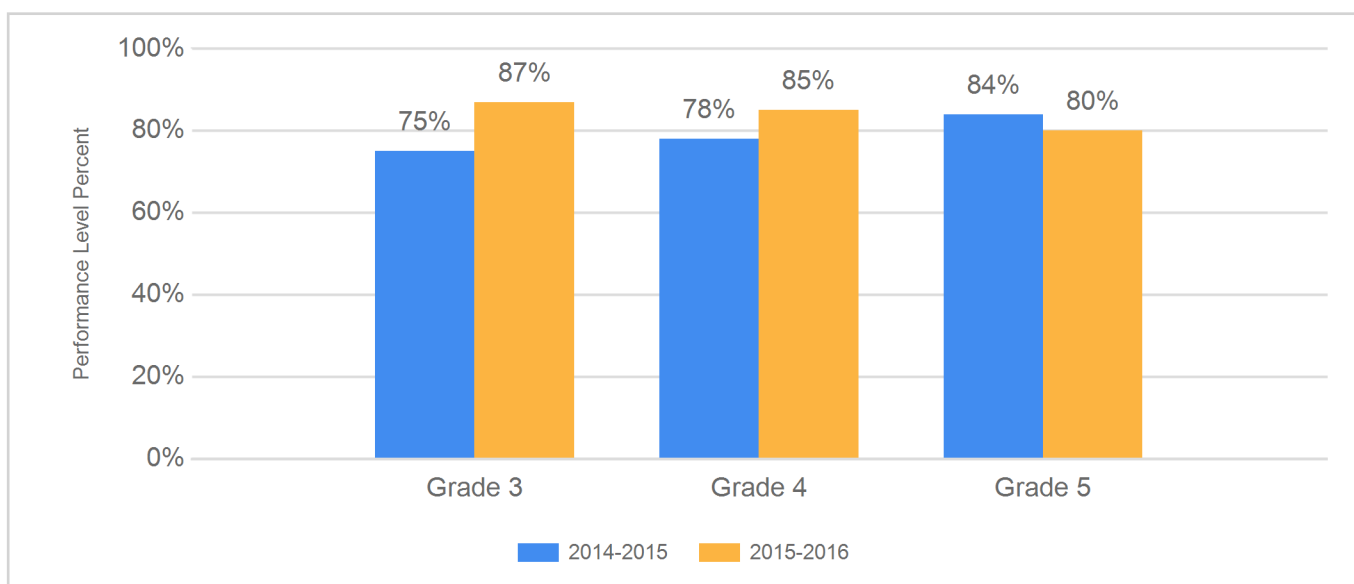
State of New Jersey  
2015-2016

Grade Span 01-05

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

### PARCC ELA Performance Trends

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





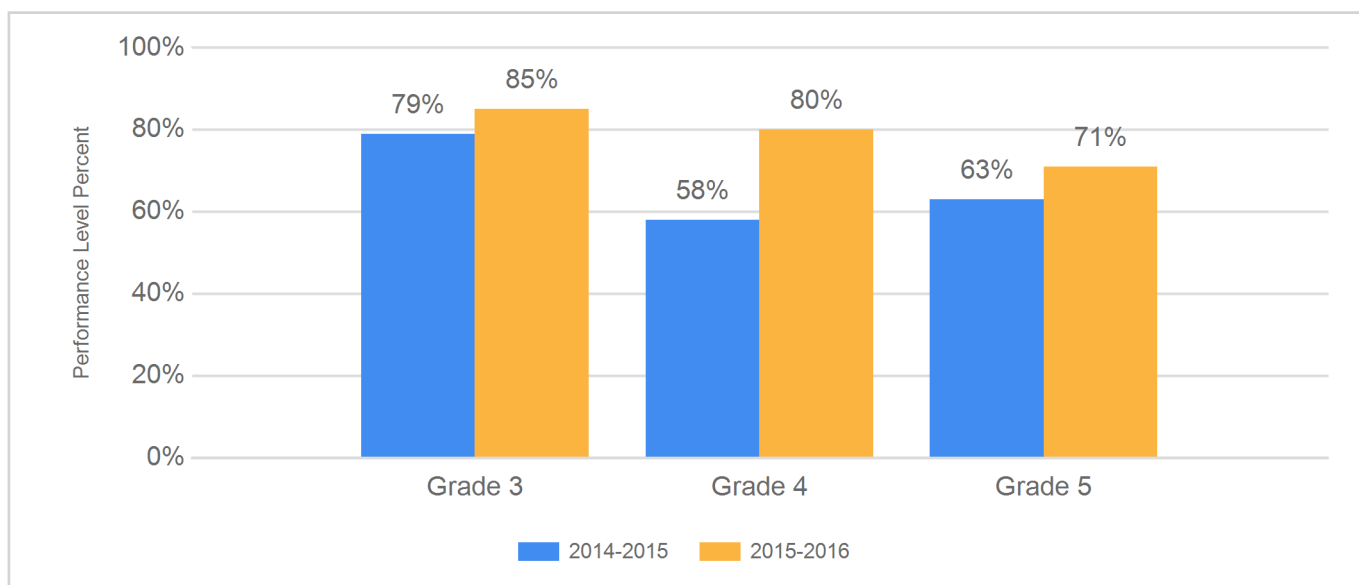
State of New Jersey  
2015-2016

Grade Span 01-05

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

## PARCC Math Performance Trends

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





State of New Jersey  
2015-2016

Grade Span 01-05

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

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

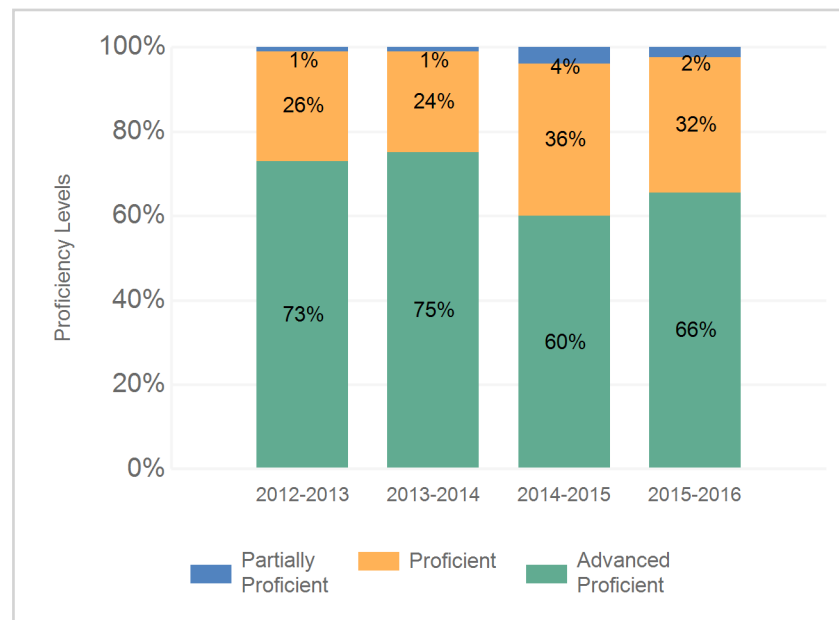
### NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	66%	32%	2%
White	63%	34%	3%
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	47%	42%	11%
English Language Learners	N	N	N
Economically Disadvantaged Students	N	N	N

### NJASK Proficiency Trends Science - Grade Level 04

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





State of New Jersey  
2015-2016

Grade Span 01-05

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

## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



State of New Jersey  
2015-2016

Grade Span 01-05

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

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

### Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	54	41	50
Student Growth on Math	60	57	50

### Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	0%	0%	1%
Approached (L3)	8%	7%	8%
Met (L4)	17%	19%	23%
Exceeded (L5)	5%	7%	6%

### Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	1%	2%	1%
Approached (L3)	6%	11%	10%
Met (L4)	16%	18%	23%
Exceeded (L5)	1%	3%	6%





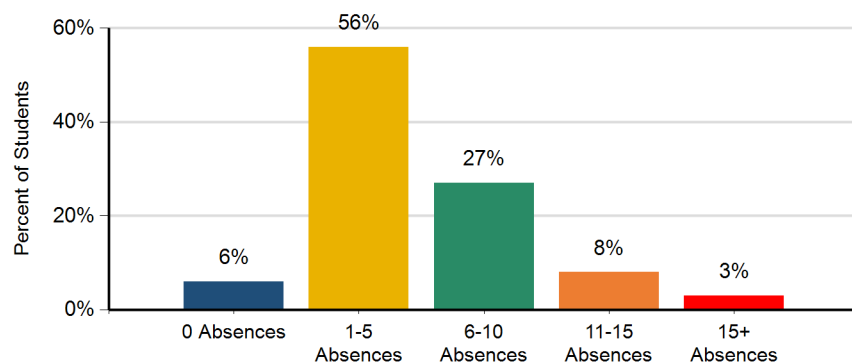
State of New Jersey  
2015-2016

Grade Span 01-05

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

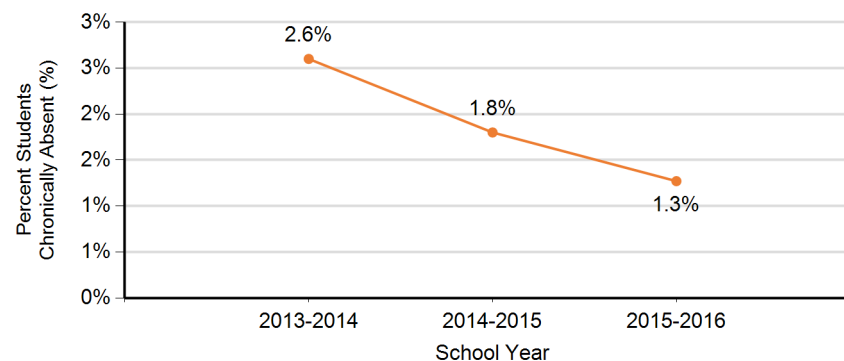
## Absenteeism

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



## Chronic Absenteeism Trend

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





State of New Jersey  
2015-2016

Grade Span 01-05

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

### Length of School Day

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

	School
2015-16	6 Hrs. 25 Mins.

### Instructional Time

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

2015-16	School
Full Time	5 Hrs. 25 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

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

2015-16	School
Faculty	12:1
Administrator	394:1

### Student Suspension Rate

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

	School
2015-16	0.0%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	98%