



State of New Jersey

2014-15

29-3820-050

OVERVIEW

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WARETOWN ELEMENTARY SCHOOL
64 RAILROAD AVENUE
WARETOWN, NJ 08758-2717

GRADE SPAN PK-03

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

In particular, the School Performance Reports seek to:

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

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

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

DEMOGRAPHIC INFORMATION

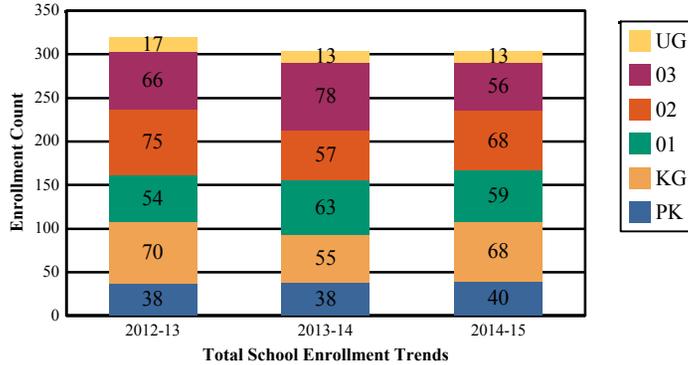
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Enrollment by Grade

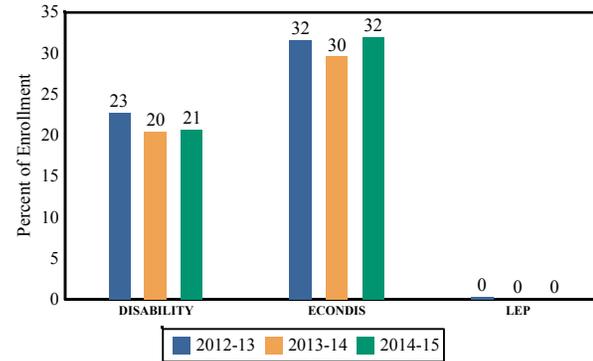
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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

Enrollment Trends by Program Participation

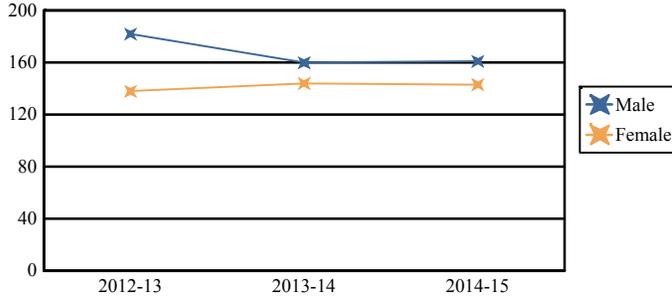
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Total School Enrollment	
2012-13	320
2013-14	304
2014-15	304

Enrollment by Gender

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



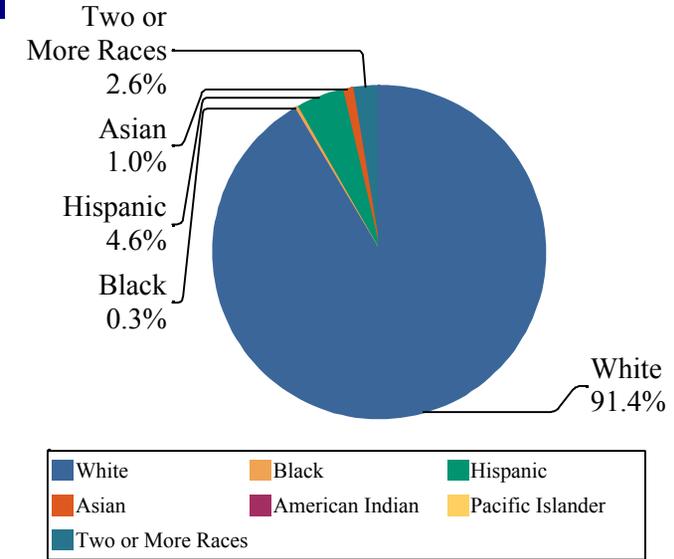
	Male	Female
2012-13	182	138
2013-14	160	144
2014-15	161	143

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	63	21%
Economically Disadvantaged Students	97	31.9%
English Language Learners	0	0.0%

Enrollment by Ethnic/Racial Subgroup

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



Language Diversity

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

2014-15	Percent
English	96.8%
Spanish	1.3%
Indonesian	0.7%
Sign Languages	0.7%
Hindi	0.3%
Turkish	0.3%

ACADEMIC ACHIEVEMENT

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	31%	10	16
Math Met or Exceeded Expectation	40%		

