



State of New Jersey  
2015-2016

Grade Span 06-08

29-2360-055  
OCEAN  
JACKSON TWP  
Carl W. Goetz Middle School  
835 PATTERSON ROAD  
JACKSON, NJ 08527-3497

## 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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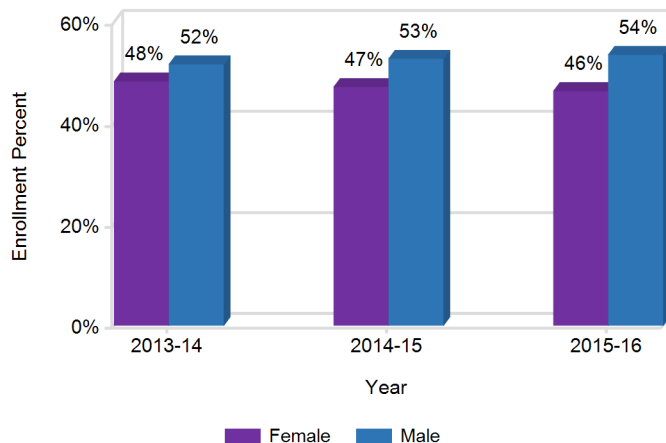
## Enrollment by Grade

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 06	409	389	385
Grade 07	401	416	395
Grade 08	390	399	408
UG	10	8	14
<b>Total</b>	<b>1210</b>	<b>1212</b>	<b>1202</b>

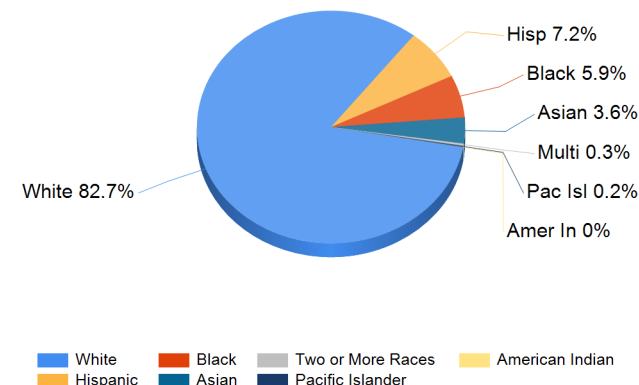
## Enrollment by Gender

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



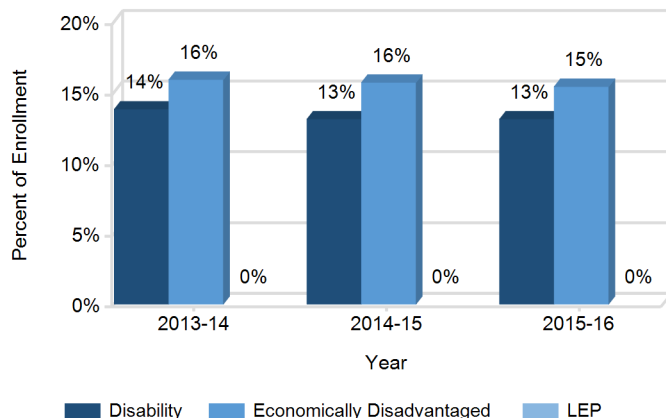
## Enrollment by Ethnic/ Racial Subgroup

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	98.7%
Spanish	0.8%
Urdu	0.2%
Ukrainian	0.1%
Vietnamese	0.1%
Other	0.2%

\* 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.



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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	63%	100	65
Mathematics Met or Exceeded Expectations	54%	75	60

## 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	1112	63%	65	96%	✓	1103	54%	60	95%	✓
White	921	64%	55	96%	✓	912	55%	50	95%	✓
African American	63	46%	65	93%	✗	64	39%	68	93%	✗
Hispanic	80	58%	79	97%	✓	80	38%	55	97%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	44	89%	68	100%	✓	44	89%	61	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	150	21%	39	93%	✗	149	20%	48	93%	✗
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	167	48%	74	94%	✗	165	36%	64	93%	✗



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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>	371	759	753	750	3%	10%	19%	54%	14%	69%	52%
White	298	759	754	756	3%	9%	19%	56%	13%	70%	61%
African American	S	S	738	732	S	S	S	S	S	S	31%
Hispanic	31	756	750	738	N	16%	23%	42%	19%	61%	37%
Asian	20	775	768	772	N	N	10%	70%	20%	90%	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	747	755	S	S	S	S	S	S	60%
Students with Disability	37	727	724	719	22%	38%	8%	27%	5%	32%	15%
English Language Learners	N	N	N	709	N	N	N	N	N	N	10%
Economically Disadvantaged Students	60	746	743	735	5%	18%	25%	48%	3%	52%	33%
PARCC MATH											
<b>Schoolwide</b>	370	752	749	743	4%	10%	30%	48%	9%	57%	43%
White	297	753	750	750	3%	9%	30%	49%	8%	57%	53%
African American	S	S	732	724	S	S	S	S	S	S	20%
Hispanic	31	744	742	730	7%	19%	32%	36%	7%	42%	26%
Asian	20	774	768	768	N	5%	15%	45%	35%	80%	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	736	748	S	S	S	S	S	S	49%
Students with Disability	36	725	726	717	28%	19%	22%	31%	N	31%	13%
English Language Learners	N	N	N	713	N	N	N	N	N	N	12%
Economically Disadvantaged Students	60	740	739	728	10%	12%	38%	33%	7%	40%	23%

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



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## 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>	371	758	756	753	5%	11%	20%	42%	23%	64%	56%
White	308	758	758	760	5%	11%	20%	41%	24%	65%	65%
African American	S	S	742	733	S	S	S	S	S	S	35%
Hispanic	30	746	742	739	10%	13%	27%	43%	7%	50%	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	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	S	716	S	S	S	S	S	S	16%
English Language Learners	N	N	N	703	N	N	N	N	N	N	10%
Economically Disadvantaged Students	46	742	739	735	15%	13%	28%	28%	15%	44%	37%
PARCC MATH											
<b>Schoolwide</b>	329	746	743	740	3%	14%	34%	48%	1%	49%	39%
White	270	747	745	747	2%	14%	32%	50%	2%	52%	47%
African American	S	S	733	724	S	S	S	S	S	S	19%
Hispanic	29	734	731	729	7%	10%	66%	17%	N	17%	23%
Asian	S	S	757	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	N	N	N	744	N	N	N	N	N	N	44%
Students with Disability	S	S	711	713	S	S	S	S	S	S	9%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	44	737	731	727	14%	16%	34%	36%	N	36%	21%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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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>	393	757	755	753	7%	12%	23%	41%	18%	58%	55%
White	332	757	756	759	6%	14%	23%	41%	17%	58%	63%
African American	23	735	737	732	26%	4%	35%	26%	9%	35%	34%
Hispanic	23	764	751	740	9%	N	22%	44%	26%	70%	43%
Asian	15	782	781	780	N	7%	7%	47%	40%	87%	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	S	S	716	715	S	S	S	S	S	S	16%
English Language Learners	N	N	N	701	N	N	N	N	N	N	9%
Economically Disadvantaged Students	62	739	737	736	18%	10%	26%	42%	5%	47%	38%
**PARCC MATH											
<b>Schoolwide</b>	228	728	728	726	13%	29%	35%	23%	0%	23%	26%
White	189	729	730	732	12%	29%	34%	24%	1%	25%	32%
African American	S	S	716	712	S	S	S	S	S	S	14%
Hispanic	15	736	727	721	N	40%	33%	27%	N	27%	20%
Asian	S	S	737	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	S	S	709	704	S	S	S	S	S	S	8%
English Language Learners	N	N	N	704	N	N	N	N	N	N	9%
Economically Disadvantaged Students	53	724	723	718	19%	25%	40%	17%	N	17%	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.



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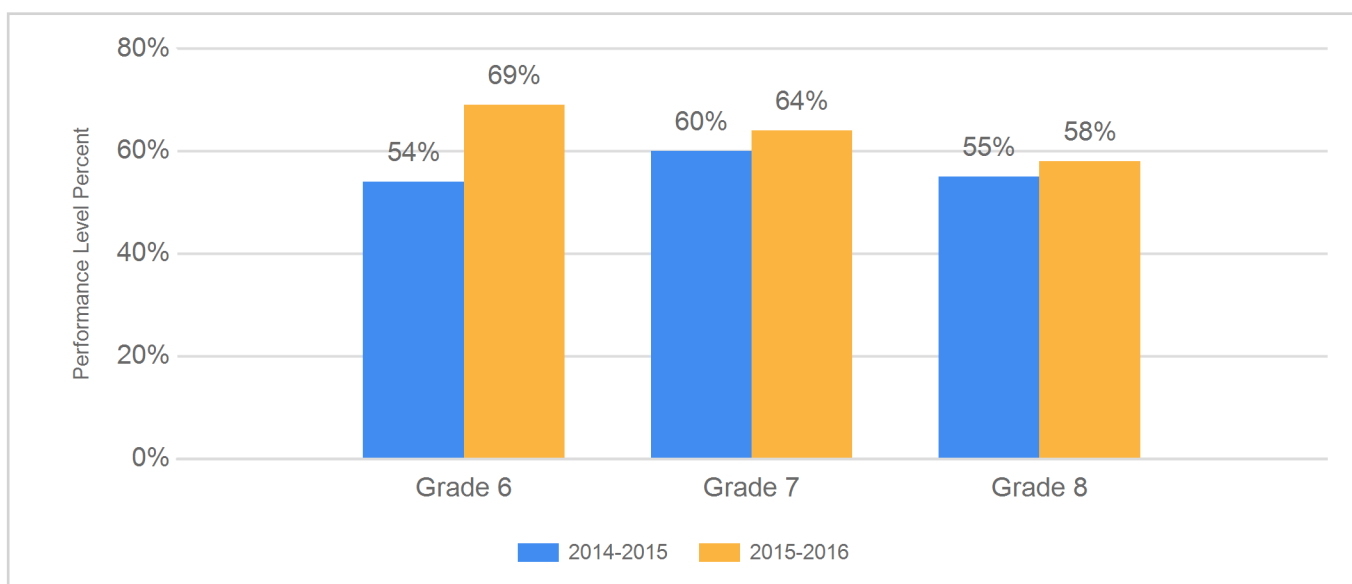
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## PARCC ELA Performance Trends

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





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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>136</b>	<b>770</b>	<b>771</b>	<b>769</b>	<b>N</b>	<b>N</b>	<b>10%</b>	<b>88%</b>	<b>2%</b>	<b>90%</b>	<b>41%</b>
White	120	769	771	772	N	N	12%	86%	3%	88%	51%
African American	S	S	S	748	S	S	S	S	S	S	20%
Hispanic	S	S	774	746	S	S	S	S	S	S	25%
Asian	S	S	776	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	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	S	S	771	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	763	746	S	S	S	S	S	S	23%

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





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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>63</b>	<b>765</b>	<b>766</b>	<b>776</b>	<b>N</b>	<b>2%</b>	<b>6%</b>	<b>83%</b>	<b>10%</b>	<b>92%</b>	<b>27%</b>
White	52	763	764	772	N	2%	8%	87%	4%	90%	34%
African American	S	S	S	755	S	S	S	S	S	S	9%
Hispanic	S	S	773	761	S	S	S	S	S	S	13%
Asian	S	S	773	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	S	S	769	759	S	S	S	S	S	S	12%

■ Did Not Yet Meet Expectations
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 ■ Exceeded Expectations



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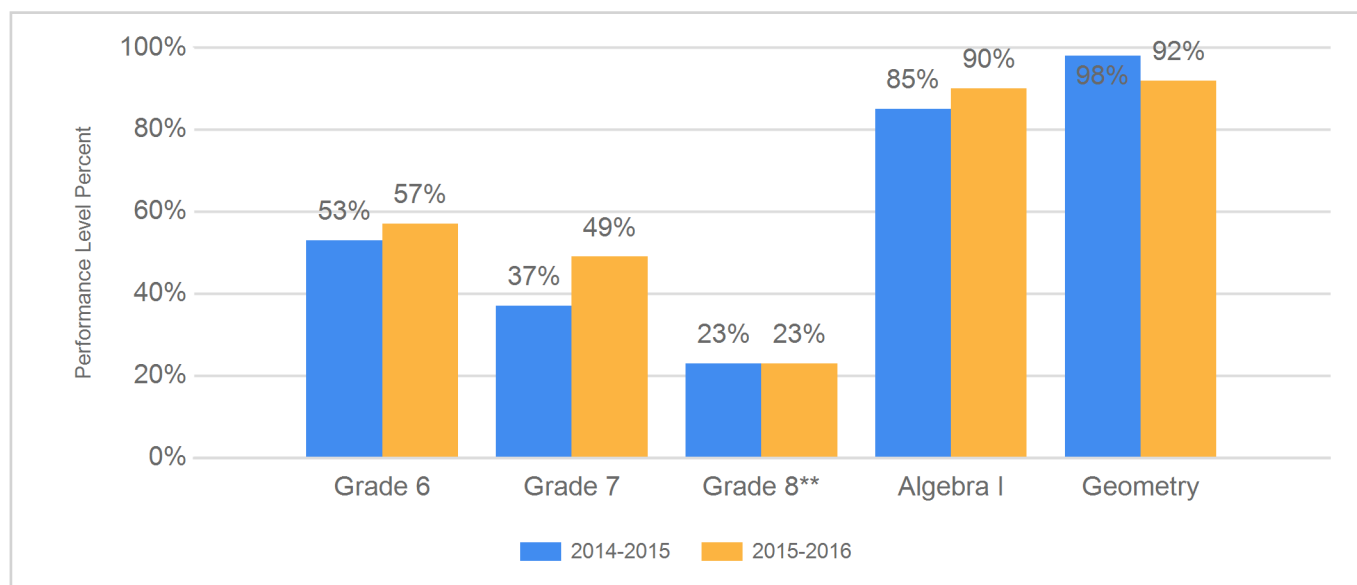
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## PARCC Math Performance Trends

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.



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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

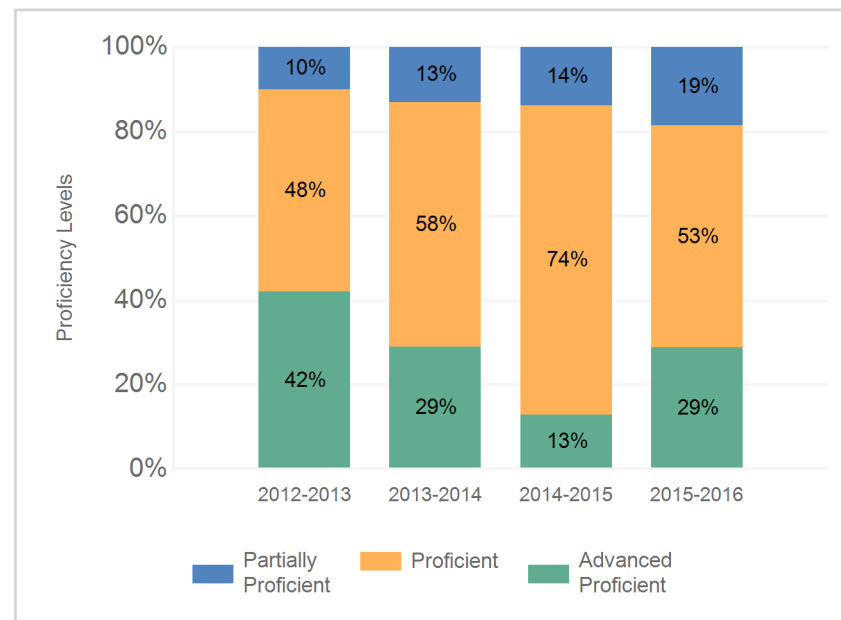
### NJASK Results Science - Grade Level 08

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	29%	53%	19%
White	29%	53%	18%
African American	8%	58%	33%
Hispanic	30%	57%	13%
American Indian	N	N	N
Asian	60%	33%	7%
Two or More Races	S	S	S
Students with Disability	7%	45%	48%
English Language Learners	N	N	N
Economically Disadvantaged Students	13%	53%	33%

### 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.





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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



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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	53	49	50
Student Growth on Math	51	53	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)	3%	4%	3%
Approached (L3)	10%	8%	9%
Met (L4)	15%	12%	15%
Exceeded (L5)	5%	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%	1%	1%
Partially Met (L2)	6%	6%	4%
Approached (L3)	11%	12%	11%
Met (L4)	17%	16%	14%
Exceeded (L5)	1%	0%	0%



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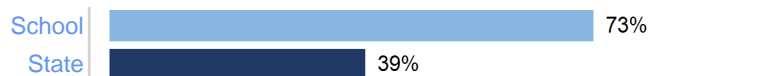
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## Visual and Performing Arts

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.

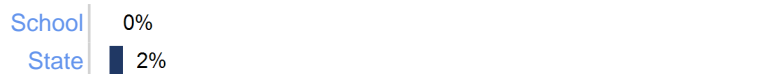
### MUSIC



### DRAMA



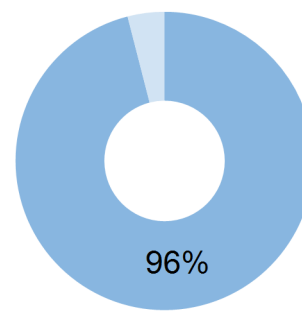
### DANCE



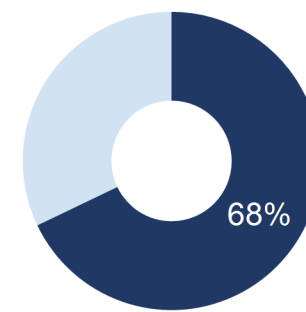
### VISUAL ARTS



### Any Visual and Performing Arts



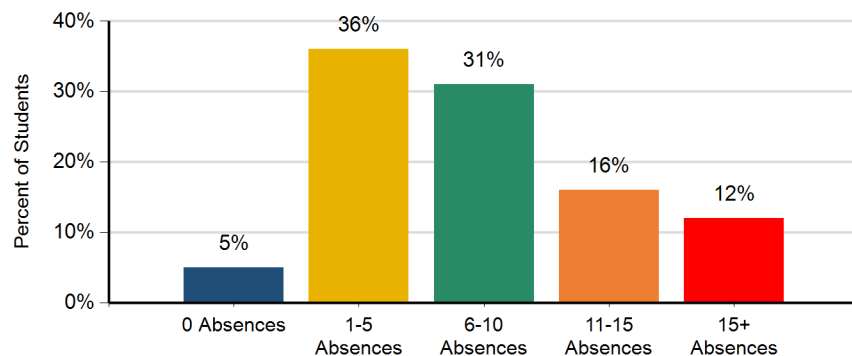
School



State

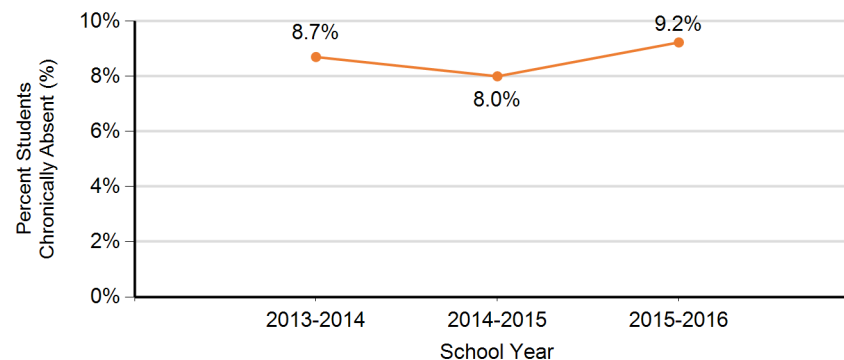
## Absenteeism

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.





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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. 22 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. 30 Mins.
Shared Time	2 Hrs. 30 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	601:1

### Student Suspension Rate

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

	School
2015-16	5.7%

### 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	91%



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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)





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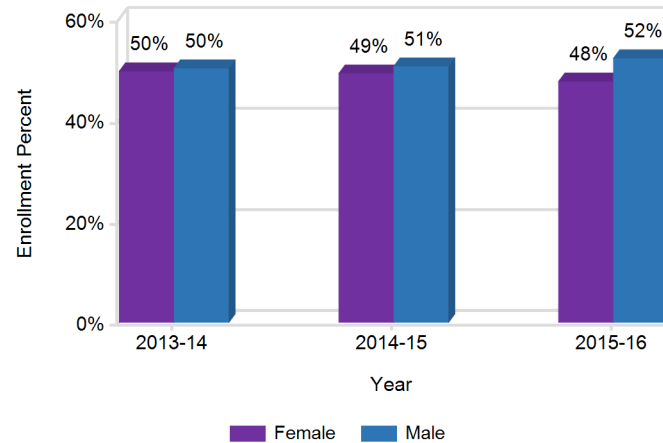
## Enrollment by Grade

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	309	258	320
Grade 07	315	319	267
Grade 08	319	310	304
UG	14	15	18
<b>Total</b>	<b>957</b>	<b>902</b>	<b>909</b>

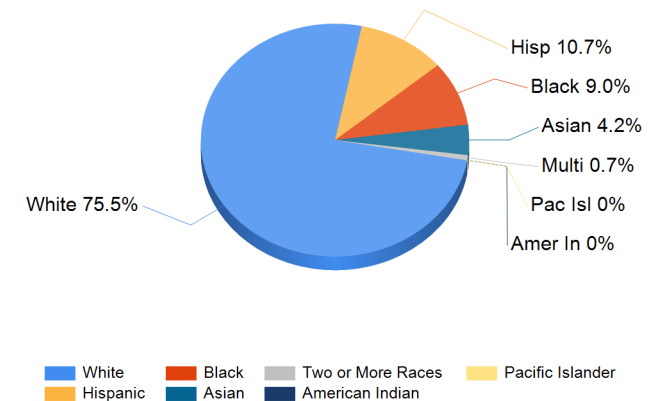
## Enrollment by Gender

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



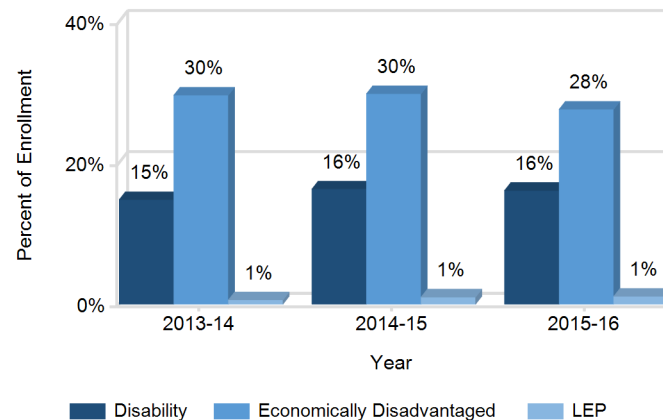
## Enrollment by Ethnic/ Racial Subgroup

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	95.6%
Spanish	2.9%
Arabic	1.0%
Vietnamese	0.2%
Ukrainian	0.1%
Other	0.2%

\* 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.



