

OVERVIEWMONMOUTH
LONG BRANCH CITY

GRADE SPAN 09-12

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

In particular, the School Performance Reports seek to:

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

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

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

DEMOGRAPHIC INFORMATION

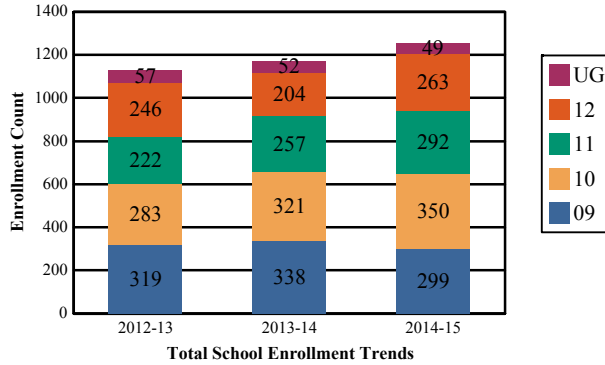
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GRADE SPAN 09-12

25-2770-050
LONG BRANCH HIGH SCHOOL
404 INDIANA AVENUE
LONG BRANCH, NJ 07740-5557

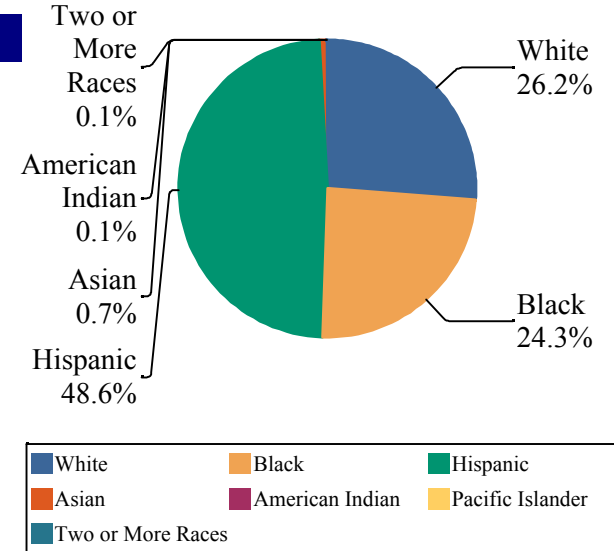
Enrollment by Grade

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



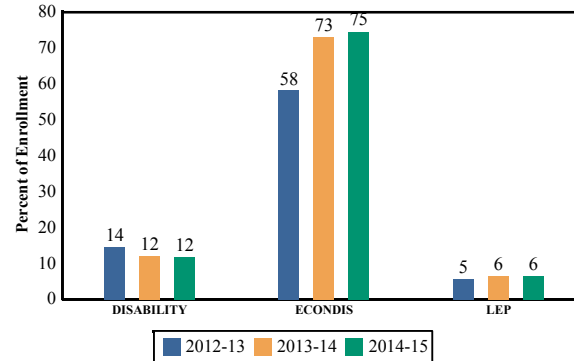
Enrollment by Ethnic/Racial Subgroup

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



Enrollment Trends by Program Participation

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



Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	146	12%
Economically Disadvantaged Students	933	74.6%
English Language Learners	81	6.5%

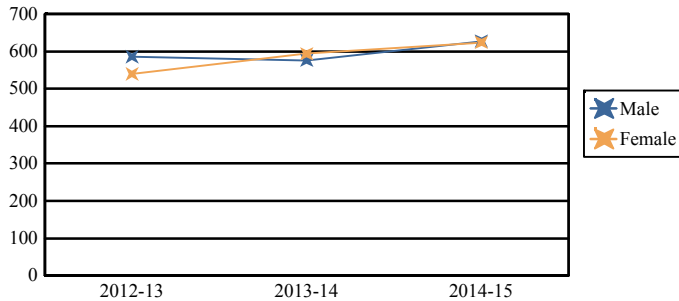
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment

2012-13	1,126
2013-14	1,171
2014-15	1,252

Enrollment by Gender

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



	Male	Female
2012-13	586	540
2013-14	577	594
2014-15	628	624

Language Diversity

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

2014-15	Percent
English	52.7%
Spanish	36.8%
Portuguese	9.2%
Arabic	0.3%
Corsican	0.3%
Polish	0.2%
Other	0.6%

ACADEMIC ACHIEVEMENT

**MONMOUTH
LONG BRANCH CITY**

GRADE SPAN 09-12

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

Academic Achievement	Schoolwide Performance	Peer Percentile	State Percentile
HS English Language Arts/Literacy Met or Exceeded Expectation	21%	61	19
Math Met or Exceeded Expectation	5%		

ESEA Waiver - English Language Arts/Literacy

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	589	20.9%	95%	95.6%	YES
White	133	29.4%	95%	95.5%	YES
African American	142	15.5%	95%	94.2%	YES*
Hispanic	308	19.5%	95%	96.2%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	422	17.7%	95%	96.7%	YES

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

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LONG BRANCH, NJ 07740-5557

GRADE SPAN 09-12

ESEA Waiver - Math

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	-	-	--	--	--
White	-	-	--	--	--
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

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Proficiency Outcomes - Biology

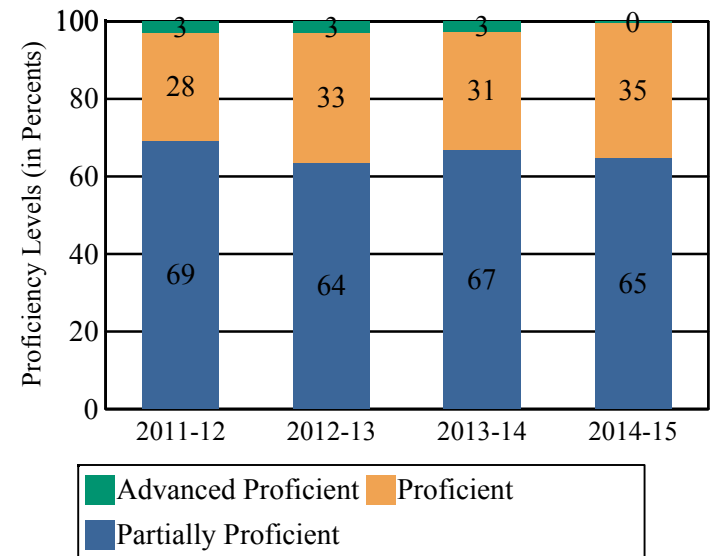
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

Subgroups	Advanced	Proficient	Partially Proficient
Schoolwide	0%	35%	65%
White	2%	36%	62%
African American	0%	33%	67%
Hispanic	0%	35%	65%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	0%	33%	67%

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

Proficiency Trends - Biology

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient, and Partially Proficient categories of the Biology Competency Test over the last four years.



ACADEMIC ACHIEVEMENT

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GRADE SPAN 09-12

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PARCC Performance Level

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

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

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

ACADEMIC ACHIEVEMENT

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GRADE SPAN 09-12

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PARCC ELA Performance Distribution - Grade - 09

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	281	722	739	25%	27%	29%	17%	2%	20%	41%
White	63	730	746	19%	24%	29%	25%	3%	29%	47%
African American	65	715	723	32%	31%	23%	11%	3%	14%	23%
Hispanic	150	722	725	23%	27%	31%	17%	1%	19%	26%
American Indian	-	-	732	-	-	-	-	-	-	33%
Asian	-	-	765	-	-	-	-	-	-	68%
Two or More Races	-	-	731	-	-	-	-	-	-	36%
Students with Disability	-	-	706	-	-	-	-	-	-	9%
English Language Learners	-	-	693	-	-	-	-	-	-	5%
Economically Disadvantaged Students	207	721	724	23%	29%	30%	17%	1%	18%	24%

ACADEMIC ACHIEVEMENT

**MONMOUTH
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GRADE SPAN 09-12

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PARCC ELA Performance Distribution - Grade - 10

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	305	717	735	34%	21%	23%	20%	1%	21%	38%
White	69	724	741	30%	20%	20%	28%	1%	29%	43%
African American	75	711	717	39%	23%	24%	13%	1%	15%	22%
Hispanic	158	716	720	35%	21%	24%	19%	1%	20%	24%
American Indian	-	-	725	-	-	-	-	-	-	27%
Asian	-	-	763	-	-	-	-	-	-	62%
Two or More Races	-	-	729	-	-	-	-	-	-	34%
Students with Disability	-	-	698	-	-	-	-	-	-	8%
English Language Learners	-	-	685	-	-	-	-	-	-	4%
Economically Disadvantaged Students	214	716	718	34%	23%	26%	16%	1%	17%	23%

ACADEMIC ACHIEVEMENT

**MONMOUTH
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GRADE SPAN 09-12

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PARCC ELA Performance Distribution - Grade - 11

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	283	737	741	14%	22%	24%	35%	4%	39%	42%
White	82	744	745	13%	16%	24%	39%	7%	46%	46%
African American	66	732	727	15%	27%	21%	35%	2%	36%	27%
Hispanic	134	735	731	14%	24%	26%	32%	4%	36%	31%
American Indian	-	-	745	-	-	-	-	-	-	38%
Asian	-	-	765	-	-	-	-	-	-	64%
Two or More Races	-	-	738	-	-	-	-	-	-	38%
Students with Disability	32	707	712	34%	38%	9%	19%	0%	19%	16%
English Language Learners	-	-	703	-	-	-	-	-	-	6%
Economically Disadvantaged Students	186	733	730	15%	27%	24%	30%	4%	34%	30%

ACADEMIC ACHIEVEMENT

MONMOUTH
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GRADE SPAN 09-12

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PARCC ALGEBRA I - Performance Distribution

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

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

ACADEMIC ACHIEVEMENT

**MONMOUTH
LONG BRANCH CITY**

GRADE SPAN 09-12

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PARCC GEOMETRY - Performance Distribution

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

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

ACADEMIC ACHIEVEMENT

MONMOUTH
LONG BRANCH CITY

GRADE SPAN 09-12

LONG BRANCH HIGH SCHOOL
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PARCC ALGEBRA II - Performance Distribution

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	-	-	721	-	-	-	-	-	-	24%
White	-	-	725	-	-	-	-	-	-	27%
African American	-	-	701	-	-	-	-	-	-	8%
Hispanic	-	-	706	-	-	-	-	-	-	10%
American Indian	-	-	720	-	-	-	-	-	-	23%
Asian	-	-	751	-	-	-	-	-	-	53%
Two or More Races	-	-	716	-	-	-	-	-	-	21%
Students with Disability	-	-	691	-	-	-	-	-	-	4%
English Language Learners	-	-	694	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	705	-	-	-	-	-	-	9%

COLLEGE AND CAREER READINESS

**MONMOUTH
LONG BRANCH CITY**

GRADE SPAN 09-12

**LONG BRANCH HIGH SCHOOL
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work. The table below presents five such indicators: the percentage of students enrolled in the 12th grade who took the SAT or ACT, the percentage of 10th and 11th graders who took the PSAT, the percentage of students who scored above the SAT benchmark of 1550, the percentage of 11th and 12th graders who took at least one AP or IB test in English, math, social studies or science, and the percentage of those AP or IB tests that were scored a 3 or higher.

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

College and Career Readiness Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Percent of Students Participating in SAT or ACT	78%	52	41	80%	NO
Percent of Students Participating in PSAT or PLAN	82%	37	46	60%	YES
Percent of Students Scoring Above 1550 on SAT	18%	87	26	40%	NO
Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science	21%	77	49	35%	NO
Percent of AP Tests ≥ 3 or IB Test ≥ 4 in English, Math, Social Studies or Science	46%	88	32	75%	NO
Summary		68	39		20%

College Readiness Test Participation

The first column of the table below presents the percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT. The second column provides the average across the school's peer group for these two metrics.

2014-15 Percent of Students	School	Peer Avg.	State Avg.
Participating in SAT	77.6%	74.3%	79.1%
Participating in ACT	7.6%		25.2%
Participating in PSAT or PLAN	81.9%	76.2%	79.6%
Participating in Dual Enrollment	0.5%		14.9%

AP/IB Participation - 'Unique' Students

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

2014-15 Percent of Students Taking	School	Peer Avg.	State Avg.
One or More Course	22.4%	22.2%	36.3%
One or More Test	32.3%	21.3%	30.7%
At least one AP or IB Test in English, Math, Social Studies or Science	20.9%	17.4%	25.3%

Note: Students who are enrolled in AP/IB coursework or take AP/IB tests in grades other than 11th and 12th are included in the numerator of this calculation.

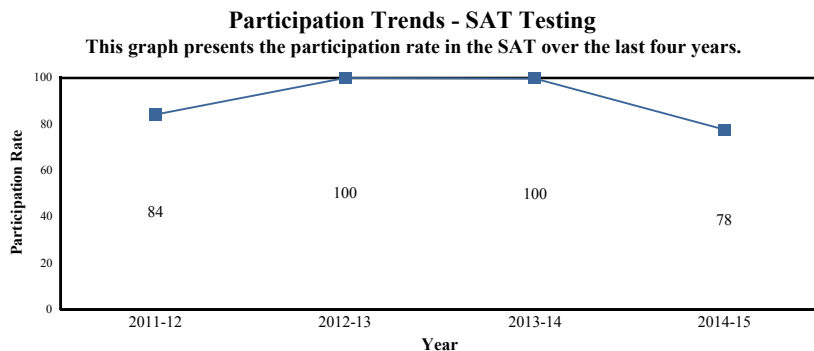
COLLEGE AND CAREER READINESS

MONMOUTH
LONG BRANCH CITY

GRADE SPAN 09-12

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Participation Trends - SAT Testing



AP /IB Test Results

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

2014-15	School	Peer Avg.	State Avg.
Percent of AP Tests ≥ 3 or IB Test ≥ 4	48.6%	27.0%	72.4%
Percent of Scores in AP ≥ 3 or IB ≥ 4 in English, Math, Social Studies or Science	45.7%	19.9%	69.7%

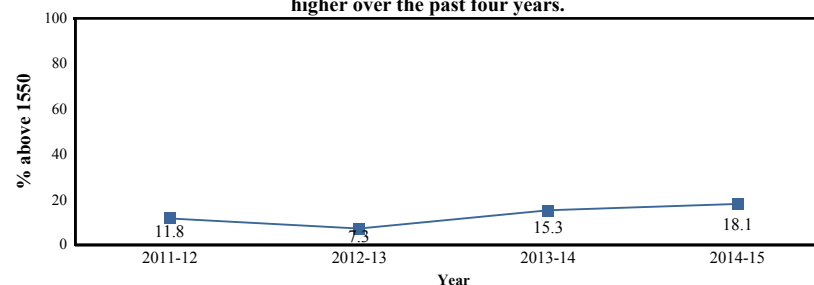
Scholastic Assessment Test (SAT) Results

This table presents the percentage of students who achieved a composite SAT score of 1550 or higher. The SAT benchmark score of 1550 (Critical Reading, Mathematics and Writing Score combined) indicates a 65 percent likelihood of achieving a B- average or higher during the first year of college, which in turn has been found by the College Board's research to be indicative of a high likelihood of college success and completion.

2014-15	School	Peer Avg.	State Avg.
Percent of Students Scoring Above 1550 on SAT	18.1%	11.6%	43.8%

SAT Benchmark Trends

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



Composite SAT Score

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

2014-15	School	Peer Avg.	State Avg.
Composite SAT Score	1,293	1,232	1,508
Critical Reading	428	403	496
Mathematics	448	425	518
Writing	417	404	494

Composite SAT Score

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

2014-15	Critical Reading	Mathematics	Writing
75th Percentile	490	510	470
50th Percentile	420	440	410
25th Percentile	360	378	360

COLLEGE AND CAREER READINESS

MONMOUTH
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GRADE SPAN 09-12

AP/IB Courses Offered

This table presents the count of students enrolled in each AP/IB course offered in this school in the first column. The second column presents the count of tests taken in each AP/IB course. The numbers may not match as some students do not take the test in the same year as they take the course and some students may take the course without taking the test or vice versa.

