

State of New Jersey

2013-14

19-0370-020

ETHEL HOPPOCK MIDDLE SCHOOL
280 ASBURY WEST PORTAL RD
ASBURY, NJ 08802

OVERVIEW

HUNTERDON
BETHLEHEM TWP

GRADE SPAN 06-08

This school's academic performance is **very high when compared** to schools across the state. Additionally, its academic performance is **about average when compared** to its peers. This school's college and career readiness is **high when compared** to schools across the state. Additionally, its college and career readiness is **about average when compared** to its peers. This school's student growth performance is **very high when compared** to schools across the state. Additionally, its student growth performance is **high when compared** to its peers.

Performance Areas	Peer Percentile	Statewide Percentile	Percent of Targets Met
Academic Achievement	51	91	100%
College and Career Readiness	49	73	100%
Student Growth	78	90	100%

Improvement Status

N/A

Rationale

N/A

- Very High Performance** is defined as being equal to or above the 80th percentile.
- High Performance** is defined as being between the 60th and 79.9th percentiles.
- Average Performance** is defined as being between the 40th and 59.9th percentiles.
- Lagging Performance** is defined as being between the 20th and 39.9th percentiles.
- Significantly Lagging Performance** is defined as being equal to or below the 19.9th percentile.

Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

Academic Achievement

This school outperforms **91%** of schools statewide as noted by its statewide percentile and **51%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting **100%** of its performance targets in the area of Academic Achievement.



Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJ ASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

College and Career Readiness

This school outperforms **73%** of schools statewide as noted by its statewide percentile and **49%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting **100%** of its performance targets in the area of College and Career Readiness.



College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in eighth grade.

Student Growth

This school outperforms **90%** of schools statewide as noted by its statewide percentile and **78%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, this school is meeting **100%** percentage of its performance targets in the area of Student Growth.



Student Growth measures the performance of students from one year to the next on the New Jersey Assessment of Skills and Knowledge (NJ ASK) in Language Arts Literacy and Math when compared to students with a similar history of performance on NJASK.

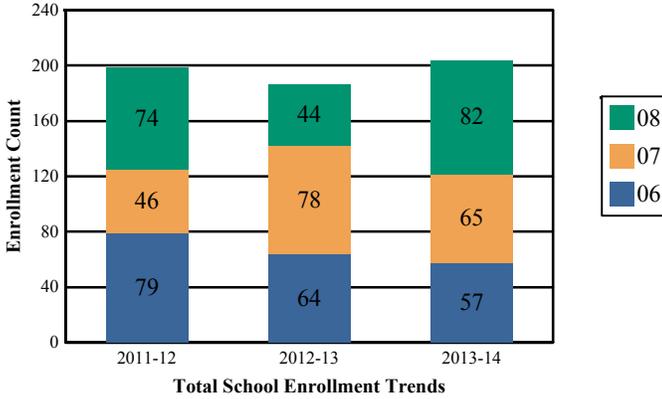
DEMOGRAPHIC INFORMATION

HUNTERDON
BETHLEHEM TWP

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.



Language Diversity

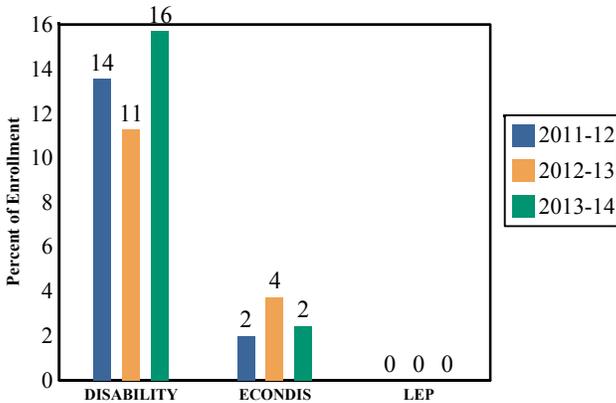
This table presents the percentage of students who primarily speak each language in their home.

2013-14	Percent
English	98.5%
Albanian	1.0%
Ukrainian	0.5%

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.