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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	54%	50	47
Mathematics Met or Exceeded Expectations	44%	25	42

## 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	807	54%	47	94%	✓	811	44%	42	94%	✓
White	625	56%	39	93%	✗	628	47%	33	94%	✗
African American	71	37%	39	95%	✓	71	21%	33	95%	✓
Hispanic	75	48%	57	97%	✓	75	36%	51	97%	✓
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	129	19%	43	91%	✗	129	12%	35	92%	✗
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	200	40%	55	91%	✗	201	31%	51	92%	✗

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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>	298	747	753	750	3%	19%	28%	45%	4%	49%	52%
White	227	748	754	756	3%	16%	30%	46%	5%	51%	61%
African American	27	735	738	732	7%	37%	26%	30%	N	30%	31%
Hispanic	31	745	750	738	N	29%	16%	52%	3%	55%	37%
Asian	S	S	768	772	S	S	S	S	S	S	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	S	755	S	S	S	S	S	S	60%
Students with Disability	49	721	724	719	10%	49%	27%	12%	2%	14%	15%
English Language Learners	S	S	S	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	77	742	743	735	4%	22%	33%	36%	5%	42%	33%
PARCC MATH											
<b>Schoolwide</b>	301	744	749	743	7%	17%	32%	39%	6%	45%	43%
White	230	746	750	750	6%	15%	34%	40%	6%	46%	53%
African American	27	725	732	724	11%	37%	33%	19%	N	19%	20%
Hispanic	31	739	742	730	13%	19%	23%	39%	7%	45%	26%
Asian	S	S	768	768	S	S	S	S	S	S	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	736	748	S	S	S	S	S	S	49%
Students with Disability	49	726	726	717	8%	47%	31%	12%	2%	14%	13%
English Language Learners	S	S	S	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	79	738	739	728	10%	22%	29%	38%	1%	39%	23%

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

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Grade Span 06-08

## 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>	254	753	756	753	8%	9%	26%	40%	17%	57%	56%
White	186	756	758	760	6%	8%	24%	44%	18%	62%	65%
African American	23	729	742	733	26%	9%	39%	22%	4%	26%	35%
Hispanic	28	739	742	739	11%	14%	32%	36%	7%	43%	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	S	759	S	S	S	S	S	S	63%
Students with Disability	38	715	714	716	37%	24%	24%	16%	N	16%	16%
English Language Learners	S	S	S	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	67	737	739	735	15%	16%	30%	33%	6%	39%	37%
PARCC MATH											
<b>Schoolwide</b>	237	739	743	740	9%	17%	38%	34%	2%	36%	39%
White	171	742	745	747	8%	12%	42%	36%	2%	39%	47%
African American	23	723	733	724	17%	30%	35%	17%	N	17%	19%
Hispanic	28	728	731	729	18%	32%	25%	25%	N	25%	23%
Asian	S	S	757	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	S	S	711	713	S	S	S	S	S	S	9%
English Language Learners	S	S	S	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	67	727	731	727	16%	31%	30%	21%	2%	22%	21%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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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>	295	752	755	753	5%	18%	24%	41%	12%	53%	55%
White	223	754	756	759	3%	17%	24%	44%	12%	56%	63%
African American	27	739	737	732	11%	26%	22%	33%	7%	41%	34%
Hispanic	35	743	751	740	11%	20%	26%	31%	11%	43%	43%
Asian	S	S	S	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	S	756	S	S	S	S	S	S	59%
Students with Disability	41	724	716	715	12%	46%	27%	15%	N	15%	16%
English Language Learners	S	S	S	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	80	736	737	736	10%	28%	29%	28%	6%	34%	38%
**PARCC MATH											
<b>Schoolwide</b>	199	728	728	726	13%	30%	33%	24%	N	24%	26%
White	142	731	730	732	11%	26%	37%	26%	N	26%	32%
African American	26	722	716	712	23%	27%	31%	19%	N	19%	14%
Hispanic	27	722	727	721	11%	48%	22%	19%	N	19%	20%
Asian	S	S	737	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	S	S	S	726	S	S	S	S	S	S	26%
Students with Disability	S	S	709	704	S	S	S	S	S	S	8%
English Language Learners	S	S	S	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	68	723	723	718	15%	41%	28%	16%	N	16%	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.



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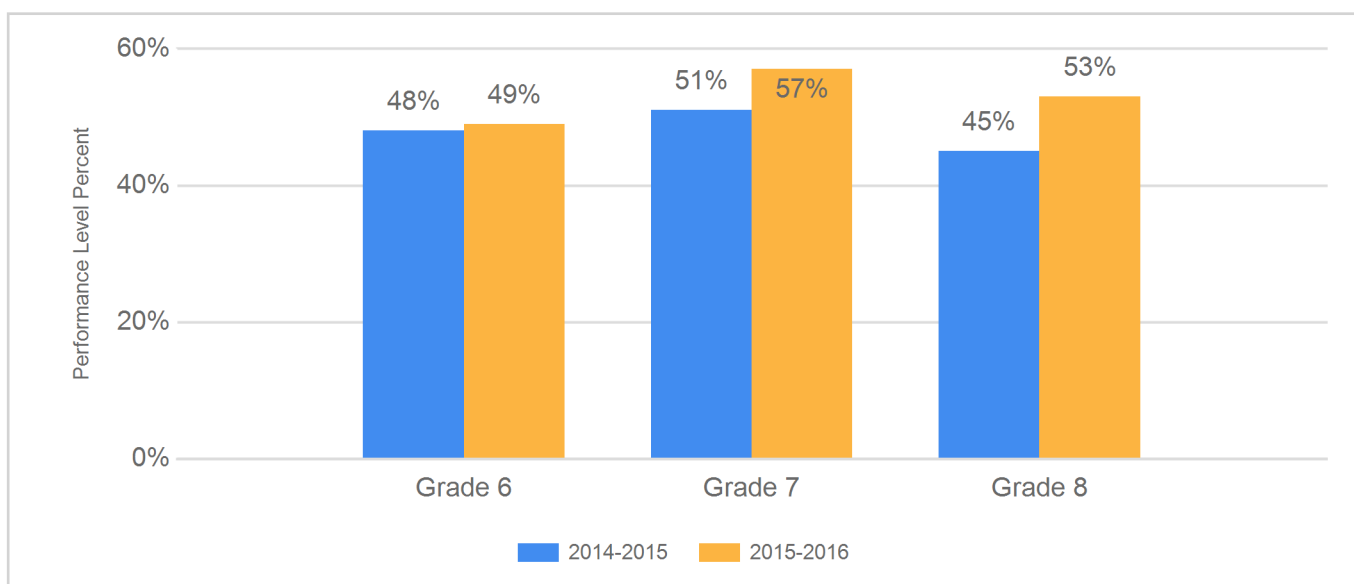
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## PARCC ELA Performance Trends

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





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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>81</b>	<b>772</b>	<b>771</b>	<b>769</b>	<b>N</b>	<b>1%</b>	<b>9%</b>	<b>86%</b>	<b>4%</b>	<b>90%</b>	<b>41%</b>
White	71	773	771	772	N	1%	9%	86%	4%	90%	51%
African American	S	S	760	748	S	S	S	S	S	S	20%
Hispanic	S	S	774	746	S	S	S	S	S	S	25%
Asian	S	S	776	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	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	S	S	771	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	763	746	S	S	S	S	S	S	23%

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



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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>34</b>	<b>767</b>	<b>766</b>	<b>776</b>	<b>N</b>	<b>N</b>	<b>6%</b>	<b>85%</b>	<b>9%</b>	<b>94%</b>	<b>27%</b>
White	26	766	764	772	N	N	8%	85%	8%	92%	34%
African American	N	N	N	755	N	N	N	N	N	N	9%
Hispanic	S	S	773	761	S	S	S	S	S	S	13%
Asian	S	S	773	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	N	N	N	771	N	N	N	N	N	N	5%
English Language Learners	N	N	N	770	N	N	N	N	N	N	6%
Economically Disadvantaged Students	S	S	769	759	S	S	S	S	S	S	12%

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





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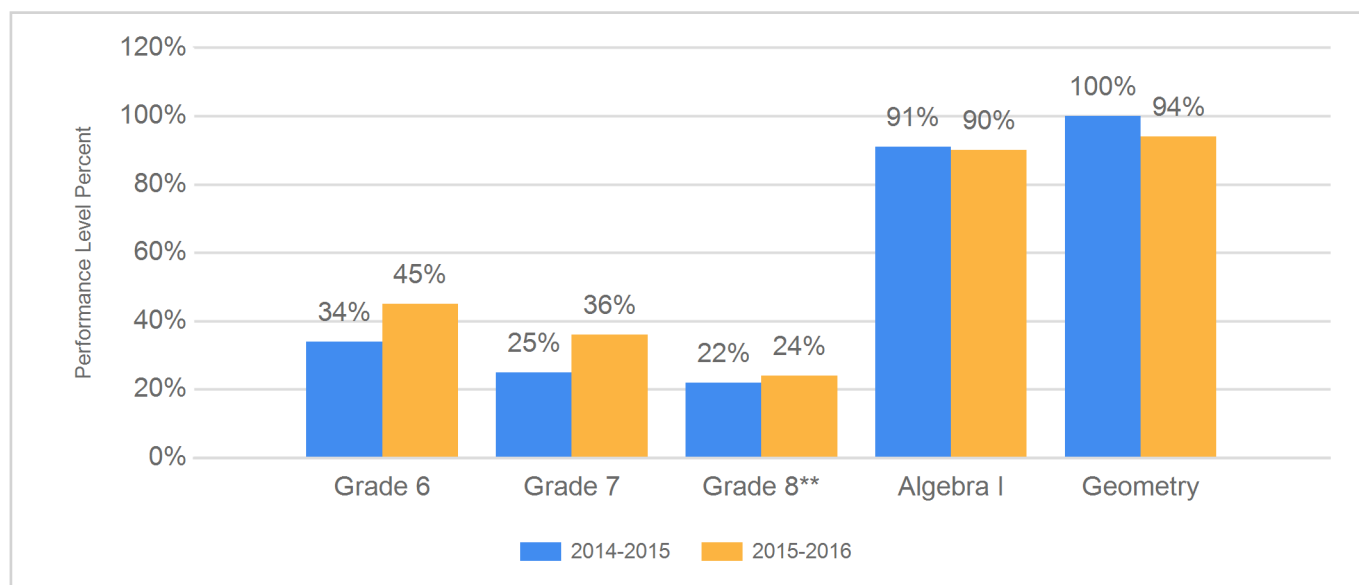
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## PARCC Math Performance Trends

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.



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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

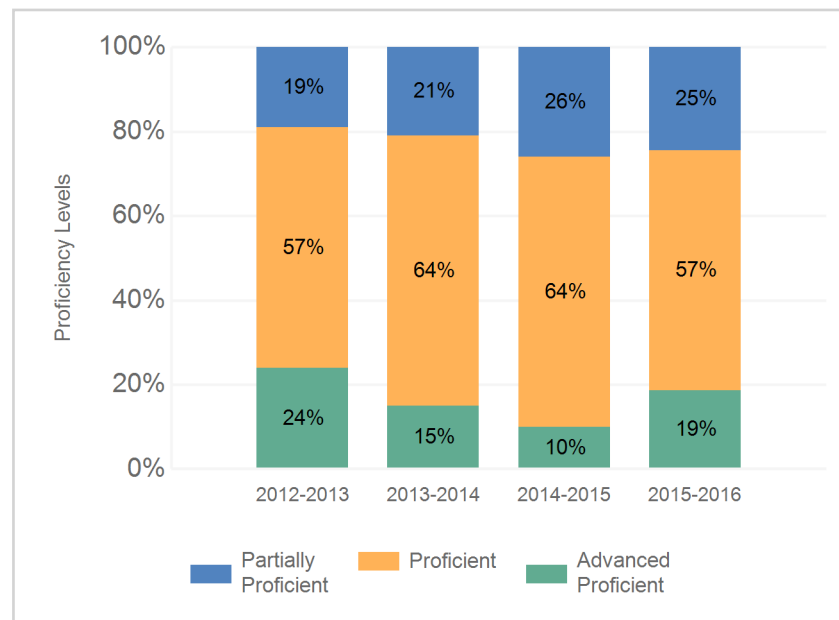
### NJASK Results Science - Grade Level 08

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	19%	57%	25%
White	20%	60%	21%
African American	7%	44%	48%
Hispanic	14%	60%	26%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	10%	31%	60%
English Language Learners	S	S	S
Economically Disadvantaged Students	9%	53%	39%

### 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.





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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



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### 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	50	49	50
Student Growth on Math	54	53	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%	3%	4%
Partially Met (L2)	3%	4%	4%
Approached (L3)	10%	9%	8%
Met (L4)	13%	14%	14%
Exceeded (L5)	3%	3%	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)	3%	2%	3%
Partially Met (L2)	7%	7%	8%
Approached (L3)	10%	12%	19%
Met (L4)	6%	9%	14%
Exceeded (L5)	0%	1%	0%



State of New Jersey  
2015-2016

Grade Span 06-08

29-2360-048

OCEAN

JACKSON TWP

Christa McAuliffe Middle School  
35 SOUTH HOPE CHAPEL ROAD  
JACKSON, NJ 08527-3497

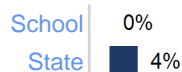
## Visual and Performing Arts

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



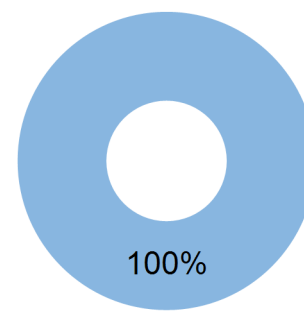
### DANCE



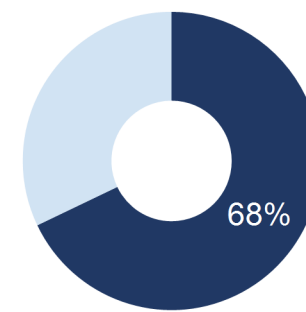
### VISUAL ARTS



### Any Visual and Performing Arts



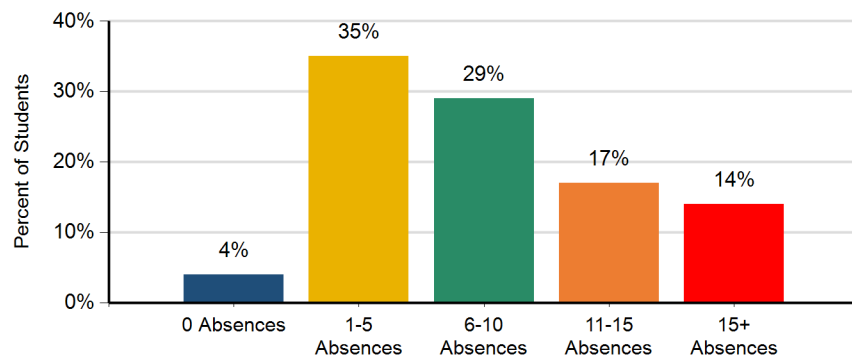
School



State

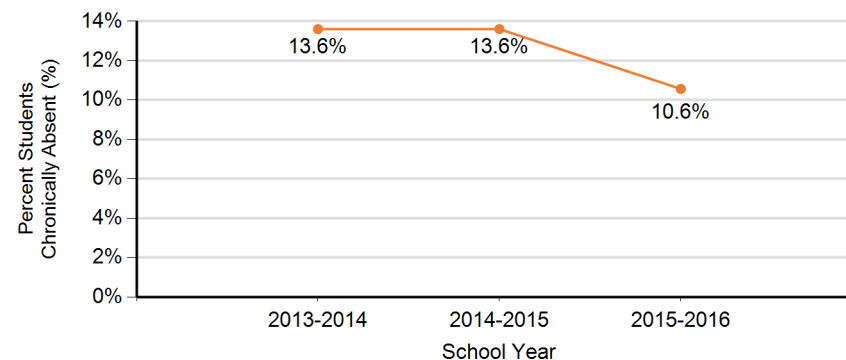
## Absenteeism

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.





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JACKSON, NJ 08527-3497

### 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. 22 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. 30 Mins.
Shared Time	2 Hrs. 30 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	303:1

### Student Suspension Rate

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

	School
2015-16	7.6%

### 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	92%



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JACKSON, NJ 08527-3497

## 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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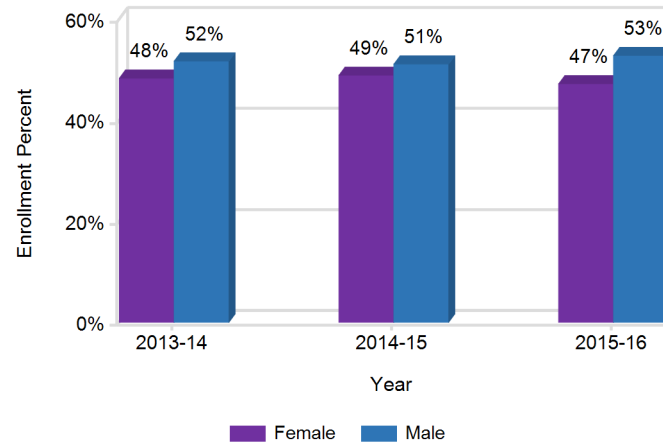
## Enrollment by Grade

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 PK	40	0	0
Grade KG	117	90	111
Grade 01	129	130	97
Grade 02	130	127	132
Grade 03	142	126	125
Grade 04	140	151	115
Grade 05	103	143	136
UG	67	16	22
Total	868	783	738

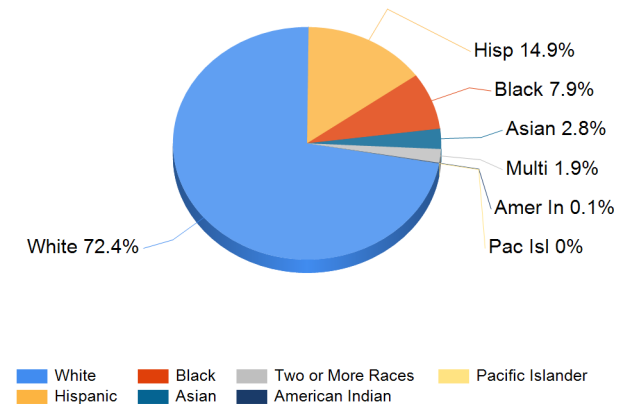
## Enrollment by Gender

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



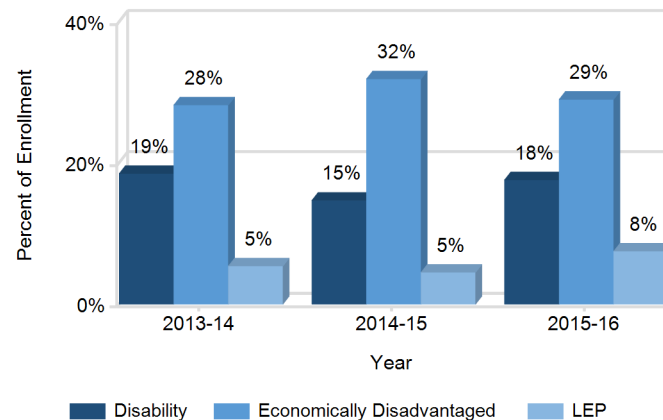
## Enrollment by Ethnic/ Racial Subgroup

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	88.5%
Spanish	6.6%
Russian	1.2%
Arabic	0.5%
Creoles and pidgins, French-based	0.4%
Other	2.7%

\* 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	46%	38	36
Mathematics Met or Exceeded Expectations	47%	50	46

## 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	357	46%	36	97%	✓	357	47%	46	97%	✓
White	274	51%	32	96%	✓	274	51%	44	96%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	41	27%	19	100%	✓	41	32%	40	100%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	67	19%	55	93%	✓	67	24%	65	93%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	91	25%	22	97%	✓	91	31%	53	97%	✓



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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>	127	743	746	746	8%	19%	28%	43%	2%	46%	48%
White	96	747	747	756	5%	19%	27%	47%	2%	49%	58%
African American	12	725	728	727	8%	42%	25%	25%	N	25%	30%
Hispanic	16	729	738	730	25%	6%	38%	25%	6%	31%	31%
Asian	S	S	771	772	S	S	S	S	S	S	74%
American Indian	S	S	S	746	S	S	S	S	S	S	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	S	S	720	718	S	S	S	S	S	S	22%
English Language Learners	S	S	739	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	39	729	736	727	18%	31%	18%	31%	3%	33%	28%
PARCC MATH											
<b>Schoolwide</b>	127	743	749	749	7%	21%	27%	39%	6%	45%	52%
White	96	745	750	757	6%	18%	26%	45%	5%	50%	63%
African American	12	728	732	730	8%	33%	42%	17%	N	17%	31%
Hispanic	16	733	741	736	13%	38%	25%	13%	13%	25%	35%
Asian	S	S	780	777	S	S	S	S	S	S	82%
American Indian	S	S	S	746	S	S	S	S	S	S	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	S	S	727	727	S	S	S	S	S	S	28%
English Language Learners	S	S	743	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	39	732	739	732	10%	31%	31%	26%	3%	28%	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	753	751	750	4%	12%	31%	41%	12%	53%	54%
White	94	757	752	759	2%	11%	30%	45%	13%	57%	64%
African American	S	S	747	733	S	S	S	S	S	S	33%
Hispanic	15	734	733	737	13%	20%	40%	20%	7%	27%	37%
Asian	S	S	757	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	776	756	S	S	S	S	S	S	62%
Students with Disability	27	738	731	723	11%	15%	37%	33%	4%	37%	22%
English Language Learners	S	S	719	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	26	726	736	734	12%	27%	46%	15%	N	15%	33%
PARCC MATH											
<b>Schoolwide</b>	121	751	747	745	1%	12%	38%	41%	7%	49%	47%
White	94	753	748	752	N	10%	38%	44%	9%	52%	57%
African American	S	S	738	727	S	S	S	S	S	S	24%
Hispanic	15	737	732	733	7%	27%	40%	27%	N	27%	30%
Asian	S	S	773	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	S	750	S	S	S	S	S	S	54%
Students with Disability	27	746	730	724	N	19%	37%	41%	4%	44%	22%
English Language Learners	S	S	742	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	26	734	735	730	4%	31%	39%	27%	N	27%	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations

## 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>	128	742	748	751	6%	14%	41%	40%	N	40%	53%
White	89	747	749	758	3%	11%	38%	47%	N	47%	64%
African American	S	S	732	733	S	S	S	S	S	S	32%
Hispanic	22	735	741	738	9%	14%	55%	23%	N	23%	37%
Asian	S	S	754	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	S	S	720	723	S	S	S	S	S	S	20%
English Language Learners	S	S	S	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	37	734	738	735	8%	11%	60%	22%	N	22%	33%
PARCC MATH											
<b>Schoolwide</b>	128	745	748	747	5%	17%	33%	43%	2%	45%	47%
White	89	749	749	753	5%	12%	30%	49%	3%	53%	57%
African American	S	S	734	728	S	S	S	S	S	S	24%
Hispanic	22	739	741	735	5%	27%	32%	36%	N	36%	31%
Asian	S	S	749	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	19	722	722	725	21%	42%	26%	5%	5%	11%	19%
English Language Learners	S	S	S	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	37	742	740	732	N	27%	38%	32%	3%	35%	28%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