AP/IB Course Name	Students Enrolled	Students Tested
AP English Literature and Composition	52	45
AP Human Geography	35	31
AP Macroeconomics	29	28
AP Spanish Language	17	18
AP U.S. Government and Politics	17	16
AP Studio Art/Drawing Portfolio	13	11
AP World History	12	10
AP U.S. History		41
AP Physics 1		31
AP Psychology		30
AP Calculus AB		24
AP English Language and Composition		12
AP Biology		10
AP Microeconomics		1

COLLEGE AND CAREER READINESS

MONMOUTH
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GRADE SPAN 09-12

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Visual and Performing Arts

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

Percent of Students Enrolled	School	State
Dance	10.9%	2.1%
Drama/Theater	11.6%	3.8%
Music	14.5%	17.8%
Visual Arts	24.0%	31.7%
Total: All Visual and Performing Arts	50.1%	49.9%

N/R - Data Not Reported

Participation in Career Readiness

The chart below contains percentage of students who were participants in an approved Career and Technical Education Program in this school as well as across the State of New Jersey.

Percent of Students Enrolled	School	State
Participating in CTE	19.9%	18.3%
Structured Learning Experience	1.0%	7.0%

N/R - Data Not Reported

GRADUATION AND POSTSECONDARY
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LONG BRANCH, NJ 07740-5557

GRADE SPAN 09-12

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

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

Graduation & Post Secondary Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Targets	Met Target
Overall Graduation Rate	92%	81	43	78%	YES
Dropout Rate	0.5%	61	46	2%	YES
SUMMARY - Graduation & Post-Secondary		71	45		100%

Graduation Rate by Subgroup

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

	School	State Target
Schoolwide	92%	78%
White	98%	
African American	95%	
Hispanic	86%	
American Indian	-	
Asian	-	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	77%	
English Language Learners	-	
Economically Disadvantaged Students	93%	

Dropout Rate by Subgroup

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

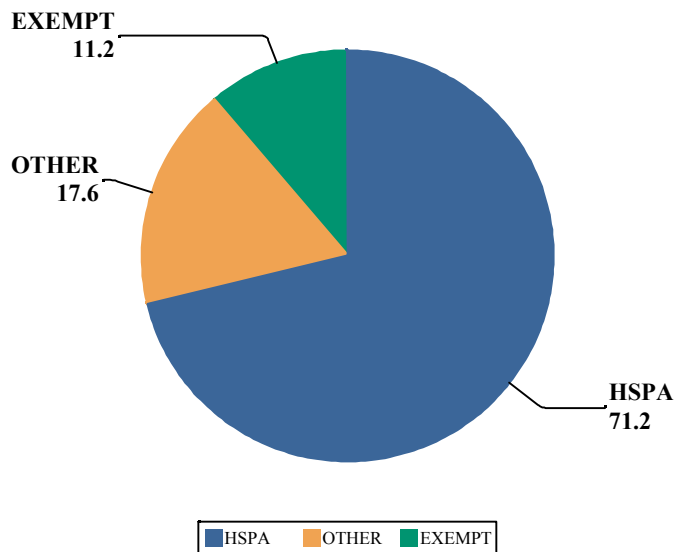
	School	State Target
Schoolwide	.5%	2%
White	.6%	
African American	.6%	
Hispanic	.5%	
American Indian	-	
Asian	-	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	0%	
English Language Learners	3.7%	
Economically Disadvantaged Students	0%	

GRADUATION AND POSTSECONDARY
MONMOUTH
LONG BRANCH CITY

GRADE SPAN 09-12

Graduation Pathway Rates

This chart presents the percentage of high school graduates who graduated by passing both sections of the HSPA, who were exempt from passing the HSPA, or who demonstrated proficiency through an alternative pathway such as through the Alternative High School Assessment, achievement of the 'Just Proficient Mean' or an appeal process.



Extended Year Graduation Rate

The chart below presents the 4-year and 5-year graduation rate for the prior school year's cohort in addition to the 4-year graduation rate for last year's cohort.

Class of	4-year Rate	5-year Rate
2012	85%	88%
2013	92%	93%
2014	94%	91%
2015	92%	

Postsecondary Enrollment Rates

This chart presents the enrollment rates of this school's high school graduates, 16-months after high school graduation. The data is from the National Student Clearinghouse which reports that it collects student-level enrollment data from 95% of Institutions of Higher Education nationwide.

The last columns indicate, for the schoolwide total and each subgroup, the percentage of postsecondary enrollees that were enrolled in either a 2 year or a 4 year institution.

	Percent Enrolled	Percent in 2 Year	Percent in 4 Year
Statewide	78.5%	34.3%	64.7%
Schoolwide	68%	63%	37%
White	69.7%	58.5%	41.5%
African American	70.5%	63.6%	36.4%
Hispanic	65%	69.2%	30.8%
Asian	-	-	-
American Indian	-	-	-
Native Hawaiian	-	-	-
Two or More Races	-	-	-
Students with Disability	51.4%	89.5%	10.5%
English Language Learners	-	-	-
Economically Disadvantaged Students	66.9%	69.2%	30.8%

WITHIN SCHOOL ACHIEVEMENT GAP

MONMOUTH
LONG BRANCH CITY

GRADE SPAN 09-12

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

Grade Level - 09

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

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

Percentile	School Scale Score	State Scale Score
99th	803	850
75th	743	766
50th	722	739
25th	697	710
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	46	56

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

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

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

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

WITHIN SCHOOL ACHIEVEMENT GAP

MONMOUTH
LONG BRANCH CITY

Grade Level - 10

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

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

Percentile	School Scale Score	State Scale Score
99th	795	850
75th	744	766
50th	718	733
25th	686	699
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	58	67

Grade Level - 11

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

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

Percentile	School Scale Score	State Scale Score
99th	813	850
75th	761	768
50th	737	740
25th	710	711
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	51	57

PARCC GEO 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	N/A	793
75th	N/A	747
50th	N/A	726
25th	N/A	710
0th	N/A	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	N/A	37

PARCC ALG-2 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	N/A	813
75th	N/A	748
50th	N/A	718
25th	N/A	692
0th	N/A	650

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

SCHOOL CLIMATE

MONMOUTH
LONG BRANCH CITY

LONG BRANCH HIGH SCHOOL
404 INDIANA AVENUE
LONG BRANCH, NJ 07740-5557

GRADE SPAN 09-12

Length of School Day

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

	School
2014-15	6 Hrs. 55 Mins.

Student Suspension Rate

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

	School
2014-15	22.2%

Instructional Time

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

2014-15	School
Full Time	6 Hrs. 47 Mins.
Shared Time	2 Hrs. 30 Mins.

Student Expulsions

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

	School
2014-15	0

Student to Staff Ratio

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

2014-15	School
Faculty	12
Administrators	313

SCHOOL PEER GROUP

**MONMOUTH
LONG BRANCH CITY**

GRADE SPAN 09-12

**LONG BRANCH HIGH SCHOOL
404 INDIANA AVENUE
LONG BRANCH, NJ 07740-5557**

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNER</u>	<u>SPECIAL EDUCATION</u>
BERGEN	CLIFFSIDE PARK BORO	CLIFFSIDE PARK HIGH SCHOOL	03-0890-030	09-12	70.5%	10.9%	15.4%
BERGEN	GARFIELD CITY	GARFIELD HIGH SCHOOL	03-1700-050	09-12	72.9%	3.7%	14.5%
CHARTERS	ACADEMY FOR URBAN LEADERSHIP CS	ACADEMY FOR URBAN LEADERSHIP CHARTER SCHOOL	80-6032-901	09-12	71.2%	0%	0.5%
CHARTERS	THE BARACK OBAMA GREEN CHARTER HIGH	THE BARACK OBAMA GREEN CHARTER HIGH	80-6033-902	09-12	76.8%	11.6%	6.9%
ESSEX	CITY OF ORANGE TWP	ORANGE HIGH SCHOOL	13-3880-050	09-12	75.3%	11%	20.5%
ESSEX	EAST ORANGE	CICELY L. TYSON COMMUNITY MIDDLE/HIGH SCHOOL	13-1210-150	06-12	73%	0.3%	14%
ESSEX	EAST ORANGE	EAST ORANGE CAMPUS HIGH SCHOOL	13-1210-035	09-12	72%	7.4%	21.9%
ESSEX	EAST ORANGE	EAST ORANGE STEM ACADEMY HIGH SCHOOL	13-1210-030	06-12	77.4%	0.9%	2.6%
ESSEX	IRVINGTON TOWNSHIP	IRVINGTON HIGH SCHOOL	13-2330-050	09-12	73.6%	18.3%	16%
ESSEX	NEWARK CITY	ARTS HIGH SCHOOL	13-3570-010	07-12	73.1%	0%	7.9%
ESSEX	NEWARK CITY	BARD EARLY COLLEGE HIGH SCHOOL	13-3570-304	09-12	74%	0%	8%
ESSEX	NEWARK CITY	BARRINGER ARTS HIGH SCHOOL	13-3570-020	09-12	77.1%	16.4%	27%
ESSEX	NEWARK CITY	EAST SIDE HIGH SCHOOL	13-3570-040	09-12	78.4%	19.7%	15.5%
ESSEX	NEWARK CITY	SCIENCE PARK HIGH SCHOOL	13-3570-055	07-12	74.1%	0.1%	4%
HUDSON	JERSEY CITY	INFINITY INSTITUTE	17-2390-002	06-12	77.4%	2.3%	1.5%
HUDSON	JERSEY CITY	WILLIAM L DICKINSON HIGH SCHOOL	17-2390-080	09-12	77.2%	16.8%	15.6%
HUDSON	NORTH BERGEN TWP	NORTH BERGEN HIGH SCHOOL	17-3610-050	09-12	72.5%	8.7%	14.4%
HUDSON	WEST NEW YORK TOWN	MEMORIAL HIGH SCHOOL	17-5670-050	09-12	74.2%	12.8%	16.8%
MIDDLESEX	PERTH AMBOY CITY	PERTH AMBOY HIGH SCHOOL	23-4090-050	09-12	84.3%	18.7%	9.9%
MONMOUTH	ASBURY PARK CITY	ASBURY PARK HIGH SCHOOL	25-0100-010	09-12	82.2%	18.2%	15.7%
MONMOUTH	LONG BRANCH CITY	LONG BRANCH HIGH SCHOOL	25-2770-050	09-12	74.6%	6.5%	10.6%
MORRIS	DOVER TOWN	DOVER HIGH SCHOOL	27-1110-040	09-12	73.2%	9%	9.3%

SCHOOL PEER GROUP

MONMOUTH

LONG BRANCH CITY

GRADE SPAN 09-12

LONG BRANCH HIGH SCHOOL
404 INDIANA AVENUE
LONG BRANCH, NJ 07740-5557

PASSAIC	PATERSON CITY	SCHOOL OF ARCHITECTURE AND CONSTRUCTION TRADES	31-4010-307	09-12	72.2%	16.1%	21.2%
PASSAIC	PATERSON CITY	SCHOOL OF CULINARY ARTS HOSPITALITY AND TOURISM	31-4010-002	09-12	81.4%	15.4%	19%
PASSAIC	PATERSON CITY	SCHOOL OF EDUCATION AND TRAINING	31-4010-305	09-12	82.7%	15.5%	12.3%
PASSAIC	PATERSON CITY	SCHOOL OF GOVERNMENT & PUBLIC ADMINISTRATION	31-4010-003	09-12	81%	28.8%	14.3%
UNION	ELIZABETH CITY	ADMIRAL WILLIAM F. HALSEY JR. LEADERSHIP ACADEMY	39-1320-402	09-12	83.3%	15.1%	9.3%
UNION	ELIZABETH CITY	ELIZABETH HIGH SCHOOL	39-1320-025	09-12	71.6%	0.4%	0.7%
UNION	ELIZABETH CITY	JOHN E. DWYER TECHNOLOGY ACADEMY	39-1320-401	09-12	83.1%	26.5%	11.7%
UNION	PLAINFIELD CITY	BARACK OBAMA ACADEMY FOR ACADEMIC & CIVIC DEVELOPMENT	39-4160-051	09-12	81.5%	15.6%	1.5%
UNION	ROSELLE BORO	ABRAHAM CLARK HIGH SCHOOL	39-4540-010	09-12	70.1%	8.4%	13.9%

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

In particular, the School Performance Reports seek to:

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

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

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

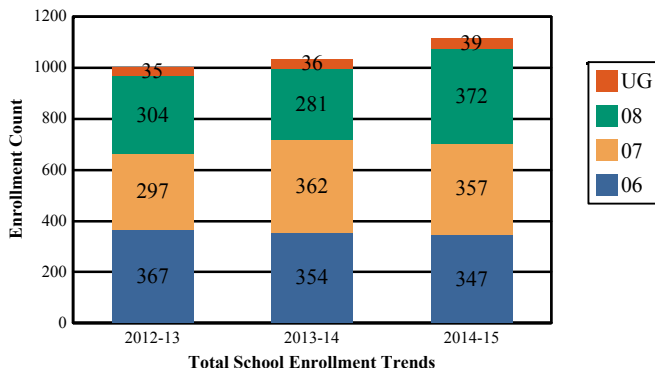
DEMOGRAPHIC INFORMATION

MONMOUTH
LONG BRANCH CITY

GRADE SPAN 06-08

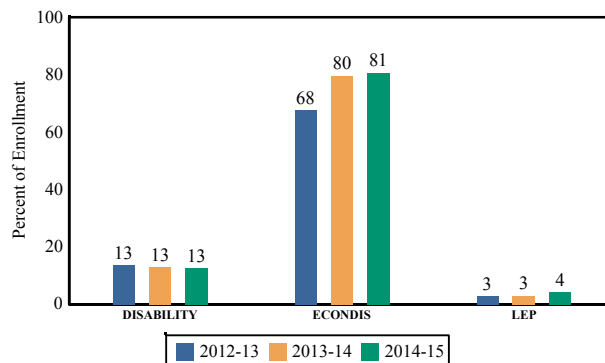
Enrollment by Grade

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



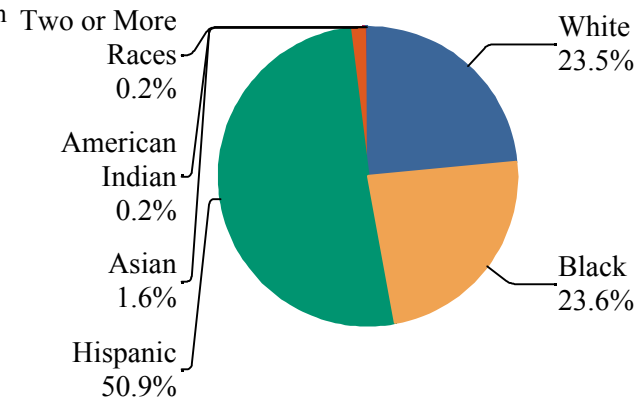
Enrollment Trends by Program Participation

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



Enrollment by Ethnic/Racial Subgroup

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

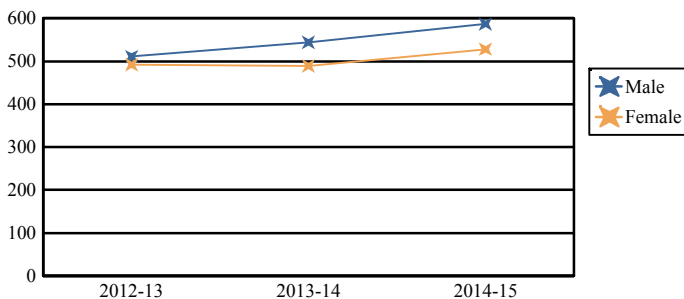


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	1,003
2013-14	1,033
2014-15	1,115

Enrollment by Gender

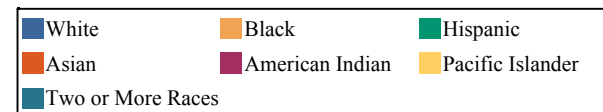
This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	511	492
2013-14	544	489
2014-15	587	528

