

Overview	Participation Rate	Academic Achievement	Academic Progress	Graduation Rate	School Quality	ELP
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Participation Rate

23 Middlesex	5850 Woodbridge Township School District	210 Lynn Crest Elementary School
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Reauthorized ESEA requires States to factor participation into Academic Achievement Indicator. When measuring, calculating, and reporting proficiency rates, States are required to include either a denominator equal to 95% of all students (and of each student subgroup as the case may be) or the number of students participating in the assessments.

*For schools that fail to achieve 95% participation, the proficiency rate would be adjusted to account for 95% of students as required by 1111(c)(4)(E) of ESSA. Students enrolled in the school or district for less than one year are not included in these accountability measurements.

English Language Arts (ELA)					ELA Participation Rate Graph
Student Group	Met(95%) Standard	Students Enrolled #	Participation Rate	Time in School< Yr Enrolled #	
All Students	Met Target	130	99.2	0	
American Indian	Below N-size				
Asian/Pacific Islander	Met Target	45	100.0	0	
Black or African American	Below N-size				
Economically Disadvantaged	Met Target	24	100.0	0	
English Language Learners	Below N-size				
Hispanic	Below N-size				
Students with Disabilities	Met Target	21	95.2	0	
Two or More Races	Below N-size				
White	Met Target	55	100.0	0	

Mathematics					Math Participation Rate Graph
Student Group	Met (95%) standard	Students Enrolled #	Participation Rate	Time in School< Yr Enrolled #	
All Students	Met Target	135	99.3	0	
American Indian	Below N-size				
Asian/Pacific Islander	Met Target	45	100.0	0	
Black or African American	Below N-size				
Economically Disadvantaged	Met Target	24	100.0	0	
English Language Learners	Below N-size				
Hispanic	Met Target	22	100.0	0	
Students with Disabilities	Met Target	21	95.2	0	
Two or More Races	Below N-size				
White	Met Target	55	100.0	0	

- Students Enrolled:** The number of students in tested grades in each student group as reported by the district in the final NJSLA Fall/Spring and DLM summative files.
- Non-tested rate:** The percent of students in tested grades, as reported by the district in the final NJSLA Fall/Spring and DLM summative files that did not participate in the state assessment.
- Time In School<Year Enrolled:** The number of students in tested grades who have not attended the same school for at least half a year. The date of December 1st was set for determining partial attendance.
- Met 95% Standard:** Indicates whether at least 95% of students in the student group that are enrolled in tested grades as reported by the district in final NJSLA Fall/Spring and DLM summative files and being enrolled prior to December 1st who participated in the statewide assessment.
- Below N-size:** Minimum n-size for all indicators is 20. Where n-size is less than 20 data is suppressed (blank) and decisions appear as ('Below N-size').

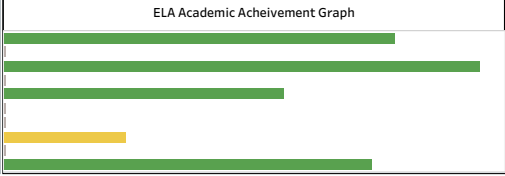
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Academic Achievement

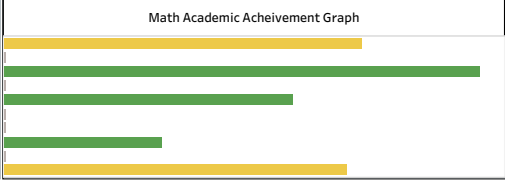
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Academic achievement indicator measures student mastery of the New Jersey Student Learning Standards (NJSLs). This indicator informs the degree to which schools and school districts are successfully implementing appropriate strategies and interventions in ELA and mathematics to prepare their students to succeed in their chosen path after graduation. For more information, please refer to the [Companion Guide](#).