State of New Jersey  
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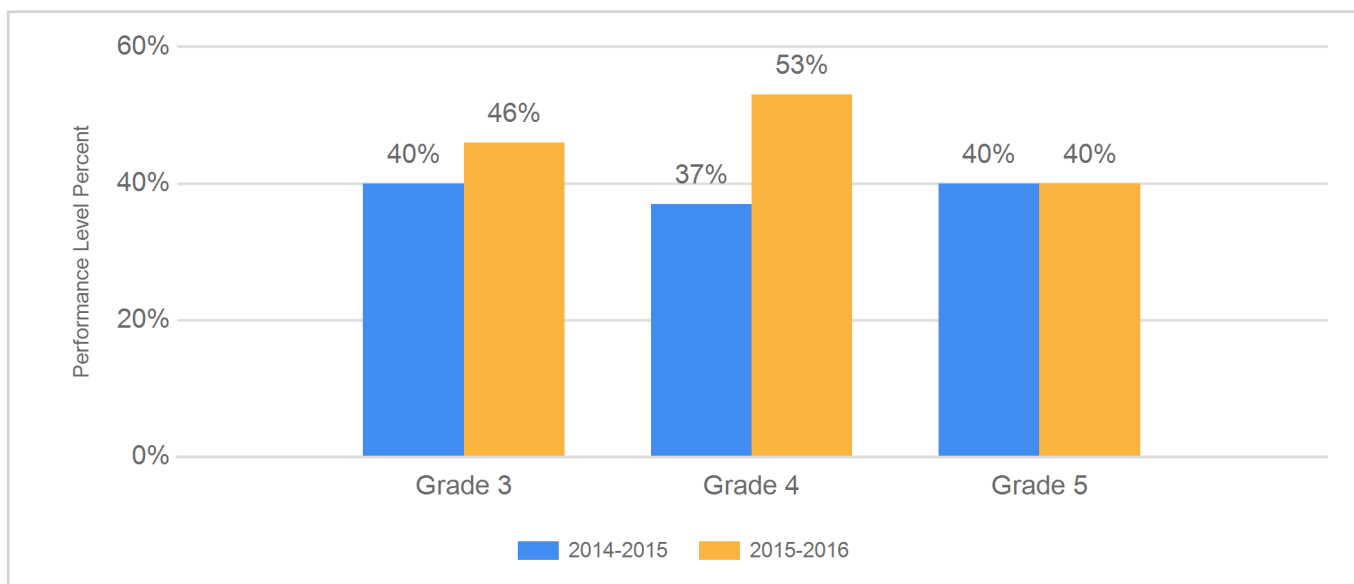
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## PARCC ELA Performance Trends

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





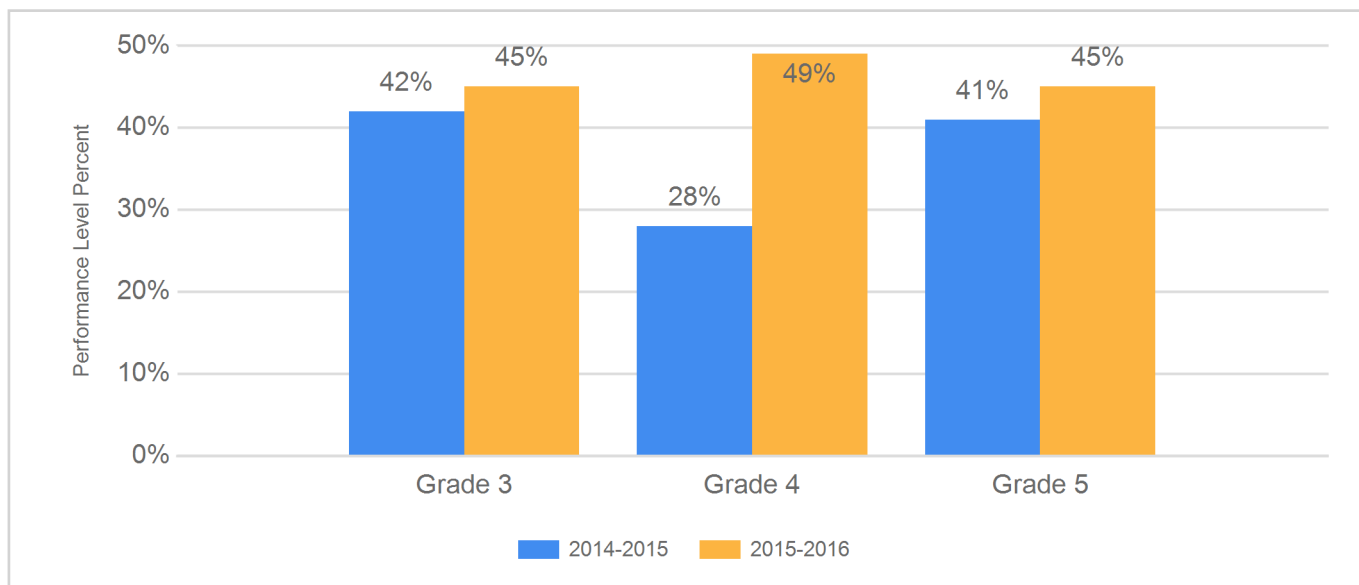
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## PARCC Math Performance Trends

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





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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

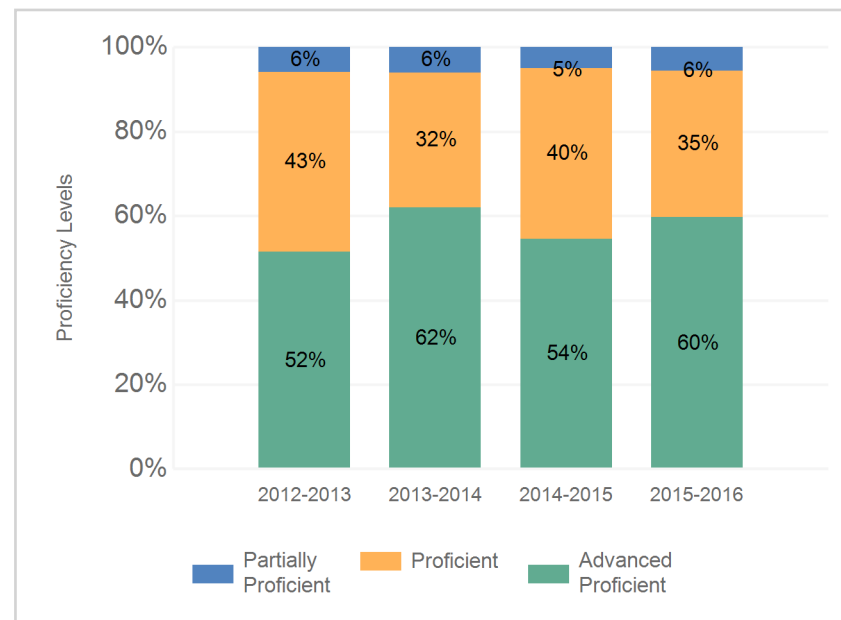
### NJASK Results Science - Grade Level 04

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	60%	35%	6%
White	68%	30%	2%
African American	S	S	S
Hispanic	25%	50%	25%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	52%	42%	7%
English Language Learners	S	S	S
Economically Disadvantaged Students	22%	59%	19%

### 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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## 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





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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	47	49	50
Student Growth on Math	66	53	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)	7%	8%	8%
Approached (L3)	12%	13%	10%
Met (L4)	12%	14%	11%
Exceeded (L5)	0%	1%	1%

### 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%	4%
Partially Met (L2)	4%	5%	14%
Approached (L3)	7%	11%	16%
Met (L4)	7%	10%	18%
Exceeded (L5)	0%	1%	0%



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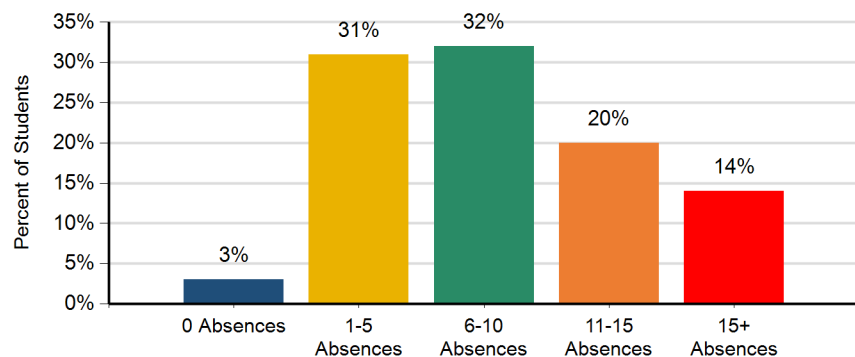
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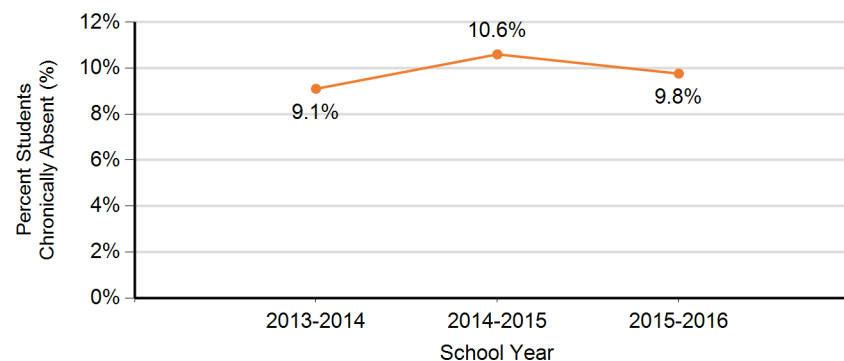
## Absenteeism

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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JACKSON TWP  
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1025 LARSEN ROAD  
JACKSON, NJ 08527-3497

### 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. 10 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. 40 Mins.
Shared Time	2 Hrs. 30 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	369:1

### Student Suspension Rate

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

	School
2015-16	0.4%

### 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	91%



State of New Jersey  
2015-2016

Grade Span 3H-05

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Elms Elementary School  
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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 3H-05

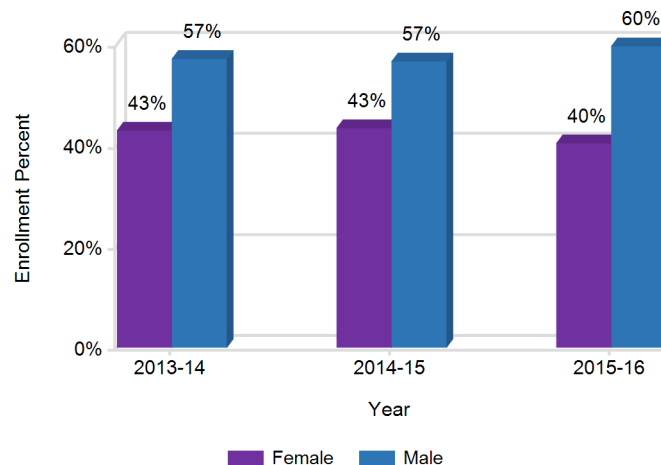
### Enrollment by Grade

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	1	46	37
Grade KG	77	67	84
Grade 01	77	96	80
Grade 02	99	79	97
Grade 03	102	96	86
Grade 04	131	100	97
Grade 05	127	130	102
UG	57	111	139
<b>Total</b>	<b>671</b>	<b>725</b>	<b>722</b>

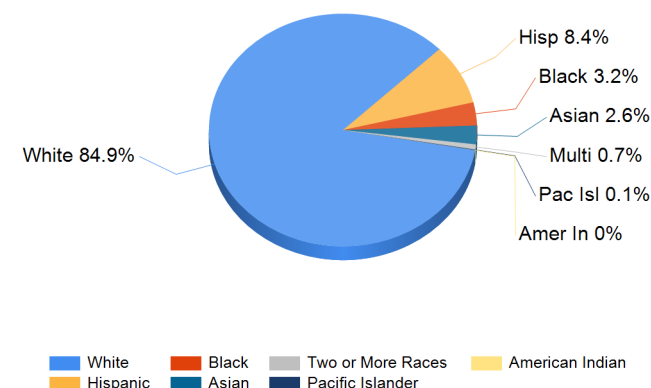
### Enrollment by Gender

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



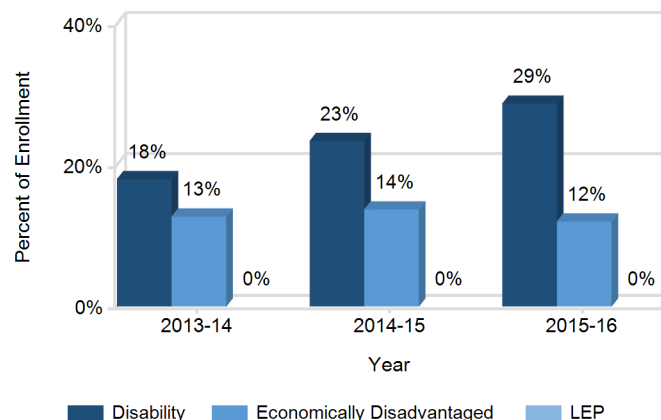
### Enrollment by Ethnic/ Racial Subgroup

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	97.6%
Spanish	1.4%
Urdu	0.4%
German	0.1%
Vietnamese	0.1%
Other	0.2%

\* 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.



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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	56%	63	54
Mathematics Met or Exceeded Expectations	66%	100	81

## 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	268	56%	54	97%	✓	267	66%	81	97%	✓
White	217	57%	44	97%	✓	216	69%	78	96%	✓
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	N	N	N	N		N	N	N	N	
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	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>	86	749	746	746	8%	7%	34%	47%	5%	51%	48%
White	70	748	747	756	9%	7%	34%	46%	4%	50%	58%
African American	N	N	N	727	N	N	N	N	N	N	30%
Hispanic	S	S	738	730	S	S	S	S	S	S	31%
Asian	S	S	771	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	12	730	720	718	25%	N	50%	25%	N	25%	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	S	S	S	727	S	S	S	S	S	S	28%
PARCC MATH											
<b>Schoolwide</b>	86	760	749	749	1%	5%	22%	66%	6%	72%	52%
White	70	759	750	757	1%	6%	20%	69%	4%	73%	63%
African American	N	N	N	730	N	N	N	N	N	N	31%
Hispanic	S	S	741	736	S	S	S	S	S	S	35%
Asian	S	S	780	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	12	747	727	727	N	8%	33%	58%	N	58%	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	S	S	739	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 3H-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>	94	755	751	750	2%	4%	39%	48%	6%	54%	54%
White	78	755	752	759	1%	5%	39%	49%	6%	55%	64%
African American	S	S	747	733	S	S	S	S	S	S	33%
Hispanic	S	S	733	737	S	S	S	S	S	S	37%
Asian	S	S	757	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	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	11	735	731	723	18%	9%	36%	36%	N	36%	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	S	S	736	734	S	S	S	S	S	S	33%
PARCC MATH											
<b>Schoolwide</b>	93	751	747	745	2%	10%	34%	47%	7%	54%	47%
White	77	752	748	752	1%	10%	35%	47%	7%	53%	57%
African American	S	S	738	727	S	S	S	S	S	S	24%
Hispanic	S	S	732	733	S	S	S	S	S	S	30%
Asian	S	S	773	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	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	11	724	730	724	18%	36%	18%	18%	9%	27%	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	735	730	S	S	S	S	S	S	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded 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>	99	760	748	751	N	7%	28%	61%	4%	65%	53%
White	76	762	749	758	N	4%	26%	66%	4%	70%	64%
African American	S	S	732	733	S	S	S	S	S	S	32%
Hispanic	17	751	741	738	N	12%	35%	53%	N	53%	37%
Asian	S	S	754	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	S	S	720	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	S	S	738	735	S	S	S	S	S	S	33%
PARCC MATH											
<b>Schoolwide</b>	99	761	748	747	3%	5%	16%	66%	10%	76%	47%
White	76	765	749	753	3%	1%	15%	70%	12%	82%	57%
African American	S	S	734	728	S	S	S	S	S	S	24%
Hispanic	17	750	741	735	6%	12%	24%	53%	6%	59%	31%
Asian	S	S	749	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	S	S	722	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	S	S	S	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  
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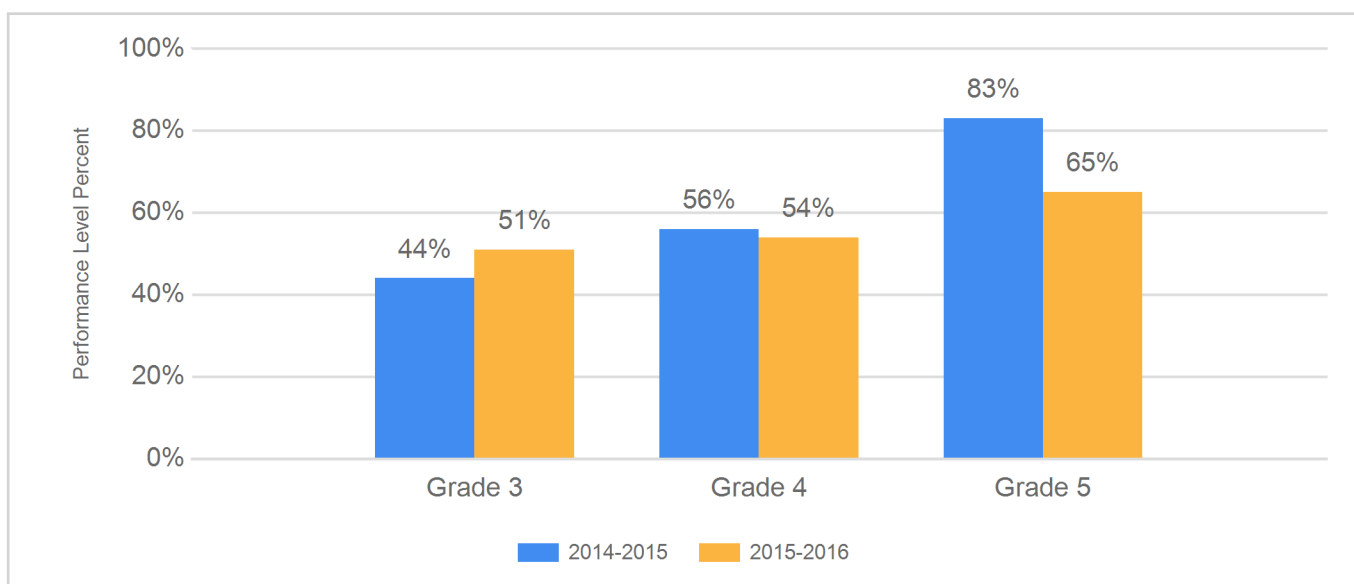
Elms Elementary School

780 PATTERSON ROAD

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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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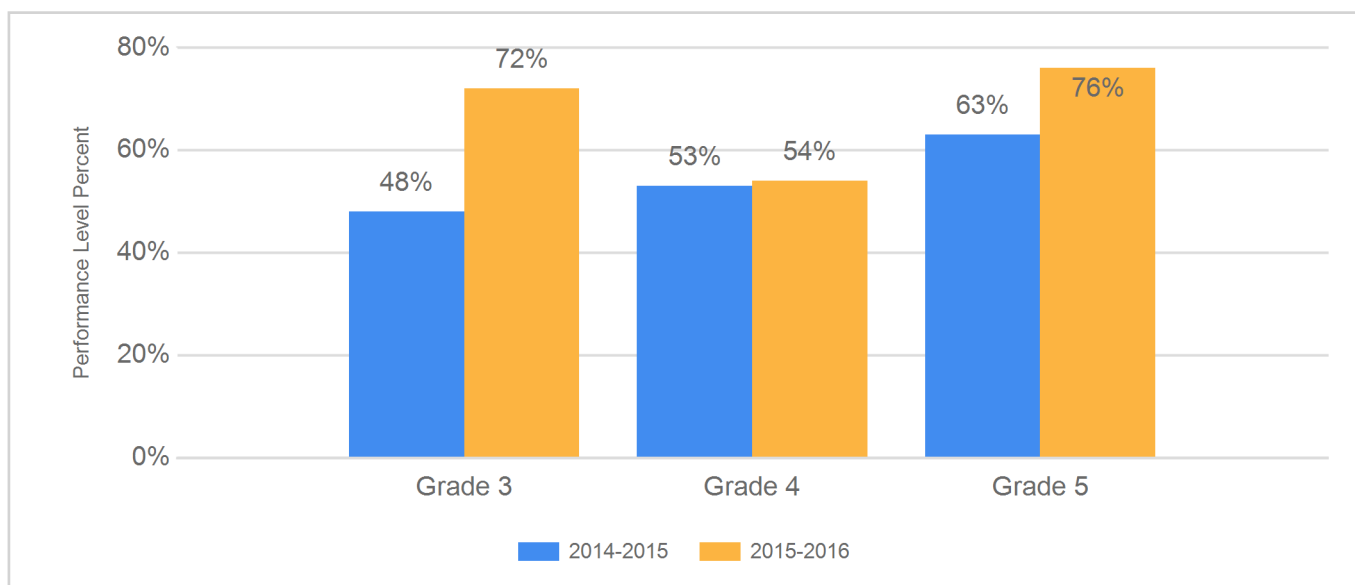
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## PARCC Math Performance Trends

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





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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

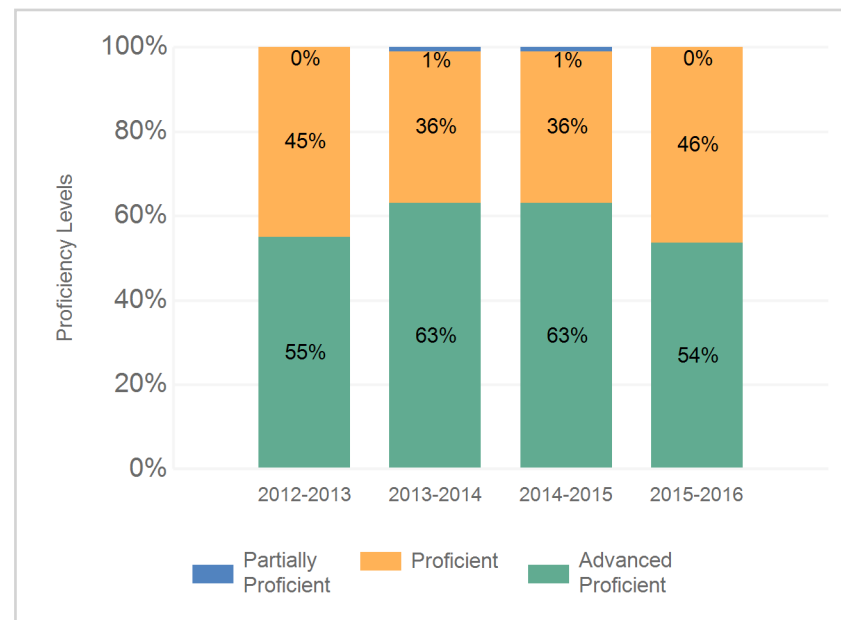
## NJASK Results Science - Grade Level 04