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	142	13%
Economically Disadvantaged Students	900	80.7%
English Language Learners	48	4.3%



Language Diversity

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

2014-15	Percent
English	61.6%
Spanish	29.2%
Portuguese	7.9%
Chinese	0.2%
Creoles and pidgins, English based	0.2%
Philippine languages	0.1%
Other	0.8%

ACADEMIC ACHIEVEMENT

**MONMOUTH
LONG BRANCH CITY**

GRADE SPAN 06-08

**LONG BRANCH MIDDLE SCHOOL
350 INDIANA AVENUE
LONG BRANCH, NJ 07740-6192**

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	24%	65	16
Math Met or Exceeded Expectation	21%		

ESEA Waiver - English Language Arts/Literacy

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	999	23.6%	95%	96.6%	YES
White	226	28.3%	95%	94.2%	YES*
African American	232	18.9%	95%	94.2%	YES*
Hispanic	521	22.3%	95%	98.7%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	130	13%	95%	94.4%	YES*
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	754	19.9%	95%	97.1%	YES

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

MONMOUTH
LONG BRANCH CITY

GRADE SPAN 06-08

LONG BRANCH MIDDLE SCHOOL
350 INDIANA AVENUE
LONG BRANCH, NJ 07740-6192

ESEA Waiver - Math

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	1010	20.9%	95%	96.5%	YES
White	233	27.9%	95%	94.5%	YES
African American	232	14.3%	95%	94.2%	YES*
Hispanic	524	19.9%	95%	98.4%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	761	18.9%	95%	96.8%	YES

YES* = Met Participation Rate (Participation Averaging applied)

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

PARCC Performance Level

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

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

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

PARCC ELA Performance Distribution - Grade - 06

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	327	726	749	19%	29%	31%	19%	2%	21%	50%
White	63	736	755	16%	21%	32%	29%	3%	32%	59%
African American	70	722	732	24%	27%	34%	9%	6%	14%	29%
Hispanic	185	723	736	18%	34%	29%	17%	1%	18%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	-	-	770	-	-	-	-	-	-	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	46	705	718	39%	41%	4%	11%	4%	15%	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	263	723	733	20%	32%	30%	16%	2%	18%	30%

PARCC ELA Performance Distribution - Grade - 07

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	332	722	750	26%	28%	20%	24%	2%	26%	53%
White	89	729	757	22%	22%	21%	30%	3%	34%	61%
African American	87	716	730	34%	25%	21%	16%	3%	20%	31%
Hispanic	150	721	736	25%	34%	19%	22%	1%	23%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	-	-	777	-	-	-	-	-	-	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	47	699	713	49%	26%	11%	11%	4%	15%	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	249	718	733	29%	29%	20%	20%	1%	21%	33%

ACADEMIC ACHIEVEMENT

MONMOUTH
LONG BRANCH CITY

LONG BRANCH MIDDLE SCHOOL
350 INDIANA AVENUE
LONG BRANCH, NJ 07740-6192

GRADE SPAN 06-08

PARCC ELA Performance Distribution - Grade - 08

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	340	723	750	26%	26%	24%	20%	3%	24%	53%
White	74	729	757	19%	19%	43%	15%	4%	19%	61%
African American	75	718	730	32%	28%	17%	23%	0%	23%	31%
Hispanic	186	721	735	27%	27%	20%	22%	4%	26%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	-	-	778	-	-	-	-	-	-	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	-	-	713	-	-	-	-	-	-	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	242	720	732	26%	29%	24%	18%	3%	21%	34%

ACADEMIC ACHIEVEMENT

MONMOUTH
LONG BRANCH CITY

GRADE SPAN 06-08

LONG BRANCH MIDDLE SCHOOL
350 INDIANA AVENUE
LONG BRANCH, NJ 07740-6192

PARCC MATH - Performance Distribution - Grade - 06

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	333	728	743	11%	37%	32%	20%	1%	21%	42%
White	67	737	749	10%	22%	33%	30%	4%	34%	50%
African American	70	721	726	19%	41%	27%	13%	0%	13%	19%
Hispanic	187	726	731	9%	41%	33%	18%	0%	18%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	-	-	768	-	-	-	-	-	-	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	46	708	718	26%	52%	11%	11%	0%	11%	15%
English Language Learners	14	722	718	21%	43%	14%	21%	0%	21%	14%
Economically Disadvantaged Students	267	726	729	11%	39%	31%	19%	0%	19%	23%

PARCC MATH - Performance Distribution - Grade - 07

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	334	728	740	11%	34%	37%	17%	1%	18%	38%
White	91	735	745	7%	25%	41%	26%	1%	27%	46%
African American	87	721	725	20%	37%	33%	8%	2%	10%	17%
Hispanic	150	726	730	9%	39%	36%	15%	1%	16%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	-	-	760	-	-	-	-	-	-	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	47	710	715	28%	43%	19%	6%	4%	11%	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	251	726	728	12%	38%	33%	16%	0%	17%	21%

ACADEMIC ACHIEVEMENT

MONMOUTH
LONG BRANCH CITY

LONG BRANCH MIDDLE SCHOOL
350 INDIANA AVENUE
LONG BRANCH, NJ 07740-6192

GRADE SPAN 06-08

PARCC MATH - Performance Distribution - Grade - 08

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	-	-	726	-	-	-	-	-	-	24%
White	-	-	732	-	-	-	-	-	-	29%
African American	-	-	715	-	-	-	-	-	-	14%
Hispanic	-	-	721	-	-	-	-	-	-	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	-	-	744	-	-	-	-	-	-	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	-	-	705	-	-	-	-	-	-	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	-	-	719	-	-	-	-	-	-	17%

ACADEMIC ACHIEVEMENT

MONMOUTH
LONG BRANCH CITY

GRADE SPAN 06-08

LONG BRANCH MIDDLE SCHOOL
350 INDIANA AVENUE
LONG BRANCH, NJ 07740-6192

PARCC ALGEBRA I - Performance Distribution

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	79	766	740	1%	3%	14%	81%	1%	82%	40%
White	18	761	746	6%	0%	28%	67%	0%	67%	47%
African American	16	757	722	0%	13%	13%	75%	0%	75%	20%
Hispanic	43	771	725	0%	0%	7%	91%	2%	93%	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	-	-	769	-	-	-	-	-	-	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	49	766	725	2%	2%	12%	82%	2%	84%	21%

ACADEMIC ACHIEVEMENT

MONMOUTH
LONG BRANCH CITY

GRADE SPAN 06-08

LONG BRANCH MIDDLE SCHOOL
350 INDIANA AVENUE
LONG BRANCH, NJ 07740-6192

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

Proficiency Percentages

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

ACADEMIC ACHIEVEMENT

**MONMOUTH
LONG BRANCH CITY**

GRADE SPAN 06-08

**LONG BRANCH MIDDLE SCHOOL
350 INDIANA AVENUE
LONG BRANCH, NJ 07740-6192**

NJASK Results - Science Grade Level - 08

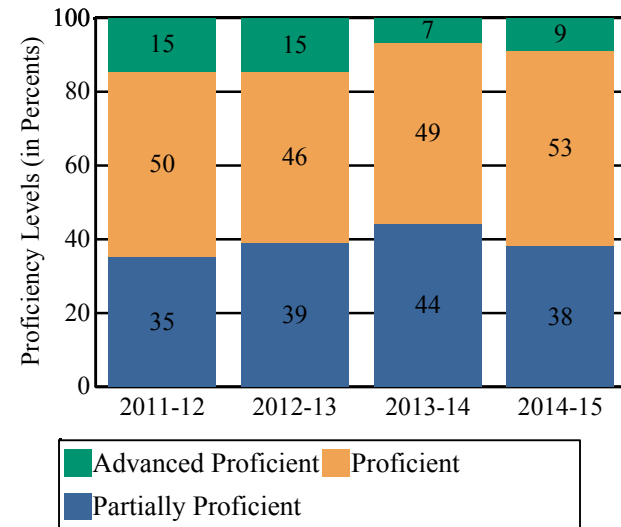
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	9%	53%	38%
White	7%	66%	27%
African American	5%	42%	53%
Hispanic	10%	53%	37%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	0%	29%	71%
English Language Learners	0%	27%	73%
Economically Disadvantaged Students	6%	54%	40%

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

NJASK Proficiency Trends - Science - Grade Level - 08

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



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

Algebra I Course Enrollment

This table presents the count of students in this school who were reported in the Algebra I course code in NJSMART and the count of students who took the Algebra I test of PARCC.

Algebra I Enrollment Count	Algebra I PARCC Test Count
0	80

Algebra I Test Taking

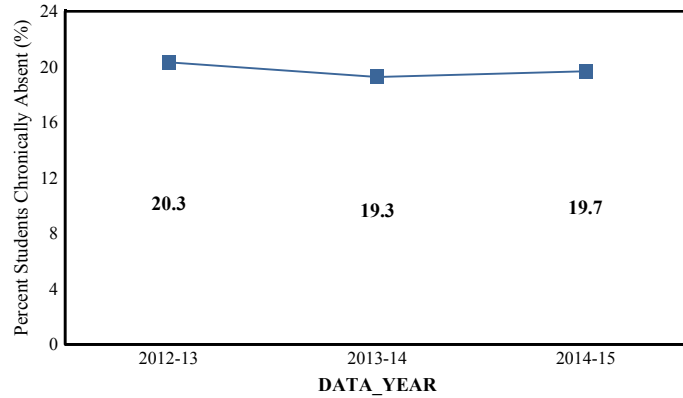
This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
0.0%	81.3%

- Data Suppressed to protect the confidentiality of students

Chronic Absenteeism Trend

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

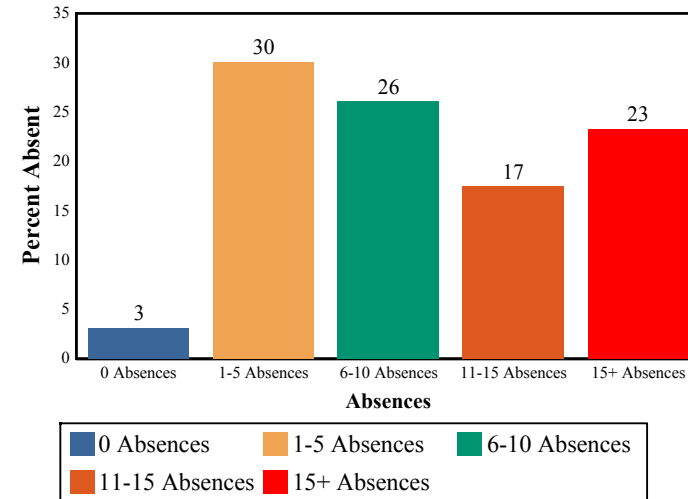


Chronic Absenteeism for 2014-15

19.69%

Absenteeism

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



Visual and Performing Arts

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

Percent of Students Enrolled	School	State
Dance	N/R	1.6%
Drama/Theater	5.7%	3.9%
Music	18.8%	66.0%
Visual Arts	19.6%	71.1%
Total: All Visual and Performing Arts	33.5%	89.8%

N/R - Data Not Reported

STUDENT GROWTH

MONMOUTH

LONG BRANCH CITY

GRADE SPAN 06-08

LONG BRANCH MIDDLE SCHOOL

350 INDIANA AVENUE

LONG BRANCH, NJ 07740-6192

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	39	26	21	35	YES
Student Growth on Math	51	84	59	35	YES
		55	40		100%

Student Growth

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

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	18%	5%	0%
Partially Met	13%	9%	6%
Approached	10%	9%	6%
Met	5%	7%	9%
Exceeded	0%	1%	2%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	13%	3%	0%
Partially Met	13%	13%	11%
Approached	9%	10%	12%
Met	3%	4%	8%
Exceeded	0%	0%	0%

Low Growth is defined as an Student Growth Percentile score less than 35.
Typical Growth is defined as an Student Growth Percentile score between 35 and 65.
High Growth is defined as a Student Growth Percentile score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

**MONMOUTH
LONG BRANCH CITY**

**LONG BRANCH MIDDLE SCHOOL
350 INDIANA AVENUE
LONG BRANCH, NJ 07740-6192**

GRADE SPAN 06-08

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

Grade Level - 06

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

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

Percentile	School Scale Score	State Scale Score
99th	793	850
75th	745	770
50th	725	749
25th	706	726
0th	669	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	44

Grade Level - 06

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	787	850
75th	744	763
50th	725	742
25th	709	721
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	42

WITHIN SCHOOL ACHIEVEMENT GAP

MONMOUTH
LONG BRANCH CITY

LONG BRANCH MIDDLE SCHOOL
350 INDIANA AVENUE
LONG BRANCH, NJ 07740-6192

GRADE SPAN 06-08

Grade Level - 07

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

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

Percentile	School Scale Score	State Scale Score
99th	792	850
75th	748	776
50th	720	751
25th	697	724
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	51	52

Grade Level - 08

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

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

Percentile	School Scale Score	State Scale Score
99th	802	850
75th	747	777
50th	721	751
25th	697	723
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	50	54

Grade Level - 07

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	776	850
75th	744	759
50th	727	740
25th	713	720
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	39

Grade Level - 08

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	N/A	850
75th	N/A	748
50th	N/A	726
25th	N/A	704
0th	N/A	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	N/A	44

Length of School Day

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

	School
2014-15	6 Hrs. 40 Mins.

Student Suspension Rate

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

	School
2014-15	14.3%

Instructional Time

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

2014-15	School
Full Time	6 Hrs. 10 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

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

	School
2014-15	0

Student to Staff Ratio

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

2014-15	School
Faculty	11
Administrators	372

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	ATLANTIC CITY	PENNSYLVANIA AVE SCHOOL	01-0110-100	PK-08	83.1%	13.9%	11.5%
ATLANTIC	EGG HARBOR CITY	EGG HARBOR CITY COMMUNITY SCH	01-1300-030	04-08	78.4%	2.6%	24.1%
CAMDEN	CAMDEN CITY	THOMAS H. DUDLEY FAMILY SCHOOL	07-0680-190	PK-08	87.2%	32.7%	14.8%
CHARTERS	GREAT OAKS CHARTER SCHOOL	GREAT OAKS CHARTER SCHOOL	80-6053-917	06-10	81%	2.3%	8.5%
CUMBERLAND	VINELAND CITY	VETERANS MEMORIAL MIDDLE	11-5390-060	06-08	77.2%	3.2%	25%
ESSEX	NEWARK CITY	CHANCELLOR AVENUE SCHOOL	13-3570-330	KG-08	76.8%	0.6%	23.2%
ESSEX	NEWARK CITY	DR WILLIAM H HORTON ELEMENTARY SCHOOL	13-3570-440	KG-08	87.1%	19.6%	10.9%
ESSEX	NEWARK CITY	GEORGE WASHINGTON CARVER ELEMENTARY SCHOOL	13-3570-435	KG-08	78.5%	0%	16.5%
ESSEX	NEWARK CITY	HAWTHORNE AVENUE SCHOOL	13-3570-470	KG-08	81.2%	0.9%	12.8%
ESSEX	NEWARK CITY	LINCOLN	13-3570-490	KG-08	79.7%	0%	9%
ESSEX	NEWARK CITY	PARK ELEMENTARY SCHOOL	13-3570-581	PK-08	84.3%	12.2%	7.6%
HUDSON	EAST NEWARK BORO	EAST NEWARK PUBLIC SCHOOL	17-1200-050	PK-08	83.8%	14.7%	10%
HUDSON	HARRISON TOWN	WASHINGTON MIDDLE SCHOOL	17-2060-070	06-08	80.7%	6.3%	17.7%
HUDSON	JERSEY CITY	MARTIN LUTHER KING JR. SCHOOL	17-2390-140	PK-08	88.1%	24.4%	6.6%
MONMOUTH	KEANSBURG BORO	JOSEPH R. BOLGER MIDDLE SCHOOL	25-2400-030	05-08	76.1%	1.5%	24.9%
MONMOUTH	LONG BRANCH CITY	LONG BRANCH MIDDLE SCHOOL	25-2770-060	06-08	80.7%	4.3%	12.7%
MORRIS	DOVER TOWN	DOVER MIDDLE SCHOOL	27-1110-065	07-08	80.3%	4.8%	12.8%
PASSAIC	PATERSON CITY	ALEXANDER HAMILTON ACADEMY	31-4010-043	KG-08	83.9%	9.3%	10.4%
PASSAIC	PATERSON CITY	SCHOOL 10	31-4010-140	PK-08	82.6%	11.2%	10.3%
PASSAIC	PATERSON CITY	SCHOOL 25	31-4010-280	KG-08	84.2%	17.5%	10.3%
PASSAIC	PATERSON CITY	SCHOOL 26	31-4010-290	KG-08	83.8%	7.7%	10.3%
UNION	ELIZABETH CITY	CHARLES J. HUDSON SCHOOL NO. 25	39-1320-280	KG-08	92.2%	34.9%	4.2%