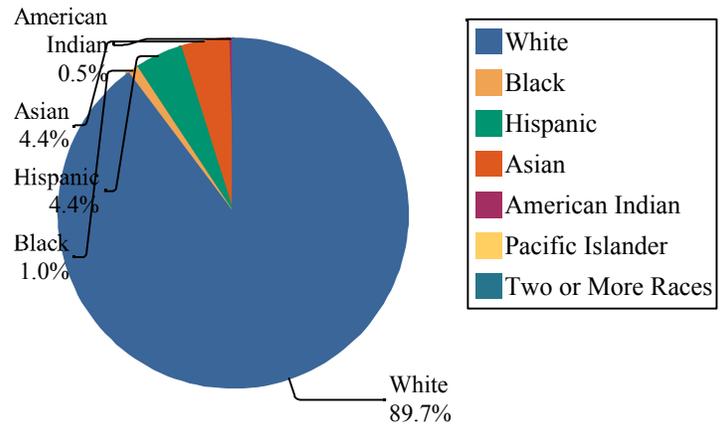
Total School Enrollment	
2011-12	199
2012-13	186
2013-14	204

Enrollment Trends by Program Participation



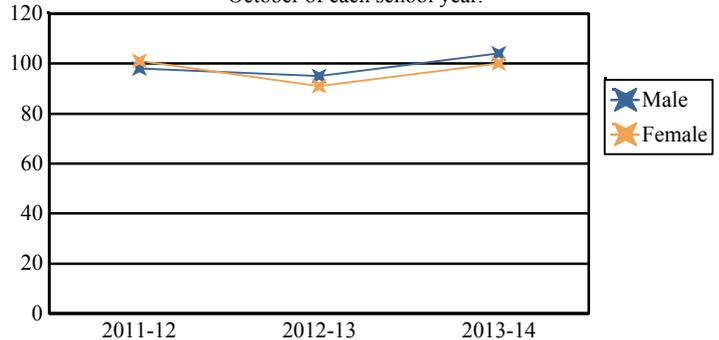
Enrollment by Ethnic/Racial Subgroup

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



Enrollment 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

2013-2014	Count of Students	% of Enrollment
Students with Disability	32	16%
Economically Disadvantaged Students	5	2.5%
Limited English Proficient Students	0	0.0%

	Male	Female
2011-12	98	101
2012-13	95	91
2013-14	104	100

ACADEMIC ACHIEVEMENT

HUNTERDON

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Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile rank of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than 30% of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile	Percent of Targets Met
NJASK Language Arts Proficiency and above	88%	39	89	100%
NJASK Math Proficiency and above	91%	62	93	100%
SUMMARY - Academic Achievement		51	91	100%

NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

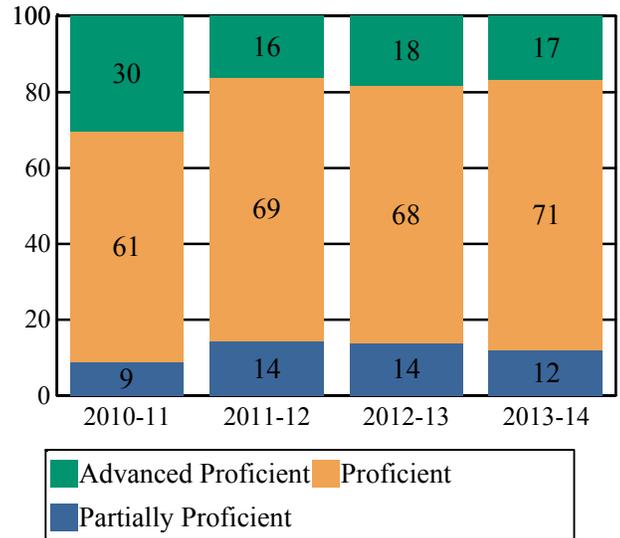
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	178	88.2	90	YES*
White	161	88.1	90	YES*
Black	-	-		--
Hispanic	-	-		--
American Indian	-	-		--
Asian	-	-		--
Two or More Races	-	-		--
Students with Disability	32	56.2	-	--
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	-	-		--

YES* = Met Progress Target(Confidence Interval Applied)

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

Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.



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NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

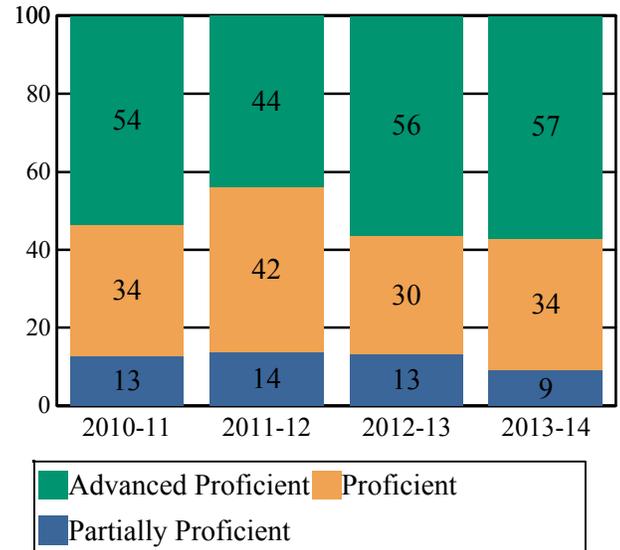
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	177	91	90	YES
White	160	90.6	90	YES
Black	-	-		--
Hispanic	-	-		--
American Indian	-	-		--
Asian	-	-		--
Two or More Races	-	-		--
Students with Disability	32	56.3	-	--
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	-	-		--