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	54%	46%	N
White	55%	45%	N
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	S	S	S
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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## 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



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## 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	53	49	50
Student Growth on Math	62	53	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%	1%
Partially Met (L2)	3%	5%	7%
Approached (L3)	8%	12%	10%
Met (L4)	14%	16%	15%
Exceeded (L5)	3%	1%	2%

## 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%	2%	0%
Partially Met (L2)	3%	4%	5%
Approached (L3)	7%	9%	19%
Met (L4)	9%	16%	22%
Exceeded (L5)	1%	2%	2%



State of New Jersey  
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OCEAN

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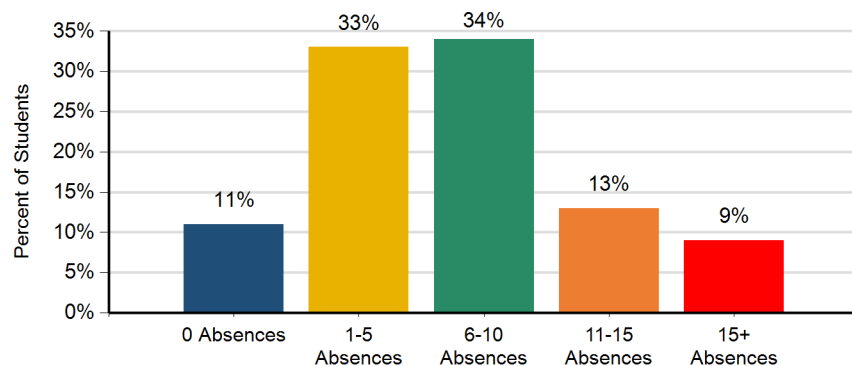
Elms Elementary School

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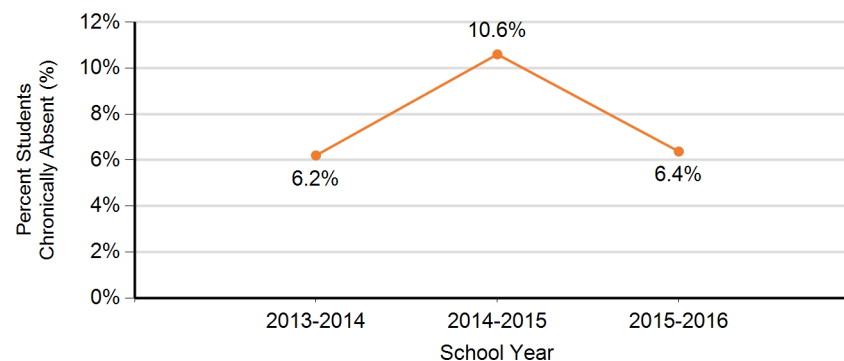
## Absenteeism

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. 10 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. 40 Mins.
Shared Time	2 Hrs. 30 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	361:1

### Student Suspension Rate

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

	School
2015-16	1.0%

### 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	94%





State of New Jersey  
2015-2016

Grade Span 3H-05

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OCEAN  
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## 2015-2016 School Performance Reports

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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 3H-05

29-2360-044

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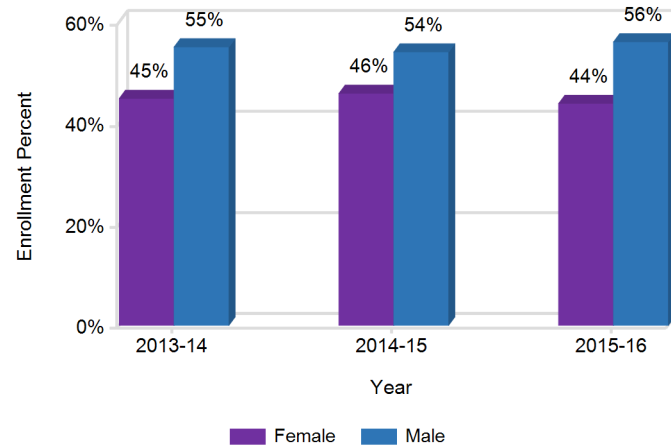
## Enrollment by Grade

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	0	0	0
Grade KG	44	43	48
Grade 01	64	55	50
Grade 02	90	68	61
Grade 03	95	87	74
Grade 04	89	97	86
Grade 05	125	87	96
UG	39	42	50
<b>Total</b>	<b>546</b>	<b>479</b>	<b>465</b>

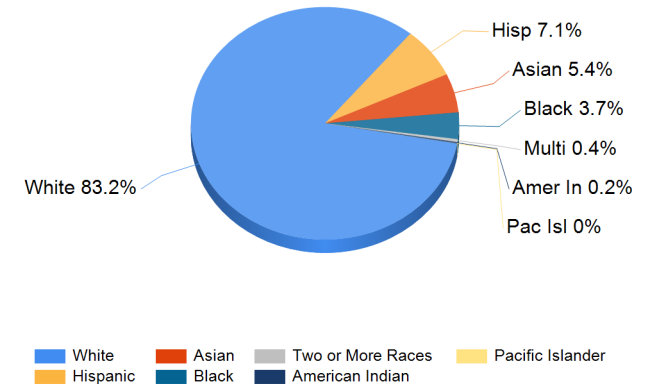
## Enrollment by Gender

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



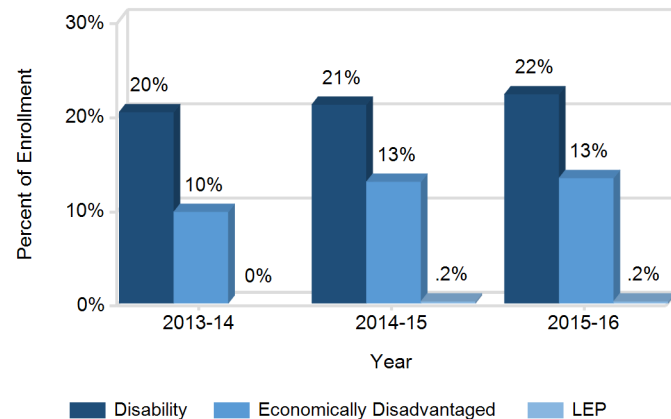
## Enrollment by Ethnic/ Racial Subgroup

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	95.1%
Spanish	2.4%
Arabic	0.4%
Gujarati	0.4%
Chinese	0.2%
Other	1.4%

\* 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.



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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	59%	75	56
Mathematics Met or Exceeded Expectations	56%	88	60

## 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	263	59%	56	98%	✓	263	56%	60	98%	✓
White	226	59%	44	97%	✓	226	56%	50	97%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	N	N	N	N		N	N	N	N	
Students with Disability	54	37%	55	98%	✓	54	37%	57	98%	✓
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>	73	754	746	746	8%	11%	21%	53%	7%	60%	48%
White	60	753	747	756	7%	12%	20%	55%	7%	62%	58%
African American	S	S	728	727	S	S	S	S	S	S	30%
Hispanic	S	S	738	730	S	S	S	S	S	S	31%
Asian	S	S	771	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	12	722	720	718	33%	17%	33%	8%	8%	17%	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	S	S	736	727	S	S	S	S	S	S	28%
PARCC MATH											
<b>Schoolwide</b>	73	756	749	749	3%	15%	21%	52%	10%	62%	52%
White	60	755	750	757	3%	13%	23%	53%	7%	60%	63%
African American	S	S	732	730	S	S	S	S	S	S	31%
Hispanic	S	S	741	736	S	S	S	S	S	S	35%
Asian	S	S	780	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	12	729	727	727	8%	50%	17%	17%	8%	25%	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	S	S	739	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>	83	749	751	750	2%	12%	34%	48%	4%	52%	54%
White	75	750	752	759	1%	12%	32%	51%	4%	55%	64%
African American	S	S	747	733	S	S	S	S	S	S	33%
Hispanic	S	S	733	737	S	S	S	S	S	S	37%
Asian	S	S	757	773	S	S	S	S	S	S	79%
American Indian	S	S	S	748	S	S	S	S	S	S	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	13	726	731	723	15%	39%	23%	23%	N	23%	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	S	S	736	734	S	S	S	S	S	S	33%
PARCC MATH											
<b>Schoolwide</b>	82	750	747	745	4%	5%	42%	46%	4%	50%	47%
White	75	751	748	752	4%	4%	40%	48%	4%	52%	57%
African American	S	S	738	727	S	S	S	S	S	S	24%
Hispanic	S	S	732	733	S	S	S	S	S	S	30%
Asian	S	S	773	771	S	S	S	S	S	S	78%
American Indian	S	S	S	742	S	S	S	S	S	S	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	730	724	S	S	S	S	S	S	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	735	730	S	S	S	S	S	S	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded 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>	95	754	748	751	3%	6%	28%	61%	1%	62%	53%
White	83	753	749	758	4%	6%	31%	58%	1%	59%	64%
African American	S	S	732	733	S	S	S	S	S	S	32%
Hispanic	S	S	741	738	S	S	S	S	S	S	37%
Asian	S	S	754	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	S	S	720	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	S	S	738	735	S	S	S	S	S	S	33%
PARCC MATH											
<b>Schoolwide</b>	95	749	748	747	3%	18%	27%	42%	10%	52%	47%
White	83	750	749	753	4%	17%	27%	42%	11%	53%	57%
African American	S	S	734	728	S	S	S	S	S	S	24%
Hispanic	S	S	741	735	S	S	S	S	S	S	31%
Asian	S	S	749	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	S	S	722	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	S	S	740	732	S	S	S	S	S	S	28%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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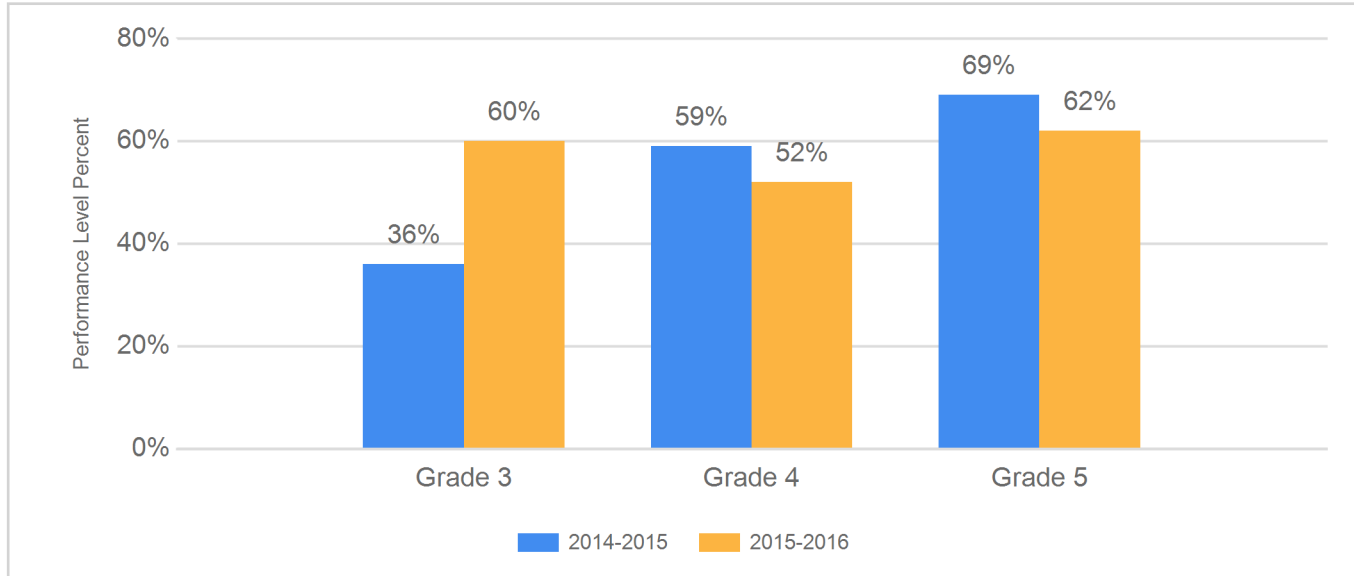
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### PARCC ELA Performance Trends

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





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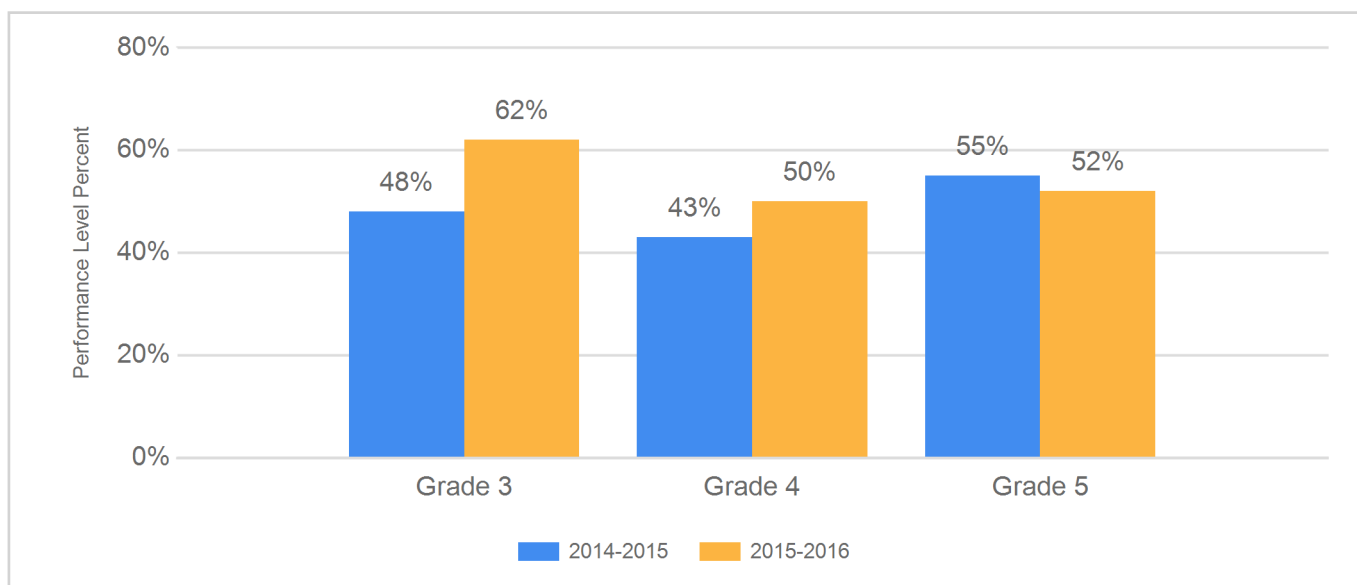
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## PARCC Math Performance Trends

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







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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

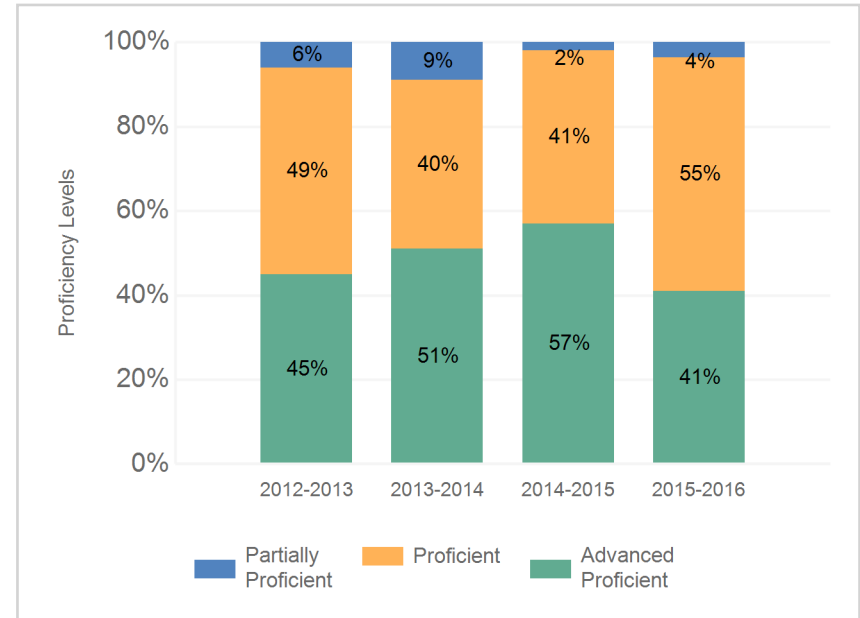
### NJASK Results Science - Grade Level 04

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	41%	55%	4%
White	44%	53%	3%
African American	S	S	S
Hispanic	S	S	S
American Indian	S	S	S
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	8%	85%	8%
English Language Learners	N	N	N
Economically Disadvantaged Students	36%	64%	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.





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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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### 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	49	49	50
Student Growth on Math	52	53	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%	4%	2%
Partially Met (L2)	2%	7%	2%
Approached (L3)	9%	10%	14%
Met (L4)	15%	13%	15%
Exceeded (L5)	4%	1%	0%

### 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)	4%	2%	1%
Partially Met (L2)	2%	2%	4%
Approached (L3)	12%	13%	14%
Met (L4)	11%	15%	17%
Exceeded (L5)	1%	1%	1%



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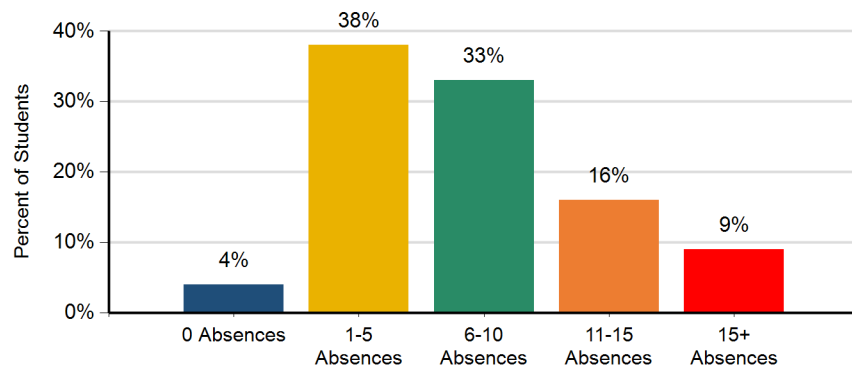
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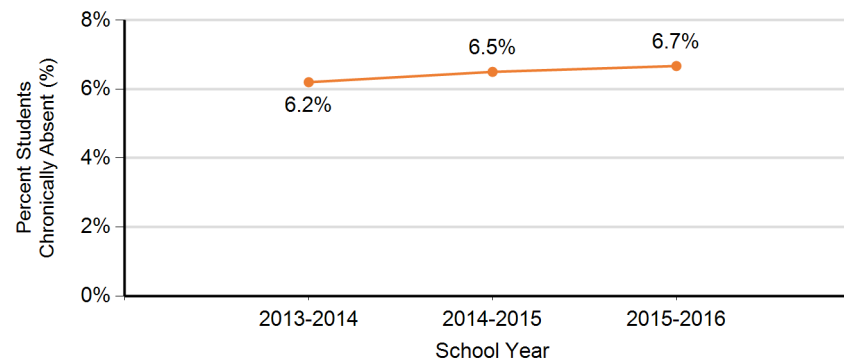
## Absenteeism

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. 10 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. 40 Mins.
Shared Time	2 Hrs. 30 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	9:1
Administrator	233:1

### Student Suspension Rate

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

	School
2015-16	0.6%

### 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	92%



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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 09-PG

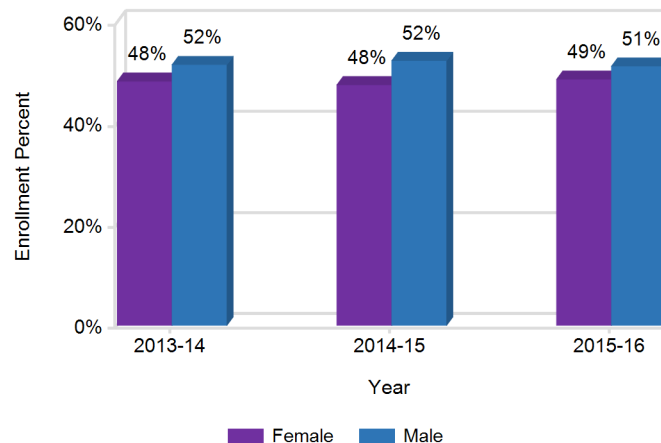
### Enrollment by Grade

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	345	317	326
Grade 10	345	341	328
Grade 11	297	326	308
Grade 12	341	302	308
UG	18	13	9
<b>Total</b>	<b>1345</b>	<b>1297</b>	<b>1279</b>

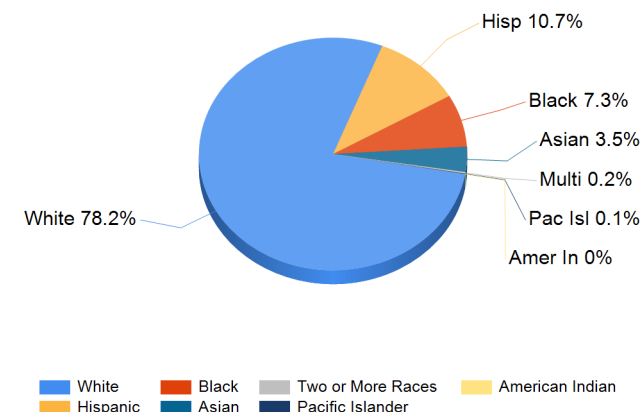
### Enrollment by Gender

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



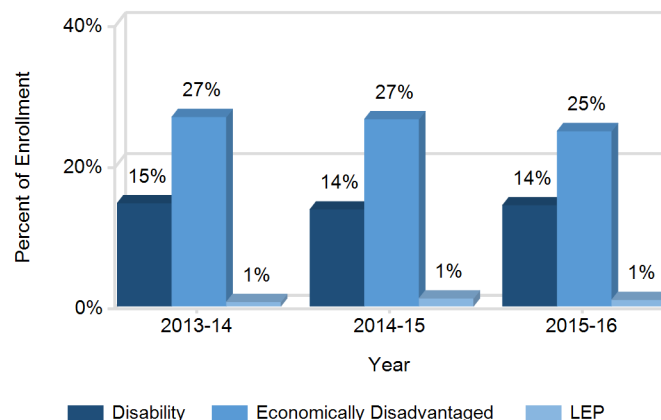
### Enrollment by Ethnic/ Racial Subgroup

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	96.8%
Spanish	1.6%
Arabic	0.9%
Russian	0.3%
Philippine languages	0.2%
Other	0.2%

\* 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.



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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.