SCHOOL PEER GROUP

MONMOUTH

LONG BRANCH CITY

GRADE SPAN 06-08

LONG BRANCH MIDDLE SCHOOL
350 INDIANA AVENUE
LONG BRANCH, NJ 07740-6192

UNION	ELIZABETH CITY	CHRISTOPHER COLUMBUS SCHOOL NO. 15	39-1320-180	KG-08	88%	21.1%	4.6%
UNION	ELIZABETH CITY	IPREP ACADEMY SCHOOL NO 8	39-1320-301	KG-08	83%	12.3%	8.6%
UNION	ELIZABETH CITY	JEROME DUNN ACADEMY NO 9	39-1320-302	KG-08	91.6%	35.1%	10.8%
UNION	ELIZABETH CITY	JOHN MARSHAL SCHOOL NO. 20	39-1320-230	KG-08	87.6%	21.5%	6.1%
UNION	ELIZABETH CITY	JOSEPH BATTIN SCHOOL NO. 4	39-1320-035	KG-08	86.6%	23%	11%
UNION	ELIZABETH CITY	MABEL G. HOMES SCHOOL NO. 5	39-1320-300	PK-08	81.8%	11.1%	11.8%
UNION	ELIZABETH CITY	NICHOLAS MURRAY BUTLER SCHOOL NO. 23	39-1320-260	PK-08	85.6%	15.5%	9.8%
UNION	ELIZABETH CITY	RONALD REAGAN ACADEMY SCHOOL NO. 30	39-1320-305	PK-08	83.2%	15.4%	12.9%
UNION	ELIZABETH CITY	WINFIELD SCOTT SCHOOL NO. 2	39-1320-100	PK-08	87.5%	18.1%	5.4%



State of New Jersey
2014-15

25-2770-065

OVERVIEW

MONMOUTH
LONG BRANCH CITY

GRADE SPAN KG-05

A A ANASTASIA ELEMENTARY SCHOOL
92 SEVENTH AVENUE
LONG BRANCH, NJ 07740

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

In particular, the School Performance Reports seek to:

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

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

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

DEMOGRAPHIC INFORMATION

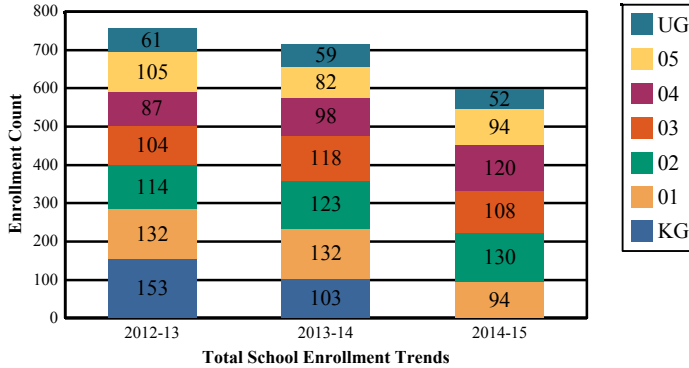
MONMOUTH
LONG BRANCH CITY

GRADE SPAN KG-05

25-2770-065
A A ANASTASIA ELEMENTARY SCHOOL
92 SEVENTH AVENUE
LONG BRANCH, NJ 07740

Enrollment by Grade

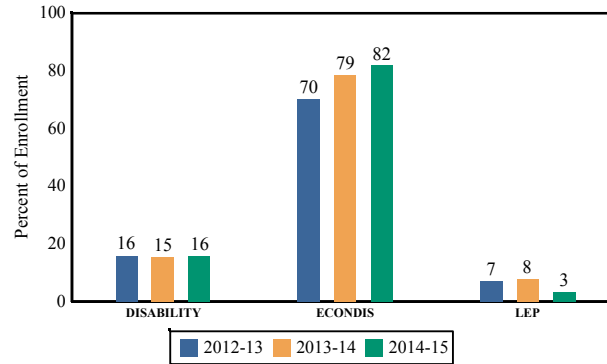
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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

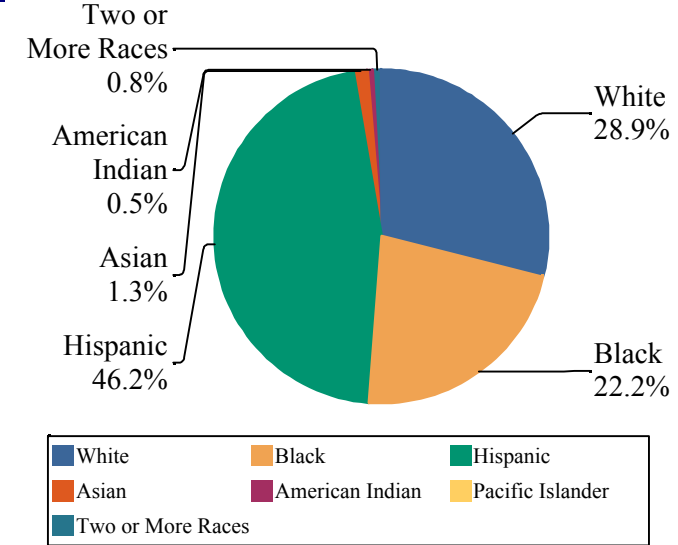
Enrollment Trends by Program Participation

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



Enrollment by Ethnic/Racial Subgroup

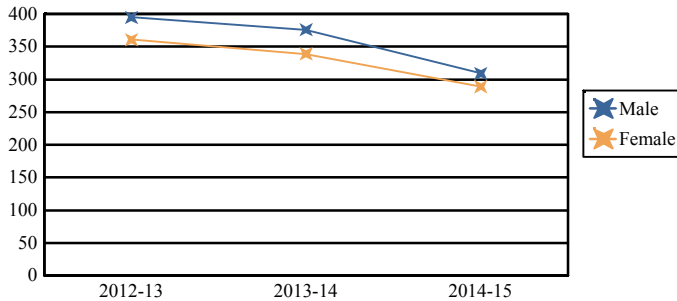
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	756
2013-14	715
2014-15	598

Enrollment by Gender

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



Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	94	16%
Economically Disadvantaged Students	489	81.8%
English Language Learners	20	3.3%

Language Diversity

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

2014-15	Percent
English	54.6%
Spanish	33.4%
Portuguese	11.7%
Malayalam	0.2%
Abkhazian	0.2%

	Male	Female
2012-13	395	361
2013-14	376	339
2014-15	309	289

ACADEMIC ACHIEVEMENT

MONMOUTH

LONG BRANCH CITY

GRADE SPAN KG-05

A A ANASTASIA ELEMENTARY SCHOOL

92 SEVENTH AVENUE

LONG BRANCH, NJ 07740

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	26%	30	10
Math Met or Exceeded Expectation	21%		

ESEA Waiver - English Language Arts/Literacy

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	354	25.7%	95%	99.4%	YES
White	99	29.3%	95%	100%	YES
African American	80	20%	95%	98.8%	YES
Hispanic	163	25.1%	95%	100%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	67	26.9%	95%	100%	YES
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	279	24.7%	95%	99.6%	YES

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

MONMOUTH
LONG BRANCH CITY

GRADE SPAN KG-05

A A ANASTASIA ELEMENTARY SCHOOL
92 SEVENTH AVENUE
LONG BRANCH, NJ 07740

ESEA Waiver - Math

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	357	21.3%	95%	99.5%	YES
White	101	28.7%	95%	100%	YES
African American	81	12.3%	95%	98.8%	YES
Hispanic	163	20.2%	95%	100%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	70	17.1%	95%	100%	YES
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	279	20.4%	95%	99.6%	YES

YES* = Met Participation Rate (Participation Averaging applied)

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

PARCC Performance Level

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

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

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

ACADEMIC ACHIEVEMENT

**MONMOUTH
LONG BRANCH CITY**

GRADE SPAN KG-05

**A A ANASTASIA ELEMENTARY SCHOOL
92 SEVENTH AVENUE
LONG BRANCH, NJ 07740**

PARCC ELA Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	113	719	744	27%	29%	26%	19%	0%	19%	44%
White	36	730	753	11%	28%	44%	17%	0%	17%	55%
African American	23	714	725	30%	35%	22%	13%	0%	13%	26%
Hispanic	49	713	727	37%	29%	12%	22%	0%	22%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	12	702	718	25%	17%	25%	33%	0%	33%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	87	718	724	29%	29%	22%	21%	0%	21%	24%

ACADEMIC ACHIEVEMENT

**MONMOUTH
LONG BRANCH CITY**

**A A ANASTASIA ELEMENTARY SCHOOL
92 SEVENTH AVENUE
LONG BRANCH, NJ 07740**

GRADE SPAN KG-05

PARCC ELA Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	134	729	751	16%	25%	28%	29%	1%	31%	52%
White	38	735	758	16%	18%	32%	29%	5%	34%	63%
African American	31	728	733	16%	35%	16%	32%	0%	32%	30%
Hispanic	61	725	737	15%	26%	33%	26%	0%	26%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	29	699	725	45%	14%	10%	31%	0%	31%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	105	727	734	15%	29%	28%	28%	1%	29%	31%

ACADEMIC ACHIEVEMENT

**MONMOUTH
LONG BRANCH CITY**

**A A ANASTASIA ELEMENTARY SCHOOL
92 SEVENTH AVENUE
LONG BRANCH, NJ 07740**

GRADE SPAN KG-05

PARCC ELA Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	107	731	751	14%	25%	34%	26%	1%	27%	53%
White	25	747	757	0%	16%	44%	40%	0%	40%	62%
African American	26	716	734	23%	23%	42%	12%	0%	12%	31%
Hispanic	53	728	737	17%	30%	26%	25%	2%	26%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	26	705	723	46%	19%	15%	19%	0%	19%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	87	728	734	17%	28%	31%	23%	1%	24%	31%

ACADEMIC ACHIEVEMENT

**MONMOUTH
LONG BRANCH CITY**

**A A ANASTASIA ELEMENTARY SCHOOL
92 SEVENTH AVENUE
LONG BRANCH, NJ 07740**

GRADE SPAN KG-05

PARCC MATH - Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	114	726	746	15%	25%	41%	18%	1%	18%	46%
White	36	737	752	0%	25%	47%	28%	0%	28%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	49	724	733	18%	22%	43%	14%	2%	16%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	13	709	727	15%	23%	31%	23%	8%	31%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	87	725	730	17%	24%	41%	16%	1%	17%	26%

ACADEMIC ACHIEVEMENT

**MONMOUTH
LONG BRANCH CITY**

**A A ANASTASIA ELEMENTARY SCHOOL
92 SEVENTH AVENUE
LONG BRANCH, NJ 07740**

GRADE SPAN KG-05

PARCC MATH - Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	136	729	744	9%	32%	38%	18%	2%	21%	42%
White	40	735	749	5%	33%	38%	20%	5%	25%	50%
African American	31	726	727	13%	39%	29%	19%	0%	19%	20%
Hispanic	61	727	732	8%	30%	44%	16%	2%	18%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	31	709	724	16%	42%	26%	10%	6%	16%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	105	728	730	10%	32%	37%	19%	2%	21%	23%

ACADEMIC ACHIEVEMENT

**MONMOUTH
LONG BRANCH CITY**

**A A ANASTASIA ELEMENTARY SCHOOL
92 SEVENTH AVENUE
LONG BRANCH, NJ 07740**

GRADE SPAN KG-05

PARCC MATH - Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	107	734	744	4%	36%	36%	23%	2%	25%	42%
White	25	743	749	0%	20%	44%	36%	0%	36%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	53	734	733	6%	32%	36%	25%	2%	26%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	26	718	724	8%	58%	23%	8%	4%	12%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	87	733	731	5%	37%	36%	21%	2%	23%	23%

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

Proficiency Percentages

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

ACADEMIC ACHIEVEMENT

**MONMOUTH
LONG BRANCH CITY**

GRADE SPAN KG-05

**A A ANASTASIA ELEMENTARY SCHOOL
92 SEVENTH AVENUE
LONG BRANCH, NJ 07740**

NJASK Results - Science Grade Level - 04

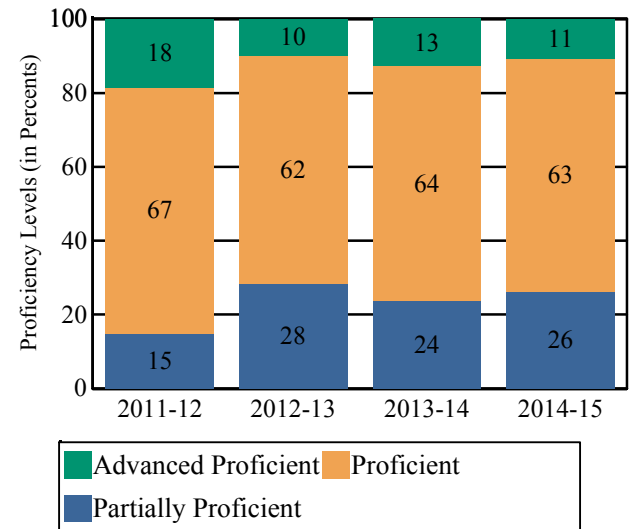
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	11%	63%	26%
White	19%	44%	36%
African American	15%	58%	27%
Hispanic	3%	76%	21%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	3%	52%	45%
English Language Learners	-	-	-
Economically Disadvantaged Students	9%	65%	26%

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

NJASK Proficiency Trends - Science - Grade Level - 04

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



COLLEGE AND CAREER READINESS

**MONMOUTH
LONG BRANCH CITY**

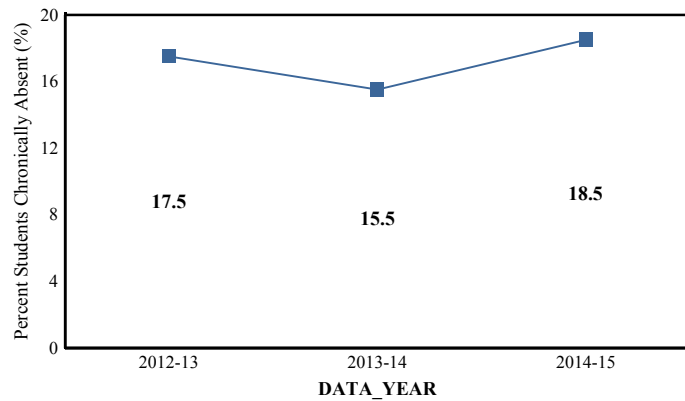
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92 SEVENTH AVENUE
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GRADE SPAN KG-05