English Language Arts (ELA)				
Student Group	Met Target	Annual Target %	Denominator (At least 95% of full-year enrollment)	% of Testers Met/Exceeded Expectations
All Students	Met Target	53.8	127	63.8
American Indian	Below N-size			
Asian/Pacific Islander	Met Target	63.2	45	77.8
Black or African American	Below N-size			
Economically Disadvantaged	Met Target	30.6	24	45.8
English Language Learners	Below N-size			
Hispanic	Below N-size			
Students with Disabilities	Met with CI	24.7	20	20.0
Two or More Races	Below N-size			
White	Met Target	57.4	55	60.0



Mathematics				
Student Group	Met Target	Annual Target %	Denominator (At least 95% of full-year enrollment)	% of Testers Met/Exceeded Expectations
All Students	Met with CI	63.6	130	56.9
American Indian	Below N-size			
Asian/Pacific Islander	Met Target	73.4	45	75.6
Black or African American	Below N-size			
Economically Disadvantaged	Met Target	30.6	24	45.8
English Language Learners	Below N-size			
Hispanic	Below N-size			
Students with Disabilities	Met Target	24.7	20	25.0
Two or More Races	Below N-size			
White	Met with CI	62.9	55	54.5



Denominator (at least 95 percent of full-year enrollment): If the school met the 95% standard, this denominator reflects the number of students in the group enrolled in tested grades less the number of students in the group designated as Time In School < Year. If the school did not meet the 95% standard, this number reflects 95% of students in the group enrolled in tested grades less the number of students in the group designated as Time In School < Year.

% of Testers Met/Exceeded Expectations: The percent of the student group enrolled in tested grades prior to December 1st that scored at either Level 4 or 5 on the NJSLA assessment or Level 3 or 4 on the DLM.

Annual Target: The percent of the student group that is expected to score at either Level 4 or 5 on the NJSLA assessment or Level 3 or 4 on the DLM to ensure the school meets the long-term academic achievement goal of 80%.

Met Target: Indicates whether the percent of students in the student group who scored at either Level 4 or 5 on the NJSLA assessment or Level 3 or 4 on the DLM meets the annual target.

Below N-size: Minimum n-size for all indicators is 20. Where n-size is less than 20 data is suppressed (blank) and decisions appear as ('Below N-size'). Where no baseline data exists decision appears as ('-').

Met with CI: Met Target with 90% Confidence Interval applied to Academic Achievement Indicator.

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Academic Progress

23 Middlesex	5850 Woodbridge Township School District	210 Lynn Crest Elementary School
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Academic progress indicates whether schools are successfully implementing strategies and interventions that foster individual students' academic growth, as measured by performance on statewide assessments relative to their performance on the prior year statewide assessment. This indicator is designed to enable schools to determine how much progress has been made from year to year. For more information, please refer to the [Companion Guide](#).

English Language Arts (ELA)			ELA Academic Progress Graph
Student Group	Met Target (>15), Exceeds (>85)	Academic Progress (Relative School Improvement Measure)	
All Students	Exceeds Standard	100.0	
American Indian	Below N-size		
Asian/Pacific Islander	Exceeds Standard	100.0	
Black or African American	Below N-size		
Economically Disadvantaged	Exceeds Standard	100.0	
English Language Learners	Below N-size		
Hispanic	Below N-size		
Students with Disabilities	Below N-size		
Two or More Races	Below N-size		
White	Exceeds Standard	97.0	

Mathematics			Math Academic Progress Graph
Student Group	Met Target (>15), Exceeds (>85)	Academic Progress (Relative School Improvement Measure)	
All Students	Exceeds Standard	89.0	
American Indian	Below N-size		
Asian/Pacific Islander	Exceeds Standard	96.0	
Black or African American	Below N-size		
Economically Disadvantaged	Exceeds Standard	100.0	
English Language Learners	Below N-size		
Hispanic	Below N-size		
Students with Disabilities	Below N-size		
Two or More Races	Below N-size		
White	Met Target	75.0	

Academic Progress (Relative School Improvement Measure): The student group's percentile rank when comparing the group's relative improvement in average scale score from prior years to 2021-2022 when compared to schools with similar prior year performance. This Alternate Growth Measure replaces median Student Growth Percentile as the measure for academic progress for 2021-2022 only.

Met Target (>15), Exceeds (>85): Indicates whether the student group met the annual target (Relative School Improvement Measure \geq 15 and $<$ 80) or exceeded the target (Relative School Improvement Measure \geq 80)...

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School Quality		
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Chronic absenteeism provides important information about a school's culture and climate. The measure of chronic absenteeism is an indicator of whether students are regularly attending school. For more information, please refer to the [Companion Guide](#).