## 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	45%	S	42
Mathematics Met or Exceeded Expectations	26%	S	46

## 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	612	45%	42	97%	✓	554	26%	46	96%	✓
White	483	46%	31	96%	✓	440	27%	35	96%	✓
African American	41	39%	50	100%	✓	S	S	S	S	
Hispanic	65	34%	33	99%	✓	60	13%	36	97%	✓
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	94	12%	39	93%	X	93	3%	51	95%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	155	34%	46	97%	✓	133	18%	52	95%	✓





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## 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	313	743	747	746	9%	19%	29%	37%	6%	43%	49%
White	247	744	748	754	7%	19%	30%	39%	5%	45%	58%
African American	S	S	738	729	S	S	S	S	S	S	30%
Hispanic	33	727	737	730	21%	21%	27%	30%	N	30%	34%
Asian	S	S	768	774	S	S	S	S	S	S	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	N	N	N	748	N	N	N	N	N	N	53%
Students with Disability	S	S	717	713	S	S	S	S	S	S	12%
English Language Learners	N	N	N	693	N	N	N	N	N	N	4%
Economically Disadvantaged Students	84	729	734	729	18%	26%	30%	21%	5%	26%	31%

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



State of New Jersey  
2015-2016

Grade Span 09-PG

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## 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>317</b>	<b>741</b>	<b>742</b>	<b>740</b>	<b>16%</b>	<b>21%</b>	<b>19%</b>	<b>33%</b>	<b>12%</b>	<b>45%</b>	<b>44%</b>
White	245	744	743	747	15%	20%	19%	33%	14%	47%	50%
African American	20	735	741	722	15%	25%	20%	35%	5%	40%	28%
Hispanic	38	730	729	726	18%	24%	21%	29%	8%	37%	33%
Asian	S	S	755	767	S	S	S	S	S	S	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	S	S	701	741	S	S	S	S	S	S	45%
Students with Disability	S	S	700	702	S	S	S	S	S	S	11%
English Language Learners	N	N	N	685	N	N	N	N	N	N	4%
Economically Disadvantaged Students	77	730	730	723	22%	27%	14%	29%	8%	36%	30%

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



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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	295	723	720	736	31%	27%	15%	24%	4%	28%	40%
White	219	725	720	739	31%	24%	13%	28%	4%	32%	42%
African American	S	S	712	728	S	S	S	S	S	S	30%
Hispanic	43	717	717	732	28%	37%	21%	9%	5%	14%	37%
Asian	S	S	737	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	S	S	S	710	S	S	S	S	S	S	13%
English Language Learners	N	N	N	702	N	N	N	N	N	N	8%
Economically Disadvantaged Students	74	719	715	730	32%	34%	12%	18%	4%	22%	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.



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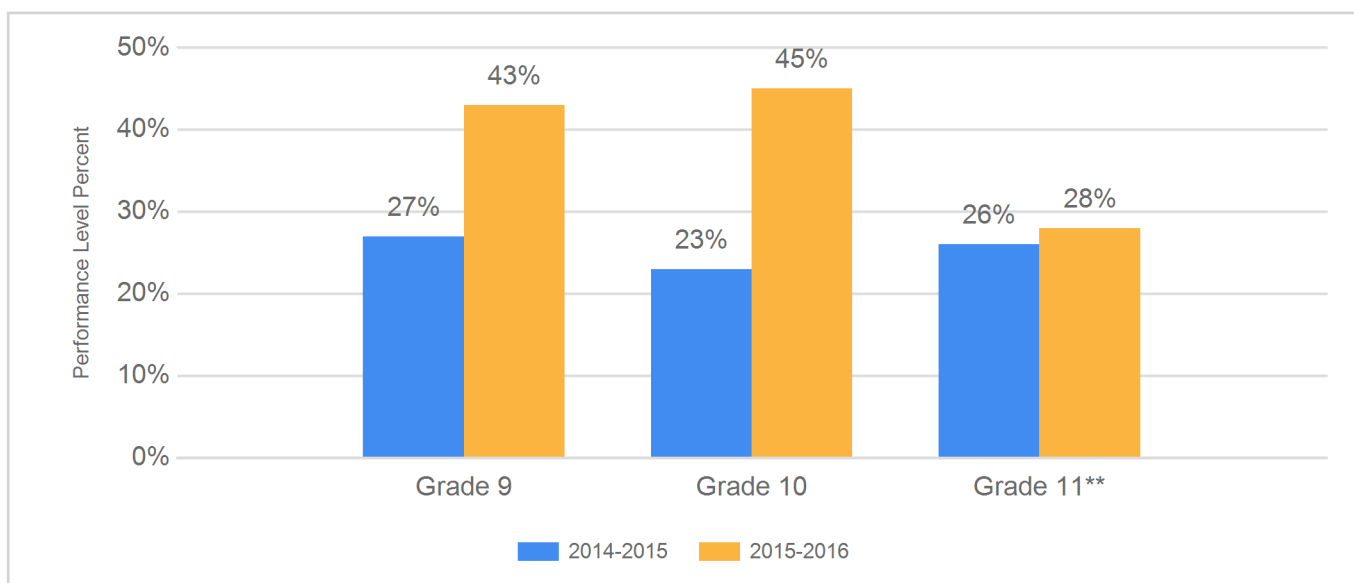
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## PARCC ELA Performance Trends

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



\*\*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.



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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>281</b>	<b>727</b>	<b>732</b>	<b>727</b>	<b>14%</b>	<b>30%</b>	<b>37%</b>	<b>20%</b>	<b>N</b>	<b>20%</b>	<b>41%</b>
White	216	727	733	734	13%	30%	35%	22%	N	22%	51%
African American	19	728	725	717	5%	37%	42%	16%	N	16%	20%
Hispanic	S	S	725	720	S	S	S	S	S	S	25%
Asian	S	S	742	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	S	S	711	708	S	S	S	S	S	S	10%
English Language Learners	S	S	S	707	S	S	S	S	S	S	9%
Economically Disadvantaged Students	79	723	727	719	17%	33%	38%	13%	N	13%	23%

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



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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>230</b>	<b>726</b>	<b>730</b>	<b>730</b>	<b>6%</b>	<b>43%</b>	<b>40%</b>	<b>12%</b>	<b>N</b>	<b>12%</b>	<b>27%</b>
White	176	729	731	736	4%	38%	45%	14%	N	14%	34%
African American	S	S	721	717	S	S	S	S	S	S	9%
Hispanic	S	S	722	720	S	S	S	S	S	S	13%
Asian	S	S	741	750	S	S	S	S	S	S	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	S	S	719	730	S	S	S	S	S	S	29%
Students with Disability	S	S	712	709	S	S	S	S	S	S	5%
English Language Learners	N	N	N	710	N	N	N	N	N	N	6%
Economically Disadvantaged Students	S	S	725	719	S	S	S	S	S	S	12%

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



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## 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>288</b>	<b>717</b>	<b>724</b>	<b>722</b>	<b>35%</b>	<b>24%</b>	<b>15%</b>	<b>26%</b>	<b>0%</b>	<b>26%</b>	<b>27%</b>
White	225	719	725	728	31%	25%	16%	27%	0%	27%	31%
African American	18	703	714	700	50%	28%	11%	11%	N	11%	8%
Hispanic	34	705	712	707	56%	18%	9%	18%	N	18%	12%
Asian	11	744	753	754	18%	9%	9%	64%	N	64%	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	S	S	693	690	S	S	S	S	S	S	5%
English Language Learners	N	N	N	692	N	N	N	N	N	N	7%
Economically Disadvantaged Students	74	710	712	705	43%	31%	8%	18%	N	18%	11%

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



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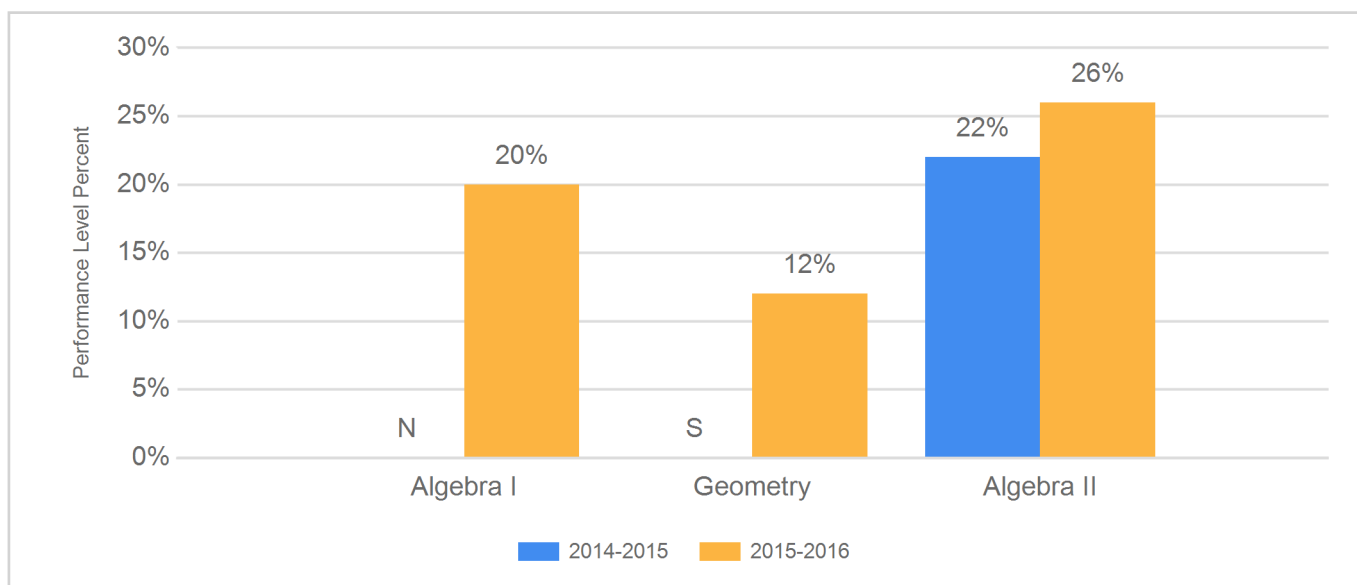
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## PARCC Math Performance Trends

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







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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.

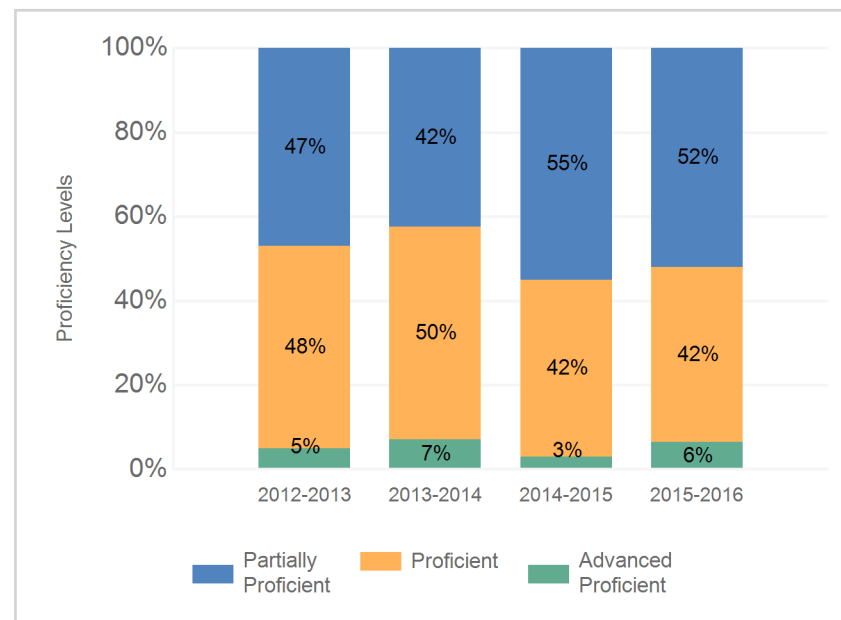
### Proficiency Outcomes - Biology

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	6%	42%	52%
White	6%	44%	49%
African American	8%	27%	65%
Hispanic	N	32%	68%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	2%	18%	81%
English Language Learners	S	S	S
Economically Disadvantaged Students	2%	32%	66%

### Proficiency Trends - Biology

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





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

## 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	96.3%	95.5%
Percent of Students Participating in SAT	53.6%	58.0%
Percent of Students Participating in ACT	19.8%	27.6%

## PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
<b>PSAT</b>	946	950
<b>SAT</b>	-	-
Reading and Writing	540	537
Math	541	538
<b>ACT</b>	-	-
Reading	21	23
English	20	22
Math	22	23
Science	21	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	80%	71%
Math	530	55%	53%
<b>ACT</b>	-	-	-
Reading	22	46%	58%
English	18	72%	74%
Math	22	61%	61%
Science	23	38%	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>	1050	940	830
<b>SAT</b>	-	-	-
Reading and Writing	590	540	490
Math	600	530	480
<b>ACT</b>	-	-	-
Reading	24	21	17
English	23	20	17
Math	26	23	18
Science	24	21	18

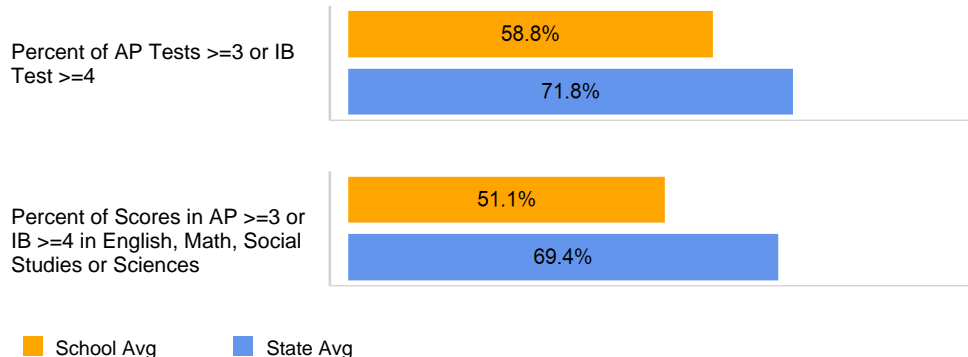


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## AP/ IB Test Performance

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	25.0%	39.1%
One of More Test	29.5%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	23.2%	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	46	46
AP Calculus AB	27	27
AP Calculus BC	11	11
AP Chemistry	29	29
AP English Language and Composition	9	9
AP English Literature and Composition	13	13
AP Environmental Science	0	34
AP French Language	5	5
AP Macroeconomics	12	12
AP Music Theory	1	1
AP Physics 1	0	12
AP Physics C	21	0
AP Physics C: Mechanics	0	9
AP Psychology	0	51
AP Spanish Language	5	5
AP Statistics	13	10
AP Studio Art—Drawing Portfolio	8	0
AP Studio Art—General Portfolio	0	7
AP Studio Art—Two-Dimensional	0	2
AP U.S. Government and Politics	25	24
AP U.S. History	12	10
Student AP Tests $\geq 3$ and IB Tests $\geq 4$		107



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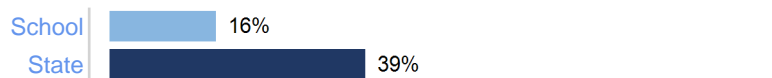
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## Visual and Performing Arts

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



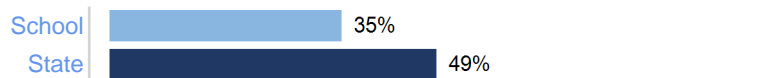
### DRAMA



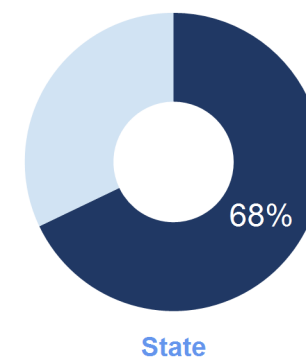
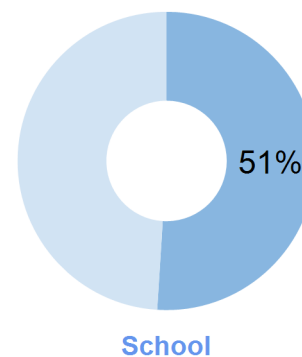
### DANCE



### VISUAL ARTS

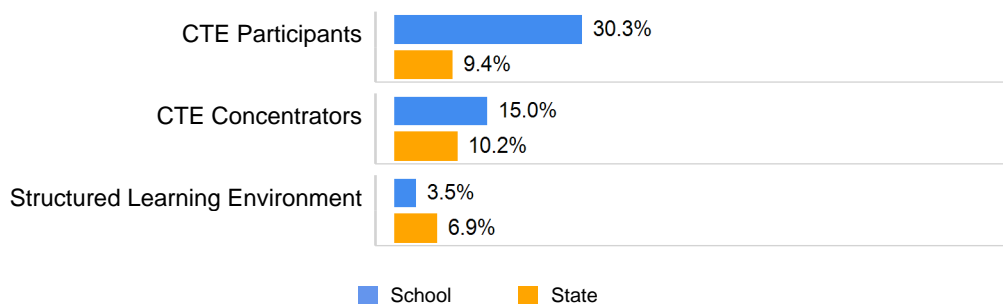


### Any Visual and Performing Arts



## 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.





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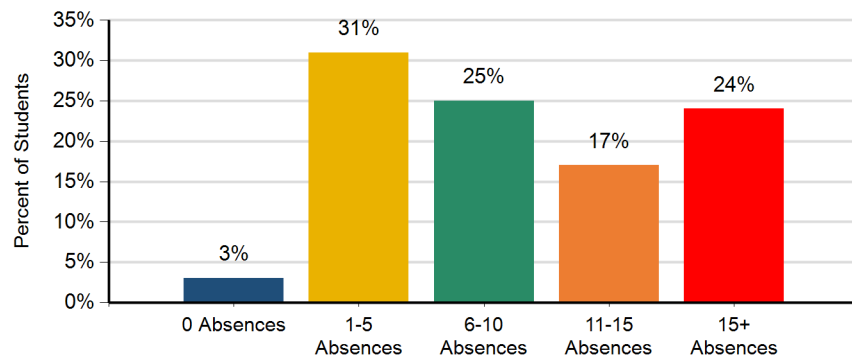
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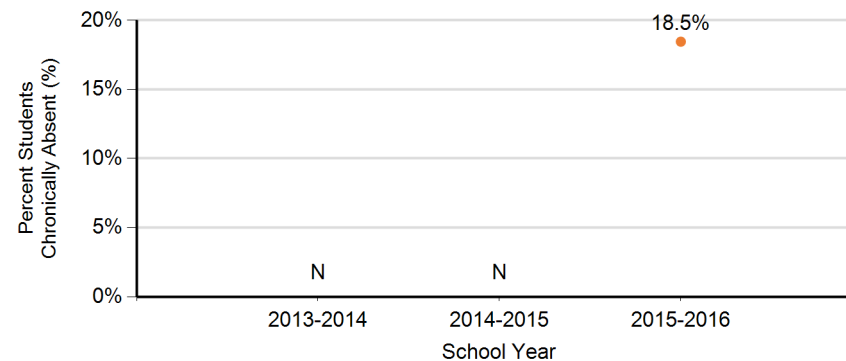
## Absenteeism

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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### 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	89.7%	33	81%
White	90.4%	23	
African American	S	S	
Hispanic	87.9%	45	
American Indian	N	N	
Asian	S	S	
Native Hawaiian	N	N	
Two or More Races	N	2	
Students with Disability	74.6%	27	
English Language Learners	S	S	
Economically Disadvantaged Students	88.1%	53	

### 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	1.4%	1.2%
White	1.2%	0.6%
African American	1.1%	2.6%
Hispanic	3.7%	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	N	1.7%
English Language Learners	0.1%	0.1%
Economically Disadvantaged Students	N	1.7%



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### 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	97%	96%
2014	91%	94%
2015	92%	92%
2016	90%	

### 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	74.4%	48.2%	51.8%
White	75.4%	50.9%	49.1%
African American	S	S	S
Hispanic	65.6%	42.9%	57.1%
American Indian	0.0%	0.0%	0.0%
Asian	S	S	S
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	58.6%	52.9%	47.1%



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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. 23 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. 28 Mins.
Shared Time	2 Hrs. 50 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	143:1

### Student Suspension Rate

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

	School
2015-16	18.1%

### 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	91%





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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  
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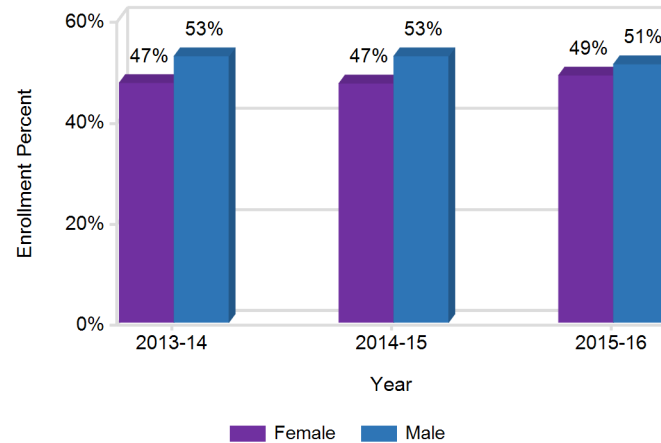
## Enrollment by Grade

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	393	374	374
Grade 10	426	396	373
Grade 11	387	399	349
Grade 12	399	384	385
UG	28	35	21
Total	1633	1587	1502

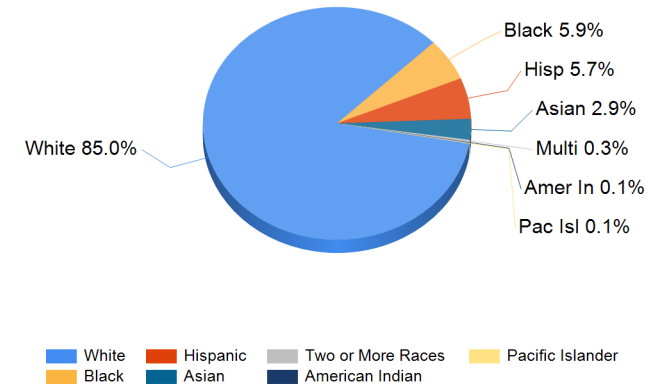
## Enrollment by Gender

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



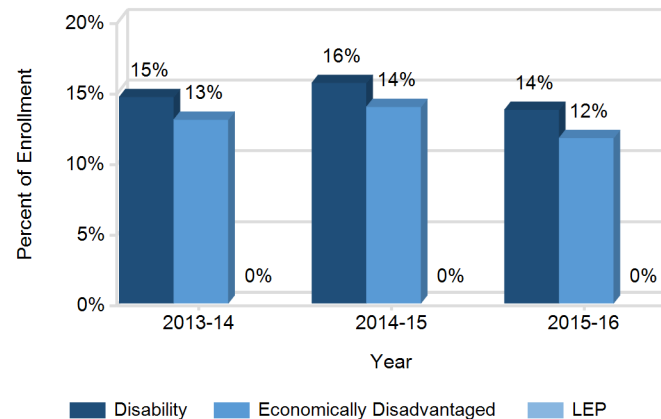
## Enrollment by Ethnic/ Racial Subgroup

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	99.3%
Spanish	0.3%
Ukrainian	0.1%
Urdu	0.1%
Vietnamese	0.1%
Other	0.2%

\* 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.



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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.