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

Chronic Absenteeism Trend

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

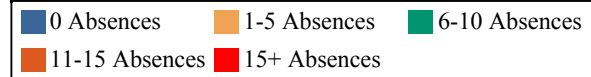
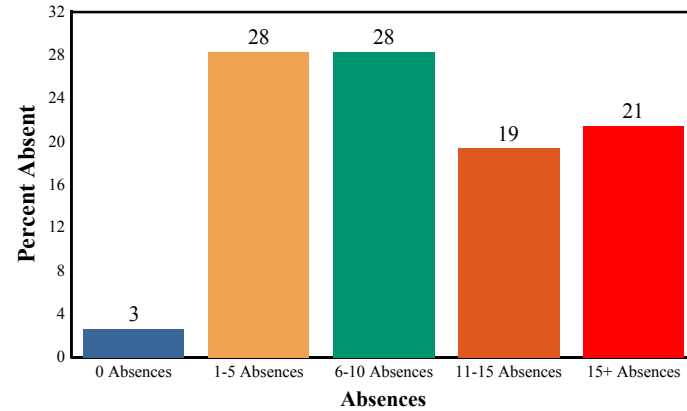


Chronic Absenteeism for 2014-15

18.51%

Absenteeism

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



STUDENT GROWTH

MONMOUTH

LONG BRANCH CITY

A A ANASTASIA ELEMENTARY SCHOOL

92 SEVENTH AVENUE

LONG BRANCH, NJ 07740

GRADE SPAN KG-05

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	45	30	29	35	YES
Student Growth on Math	64	90	84	35	YES
		60	57		100%

Student Growth

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

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	11%	5%	0%
Partially Met	10%	11%	6%
Approached	11%	13%	7%
Met	4%	7%	13%
Exceeded	0%	0%	1%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	6%	2%	0%
Partially Met	10%	13%	11%
Approached	7%	9%	22%
Met	2%	4%	14%
Exceeded	0%	0%	0%

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

MONMOUTH

LONG BRANCH CITY

A A ANASTASIA ELEMENTARY SCHOOL

92 SEVENTH AVENUE

LONG BRANCH, NJ 07740

GRADE SPAN KG-05

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

Grade Level - 03

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

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

Percentile	School Scale Score	State Scale Score
99th	790	850
75th	738	770
50th	718	743
25th	697	715
0th	654	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	55

Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	779	850
75th	742	767
50th	730	745
25th	709	722
0th	671	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	45

WITHIN SCHOOL ACHIEVEMENT GAP

**MONMOUTH
LONG BRANCH CITY**

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92 SEVENTH AVENUE
LONG BRANCH, NJ 07740**

GRADE SPAN KG-05

Grade Level - 04

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

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

Percentile	School Scale Score	State Scale Score
99th	793	850
75th	751	773
50th	728	750
25th	709	728
0th	652	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	42	45

Grade Level - 05

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

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

Percentile	School Scale Score	State Scale Score
99th	794	850
75th	749	773
50th	729	751
25th	713	728
0th	672	650

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

Grade Level - 04

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	786	850
75th	744	764
50th	730	742
25th	713	721
0th	668	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	43

Grade Level - 05

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	783	850
75th	748	763
50th	731	743
25th	718	723
0th	676	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	30	40

Length of School Day

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

	School
2014-15	6 Hrs. 40 Mins.

Student Suspension Rate

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

	School
2014-15	3.0%

Instructional Time

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

2014-15	School
Full Time	6 Hrs. 10 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

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

	School
2014-15	0

Student to Staff Ratio

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

2014-15	School
Faculty	11
Administrators	299

SCHOOL PEER GROUP

MONMOUTH

LONG BRANCH CITY

GRADE SPAN KG-05

A A ANASTASIA ELEMENTARY SCHOOL

92 SEVENTH AVENUE

LONG BRANCH, NJ 07740

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	GARFIELD CITY	ABRAHAM LINCOLN SCHOOL #6	03-1700-080	PK-05	79.3%	6%	16.4%
BERGEN	GARFIELD CITY	ROOSEVELT SCHOOL #7	03-1700-100	PK-05	75%	5.6%	10.3%
CAMDEN	LINDENWOLD BORO	LINDENWOLD SCHOOL FIVE	07-2670-050	KG-04	74.3%	18.3%	7.6%
CAMDEN	PENNSAUKEN TWP	A E BURLING ELEMENTARY SCHOOL	07-4060-104	KG-04	75.4%	0%	5.1%
CHARTERS	BELOVED COMMUNITY CHARTER SCHOOL	BELOVED COMMUNITY CHARTER SCHOOL	80-6082-963	KG-04	72.9%	12.2%	4.2%
CHARTERS	BURCH CHARTER SCHOOL OF EXCELLENCE	BURCH CHARTER SCHOOL OF EXCELLENCE	80-6022-990	KG-05	71.2%	0%	1.4%
CUMBERLANI	MILLVILLE CITY	SILVER RUN ELEMENTARY SCHOOL	11-3230-100	KG-05	83.3%	0.4%	18.8%
CUMBERLANI	VINELAND CITY	DR. WILLIAM MENNIES ELEMENTARY SCHOOL	11-5390-260	KG-05	77.5%	9.8%	10.8%
ESSEX	BELLEVILLE TOWN	BELLEVILLE PS9	13-0250-090	KG-05	71.6%	0%	2.1%
ESSEX	CITY OF ORANGE TWP	HEYWOOD AVENUE ELEMENTARY SCHOOL	13-3880-090	PK-07	78.5%	5.2%	14.6%
ESSEX	CITY OF ORANGE TWP	PARK AVENUE ELEMENTARY SCHOOL	13-3880-120	PK-07	81.9%	7.2%	16.1%
ESSEX	EAST ORANGE	GEORGE WASHINGTON CARVER INSTITUTE	13-1210-060	PK-05	79.6%	0.5%	12%
ESSEX	NEWARK CITY	FOURTEENTH AVENUE SCHOOL	13-3570-420	KG-04	94.8%	21.1%	36.2%
HUDSON	HARRISON TOWN	LINCOLN ELEMENTARY SCHOOL	17-2060-060	PK-03	78.1%	8.1%	8.6%
HUDSON	JERSEY CITY	REV. DR. ERCEL F. WEBB SCHOOL	17-2390-200	PK-05	83.3%	14.7%	18.4%
HUDSON	WEST NEW YORK TOWN	PUBLIC SCHOOL NUMBER ONE	17-5670-060	PK-06	77.7%	17%	11.4%
HUDSON	WEST NEW YORK TOWN	PUBLIC SCHOOL NUMBER TWO	17-5670-065	PK-06	79.1%	2.5%	13%
HUDSON	WEST NEW YORK TOWN	ROBERT MENENDEZ ELEMENTARY SCHOOL	17-5670-070	PK-06	81.2%	6%	15.2%
MERCER	HAMILTON TWP	GREENWOOD ELEMENTARY SCHOOL	21-1950-110	PK-05	79.4%	9.9%	11.8%
MIDDLESEX	PERTH AMBOY CITY	EDWARD J. PATTEN ELEMENTARY SCHOOL	23-4090-065	KG-04	74%	20.8%	7.8%
MIDDLESEX	PERTH AMBOY CITY	JAMES J. FLYNN ELEMENTARY SCHOOL	23-4090-145	KG-04	76.6%	13.1%	8.4%

SCHOOL PEER GROUP

MONMOUTH

LONG BRANCH CITY

A A ANASTASIA ELEMENTARY SCHOOL
92 SEVENTH AVENUE
LONG BRANCH, NJ 07740

GRADE SPAN KG-05

MONMOUTH	ASBURY PARK CITY	BARRACK OBAMA ELEMENTARY SCHOOL	25-0100-020	KG-05	75.1%	6.6%	9.6%
MONMOUTH	ASBURY PARK CITY	BRADLEY ELEMENTARY SCHOOL	25-0100-040	PK-05	83.3%	2.2%	19.1%
MONMOUTH	ASBURY PARK CITY	THURGOOD MARSHALL ELEMENTARY SCHOOL	25-0100-100	PK-05	80.9%	15.4%	17.7%
MONMOUTH	FREEHOLD BORO	FREEHOLD LEARNING CENTER	25-1640-040	PK-05	72.8%	24.6%	14.2%
MONMOUTH	FREEHOLD BORO	PARK AVENUE ELEMENTARY SCHOOL	25-1640-070	PK-05	72.7%	25.3%	11.4%
MONMOUTH	LONG BRANCH CITY	A A ANASTASIA ELEMENTARY SCHOOL	25-2770-065	KG-05	81.8%	3.3%	15.2%
MORRIS	DOVER TOWN	ACADEMY STREET ELEMENTARY SCHOOL	27-1110-050	PK-06	76.1%	0.3%	8.9%
PASSAIC	CLIFTON CITY	SCHOOL #17	31-0900-230	KG-05	78.1%	12.4%	14.6%
PASSAIC	PATERSON CITY	SCHOOL 1	31-4010-050	PK-05	82.4%	9%	19.7%
SOMERSET	NORTH PLAINFIELD BORO	STONY BROOK SCHOOL	35-3670-090	KG-04	84.2%	0%	18.5%

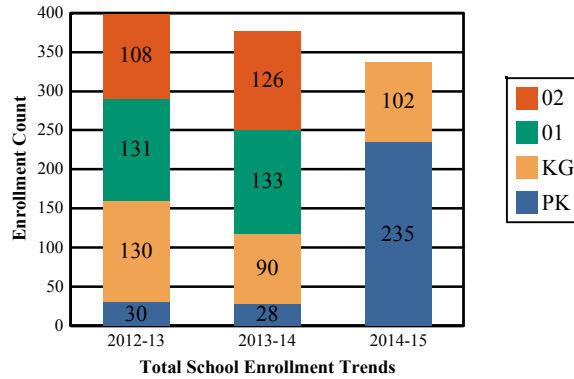
DEMOGRAPHIC INFORMATION

MONMOUTH
LONG BRANCH CITY

GRADE SPAN PK-KG

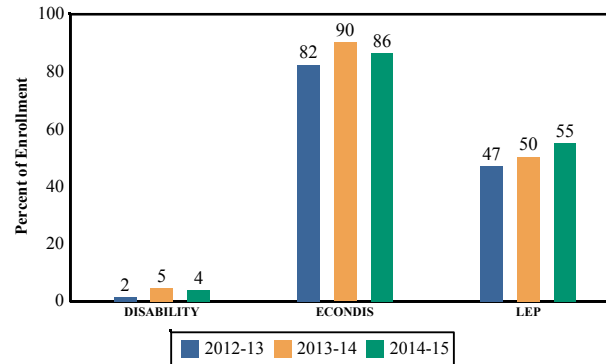
Enrollment by Grade

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



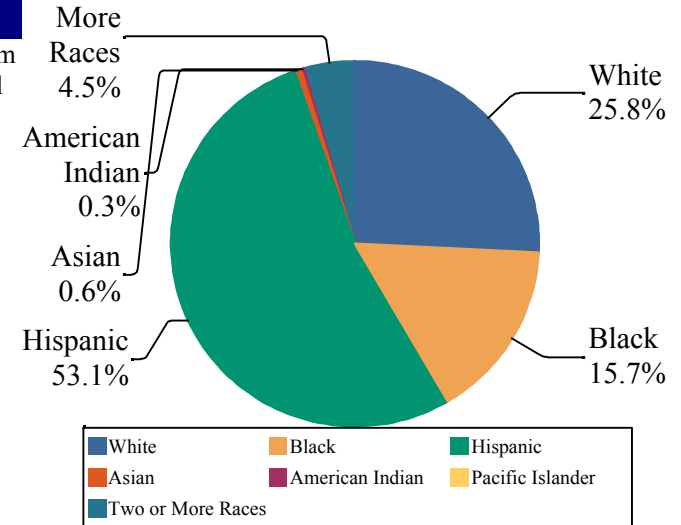
Enrollment Trends by Program Participation

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



Enrollment by Ethnic/Racial Subgroup

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



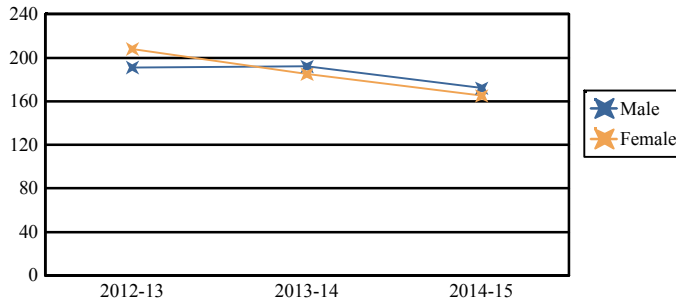
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade

Total School Enrollment

Year	Count
2012-13	399
2013-14	377
2014-15	337

Enrollment by Gender

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



Current Year Enrollment by Program Participation

Program	Count of Students	% of Enrollment
2014-15		
Students with Disability	13	4%
Economically Disadvantaged Students	291	86.4%
English Language Learners	185	54.9%

Language Diversity

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

Language	Percent
2014-15	
Spanish	42.2%
English	40.7%
Portuguese	15.5%
Amharic	0.5%
English, Middle (1100-1500)	0.3%
Chinese	0.3%
Other	0.5%

Year	Male	Female
2012-13	191	208
2013-14	192	185
2014-15	172	165

SCHOOL CLIMATE
MONMOUTH
LONG BRANCH CITY

GRADE SPAN PK-KG

Length of School Day

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

	School
2014-15	6 Hrs. 40 Mins.

Student Suspension Rate

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

	School
2014-15	0.0%

Instructional Time

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

2014-15	School
Full Time	6 Hrs. 10 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

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

	School
2014-15	0

Student to Staff Ratio

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

2014-15	School
Faculty	12
Administrators	337

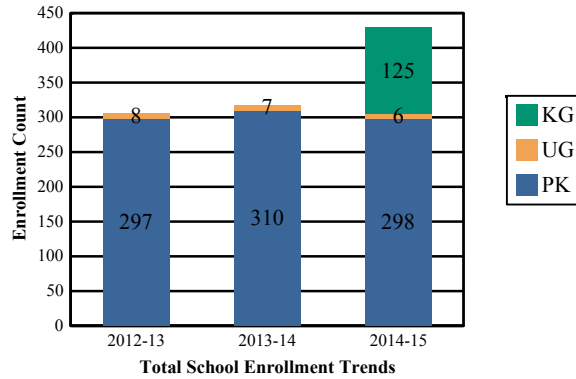
DEMOGRAPHIC INFORMATION

MONMOUTH
LONG BRANCH CITY

GRADE SPAN PK-KG

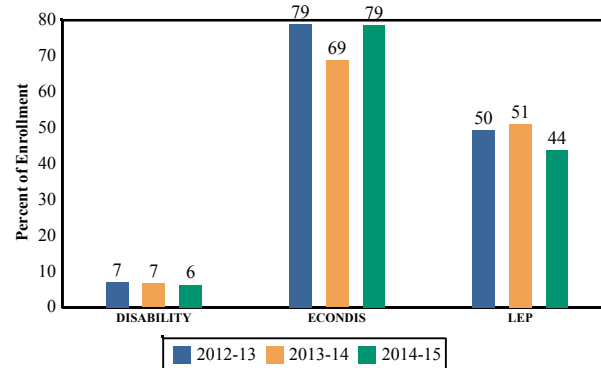
Enrollment by Grade

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



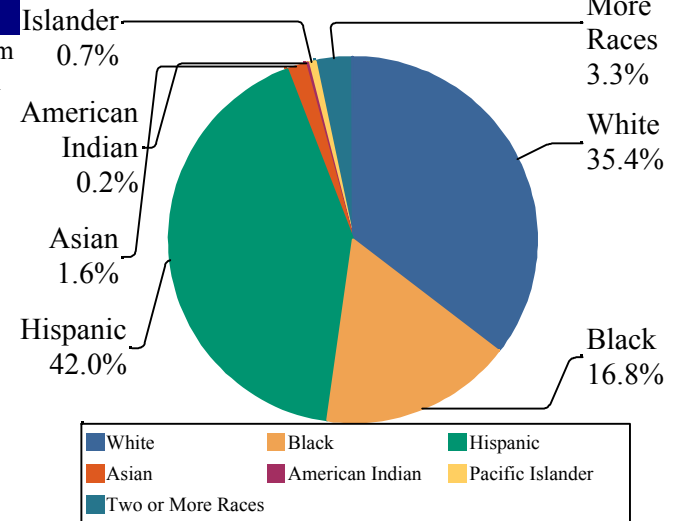
Enrollment Trends by Program Participation

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



Enrollment by Ethnic/Racial Subgroup

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



Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	27	6%
Economically Disadvantaged Students	337	78.6%
English Language Learners	188	43.8%

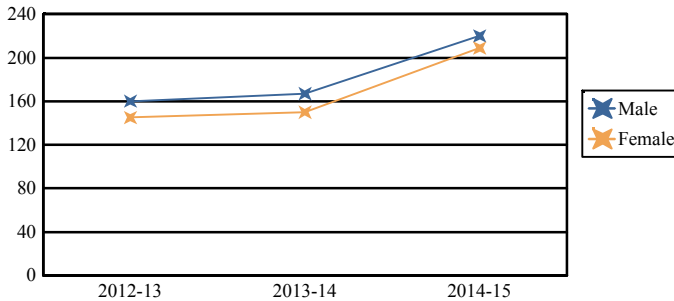
Language Diversity

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

2014-15	Percent
English	50.0%
Spanish	34.9%
Portuguese	14.1%
Igbo	0.3%
Macedo-Romanian	0.3%
Vietnamese	0.3%
Other	0.3%

Enrollment by Gender

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



	Male	Female
2012-13	160	145
2013-14	167	150
2014-15	220	209

SCHOOL CLIMATE
MONMOUTH
LONG BRANCH CITY

JOSEPH M. FERRAINA EARLY CHILDHOOD LEARNING C
80 AVENEL BOULEVARD
LONG BRANCH, NJ 07740

GRADE SPAN PK-KG

Length of School Day

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

	School
2014-15	Hrs. Mins.