ESEA Waiver - English Language Arts/Literacy

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	48	31.3%	95%	94.6%	YES
White	46	32.6%	95%	94.3%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

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

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ESEA Waiver - Math

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	48	39.6%	95%	94.6%	YES
White	46	41.3%	95%	94.3%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

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

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PARCC Performance Level

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

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

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

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PARCC ELA Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	48	733	744	21%	17%	31%	31%	0%	31%	44%
White	46	733	753	22%	17%	28%	33%	0%	33%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	12	726	718	33%	17%	17%	33%	0%	33%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	18	723	724	39%	11%	22%	28%	0%	28%	24%

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PARCC MATH - Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	48	737	746	2%	31%	27%	40%	0%	40%	46%
White	46	738	752	2%	28%	28%	41%	0%	41%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	12	729	727	0%	50%	25%	25%	0%	25%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	18	728	730	6%	39%	28%	28%	0%	28%	26%

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2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

Proficiency Percentages

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

COLLEGE AND CAREER READINESS

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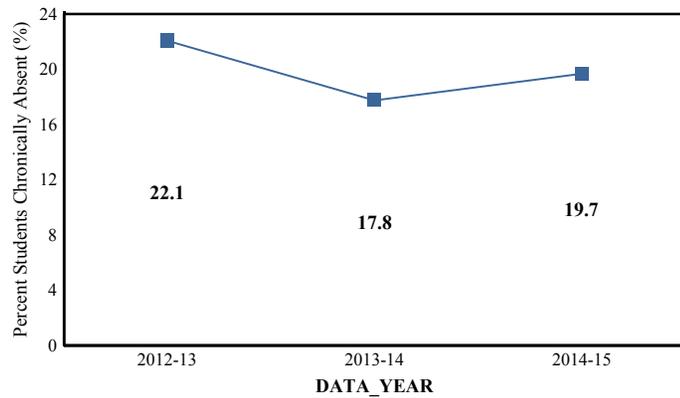
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly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

Chronic Absenteeism Trend

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

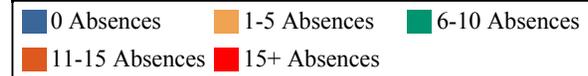
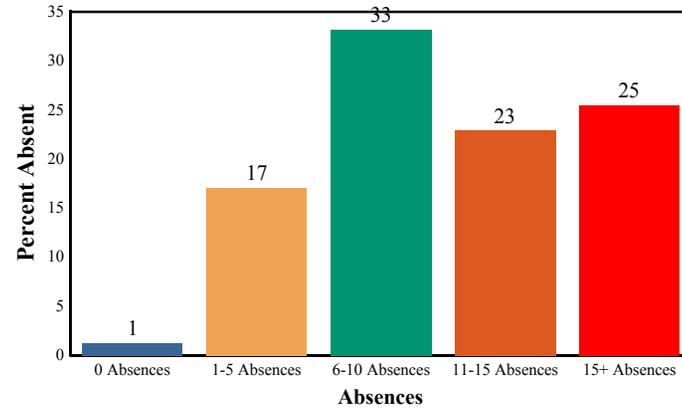


Chronic Absenteeism for 2014-15

19.68%

Absenteeism

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



WITHIN SCHOOL ACHIEVEMENT GAP

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

Grade Level - 03

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

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

Percentile	School Scale Score	State Scale Score
99th	790	850
75th	751	770
50th	737	743
25th	714	715
0th	668	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	55

Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	784	850
75th	757	767
50th	738	745
25th	716	722
0th	663	650

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

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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
2014-15	6 Hrs. 30 Mins.

Student Suspension Rate

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

	School
2014-15	2.6%

Instructional Time

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

2014-15	School
Full Time	5 Hrs. 40 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