## 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	49%	S	43
Mathematics Met or Exceeded Expectations	35%	S	64

## 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	717	49%	43	96%	✓	667	35%	64	97%	✓
White	604	49%	28	95%	✓	562	36%	54	97%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	48	44%	50	96%	✓	44	18%	57	100%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	94	15%	57	90%	X	91	10%	71	94%	X
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	82	39%	50	88%	X	81	22%	71	93%	X



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## 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	360	751	747	746	3%	13%	31%	48%	6%	53%	49%
White	303	751	748	754	4%	12%	30%	48%	6%	55%	58%
African American	16	740	738	729	N	31%	38%	31%	N	31%	30%
Hispanic	24	751	737	730	N	8%	46%	42%	4%	46%	34%
Asian	13	763	768	774	N	8%	15%	69%	8%	77%	78%
American Indian	S	S	S	734	S	S	S	S	S	S	40%
Two or More Races	S	S	S	748	S	S	S	S	S	S	53%
Students with Disability	S	S	717	713	S	S	S	S	S	S	12%
English Language Learners	N	N	N	693	N	N	N	N	N	N	4%
Economically Disadvantaged Students	42	743	734	729	5%	26%	29%	36%	5%	41%	31%

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



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## 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>360</b>	<b>742</b>	<b>742</b>	<b>740</b>	<b>19%</b>	<b>15%</b>	<b>22%</b>	<b>32%</b>	<b>13%</b>	<b>44%</b>	<b>44%</b>
White	302	742	743	747	19%	16%	22%	31%	13%	44%	50%
African American	21	746	741	722	19%	14%	24%	19%	24%	43%	28%
Hispanic	24	727	729	726	25%	17%	17%	42%	N	42%	33%
Asian	S	S	755	767	S	S	S	S	S	S	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	S	S	701	741	S	S	S	S	S	S	45%
Students with Disability	54	703	700	702	54%	22%	9%	15%	N	15%	11%
English Language Learners	N	N	N	685	N	N	N	N	N	N	4%
Economically Disadvantaged Students	40	729	730	723	30%	20%	15%	28%	8%	35%	30%

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



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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	327	717	720	736	34%	27%	21%	14%	5%	18%	40%
White	287	717	720	739	35%	27%	20%	14%	5%	19%	42%
African American	S	S	712	728	S	S	S	S	S	S	30%
Hispanic	24	716	717	732	29%	38%	21%	8%	4%	13%	37%
Asian	S	S	737	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	48	708	707	710	46%	31%	13%	8%	2%	10%	13%
English Language Learners	N	N	N	702	N	N	N	N	N	N	8%
Economically Disadvantaged Students	S	S	715	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.



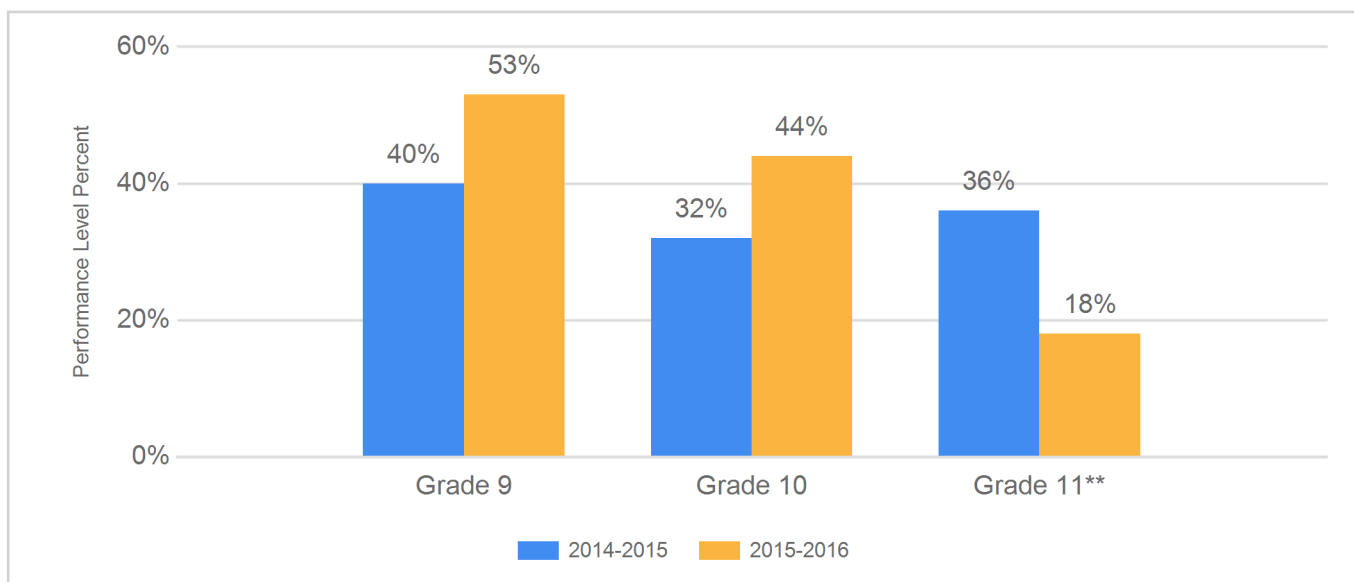
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## PARCC ELA Performance Trends

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



\*\*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.



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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>257</b>	<b>738</b>	<b>732</b>	<b>727</b>	<b>7%</b>	<b>23%</b>	<b>34%</b>	<b>36%</b>	<b>N</b>	<b>36%</b>	<b>41%</b>
White	219	738	733	734	6%	23%	34%	37%	N	37%	51%
African American	14	721	725	717	29%	21%	29%	21%	N	21%	20%
Hispanic	15	734	725	720	7%	33%	33%	27%	N	27%	25%
Asian	S	S	742	746	S	S	S	S	S	S	76%
American Indian	S	S	S	726	S	S	S	S	S	S	38%
Two or More Races	S	S	S	727	S	S	S	S	S	S	47%
Students with Disability	S	S	711	708	S	S	S	S	S	S	10%
English Language Learners	N	N	N	707	N	N	N	N	N	N	9%
Economically Disadvantaged Students	36	735	727	719	14%	17%	39%	31%	N	31%	23%

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





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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>301</b>	<b>733</b>	<b>730</b>	<b>730</b>	<b>5%</b>	<b>26%</b>	<b>49%</b>	<b>21%</b>	<b>N</b>	<b>21%</b>	<b>27%</b>
White	245	734	731	736	5%	26%	47%	22%	N	22%	34%
African American	S	S	721	717	S	S	S	S	S	S	9%
Hispanic	29	728	722	720	10%	24%	55%	10%	N	10%	13%
Asian	12	747	741	750	N	N	75%	25%	N	25%	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	S	S	719	730	S	S	S	S	S	S	29%
Students with Disability	S	S	712	709	S	S	S	S	S	S	5%
English Language Learners	N	N	N	710	N	N	N	N	N	N	6%
Economically Disadvantaged Students	S	S	725	719	S	S	S	S	S	S	12%

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



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## 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>337</b>	<b>730</b>	<b>724</b>	<b>722</b>	<b>21%</b>	<b>26%</b>	<b>22%</b>	<b>29%</b>	<b>2%</b>	<b>31%</b>	<b>27%</b>
White	289	729	725	728	20%	29%	21%	28%	2%	30%	31%
African American	S	S	714	700	S	S	S	S	S	S	8%
Hispanic	22	724	712	707	32%	23%	27%	18%	N	18%	12%
Asian	S	S	753	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	S	S	693	690	S	S	S	S	S	S	5%
English Language Learners	N	N	N	692	N	N	N	N	N	N	7%
Economically Disadvantaged Students	27	717	712	705	30%	37%	15%	19%	N	19%	11%

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



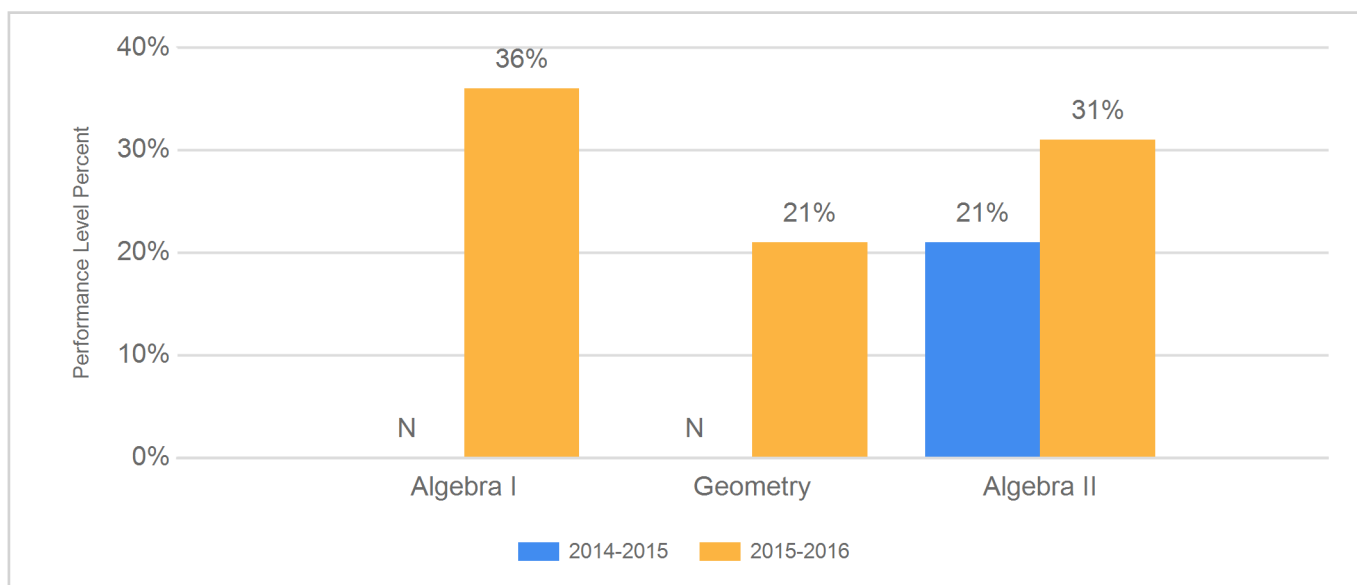
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## PARCC Math Performance Trends

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





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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.

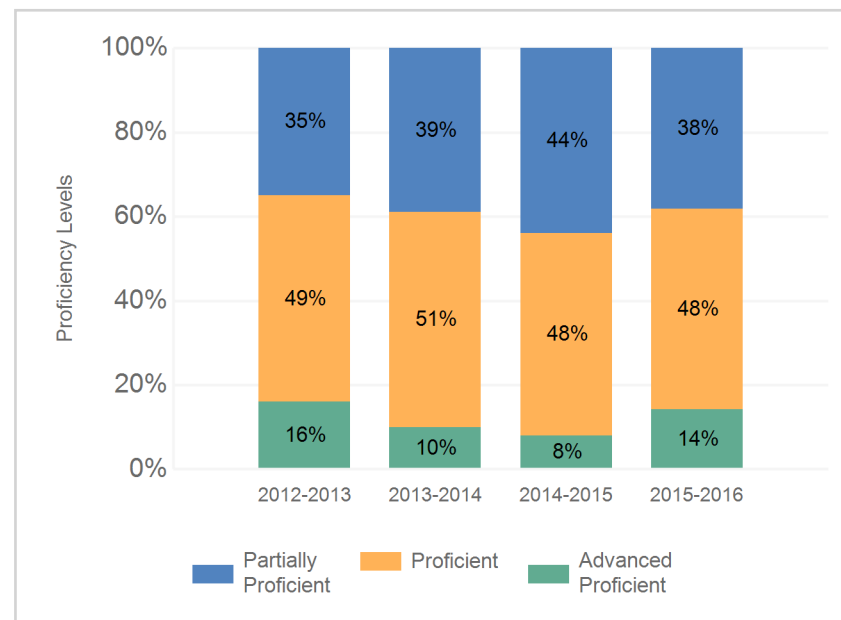
### Proficiency Outcomes - Biology

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	14%	48%	38%
White	15%	48%	37%
African American	11%	28%	61%
Hispanic	11%	50%	39%
American Indian	S	S	S
Asian	25%	58%	17%
Two or More Races	S	S	S
Students with Disability	2%	10%	88%
English Language Learners	N	N	N
Economically Disadvantaged Students	8%	47%	45%

### Proficiency Trends - Biology

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





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

## 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	97.7%	95.5%
Percent of Students Participating in SAT	68.7%	58.0%
Percent of Students Participating in ACT	27.0%	27.6%

## 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	80%	71%
Math	530	64%	53%
<b>ACT</b>	-	-	-
Reading	22	61%	58%
English	18	72%	74%
Math	22	66%	61%
Science	23	46%	49%

## PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
<b>PSAT</b>	981	950
<b>SAT</b>	-	-
Reading and Writing	549	537
Math	561	538
<b>ACT</b>	-	-
Reading	23	23
English	21	22
Math	24	23
Science	22	22

## 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>	1090	980	870
<b>SAT</b>	-	-	-
Reading and Writing	610	550	490
Math	620	560	500
<b>ACT</b>	-	-	-
Reading	27	23	19
English	25	22	17
Math	28	25	19
Science	25	22	19

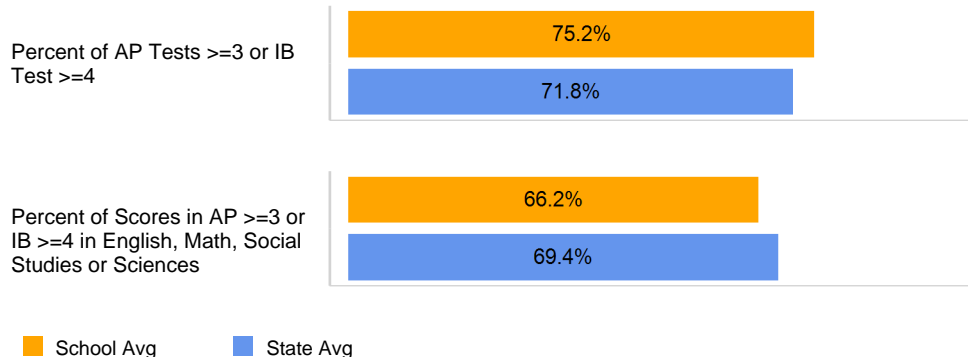


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## AP/ IB Test Performance

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	41.4%	39.1%
One of More Test	44.0%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	37.5%	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 Art—History of Art	0	2
AP Biology	68	66
AP Calculus AB	50	50
AP Calculus BC	37	37
AP Chemistry	90	91
AP Computer Science A	20	19
AP English Language and Composition	35	35
AP English Literature and Composition	17	17
AP Environmental Science	0	18
AP Macroeconomics	13	13
AP Music Theory	8	8
AP Physics 1	0	55
AP Physics B	55	0
AP Physics C	34	0
AP Physics C: Mechanics	0	32
AP Psychology	0	86
AP Spanish Language	1	1
AP Statistics	34	34
AP Studio Art—Drawing Portfolio	14	0
AP Studio Art—General Portfolio	0	15
AP U.S. Government and Politics	23	23
AP U.S. History	64	63
Student AP Tests $\geq 3$ and IB Tests $\geq 4$		243



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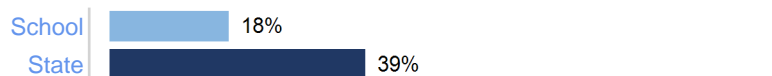
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## Visual and Performing Arts

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



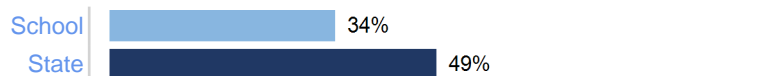
### DRAMA



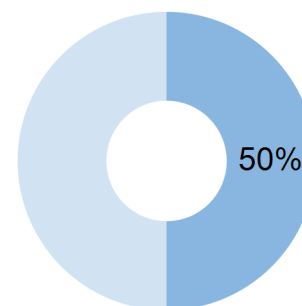
### DANCE



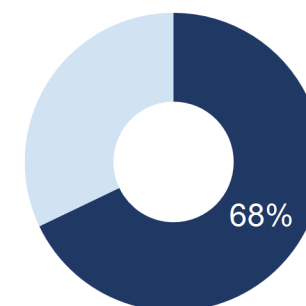
### VISUAL ARTS



### Any Visual and Performing Arts



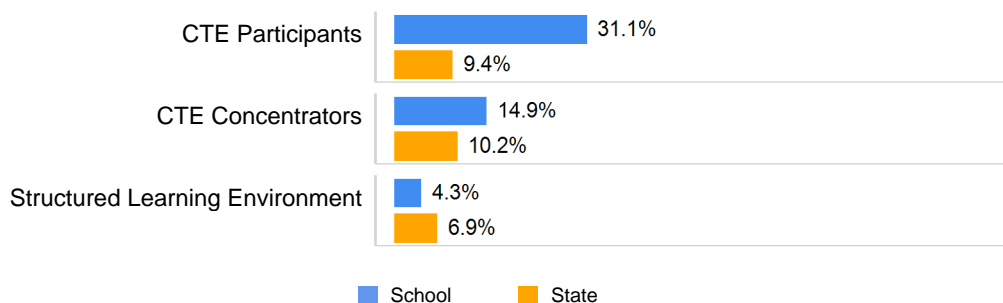
School



State

## 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.



■ School ■ State



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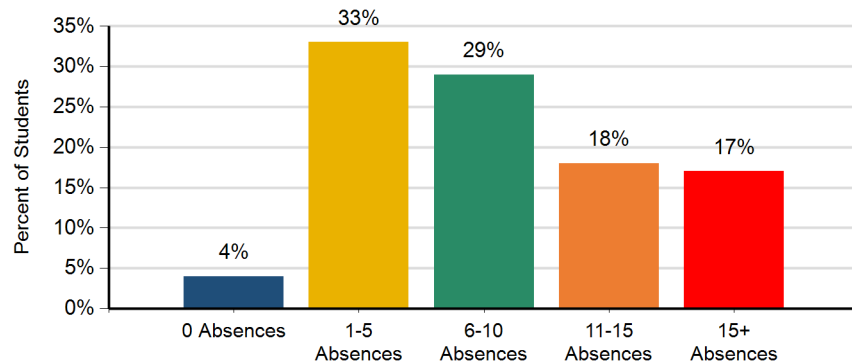
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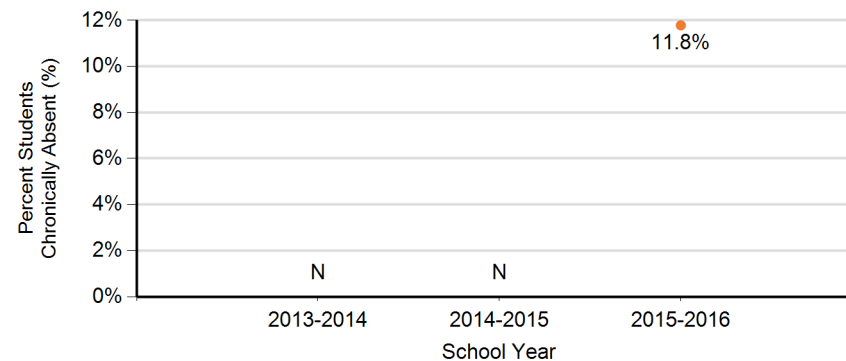
## Absenteeism

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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## 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	92.3%	47	81%
White	92.1%	30	
African American	S	S	
Hispanic	S	S	
American Indian	N	N	
Asian	S	S	
Native Hawaiian	S	S	
Two or More Races	N	N	
Students with Disability	73%	25	
English Language Learners	S	S	
Economically Disadvantaged Students	81.8%	28	

## 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	0.2%	0.6%
African American	1.2%	2.6%
Hispanic	N	2.2%
American Indian	N	3.4%
Asian	2.3%	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	1.1%	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	N	1.7%



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### 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%	95%
2014	93%	94%
2015	94%	95%
2016	92%	

### 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	77.8%	39.6%	60.4%
White	79.3%	41.2%	58.8%
African American	S	S	S
Hispanic	S	S	S
American Indian	S	S	S
Asian	S	S	S
Native Hawaiian	S	S	S
Two or More Races	0.0%	0.0%	0.0%
Students with Disability	52.6%	80.0%	20.0%
English Language Learners	0.0%	0.0%	0.0%
Economically Disadvantaged Students	71.1%	55.6%	44.4%



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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. 23 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. 28 Mins.
Shared Time	2 Hrs. 50 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	251:1

### Student Suspension Rate

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

	School
2015-16	5.2%

### 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	92%



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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)



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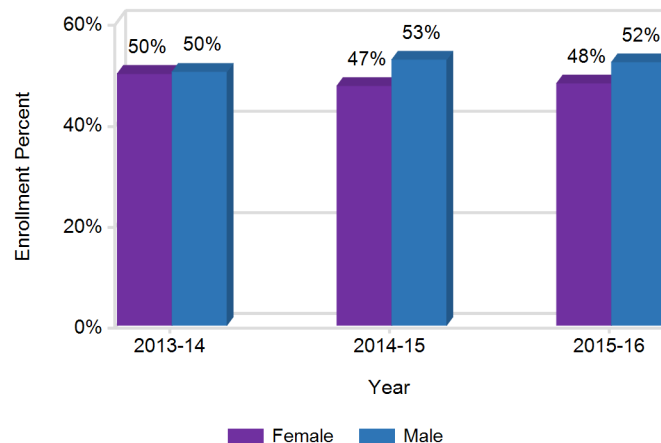
## Enrollment by Grade

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	0	0	0
Grade KG	81	105	97
Grade 01	95	104	108
Grade 02	126	94	107
Grade 03	104	131	88
Grade 04	115	94	129
Grade 05	114	123	93
UG	0	1	0
Total	635	652	622

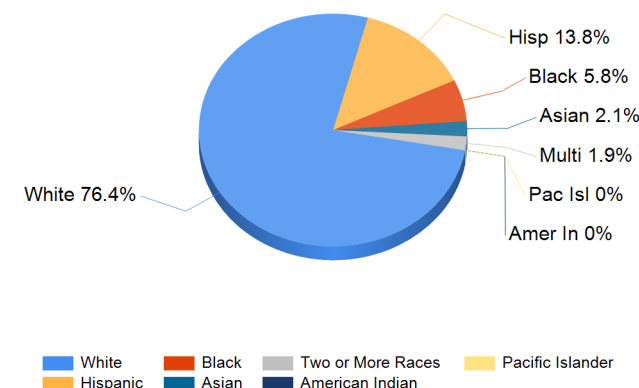
## Enrollment by Gender

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



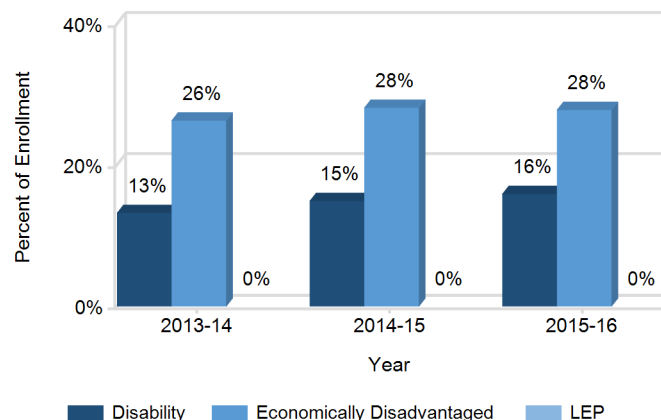
## Enrollment by Ethnic/ Racial Subgroup

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	96.0%
Spanish	3.5%
Greek, Modern (1453-)	0.2%
Portuguese	0.2%
Russian	0.2%

\* 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.