YES* = Met Progress Target(Confidence Interval Applied)

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

Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.



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NJASK Results - Language Arts Literacy Grade Level - 06

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	4%	82%	14%
White	4%	81%	15%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	0%	58%	42%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	-	-	-

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

NJASK Results - Language Arts Literacy Grade Level - 07

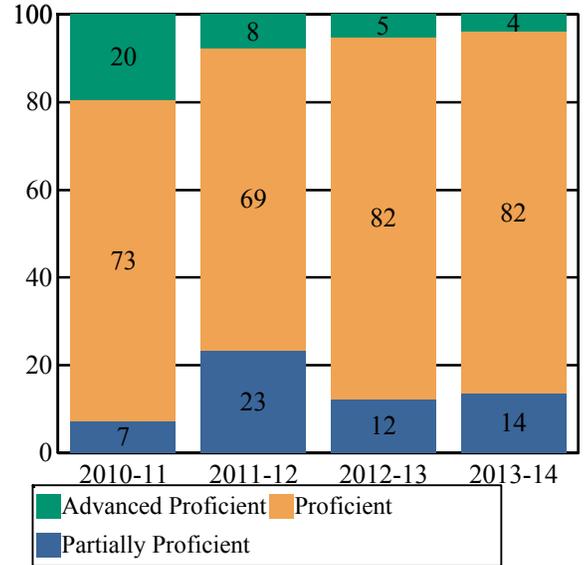
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	28%	61%	11%
White	29%	61%	10%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	-	-	-

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

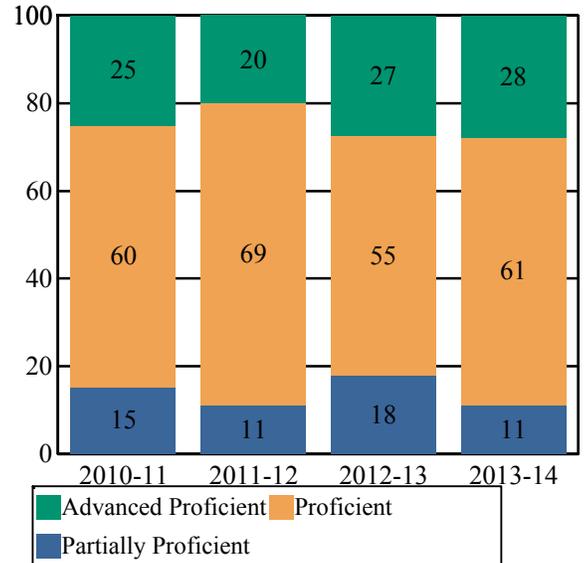
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 06

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



NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 07

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



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NJASK Results - Language Arts Literacy Grade Level - 08

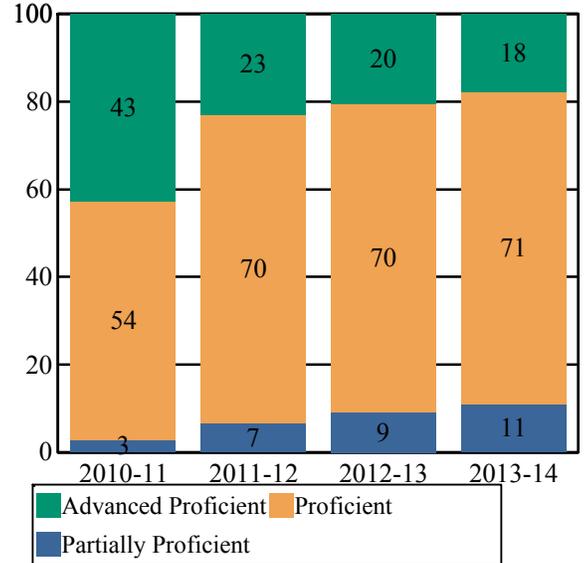
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	18%	71%	11%
White	15%	74%	11%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	0%	58%	42%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	-	-	-

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

NJASK Proficiency Trends - Language Arts Literacy - 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.