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

	School
2014-15	0

Student to Staff Ratio

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

2014-15	School
Faculty	11
Administrators	160

SCHOOL PEER GROUP

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	BERGENFIELD BORO	FRANKLIN ELEMENTARY SCHOOL	03-0300-040	KG-05	35%	4.6%	12.7%
BERGEN	WALLINGTON BORO	FRANK W. GAVLAK ELEMENTARY SCHOOL	03-5430-055	KG-06	34.9%	3.1%	14.3%
BURLINGTON	NORTH HANOVER TWP	NORTH HANOVER TOWNSHIP UPPER ELEMENTARY SCHOOL	05-3650-036	05-06	34.6%	0.4%	19.5%
CAMDEN	CHERRY HILL TWP	CLARA BARTON ELEMENTARY SCHOOL	07-0800-069	KG-05	34.6%	5.8%	9.2%
CAMDEN	GLOUCESTER TWP	LORING-FLEMMING ELEMENTARY SCHOOL	07-1780-090	KG-05	40.5%	7.7%	14.5%
CAMDEN	LAUREL SPRINGS BORO	LAUREL SPRINGS SCHOOL	07-2540-050	PK-06	36.5%	1.4%	18.7%
CAMDEN	MOUNT EPHRAIM BORO	MARY BRAY ELEMENTARY SCHOOL	07-3420-030	PK-04	32.4%	0.8%	17.2%
CAMDEN	WATERFORD TWP	WATERFORD ELEMENTARY SCHOOL	07-5560-100	04-06	33.2%	0.3%	16.2%
CAPE MAY	OCEAN CITY	OCEAN CITY PRIMARY SCHOOL	09-3780-070	KG-03	36.2%	8.1%	9.1%
CUMBERLANI	MILLVILLE CITY	RIECK AVENUE ELEMENTARY SCHOOL	11-3230-085	KG-05	58.2%	10.9%	27.6%
CUMBERLANI	UPPER DEERFIELD TWP	ELIZABETH F. MOORE SCHOOL	11-5300-060	04-05	54.9%	8.2%	27.2%
GLOUCESTER	MONROE TWP	OAK KNOLL ELEMENTARY SCHOOL	15-3280-090	KG-04	30.4%	0%	15.4%
MERCER	EWING TWP	FRANCIS LORE ELEMENTARY SCHOOL	21-1430-105	PK-05	32.8%	2.4%	14.5%
MIDDLESEX	CARTERET BORO	PRIVATE NICHOLAS MINUE ELEMENTARY SCHOOL	23-0750-057	PK-05	54.2%	20.6%	7.2%
MIDDLESEX	NORTH BRUNSWICK TWP	ARTHUR M. JUDD	23-3620-055	PK-05	32.3%	3.1%	10.5%
MIDDLESEX	OLD BRIDGE TWP	CHEESEQUAKE ELEMENTARY SCHOOL	23-3845-105	KG-05	34%	6.9%	8%
MIDDLESEX	PISCATAWAY TWP	DWIGHT D. EISENHOWER ELEMENTARY SCHOOL	23-4130-065	KG-03	40.2%	10.8%	7.3%
MIDDLESEX	PISCATAWAY TWP	GRANDVIEW ELEMENTARY SCHOOL	23-4130-080	PK-03	32.6%	7.7%	5.9%
MIDDLESEX	SAYREVILLE BORO	EMMA ARLETH ELEMENTARY SCHOOL	23-4660-060	KG-03	36.1%	2.2%	17.5%
MIDDLESEX	SAYREVILLE BORO	SAMSEL UPPER ELEMENTARY SCHOOL	23-4660-085	PK-05	35.6%	1.4%	18.9%

SCHOOL PEER GROUP

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MIDDLESEX	WOODBIDGE TWP	WOODBINE AVENUE ELEMENTARY SCHOOL	23-5850-320	KG-05	37%	12.6%	4.7%
MONMOUTH	EATONTOWN BORO	MEADOWBROOK	25-1260-080	PK-06	34.9%	0.7%	19.2%
OCEAN	BERKELEY TWP	BERKELEY TOWNSHIP ELEMENTARY SCHOOL	29-0320-025	05-06	34.6%	0%	21.6%
OCEAN	BRICK TWP	DRUM POINT ROAD ELEMENTARY SCHOOL	29-0530-030	KG-05	31.7%	0%	18.5%
OCEAN	LACEY TWP	LANOKA HARBOR ELEMENTARY SCHOOL	29-2480-060	KG-04	34.9%	1.1%	17.3%
OCEAN	OCEAN TWP	WARETOWN ELEMENTARY SCHOOL	29-3820-050	PK-03	31.9%	0%	16.7%
OCEAN	TOMS RIVER REGIONAL	JOSEPH A. CITTA ELEMENTARY SCHOOL	29-5190-067	KG-05	31.8%	4.7%	9.1%
SOMERSET	FRANKLIN TWP	MACAFEE ROAD SCHOOL	35-1610-115	PK-04	38.3%	1.4%	19%
SOMERSET	SOMERVILLE BORO	VAN DERVEER ELEMENTARY SCHOOL	35-4820-090	PK-05	37.8%	3.9%	17.8%
UNION	UNION TWP	CONNECTICUT FARMS	39-5290-090	PK-04	36.2%	7.2%	9.8%
WARREN	MANSFIELD TWP	MANSFIELD TOWNSHIP ELEMENTARY	41-2970-050	PK-06	30.3%	2.6%	13%