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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	46%	13	32
Mathematics Met or Exceeded Expectations	40%	13	35

## 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	279	46%	32	96%	✓	279	40%	35	96%	✓
White	225	46%	20	95%	✓	224	42%	25	95%	✓
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	54	19%	34	95%	✓	54	19%	45	95%	✓
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	74	38%	48	95%	✓	74	28%	45	94%	✗

## 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>	87	739	746	746	12%	15%	37%	37%	N	37%	48%
White	70	738	747	756	11%	13%	40%	36%	N	36%	58%
African American	S	S	728	727	S	S	S	S	S	S	30%
Hispanic	11	734	738	730	9%	27%	36%	27%	N	27%	31%
Asian	S	S	771	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	S	S	720	718	S	S	S	S	S	S	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	26	738	736	727	23%	19%	15%	42%	N	42%	28%
PARCC MATH											
<b>Schoolwide</b>	88	741	749	749	10%	19%	27%	40%	3%	43%	52%
White	71	741	750	757	11%	17%	28%	41%	3%	44%	63%
African American	S	S	732	730	S	S	S	S	S	S	31%
Hispanic	11	733	741	736	9%	27%	36%	27%	N	27%	35%
Asian	S	S	780	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	17	715	727	727	35%	41%	12%	12%	N	12%	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	26	736	739	732	12%	31%	19%	35%	4%	39%	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>	122	749	751	750	5%	12%	34%	43%	7%	50%	54%
White	97	751	752	759	5%	10%	31%	47%	6%	54%	64%
African American	S	S	747	733	S	S	S	S	S	S	33%
Hispanic	14	737	733	737	7%	21%	50%	14%	7%	21%	37%
Asian	S	S	757	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	776	756	S	S	S	S	S	S	62%
Students with Disability	23	728	731	723	17%	17%	52%	13%	N	13%	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	30	739	736	734	7%	20%	40%	30%	3%	33%	33%
PARCC MATH											
<b>Schoolwide</b>	121	742	747	745	5%	22%	31%	40%	3%	43%	47%
White	96	743	748	752	3%	22%	30%	42%	3%	45%	57%
African American	S	S	738	727	S	S	S	S	S	S	24%
Hispanic	14	728	732	733	14%	21%	50%	14%	N	14%	30%
Asian	S	S	773	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	766	750	S	S	S	S	S	S	54%
Students with Disability	23	723	730	724	22%	35%	22%	22%	N	22%	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	29	731	735	730	14%	24%	35%	28%	N	28%	27%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded 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>	86	742	748	751	9%	12%	37%	41%	1%	42%	53%
White	69	741	749	758	10%	13%	35%	41%	1%	42%	64%
African American	S	S	732	733	S	S	S	S	S	S	32%
Hispanic	S	S	741	738	S	S	S	S	S	S	37%
Asian	S	S	754	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	713	720	723	36%	21%	29%	14%	N	14%	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	20	738	738	735	10%	10%	50%	30%	N	30%	33%
PARCC MATH											
<b>Schoolwide</b>	87	738	748	747	8%	16%	46%	28%	2%	30%	47%
White	69	737	749	753	9%	17%	42%	30%	1%	32%	57%
African American	S	S	734	728	S	S	S	S	S	S	24%
Hispanic	S	S	741	735	S	S	S	S	S	S	31%
Asian	S	S	749	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	S	S	722	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	21	733	740	732	5%	29%	52%	14%	N	14%	28%

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



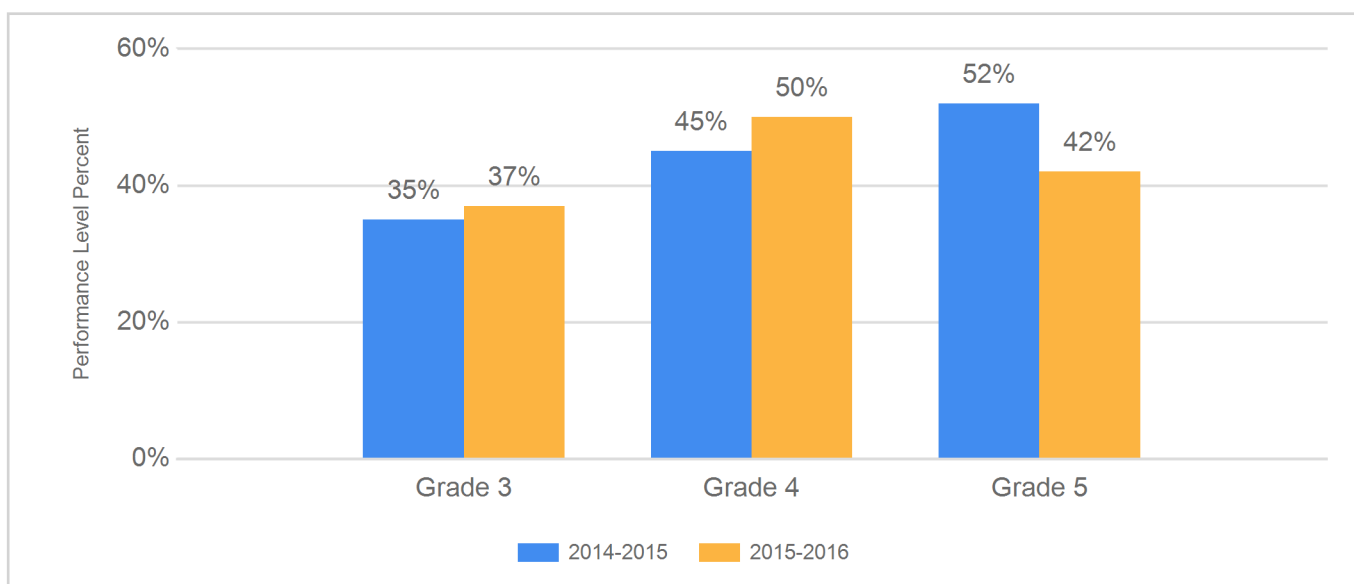
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### PARCC ELA Performance Trends

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





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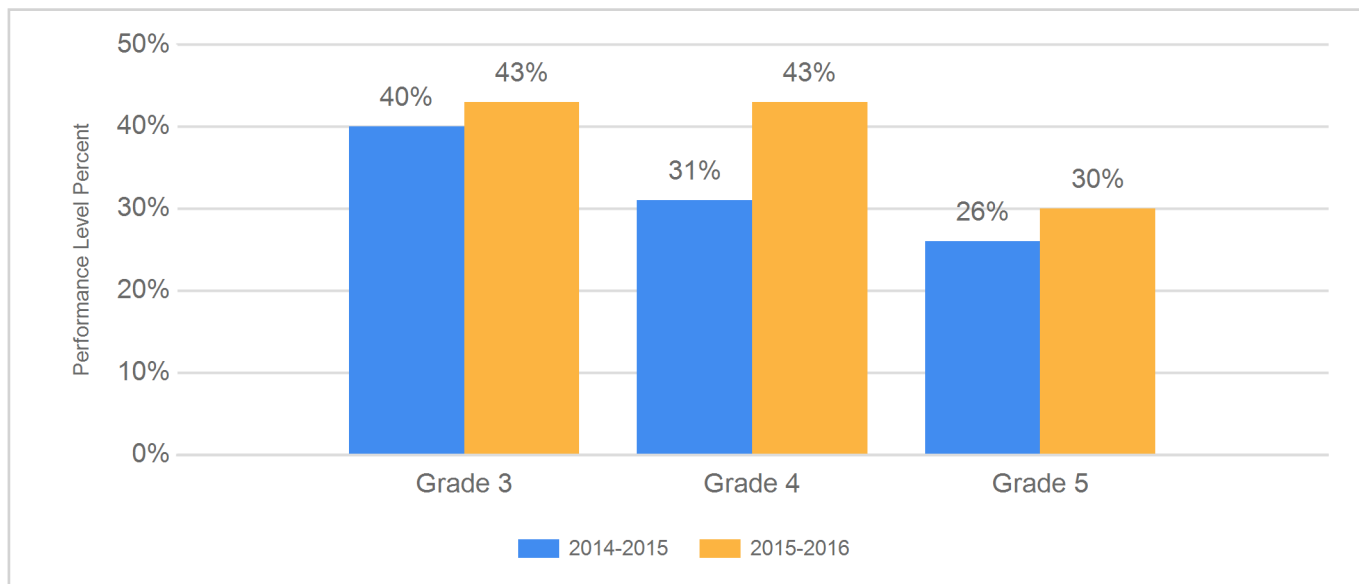
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## PARCC Math Performance Trends

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





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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

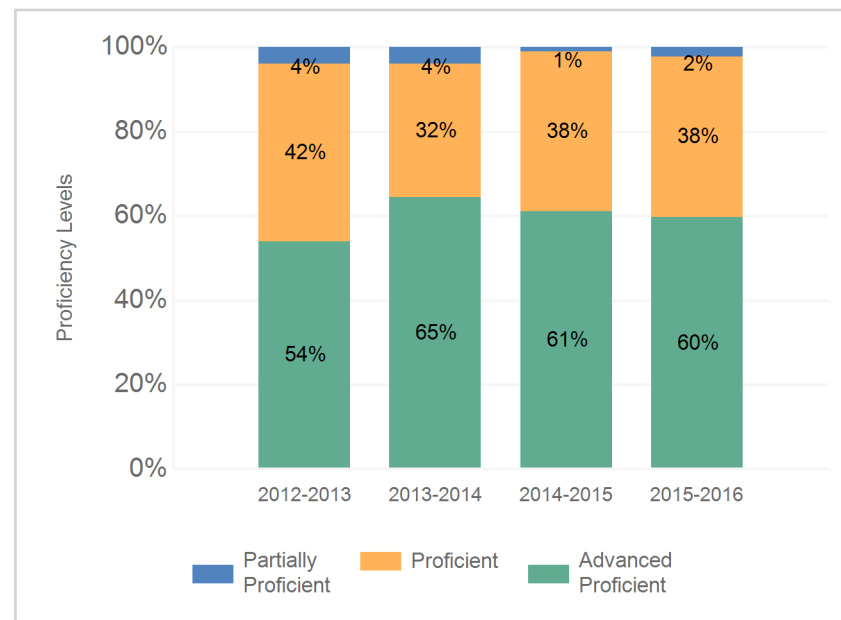
### NJASK Results Science - Grade Level 04

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	60%	38%	2%
White	63%	35%	2%
African American	S	S	S
Hispanic	50%	50%	N
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	50%	50%	N
English Language Learners	N	N	N
Economically Disadvantaged Students	47%	50%	3%

### 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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## 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



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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	49	49	50
Student Growth on Math	50	53	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)	3%	4%	4%
Partially Met (L2)	4%	5%	8%
Approached (L3)	11%	11%	9%
Met (L4)	14%	14%	8%
Exceeded (L5)	1%	2%	2%

### 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)	3%	1%	2%
Partially Met (L2)	7%	8%	8%
Approached (L3)	15%	9%	10%
Met (L4)	10%	12%	11%
Exceeded (L5)	1%	1%	2%



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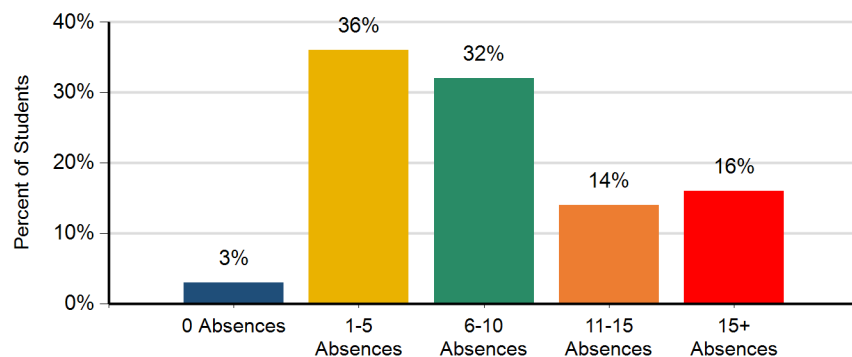
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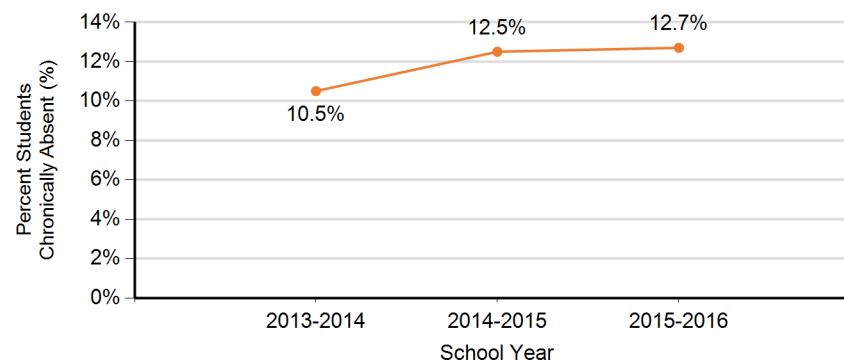
## Absenteeism

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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JACKSON, NJ 08527-3497

### 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. 10 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. 40 Mins.
Shared Time	2 Hrs. 30 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	311:1

### 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	91%





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Switlik Elementary School  
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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  
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Grade Span 3H-05

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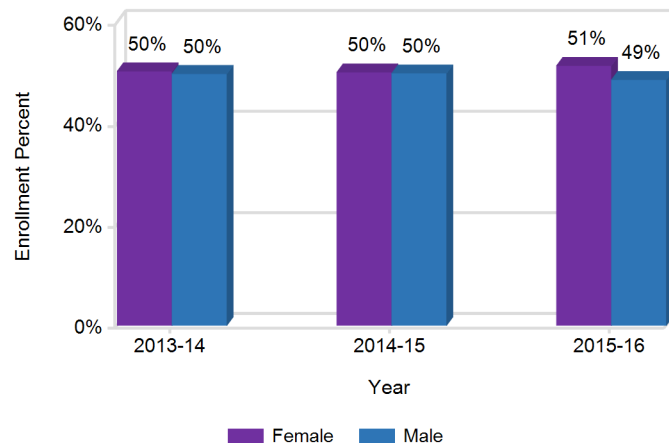
## Enrollment by Grade

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	0	0	0
Grade KG	87	111	125
Grade 01	131	107	132
Grade 02	154	132	119
Grade 03	158	152	143
Grade 04	139	159	162
Grade 05	131	143	155
UG	0	2	0
<b>Total</b>	<b>800</b>	<b>806</b>	<b>836</b>

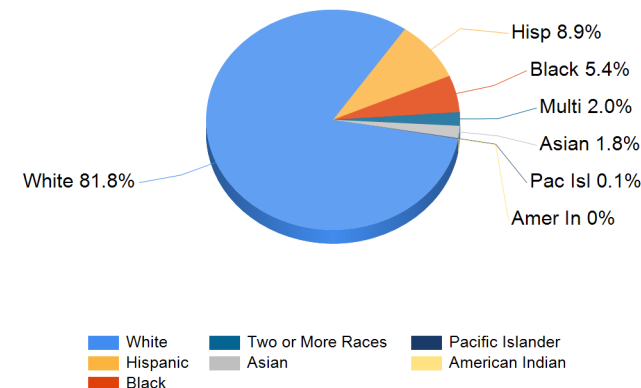
## Enrollment by Gender

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



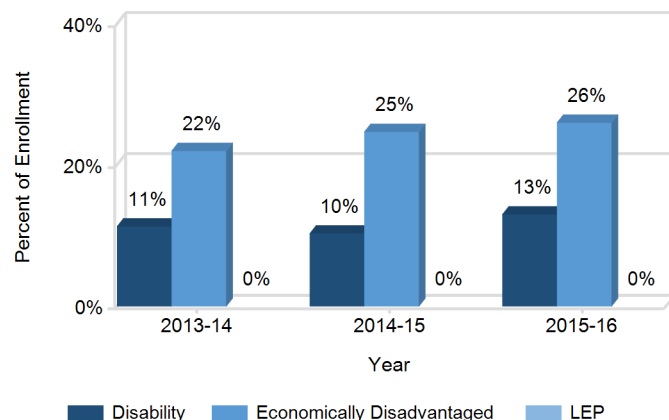
## Enrollment by Ethnic/ Racial Subgroup

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	97.7%
Spanish	1.3%
Creoles and pidgins	0.2%
Creoles and pidgins, English based	0.1%
Egyptian (Ancient)	0.1%
Other	0.4%

\* 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.



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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	47%	25	35
Mathematics Met or Exceeded Expectations	46%	38	43

## 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	413	47%	35	97%	✓	413	46%	43	97%	✓
White	359	49%	26	96%	✓	359	48%	35	96%	✓
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	N	N	N	N		N	N	N	N	
Students with Disability	51	14%	33	93%	X	51	18%	45	93%	X
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	84	29%	29	97%	✓	84	24%	29	97%	✓



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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>	139	744	746	746	9%	20%	23%	45%	3%	48%	48%
White	117	747	747	756	8%	18%	21%	50%	3%	53%	58%
African American	S	S	728	727	S	S	S	S	S	S	30%
Hispanic	S	S	738	730	S	S	S	S	S	S	31%
Asian	S	S	771	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	15	722	720	718	33%	13%	27%	27%	N	27%	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	42	732	736	727	19%	21%	26%	33%	N	33%	28%
PARCC MATH											
<b>Schoolwide</b>	140	747	749	749	4%	11%	39%	42%	4%	46%	52%
White	118	749	750	757	2%	12%	36%	46%	4%	50%	63%
African American	12	732	732	730	25%	N	50%	25%	N	25%	31%
Hispanic	S	S	741	736	S	S	S	S	S	S	35%
Asian	S	S	780	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	15	726	727	727	20%	27%	20%	33%	N	33%	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	42	737	739	732	10%	17%	45%	26%	2%	29%	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>	154	748	751	750	4%	11%	38%	42%	6%	47%	54%
White	129	750	752	759	3%	9%	36%	47%	5%	51%	64%
African American	S	S	747	733	S	S	S	S	S	S	33%
Hispanic	S	S	733	737	S	S	S	S	S	S	37%
Asian	S	S	757	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	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	16	723	731	723	19%	44%	25%	6%	6%	13%	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	31	734	736	734	7%	26%	48%	16%	3%	19%	33%
PARCC MATH											
<b>Schoolwide</b>	154	742	747	745	5%	14%	42%	39%	1%	40%	47%
White	129	744	748	752	3%	11%	42%	43%	1%	44%	57%
African American	S	S	738	727	S	S	S	S	S	S	24%
Hispanic	S	S	732	733	S	S	S	S	S	S	30%
Asian	S	S	773	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	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	730	724	S	S	S	S	S	S	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	31	732	735	730	7%	23%	58%	13%	N	13%	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded 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>	148	743	748	751	2%	19%	37%	41%	1%	42%	53%
White	129	744	749	758	1%	17%	40%	41%	1%	42%	64%
African American	S	S	732	733	S	S	S	S	S	S	32%
Hispanic	S	S	741	738	S	S	S	S	S	S	37%
Asian	S	S	754	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	S	S	720	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	27	732	738	735	4%	41%	26%	30%	N	30%	33%
PARCC MATH											
<b>Schoolwide</b>	147	746	748	747	3%	15%	35%	44%	2%	46%	47%
White	128	748	749	753	1%	16%	35%	46%	2%	48%	57%
African American	S	S	734	728	S	S	S	S	S	S	24%
Hispanic	S	S	741	735	S	S	S	S	S	S	31%
Asian	S	S	749	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	S	S	722	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	27	733	740	732	15%	19%	44%	22%	N	22%	28%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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JACKSON TWP

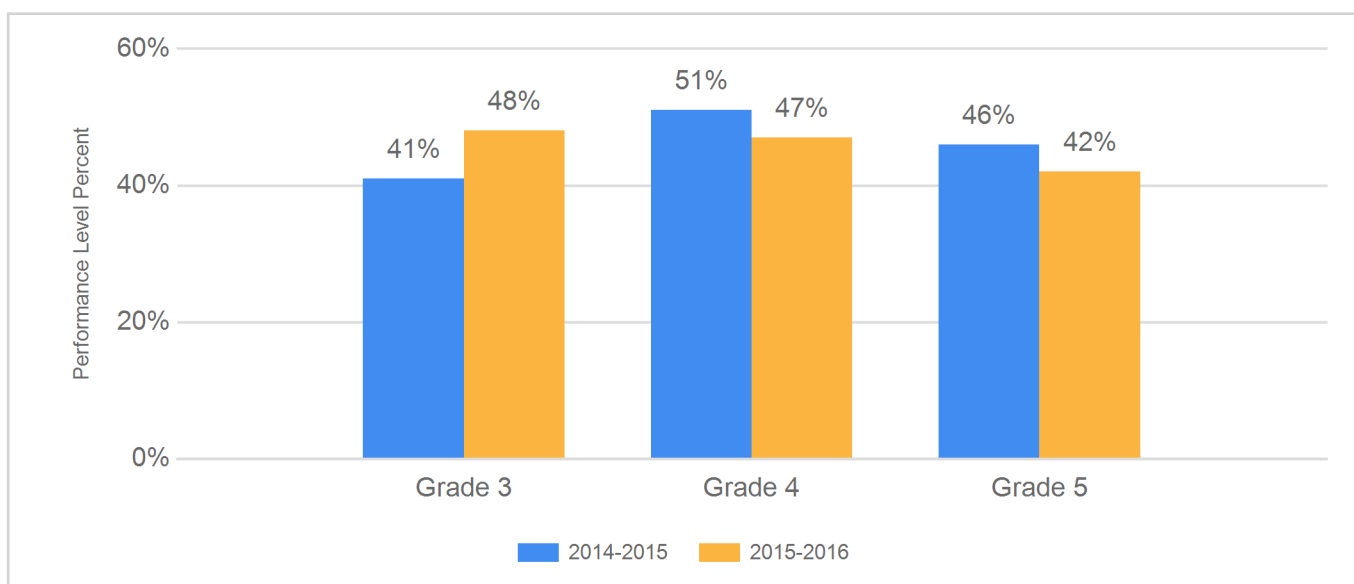
Switlik Elementary School

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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.