2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep4read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Grade 4 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	25	33	30	12
All Students	Nation	32	33	27	8

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<http://www.nj.gov/education/pr/1314/naep/naep8read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Grade 8 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	15	39	40	7
All Students	Nation	22	42	32	4

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NJASK Results - MATH Grade Level - 06

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	41%	51%	8%
White	43%	49%	9%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	8%	58%	33%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	-	-	-

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

NJASK Results - MATH Grade Level - 07

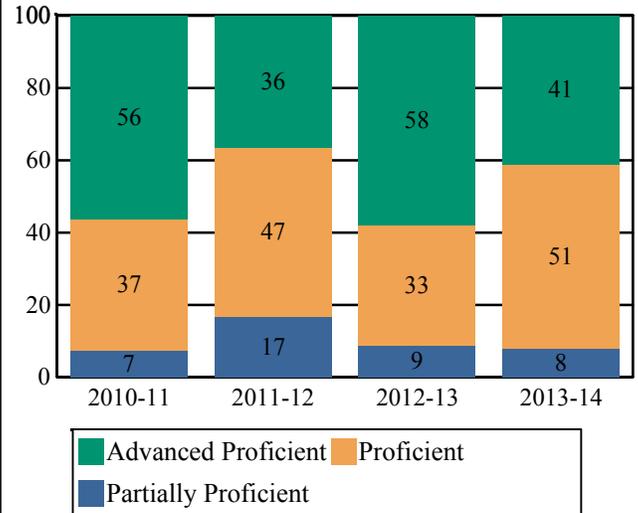
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	61%	30%	9%
White	63%	29%	8%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	-	-	-

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

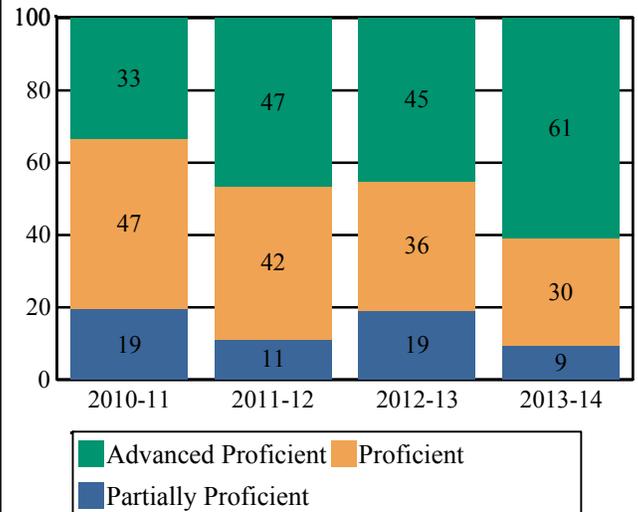
NJASK Proficiency Trends - Math - Grade Level - 06

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



NJASK Proficiency Trends - Math - Grade Level - 07

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



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ACADEMIC ACHIEVEMENT

HUNTERDON

BETHLEHEM TWP

GRADE SPAN 06-08

NJASK Results - Science Grade Level - 08

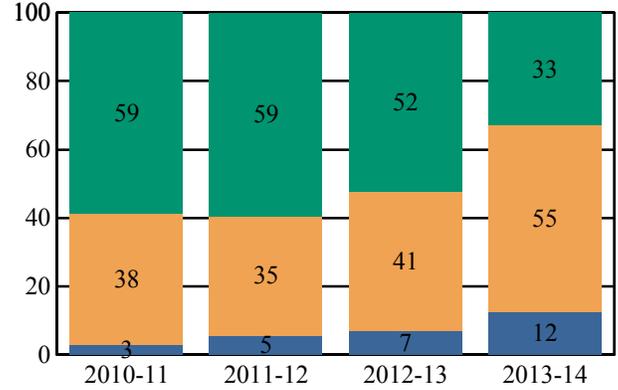
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	33%	55%	12%
White	34%	52%	14%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	8%	50%	42%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	-	-	-

Data is presented for subgroups when the count is high enough under NCLB 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.



■ Advanced Proficient
 ■ Proficient
 ■ Partially Proficient

COLLEGE AND CAREER READINESS
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GRADE SPAN 06-08

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 success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. First, the table presents the percentage of students, as measured against the school's enrollment in eighth grade, who were reported via NJSMART as being enrolled in Algebra I. The table also presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for 10% or more of the total days possible for that individual student.