Chronic Absenteeism				Chronic Absenteeism Graph
Student Group	Met State Average	Chronically Absent (%)	State Average (%)	
All Students	Met Target	12.5	17.8	
American Indian	Below N-size			
Asian/Pacific Islander	Met Target	10.7	17.8	
Black or African American	Below N-size			
Economically Disadvantaged	Met Target	16.3	17.8	
English Language Learners	Met Target	0.0	17.8	
Hispanic	Met Target	13.3	17.8	
Students with Disabilities	Not Met	22.7	17.8	
Two or More Races	Below N-size			
White	Met Target	11.7	17.8	

Chronically Absent(%) : The percent of K through 12 students who were absent for 10% or more of the days for which they were enrolled in the school (based on students enrolled at the end of the school year with at least 45 days in membership).

State Average(%) : The statewide average of students enrolled in the grades represented in the school that were absent for 10% or more of the days for which they were enrolled.

Met State Average : Indicates whether the student group's rate of chronic absenteeism was below or above the state average for schools with the same grade configuration (e.g., for a school with grades 9 through 12, the chronic absenteeism rate would be compared to the average rate of all students across the state in grades 9 through 12). The designation of "Not Met" indicates the student group's rate was above the state average. A designation of "Met Target" indicates the student group's rate was at or below the state average.

Below N-size: Minimum n-size for all indicators is 20. Where n-size is less than 20 data is suppressed (blank) and decisions appear as ('Below N-size').

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Graduation Rate (High School Only)

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The graduation rate of a school is an indicator of whether school districts are monitoring student progress toward graduation and implementing the necessary best practices and interventions to facilitate students' successful completion of high school within four and five years. For more information, please refer to the [Companion Guide](#).

Graduation Rate (High School only)	
Four-year Graduation Rate	
Five-year Graduation Rate	

Cohort 2021 Four-year Graduation Rate: The percentage of Cohort 2021 students in the group who graduated within four years of entering ninth grade, or by the end of the 2020-21 school year. Cohort 2021 students are students who entered ninth grade in the 2017-18 school year. Annual adjustments are made each year to account for transfers in and out.

Annual Target: The percentage of Cohort 2021 students in the group who were expected to graduate within four years in order to meet the long-term four-year graduation rate goal of 95%.

Met Target: Indicates whether the Cohort 2021 four-year graduation rate met the annual target.

Cohort 2020 Five-year Graduation Rate: The percentage of Cohort 2020 students in the group who graduated within five years of entering high school, or by the end of the 2020-21 school year. Cohort 2020 students are students who entered ninth grade in the 2016-2017 school year. Annual adjustments are made each year to account for transfers in and out.

Annual Target: The percentage of Cohort 2020 students in the group who were expected to graduate within five years in order to meet the long-term five-year graduation rate goal of 96%.

Met Target: Indicates whether the Cohort 2020 five-year graduation rate met the annual target.

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English Language Progress to Proficiency (Schoolwide English Learners)

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The Progress toward English language proficiency (ELP) calculation for a school is an indicator of whether schools are creating an environment in which an appropriate percent of their ELLs are progressing toward English language proficiency at the rate established by the NJDOE in the ESSA state plan. For more information, please refer to the [Companion Guide](#).

English Language Progress to Proficiency (Schoolwide English Learners)				
Student Group	Met Target	Annual Target	ELP Growth(%)	ELP Graph
All Students	Below N-size			

Progress Toward English Language Proficiency (ELP): The percent of English language learners (ELLs) in the school that demonstrated the expected amount of growth on the ACCESS for ELLs assessment. Students included are ELLs who have scored proficient (score of 4.5 or greater) in the first year of test administration or students who have an ACCESS for ELLs score for the 2021-22 school year and have a score in one or more prior year(s).

Annual Target: This is equivalent to the state average for the percent of ELLs in grades K through 12 who have scored proficient in the first year of test administration, and the percent of ELLs in grades K-12 who have two or more ACCESS for ELLs scores that have demonstrated the expected amount of growth on the ACCESS for ELLs assessment.

Separate annual targets are derived for two groups of schools – those that contain no students above grade 5 and all other schools. As stated in the ESSA state plan, New Jersey will review, and, if appropriate, revise its baseline percentage, long-term goal, and interim targets as growth data from the updated ACCESS for ELLs assessment becomes available.

Met target: Indicates whether the percent of ELLs in grades K-12 that demonstrated the expected amount of growth on the ACCESS for ELLs meets or exceeds the annual target.

Exceeds Target: Indicates whether the percent of ELLs in grades K-12 that demonstrated the expected amount of growth on the ACCESS for ELLs exceeds the annual target by more than one standard deviation.