Student Suspension Rate

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

	School
2014-15	

Instructional Time

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

2014-15	School
Full Time	Hrs. Mins.
Shared Time	Hrs. Mins.

Student Expulsions

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

	School
2014-15	

Student to Staff Ratio

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

2014-15	School
Faculty	17
Administrators	429



State of New Jersey
2014-15

25-2770-110

OVERVIEW

MONMOUTH
LONG BRANCH CITY

GREGORY ELEMENTARY SCHOOL
201 MONMOUTH AVENUE
LONG BRANCH, NJ 07740-6992

GRADE SPAN 01-05

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

In particular, the School Performance Reports seek to:

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

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

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

DEMOGRAPHIC INFORMATION

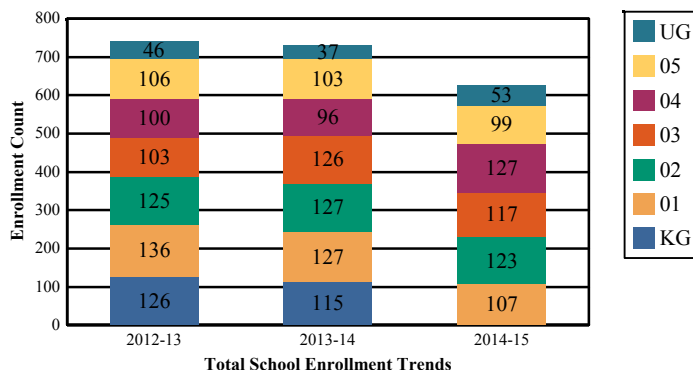
MONMOUTH
LONG BRANCH CITY

GRADE SPAN 01-05

25-2770-110
GREGORY ELEMENTARY SCHOOL
201 MONMOUTH AVENUE
LONG BRANCH, NJ 07740-6992

Enrollment by Grade

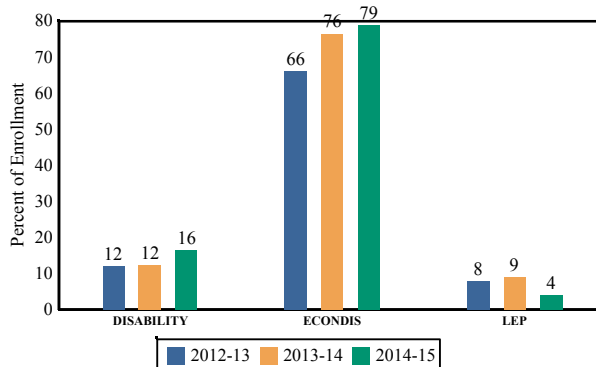
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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

Enrollment Trends by Program Participation

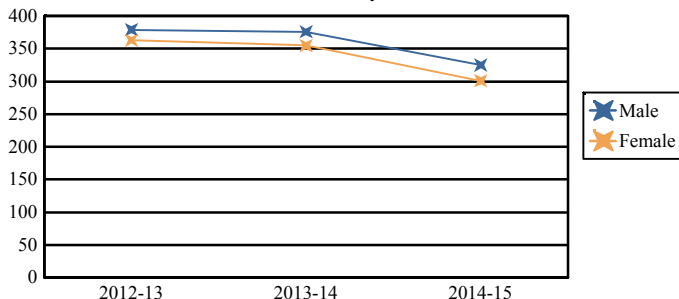
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Total School Enrollment	
2012-13	742
2013-14	731
2014-15	626

Enrollment by Gender

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



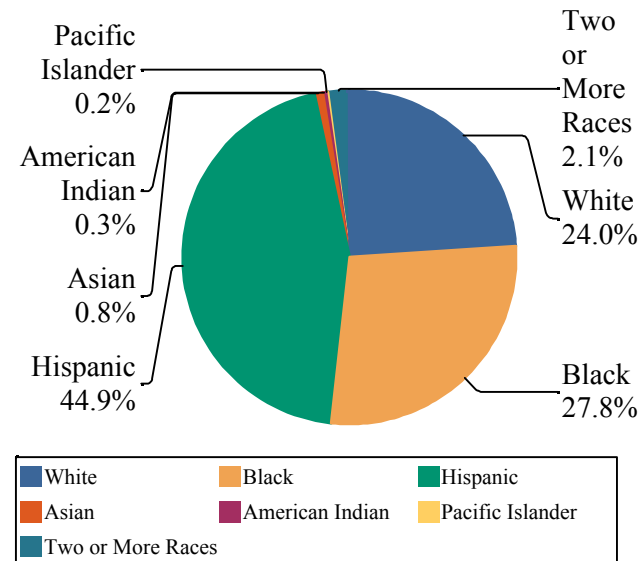
	Male	Female
2012-13	379	363
2013-14	376	355
2014-15	325	301

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	103	16%
Economically Disadvantaged Students	493	78.8%
English Language Learners	25	4.0%

Enrollment by Ethnic/Racial Subgroup

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



Language Diversity

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

2014-15	Percent
English	61.4%
Spanish	31.9%
Portuguese	4.5%
Creoles and pidgins	1.0%
Gujarati	0.2%
Creoles and pidgins, English based	0.2%
Other	0.8%

ACADEMIC ACHIEVEMENT

MONMOUTH

LONG BRANCH CITY

GRADE SPAN 01-05

GREGORY ELEMENTARY SCHOOL

201 MONMOUTH AVENUE

LONG BRANCH, NJ 07740-6992

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	24%	30	9
Math Met or Exceeded Expectation	23%		

ESEA Waiver - English Language Arts/Literacy

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	350	24%	95%	99.2%	YES
White	89	39.4%	95%	98.9%	YES
African American	100	18%	95%	99.1%	YES
Hispanic	154	18.8%	95%	99.4%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	69	18.8%	95%	100%	YES
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	260	16.6%	95%	100%	YES

YES* = Met Participation Rate (Participation Averaging applied)

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

ESEA Waiver - Math

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	351	23.1%	95%	99.2%	YES
White	89	34.8%	95%	98.9%	YES
African American	100	17%	95%	99.1%	YES
Hispanic	155	20%	95%	99.4%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	70	18.6%	95%	100%	YES
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	261	16.4%	95%	100%	YES

YES* = Met Participation Rate (Participation Averaging applied)

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

PARCC Performance Level

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

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

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

ACADEMIC ACHIEVEMENT

**MONMOUTH
LONG BRANCH CITY**

GRADE SPAN 01-05

**GREGORY ELEMENTARY SCHOOL
201 MONMOUTH AVENUE
LONG BRANCH, NJ 07740-6992**

PARCC ELA Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	125	714	744	35%	30%	20%	14%	1%	15%	44%
White	24	736	753	8%	42%	21%	25%	4%	29%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	65	709	727	46%	23%	18%	12%	0%	12%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	25	695	718	60%	20%	0%	20%	0%	20%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	95	709	724	42%	28%	19%	11%	0%	11%	24%

ACADEMIC ACHIEVEMENT

**MONMOUTH
LONG BRANCH CITY**

GRADE SPAN 01-05

**GREGORY ELEMENTARY SCHOOL
201 MONMOUTH AVENUE
LONG BRANCH, NJ 07740-6992**

PARCC ELA Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	128	726	751	23%	26%	29%	20%	2%	22%	52%
White	37	740	758	8%	19%	41%	27%	5%	32%	63%
African American	40	722	733	33%	20%	30%	15%	3%	18%	30%
Hispanic	49	718	737	27%	37%	20%	16%	0%	16%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	95	720	734	28%	31%	25%	14%	2%	16%	31%

ACADEMIC ACHIEVEMENT

**MONMOUTH
LONG BRANCH CITY**

**GREGORY ELEMENTARY SCHOOL
201 MONMOUTH AVENUE
LONG BRANCH, NJ 07740-6992**

GRADE SPAN 01-05

PARCC ELA Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	97	733	751	15%	25%	22%	37%	1%	38%	53%
White	28	746	757	7%	18%	18%	57%	0%	57%	62%
African American	28	719	734	29%	29%	14%	25%	4%	29%	31%
Hispanic	40	732	737	13%	28%	28%	33%	0%	33%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	20	707	723	35%	25%	10%	25%	5%	30%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	70	725	734	19%	29%	27%	26%	0%	26%	31%

PARCC MATH - Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	125	722	746	25%	26%	26%	22%	1%	22%	46%
White	24	736	752	13%	25%	21%	38%	4%	42%	56%
African American	32	720	728	28%	28%	28%	16%	0%	16%	25%
Hispanic	65	719	733	26%	28%	28%	18%	0%	18%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	25	700	727	56%	16%	12%	16%	0%	16%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	95	717	730	28%	29%	25%	17%	0%	17%	26%

PARCC MATH - Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	128	719	744	28%	34%	21%	16%	1%	17%	42%
White	37	732	749	16%	24%	32%	24%	3%	27%	50%
African American	40	714	727	33%	35%	18%	15%	0%	15%	20%
Hispanic	49	713	732	33%	39%	16%	12%	0%	12%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	24	708	724	50%	33%	4%	8%	4%	13%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	95	714	730	34%	38%	17%	11%	1%	12%	23%

ACADEMIC ACHIEVEMENT

**MONMOUTH
LONG BRANCH CITY**

GRADE SPAN 01-05

**GREGORY ELEMENTARY SCHOOL
201 MONMOUTH AVENUE
LONG BRANCH, NJ 07740-6992**

PARCC MATH - Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	98	732	744	13%	23%	32%	29%	3%	32%	42%
White	28	743	749	7%	14%	39%	39%	0%	39%	49%
African American	28	719	728	25%	25%	29%	18%	4%	21%	21%
Hispanic	41	732	733	10%	29%	29%	27%	5%	32%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	21	707	724	38%	29%	5%	14%	14%	29%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	71	726	731	18%	25%	34%	20%	3%	23%	23%

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

Proficiency Percentages

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

ACADEMIC ACHIEVEMENT

MONMOUTH
LONG BRANCH CITY

GRADE SPAN 01-05

NJASK Results - Science Grade Level - 04

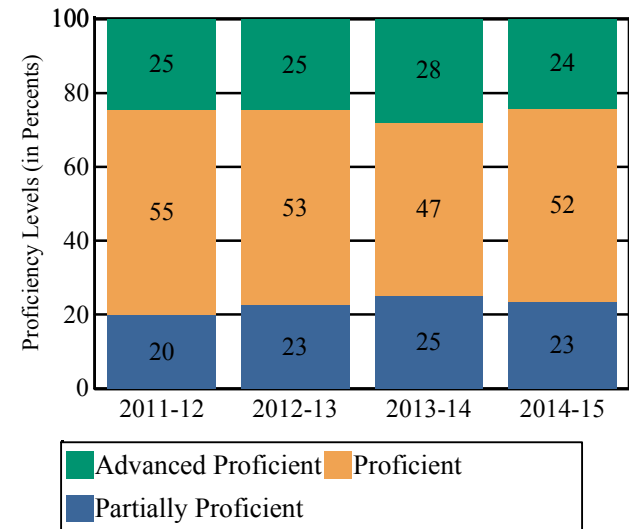
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	24%	52%	23%
White	43%	54%	3%
African American	20%	43%	37%
Hispanic	12%	60%	28%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	17%	38%	46%
English Language Learners	-	-	-
Economically Disadvantaged Students	18%	53%	28%

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

NJASK Proficiency Trends - Science - Grade Level - 04

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



COLLEGE AND CAREER READINESS

**MONMOUTH
LONG BRANCH CITY**

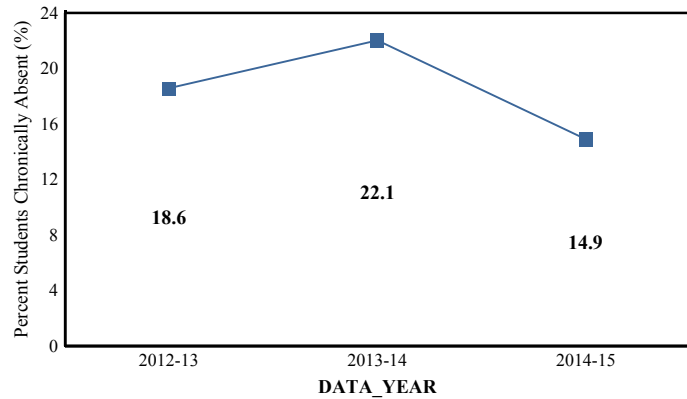
**GREGORY ELEMENTARY SCHOOL
201 MONMOUTH AVENUE
LONG BRANCH, NJ 07740-6992**

GRADE SPAN 01-05

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

Chronic Absenteeism Trend

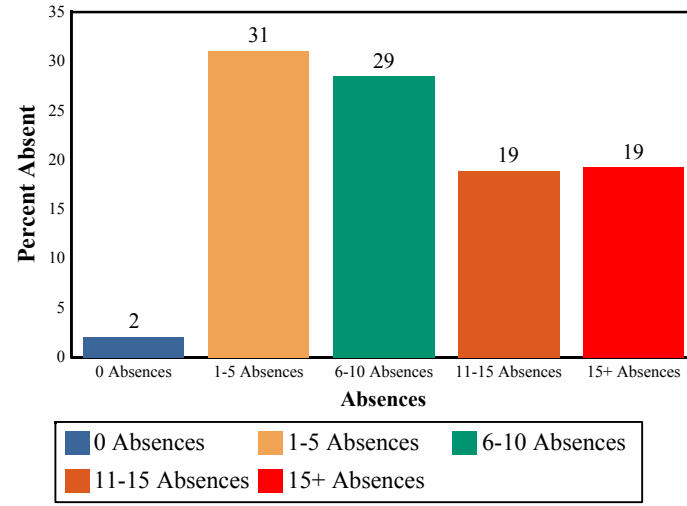
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



Chronic Absenteeism for 2014-15	14.91%
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Absenteeism

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



STUDENT GROWTH

MONMOUTH

LONG BRANCH CITY

GREGORY ELEMENTARY SCHOOL

201 MONMOUTH AVENUE

LONG BRANCH, NJ 07740-6992

GRADE SPAN 01-05

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	43	42	23	35	YES
Student Growth on Math	44	45	30	35	YES
		44	27		100%

Student Growth

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

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	13%	5%	0%
Partially Met	10%	8%	8%
Approached	8%	8%	9%
Met	8%	9%	11%
Exceeded	0%	0%	2%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	18%	4%	0%
Partially Met	10%	11%	8%
Approached	8%	8%	11%
Met	3%	8%	12%
Exceeded	0%	0%	0%

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

MONMOUTH
LONG BRANCH CITY

GRADE SPAN 01-05

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

Grade Level - 03

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

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

Percentile	School Scale Score	State Scale Score
99th	803	850
75th	737	770
50th	712	743
25th	690	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	47	55

Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	786	850
75th	746	767
50th	722	745
25th	701	722
0th	650	650

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

WITHIN SCHOOL ACHIEVEMENT GAP

MONMOUTH

LONG BRANCH CITY

GRADE SPAN 01-05

Grade Level - 04

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

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

Percentile	School Scale Score	State Scale Score
99th	796	850
75th	747	773
50th	725	750
25th	702	728
0th	658	650

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

Grade Level - 05

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

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

Percentile	School Scale Score	State Scale Score
99th	788	850
75th	759	773
50th	734	751
25th	708	728
0th	655	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	51	45

Grade Level - 04

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	786	850
75th	739	764
50th	716	742
25th	698	721
0th	665	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	43

Grade Level - 05

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	777	850
75th	753	763
50th	732	743
25th	713	723
0th	679	650

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

Length of School Day

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

	School
2014-15	6 Hrs. 40 Mins.