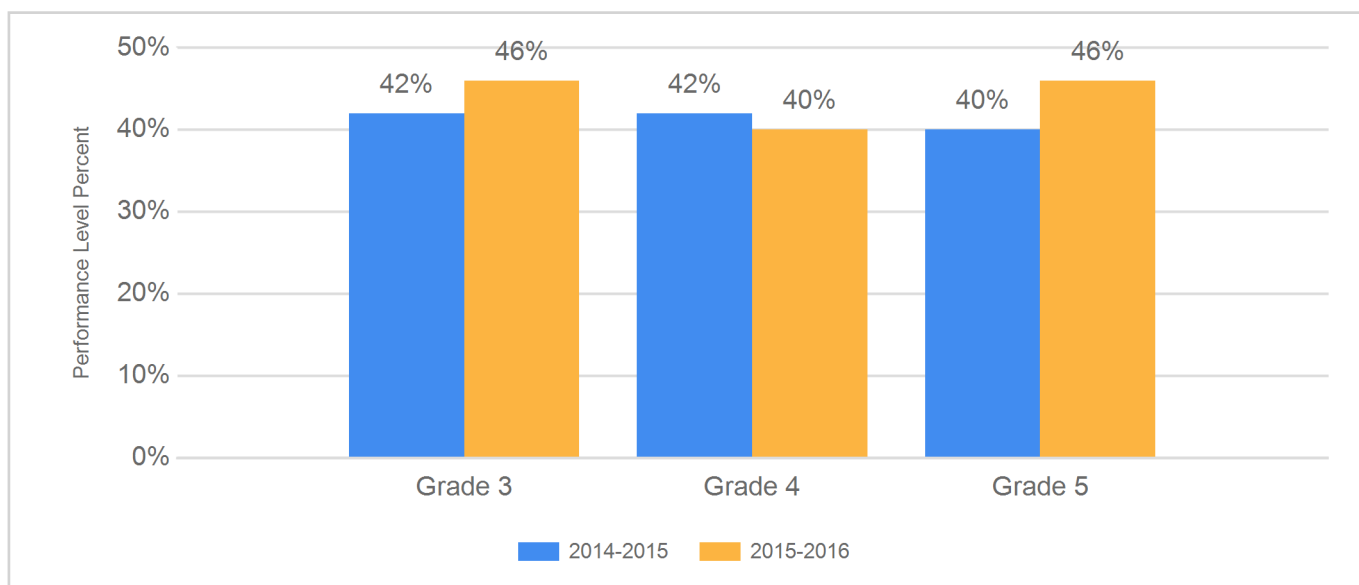
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## PARCC Math Performance Trends

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







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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

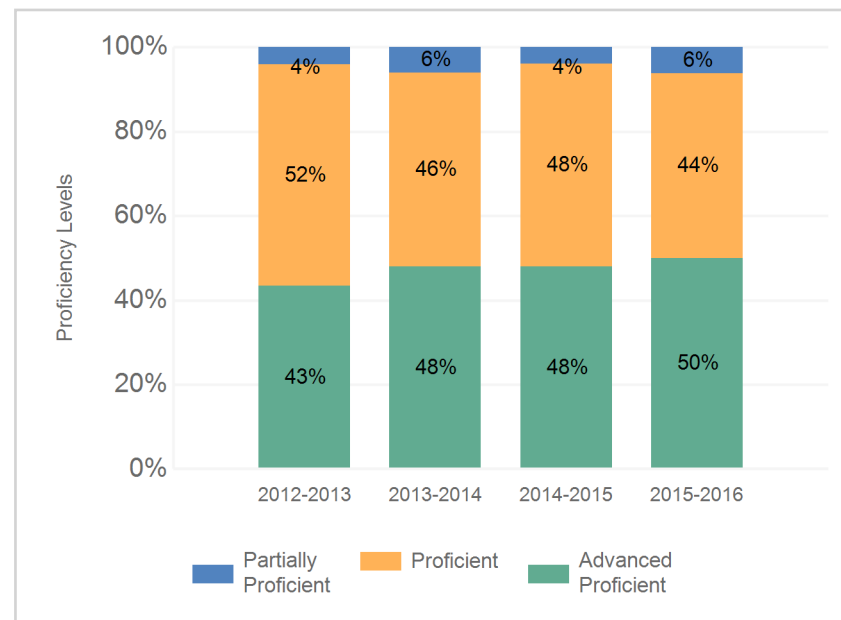
## NJASK Results Science - Grade Level 04

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	50%	44%	6%
White	54%	42%	4%
African American	S	S	S
Hispanic	16%	63%	21%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	24%	53%	24%
English Language Learners	N	N	N
Economically Disadvantaged Students	24%	67%	9%

## 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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## 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	34	49	50
Student Growth on Math	45	53	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%	2%	2%
Partially Met (L2)	5%	5%	6%
Approached (L3)	19%	7%	6%
Met (L4)	24%	15%	5%
Exceeded (L5)	2%	1%	0%

### 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)	5%	4%	8%
Approached (L3)	11%	15%	11%
Met (L4)	19%	13%	10%
Exceeded (L5)	0%	0%	0%



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OCEAN

JACKSON TWP

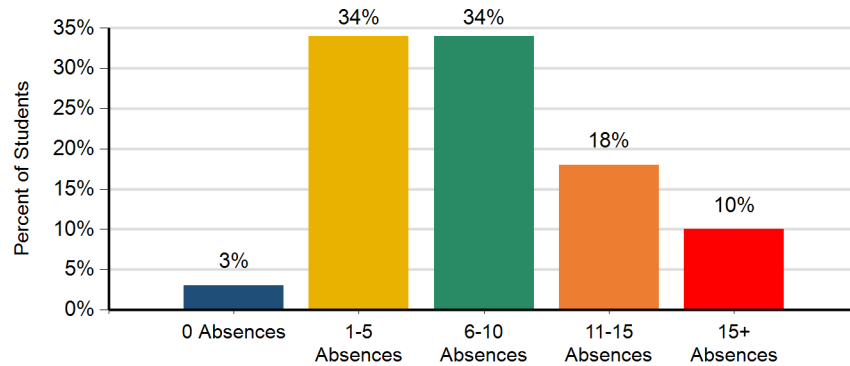
Switlik Elementary School

75 WEST VETERANS HIGHWAY

JACKSON, NJ 08527-3497

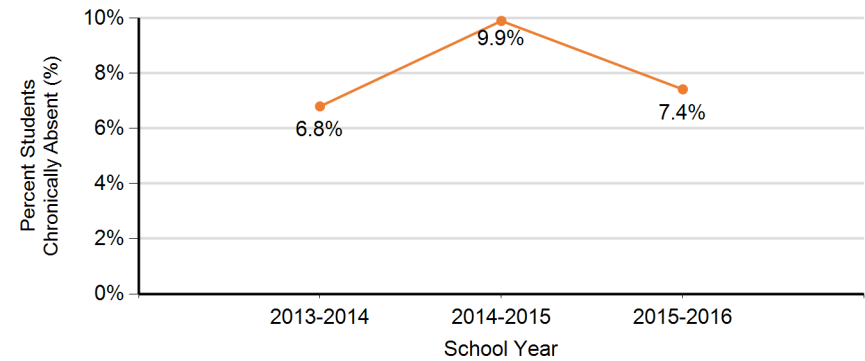
## Absenteeism

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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JACKSON, NJ 08527-3497

### 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. 10 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. 40 Mins.
Shared Time	2 Hrs. 30 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	418:1

### Student Suspension Rate

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

	School
2015-16	1.2%

### 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	87%



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OCEAN  
JACKSON TWP  
Sylvia Rosenauer Elementary School  
60 CITADEL DRIVE  
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## 2015-2016 School Performance Reports

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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 3H-05

29-2360-040  
OCEAN  
JACKSON TWP  
Sylvia Rosenauer Elementary School  
60 CITADEL DRIVE  
JACKSON, NJ 08527-3497

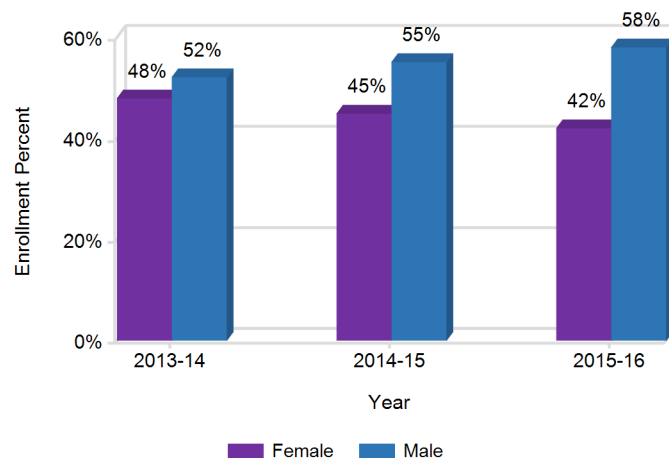
## Enrollment by Grade

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	0	0	2
Grade KG	58	30	42
Grade 01	38	53	40
Grade 02	54	39	59
Grade 03	59	51	41
Grade 04	50	56	50
Grade 05	43	53	54
UG	13	21	36
<b>Total</b>	<b>315</b>	<b>303</b>	<b>324</b>

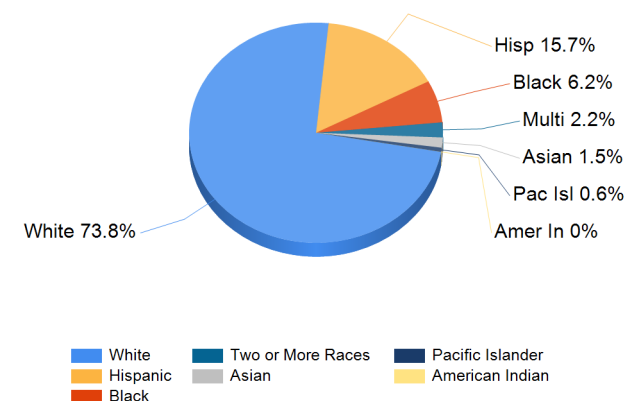
## Enrollment by Gender

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



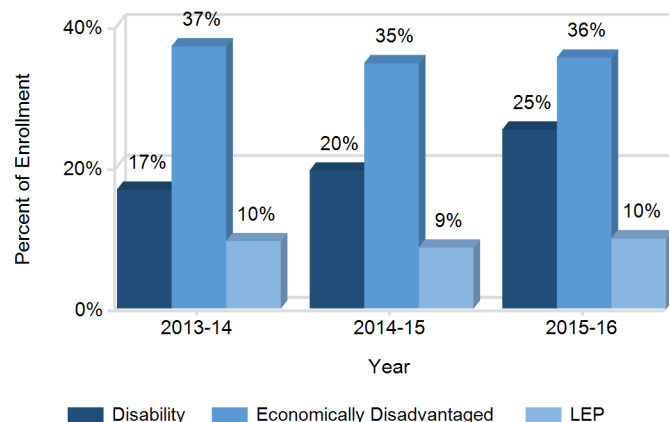
## Enrollment by Ethnic/ Racial Subgroup

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	83.0%
Spanish	8.6%
Arabic	5.2%
Chinese	0.9%
Creek	0.3%
Other	1.8%

\* 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	61%	88	59
Mathematics Met or Exceeded Expectations	51%	63	52

## 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	132	61%	59	97%	✓	132	51%	52	97%	✓
White	103	62%	53	98%	✓	103	51%	44	98%	✓
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	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	45	51%	75	94%	✓	44	52%	87	94%	✓





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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>	40	759	746	746	8%	10%	15%	58%	10%	68%	48%
White	31	759	747	756	10%	3%	16%	65%	7%	71%	58%
African American	S	S	728	727	S	S	S	S	S	S	30%
Hispanic	S	S	738	730	S	S	S	S	S	S	31%
Asian	S	S	771	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	S	S	720	718	S	S	S	S	S	S	22%
English Language Learners	S	S	739	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	16	765	736	727	N	25%	13%	38%	25%	63%	28%
PARCC MATH											
<b>Schoolwide</b>	41	757	749	749	N	10%	29%	54%	7%	61%	52%
White	32	758	750	757	N	9%	25%	59%	6%	66%	63%
African American	S	S	732	730	S	S	S	S	S	S	31%
Hispanic	S	S	741	736	S	S	S	S	S	S	35%
Asian	S	S	780	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	S	S	727	727	S	S	S	S	S	S	28%
English Language Learners	S	S	743	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	16	762	739	732	N	N	31%	56%	13%	69%	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>	49	752	751	750	2%	12%	22%	53%	10%	63%	54%
White	36	754	752	759	3%	8%	25%	53%	11%	64%	64%
African American	S	S	747	733	S	S	S	S	S	S	33%
Hispanic	S	S	733	737	S	S	S	S	S	S	37%
Asian	S	S	757	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	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	11	738	731	723	N	36%	27%	27%	9%	36%	22%
English Language Learners	S	S	719	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	22	737	736	734	5%	27%	27%	41%	N	41%	33%
PARCC MATH											
<b>Schoolwide</b>	50	743	747	745	N	24%	36%	38%	2%	40%	47%
White	37	742	748	752	N	27%	32%	41%	N	41%	57%
African American	S	S	738	727	S	S	S	S	S	S	24%
Hispanic	S	S	732	733	S	S	S	S	S	S	30%
Asian	S	S	773	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	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	11	740	730	724	N	36%	27%	27%	9%	36%	22%
English Language Learners	S	S	742	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	23	738	735	730	N	26%	48%	26%	N	26%	27%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded 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>	51	750	748	751	N	14%	35%	49%	2%	51%	53%
White	40	751	749	758	N	10%	35%	55%	N	55%	64%
African American	N	N	N	733	N	N	N	N	N	N	32%
Hispanic	S	S	741	738	S	S	S	S	S	S	37%
Asian	S	S	754	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	S	759	S	S	S	S	S	S	63%
Students with Disability	12	740	720	723	N	17%	58%	25%	N	25%	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	12	740	738	735	N	25%	33%	42%	N	42%	33%
PARCC MATH											
<b>Schoolwide</b>	50	747	748	747	8%	10%	32%	42%	8%	50%	47%
White	39	749	749	753	8%	10%	31%	41%	10%	51%	57%
African American	N	N	N	728	N	N	N	N	N	N	24%
Hispanic	S	S	741	735	S	S	S	S	S	S	31%
Asian	S	S	749	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	S	754	S	S	S	S	S	S	56%
Students with Disability	11	738	722	725	9%	18%	46%	18%	9%	27%	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	11	749	740	732	9%	N	27%	64%	N	64%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
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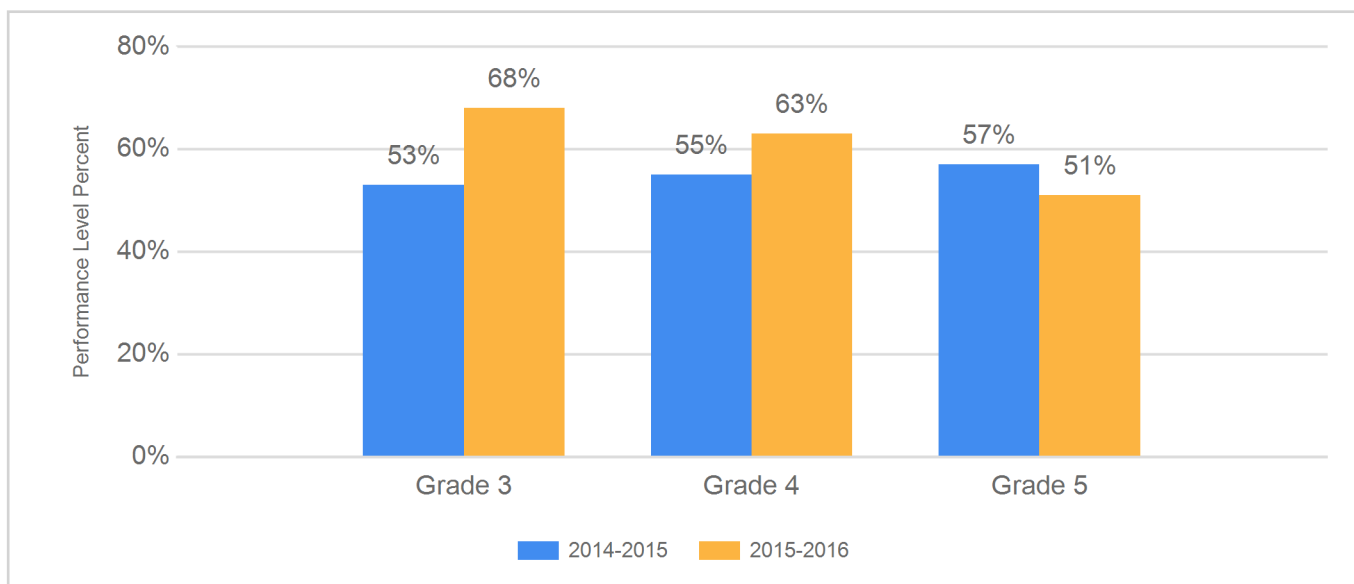
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## PARCC ELA Performance Trends

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





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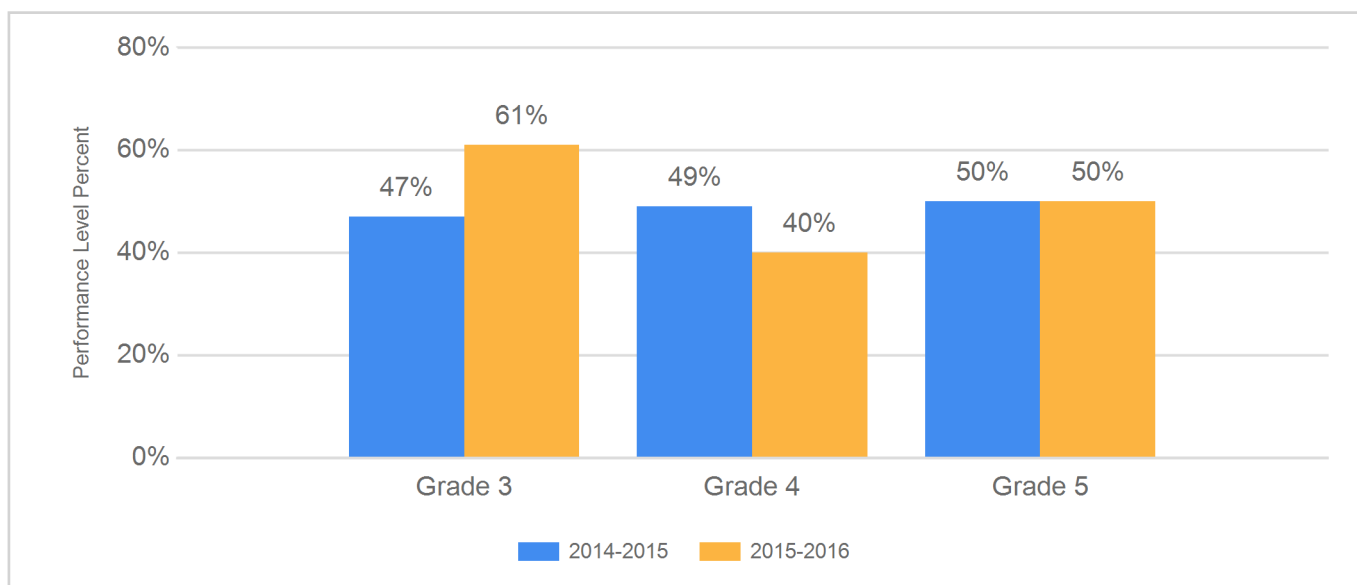
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## PARCC Math Performance Trends

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





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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

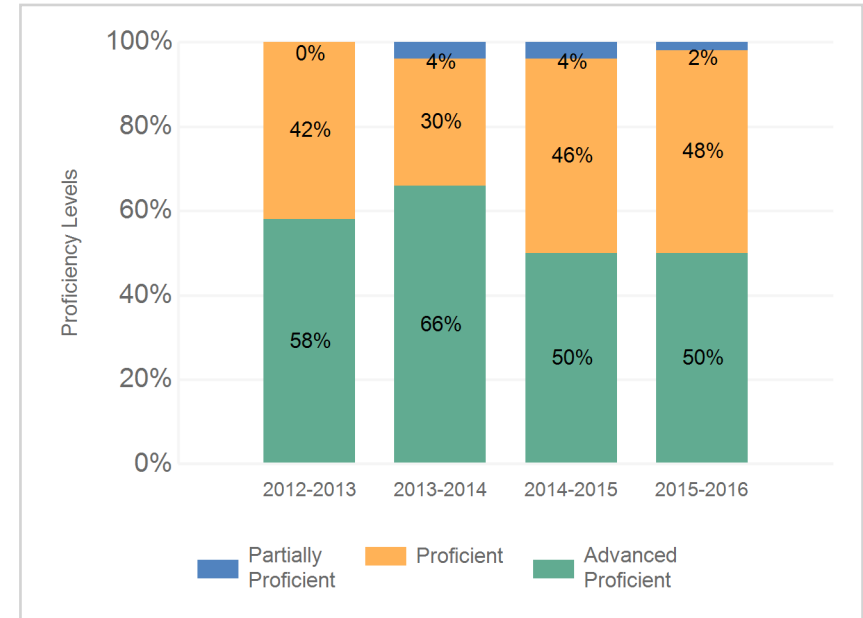
### NJASK Results Science - Grade Level 04

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	50%	48%	2%
White	54%	46%	N
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	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	32%	68%	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.





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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



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### 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	39	49	50
Student Growth on Math	41	53	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%	0%	0%
Partially Met (L2)	2%	5%	3%
Approached (L3)	14%	8%	12%
Met (L4)	24%	13%	10%
Exceeded (L5)	3%	2%	1%

### 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)	8%	5%	5%
Approached (L3)	17%	7%	8%
Met (L4)	16%	21%	13%
Exceeded (L5)	0%	0%	1%





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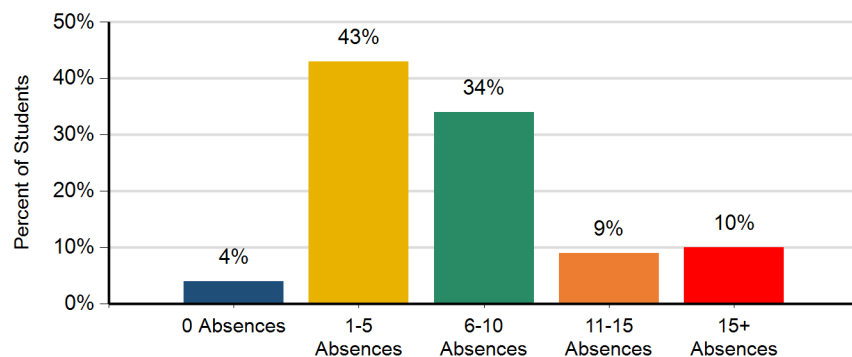
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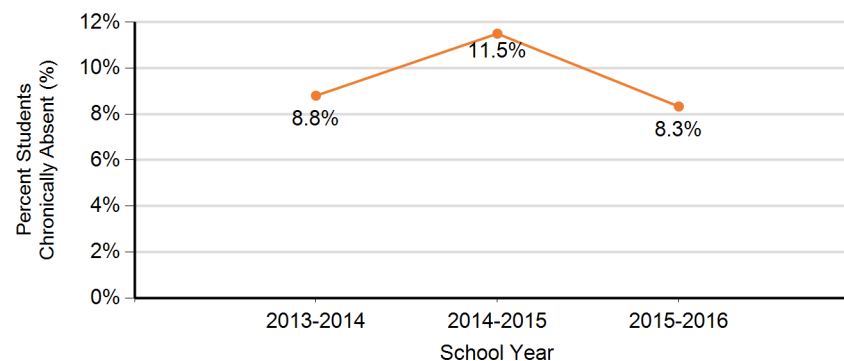
## Absenteeism

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. 10 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. 40 Mins.
Shared Time	2 Hrs. 30 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	9:1
Administrator	324:1

### Student Suspension Rate

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

	School
2015-16	0.6%

### 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	91%