Student Suspension Rate

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

	School
2014-15	5.1%

Instructional Time

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

2014-15	School
Full Time	6 Hrs. 10 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

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

	School
2014-15	0

Student to Staff Ratio

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

2014-15	School
Faculty	12
Administrators	313

SCHOOL PEER GROUP

MONMOUTH

LONG BRANCH CITY

GRADE SPAN 01-05

GREGORY ELEMENTARY SCHOOL

201 MONMOUTH AVENUE

LONG BRANCH, NJ 07740-6992

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	EGG HARBOR CITY	CHARLES L. SPRAGG SCHOOL	01-1300-020	PK-03	76.7%	6.7%	18.3%
BERGEN	GARFIELD CITY	ABRAHAM LINCOLN SCHOOL #6	03-1700-080	PK-05	79.3%	6%	16.4%
BERGEN	GARFIELD CITY	ROOSEVELT SCHOOL #7	03-1700-100	PK-05	75%	5.6%	10.3%
BERGEN	LODI BOROUGH	ROOSEVELT SCHOOL	03-2740-080	PK-05	70.1%	10.3%	8%
CAMDEN	PENNSAUKEN TWP	DELAIR ELEMENTARY SCHOOL	07-4060-120	KG-04	76.4%	0.7%	13.7%
CHARTERS	BURCH CHARTER SCHOOL OF EXCELLENCE	BURCH CHARTER SCHOOL OF EXCELLENCE	80-6022-990	KG-05	71.2%	0%	1.4%
CHARTERS	INTERNATIONAL CS OF TRENTON	INTERNATIONAL CHARTER SCHOOL OF TRENTON	80-6810-940	KG-04	70%	0%	4.4%
CUMBERLANI	COMMERCIAL TWP	HALEYVILLE-MAURICETOWN ELEMENTARY SCHOOL	11-0950-025	PK-05	79.6%	0%	18.5%
CUMBERLANI	MILLVILLE CITY	R. M. BACON ELEMENTARY SCHOOL	11-3230-065	KG-05	79.4%	0%	17.7%
CUMBERLANI	MILLVILLE CITY	SILVER RUN ELEMENTARY SCHOOL	11-3230-100	KG-05	83.3%	0.4%	18.8%
CUMBERLANI	VINELAND CITY	MARIE DURAND ELEMENTARY SCHOOL	11-5390-135	KG-05	77.3%	7.9%	16.5%
ESSEX	BELLEVILLE TOWN	BELLEVILLE PS9	13-0250-090	KG-05	71.6%	0%	2.1%
ESSEX	CITY OF ORANGE TWP	HEYWOOD AVENUE ELEMENTARY SCHOOL	13-3880-090	PK-07	78.5%	5.2%	14.6%
ESSEX	EAST ORANGE	JOHNNIE L. COCHRAN JR. ACADEMY	13-1210-190	KG-05	74.1%	0%	8.5%
GLOUCESTER	WOODBURY CITY	EVERGREEN AVENUE ELEMENTARY SCHOOL	15-5860-090	PK-05	78.8%	1.4%	17.3%
HUDSON	KEARNY TOWN	WASHINGTON ELEMENTARY SCHOOL	17-2410-120	PK-06	79.7%	2.9%	17.6%
HUDSON	WEST NEW YORK TOWN	PUBLIC SCHOOL NUMBER TWO	17-5670-065	PK-06	79.1%	2.5%	13%
MERCER	HAMILTON TWP	GEORGE E. WILSON ELEMENTARY SCHOOL	21-1950-105	PK-05	74.1%	4.1%	9.1%
MONMOUTH	ASBURY PARK CITY	BARRACK OBAMA ELEMENTARY SCHOOL	25-0100-020	KG-05	75.1%	6.6%	9.6%
MONMOUTH	ASBURY PARK CITY	BRADLEY ELEMENTARY SCHOOL	25-0100-040	PK-05	83.3%	2.2%	19.1%
MONMOUTH	FREEHOLD BORO	FREEHOLD LEARNING CENTER	25-1640-040	PK-05	72.8%	24.6%	14.2%

SCHOOL PEER GROUP

**MONMOUTH
LONG BRANCH CITY**

**GREGORY ELEMENTARY SCHOOL
201 MONMOUTH AVENUE
LONG BRANCH, NJ 07740-6992**

GRADE SPAN 01-05

MONMOUTH	LONG BRANCH CITY	GREGORY ELEMENTARY SCHOOL	25-2770-110	01-05	78.8%	4%	15.6%
MORRIS	DOVER TOWN	ACADEMY STREET ELEMENTARY SCHOOL	27-1110-050	PK-06	76.1%	0.3%	8.9%
PASSAIC	CLIFTON CITY	SCHOOL #4	31-0900-110	KG-05	71.3%	4.2%	6.6%
SALEM	PENNS GRV-CARNEY'S PT REG	FIELD STREET SCHOOL	33-4070-090	01-03	71.3%	20%	13.1%
SALEM	PENNS GRV-CARNEY'S PT REG	PAUL W CARLETON	33-4070-080	04-05	72.4%	11.6%	13.8%
SOMERSET	NORTH PLAINFIELD BORO	STONY BROOK SCHOOL	35-3670-090	KG-04	84.2%	0%	18.5%
UNION	HILLSIDE TWP	HURDEN LOOKER SCHOOL	39-2190-080	03-04	71.9%	11.9%	9.7%
UNION	LINDEN CITY	NUMBER 4	39-2660-115	PK-05	70.3%	7.8%	8.3%
UNION	ROSELLE BORO	WASHINGTON ELEMENTARY SCHOOL	39-4540-050	01-04	71.2%	6.7%	6.7%
WARREN	PHILLIPSBURG TOWN	ANDOVER MORRIS ELEMENTARY SCHOOL	41-4100-060	03-05	77.6%	5.4%	19.7%

DEMOGRAPHIC INFORMATION

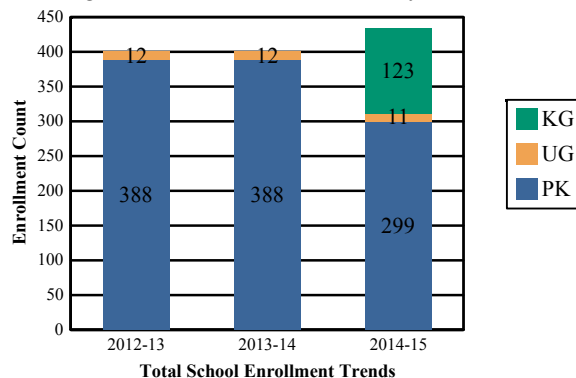
MONMOUTH
LONG BRANCH CITY

GRADE SPAN PK-KG

25-2770-120
LENNA W. CONROW ELEMENTARY SCHOOL
335 LONG BRANCH AVE
LONG BRANCH, NJ 07740

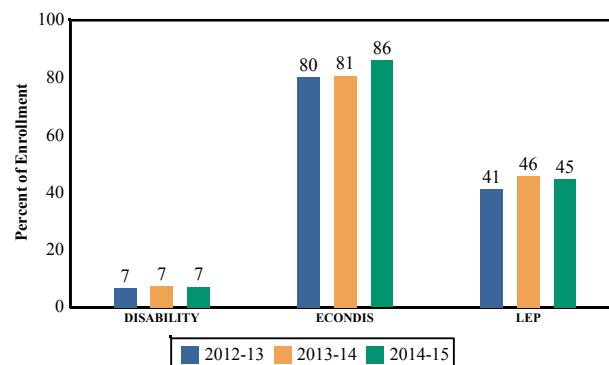
Enrollment by Grade

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



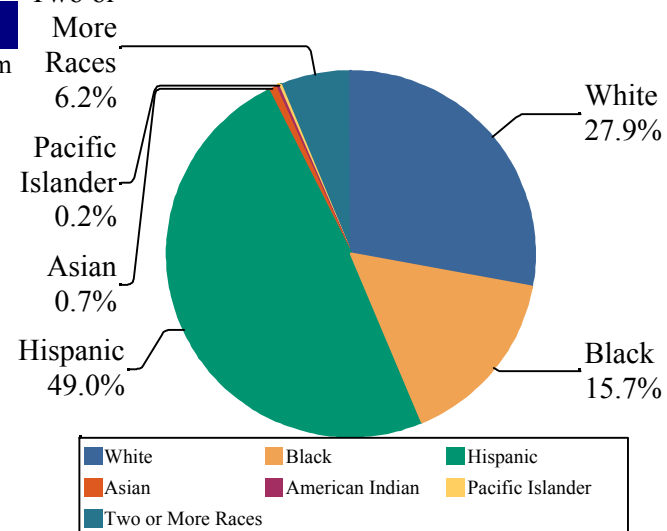
Enrollment Trends by Program Participation

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



Enrollment by Ethnic/Racial Subgroup

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



Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	31	7%
Economically Disadvantaged Students	372	85.9%
English Language Learners	193	44.6%

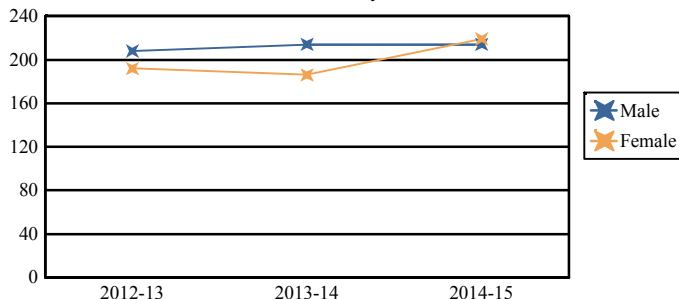
Language Diversity

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

2014-15	Percent
English	47.1%
Spanish	38.6%
Portuguese	13.1%
Arabic	0.5%
Telugu	0.2%
Gujarati	0.2%
Other	0.2%

Enrollment by Gender

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



	Male	Female
2012-13	208	192
2013-14	214	186
2014-15	214	219

Length of School Day

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

	School
2014-15	Hrs. Mins.

Student Suspension Rate

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

	School
2014-15	

Instructional Time

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

2014-15	School
Full Time	Hrs. Mins.
Shared Time	Hrs. Mins.

Student Expulsions

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

	School
2014-15	

Student to Staff Ratio

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

2014-15	School
Faculty	12
Administrators	433



State of New Jersey

2014-15

25-2770-300

GEORGE L CATRAMBONE

240 PARK AVENUE

LONG BRANCH, NJ 07740

OVERVIEW

MONMOUTH

LONG BRANCH CITY

GRADE SPAN PK-05

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

In particular, the School Performance Reports seek to:

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

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

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

DEMOGRAPHIC INFORMATION

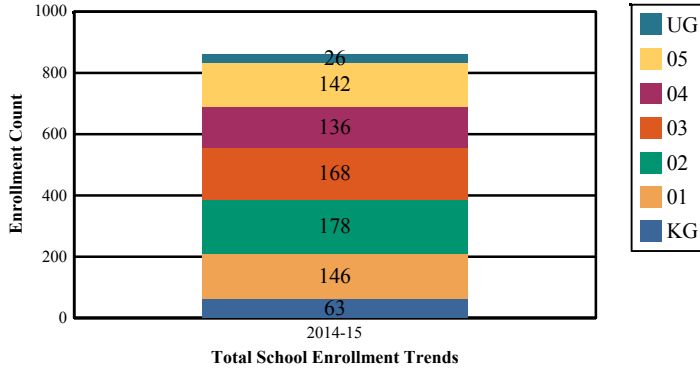
**MONMOUTH
LONG BRANCH CITY**

GRADE SPAN PK-05

25-2770-300
GEORGE L CATRAMBONE
240 PARK AVENUE
LONG BRANCH, NJ 07740

Enrollment by Grade

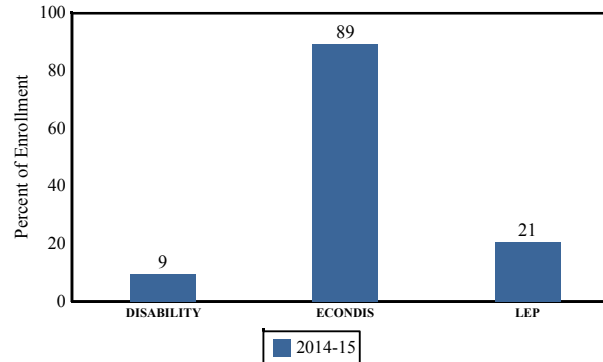
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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

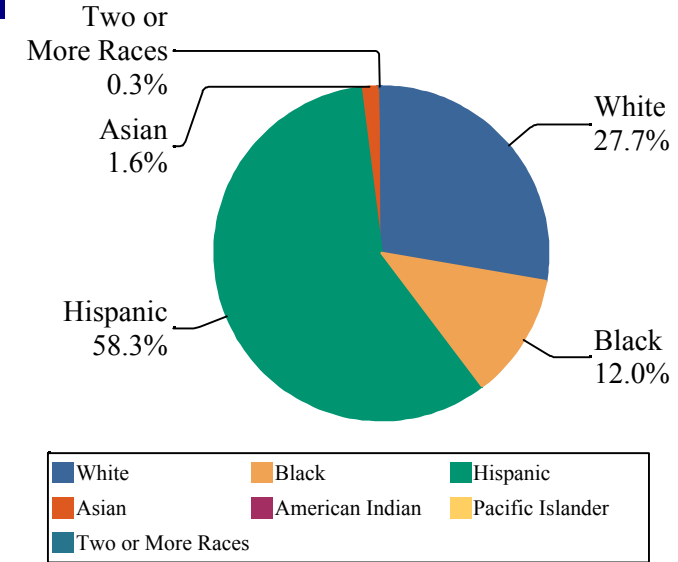
Enrollment Trends by Program Participation

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



Enrollment by Ethnic/Racial Subgroup

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



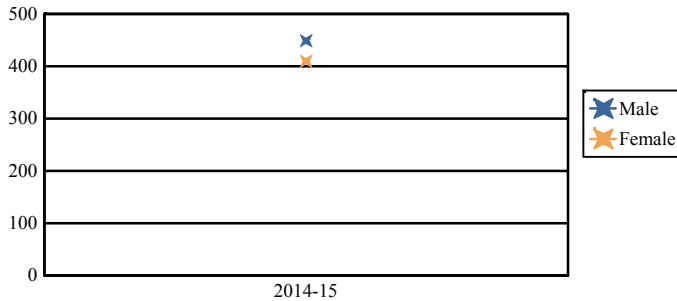
Total School Enrollment	
2014-15	859

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	81	9%
Economically Disadvantaged Students	767	89.3%
English Language Learners	179	20.8%

Enrollment by Gender

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



	Male	Female
2014-15	449	410

Language Diversity

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

2014-15	Percent
Spanish	48.9%
English	32.1%
Portuguese	17.2%
Arabic	0.7%
Chinese	0.4%
Georgian	0.2%
Other	0.6%

ACADEMIC ACHIEVEMENT

MONMOUTH

LONG BRANCH CITY

GRADE SPAN PK-05

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	15%	20	3
Math Met or Exceeded Expectation	21%		

ESEA Waiver - English Language Arts/Literacy

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	437	15.3%	95%	99.3%	YES
White	115	22.6%	95%	99.1%	YES
African American	58	19%	95%	98.3%	YES
Hispanic	255	11%	95%	100%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	380	13.9%	95%	99.5%	YES

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

MONMOUTH

LONG BRANCH CITY

GRADE SPAN PK-05

ESEA Waiver - Math

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	441	21.4%	95%	98.7%	YES
White	118	29.6%	95%	97.8%	YES
African American	59	18.6%	95%	100%	YES
Hispanic	255	17.7%	95%	98.9%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	381	19.4%	95%	99.2%	YES

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

MONMOUTH

LONG BRANCH CITY

GRADE SPAN PK-05

PARCC Performance Level

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

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

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

ACADEMIC ACHIEVEMENT

MONMOUTH
LONG BRANCH CITY

GRADE SPAN PK-05

PARCC ELA Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	-	-	744	-	-	-	-	-	-	44%
White	-	-	753	-	-	-	-	-	-	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

ACADEMIC ACHIEVEMENT

**MONMOUTH
LONG BRANCH CITY**

GRADE SPAN PK-05

PARCC ELA Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	134	722	751	28%	19%	35%	18%	0%	18%	52%
White	44	722	758	34%	9%	36%	20%	0%	20%	63%
African American	14	725	733	29%	21%	21%	29%	0%	29%	30%
Hispanic	72	721	737	25%	25%	36%	14%	0%	14%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	32	708	717	53%	16%	19%	13%	0%	13%	15%
Economically Disadvantaged Students	119	721	734	31%	18%	33%	18%	0%	18%	31%

ACADEMIC ACHIEVEMENT

**MONMOUTH
LONG BRANCH CITY**

GRADE SPAN PK-05

PARCC ELA Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	135	724	751	24%	28%	27%	21%	0%	21%	53%
White	31	737	757	19%	16%	29%	35%	0%	35%	62%
African American	22	718	734	27%	41%	14%	18%	0%	18%	31%
Hispanic	80	721	737	25%	30%	29%	16%	0%	16%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	-	-	723	-	-	-	-	-	-	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	119	723	734	24%	29%	28%	19%	0%	19%	31%

ACADEMIC ACHIEVEMENT

**MONMOUTH
LONG BRANCH CITY**

GRADE SPAN PK-05

PARCC MATH - Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	170	722	746	19%	41%	20%	19%	1%	20%	46%
White	41	734	752	10%	29%	29%	29%	2%	32%	56%
African American	23	720	728	13%	52%	13%	22%	0%	22%	25%
Hispanic	103	717	733	25%	43%	17%	14%	1%	15%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	143	720	730	19%	43%	20%	16%	1%	17%	26%

ACADEMIC ACHIEVEMENT

**MONMOUTH
LONG BRANCH CITY**

GRADE SPAN PK-05

PARCC MATH - Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	134	727	744	11%	35%	34%	20%	0%	20%	42%
White	44	727	749	16%	30%	34%	20%	0%	20%	50%
African American	14	728	727	0%	43%	36%	21%	0%	21%	20%
Hispanic	72	726	732	11%	38%	32%	19%	0%	19%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	32	722	722	13%	44%	31%	13%	0%	13%	15%
Economically Disadvantaged Students	119	725	730	13%	38%	30%	19%	0%	19%	23%

ACADEMIC ACHIEVEMENT

**MONMOUTH
LONG BRANCH CITY**

GRADE SPAN PK-05

PARCC MATH - Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	137	734	744	7%	25%	45%	24%	0%	24%	42%
White	33	736	749	15%	24%	21%	39%	0%	39%	49%
African American	22	727	728	14%	23%	50%	14%	0%	14%	21%
Hispanic	80	735	733	1%	26%	53%	20%	0%	20%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	13	729	724	8%	38%	38%	15%	0%	15%	19%
English Language Learners	20	715	724	30%	40%	20%	10%	0%	10%	17%
Economically Disadvantaged Students	119	733	731	5%	27%	46%	22%	0%	22%	23%

ACADEMIC ACHIEVEMENT

MONMOUTH

LONG BRANCH CITY

GRADE SPAN PK-05

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

Proficiency Percentages

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

ACADEMIC ACHIEVEMENT

**MONMOUTH
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GRADE SPAN PK-05

NJASK Results - Science Grade Level - 04

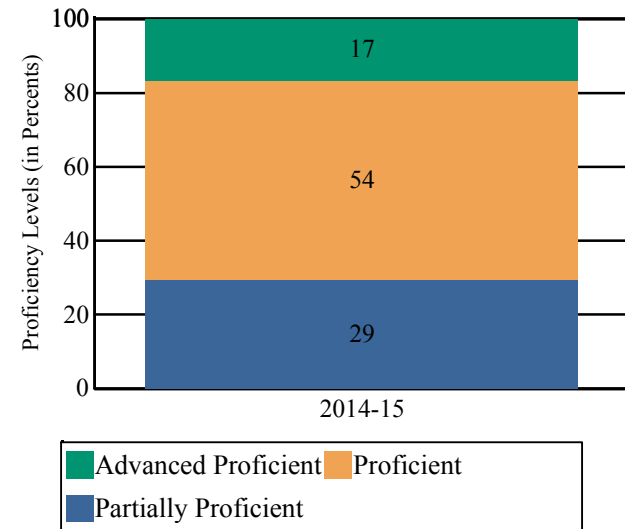
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	17%	54%	29%
White	30%	45%	25%
African American	15%	62%	23%
Hispanic	8%	58%	34%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	11%	32%	57%
Economically Disadvantaged Students	16%	53%	31%

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

NJASK Proficiency Trends - Science - Grade Level - 04

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



COLLEGE AND CAREER READINESS

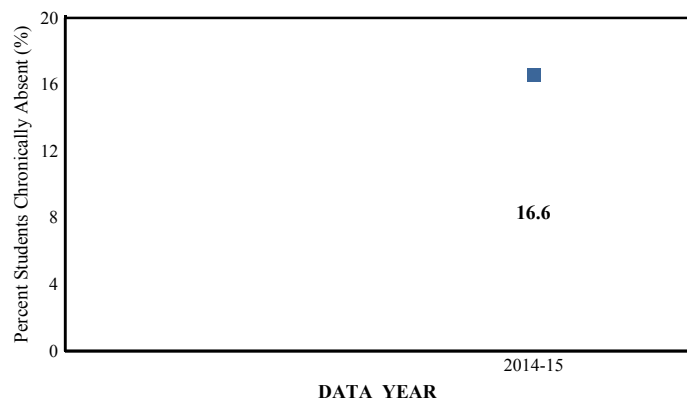
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GRADE SPAN PK-05

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

Chronic Absenteeism Trend

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

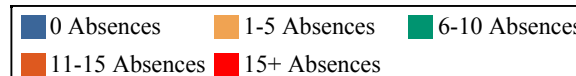
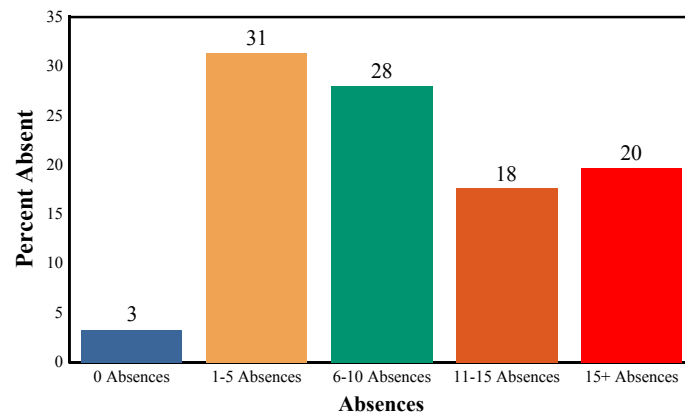


Chronic Absenteeism for 2014-15

16.59%

Absenteeism

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



STUDENT GROWTH

MONMOUTH

GRADE SPAN PK-05

LONG BRANCH CITY

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	54	68	60	35	YES
Student Growth on Math	70	94	94	35	YES
		81	77		100%

Student Growth

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

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	16%	7%	0%
Partially Met	6%	11%	8%
Approached	7%	8%	17%
Met	5%	4%	12%
Exceeded	0%	0%	0%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	7%	2%	0%
Partially Met	7%	11%	11%
Approached	4%	9%	27%
Met	2%	3%	16%
Exceeded	0%	0%	0%

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

MONMOUTH

GRADE SPAN PK-05

LONG BRANCH CITY

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

Grade Level - 03

Grade Level - 03

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

PARCC MATH 25th %ile vs 75th%ile

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

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

Percentile	School Scale Score	State Scale Score
99th	N/A	850
75th	N/A	770
50th	N/A	743
25th	N/A	715
0th	N/A	650

Percentile	School Scale Score	State Scale Score
99th	788	850
75th	739	767
50th	718	745
25th	703	722
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	0	55

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

WITHIN SCHOOL ACHIEVEMENT GAP

MONMOUTH

LONG BRANCH CITY

GRADE SPAN PK-05

Grade Level - 04

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

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

Percentile	School Scale Score	State Scale Score
99th	784	850
75th	741	773
50th	728	750
25th	697	728
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	45

Grade Level - 05

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

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

Percentile	School Scale Score	State Scale Score
99th	786	850
75th	746	773
50th	723	751
25th	700	728
0th	663	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	46	45

Grade Level - 04

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	785	850
75th	742	764
50th	726	742
25th	709	721
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	43

Grade Level - 05

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	778	850
75th	747	763
50th	732	743
25th	718	723
0th	661	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	29	40

SCHOOL CLIMATE

MONMOUTH

LONG BRANCH CITY

GRADE SPAN PK-05

Length of School Day

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

	School
2014-15	Hrs. Mins.

Student Suspension Rate

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

	School
2014-15	

Instructional Time

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

2014-15	School
Full Time	Hrs. Mins.
Shared Time	Hrs. Mins.

Student Expulsions

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

	School
2014-15	

Student to Staff Ratio

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

2014-15	School
Faculty	10
Administrators	286

SCHOOL PEER GROUP

MONMOUTH

LONG BRANCH CITY

GRADE SPAN PK-05

GEORGE L CATRAMBONE

240 PARK AVENUE

LONG BRANCH, NJ 07740

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	PLEASANTVILLE CITY	LEEDS AVENUE ELEMENTARY SCHOOL	01-4180-080	PK-05	91.5%	10%	11.7%
ATLANTIC	PLEASANTVILLE CITY	NORTH MAIN ST ELEMENTARY SCHOOL	01-4180-085	PK-05	89.6%	15.9%	11.2%
CAMDEN	CAMDEN CITY	ALFRED CRAMER COLLEGE PREPARATORY LAB SCHOOL	07-0680-170	PK-06	92.1%	21.7%	10.2%
CHARTERS	COMMUNITY CHARTER SCHOOL OF PATERSON	COMMUNITY CHARTER SCHOOL OF PATERSON	80-6021-905	KG-07	100%	1.1%	11.2%
CHARTERS	JCAMDEN COMMUNITY CHARTER SCHOOL	CAMDEN COMMUNITY CHARTER SCHOOL	80-6063-945	KG-06	95.2%	8.3%	9.6%
CHARTERS	NEW HORIZONS COMM. CS	NEW HORIZONS COMMUNITY CHARTER SCHOOL	80-7290-957	KG-05	92.9%	0%	6%
CHARTERS	ROSEVILLE COMMUNITY CS	ROSEVILLE COMMUNITY CHARTER SCHOOL	80-6058-939	KG-04	95.3%	2.5%	5.6%
ESSEX	CITY OF ORANGE TWP	ROSA PARKS/CENTRAL COMMUNITY SCHOOL	13-3880-105	PK-07	91.6%	18.3%	9.3%
ESSEX	NEWARK CITY	ELLIOTT STREET ELEMENTARY SCHOOL	13-3570-390	PK-04	84.7%	21%	7.2%
ESSEX	NEWARK CITY	ROBERTO CLEMENTE ELEMENTARY SCHOOL	13-3570-615	PK-04	90.3%	29%	12.1%
HUDSON	HOBOKEN CITY	THOMAS G. CONNORS	17-2210-065	PK-06	96.4%	0%	10.4%
HUDSON	JERSEY CITY	CHARLES E. TREFURT SCHOOL	17-2390-120	PK-05	87.1%	36.7%	14%
HUDSON	JERSEY CITY	PS # 33	17-2390-270	PK-04	88.5%	27%	7%
HUDSON	WEST NEW YORK TOWN	PUBLIC SCHOOL NUMBER FIVE	17-5670-090	PK-06	87.8%	22.8%	8%
MERCER	TRENTON CITY	MOTT ELEMENTARY SCHOOL	21-5210-260	KG-05	89.9%	17.5%	12.5%
MERCER	TRENTON CITY	PAUL S. ROBESON ELEMENTARY SCHOOL	21-5210-080	KG-05	92%	25.9%	10%
MIDDLESEX	NEW BRUNSWICK CITY	A CHESTER REDSHAW SCHOOL	23-3530-060	KG-05	88.7%	32.9%	9.7%
MIDDLESEX	NEW BRUNSWICK CITY	LINCOLN ELEMENTARY SCHOOL	23-3530-080	PK-05	90.3%	19.8%	10.8%
MIDDLESEX	NEW BRUNSWICK CITY	LIVINGSTON ELEMENTARY SCHOOL	23-3530-090	KG-05	88.5%	22%	7.9%
MIDDLESEX	NEW BRUNSWICK CITY	LORD STLRING ELEMENTARY SCHOOL	23-3530-100	PK-05	92.8%	17.9%	9.6%

SCHOOL PEER GROUP

MONMOUTH

LONG BRANCH CITY

GRADE SPAN PK-05

MIDDLESEX	NEW BRUNSWICK CITY	PAUL ROBESON COMMUNITY SCHOOL	23-3530-123	PK-05	89.2%	10.6%	8.4%
MIDDLESEX	NEW BRUNSWICK CITY	ROOSEVELT ELEMENTARY SCHOOL	23-3530-125	PK-05	89.8%	30.2%	10.3%
MIDDLESEX	PERTH AMBOY CITY	ANTHONY V. CERES ELEMENTARY SCHOOL	23-4090-070	KG-04	84.5%	25.6%	4.3%
MIDDLESEX	PERTH AMBOY CITY	HERBERT N. RICHARDSON 21ST CENTURY SCHOOL	23-4090-130	KG-04	80.6%	37%	6.6%
MONMOUTH	LONG BRANCH CITY	GEORGE L CATRAMBONE SCHOOL 19	25-2770-300	PK-05	89.3%	20.8%	8.6%
PASSAIC	PATERSON CITY	SCHOOL 29	31-4010-230	PK-04	92.7%	6.9%	5%
PASSAIC	PATERSON CITY	SCHOOL 29	31-4010-311	KG-04	88.9%	22.9%	4.3%
SOMERSET	FRANKLIN TWP	PINE GROVE MANOR SCHOOL	35-1610-140	PK-04	80.6%	36%	4.6%
UNION	PLAINFIELD CITY	CLINTON ELEMENTARY SCHOOL	39-4160-110	PK-05	82.4%	39.1%	7.9%
UNION	PLAINFIELD CITY	WOODLAND ELEMENTARY SCHOOL	39-4160-190	KG-05	85.1%	29.8%	4.7%
UNION	ROSELLE BORO	HARRISON ELEMENTARY SCHOOL	39-4540-020	01-04	81.5%	43.3%	8.9%