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. For example, a school whose peer school is 65 in Algebra I Enrollment has a higher Algebra I Enrollment than 65% of its peer group. 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	School Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Students taking Algebra (%)	49%	42	73	20%	YES
Chronic Absenteeism (%)	4%	55	73	6%	YES
Summary		49	73		100%

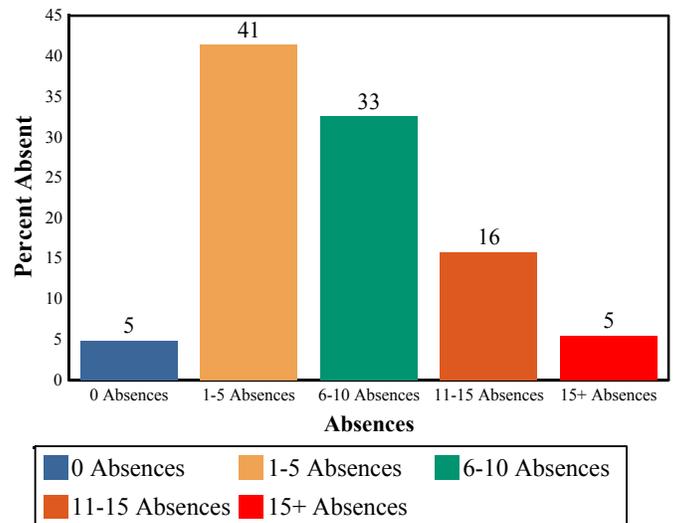
Algebra I

This table presents the percentage of eighth graders who were reported in the Algebra I course code in NJSMART and the percentage of those students who earned a C or higher in the course.

2013-14	School
Students taking Algebra I	49%
Algebra grade (C or better)	100%

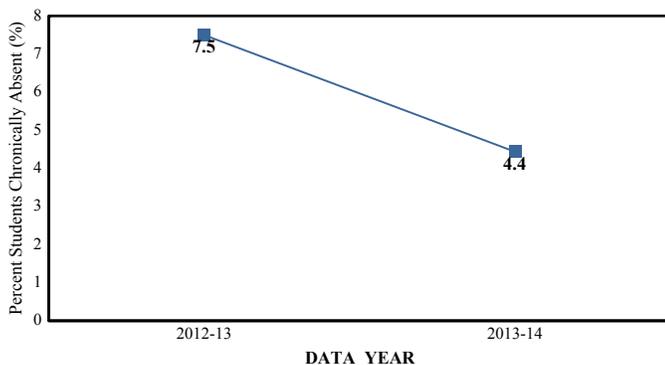
Absenteeism

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.



Chronic Absenteeism Trend

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



STUDENT GROWTH

HUNTERDON

BETHLEHEM TWP

GRADE SPAN 06-08

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 NJ ASK Language Arts Literacy and Math when compared to other students with a similar NJ ASK test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math 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 target.

The summary 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	56	59	82	35	YES
Student Growth on Math	69	97	98	35	YES
		78	90		100%

Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

Language Arts

Math

	GROWTH		
	Low	Typical	High
Partially Proficient	6%	2%	5%
Proficient	21%	23%	26%
Advanced Proficient	3%	4%	12%

	GROWTH		
	Low	Typical	High
Partially Proficient	3%	4%	3%
Proficient	13%	11%	10%
Advanced Proficient	7%	11%	38%

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

HUNTERDON
BETHLEHEM TWP

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 so-called 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 larger than the state's.

Grade Level - 06

Grade Level - 06

NJ ASK Language Arts 25th %ile vs 75th%ile

NJ ASK 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	255	300
75th	233	230
50th	215	211
25th	206	192
0th	175	100

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	262	259
50th	231	228
25th	206	201
0th	170	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	27	38

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	56	58

Grade Level - 07

Grade Level - 07

NJ ASK Language Arts 25th %ile vs 75th%ile

NJ ASK 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	293	300
75th	254	234
50th	238	211
25th	217	188
0th	157	100

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	273	250
50th	252	214
25th	221	184
0th	141	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	46

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	52	66



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WITHIN SCHOOL ACHIEVEMENT GAP

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Grade Level - 08

Grade Level - 08

NJ ASK 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	273	300
75th	246	238
50th	232	221
25th	214	204
0th	168	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	34

NJ ASK 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	300	300
75th	300	259
50th	257	227
25th	227	192
0th	161	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	73	67



State of New Jersey

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SCHOOL CLIMATE

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GRADE SPAN 06-08

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
2013-14	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
2013-14	1.5%

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.

2013-14	School
Full Time	5 Hrs. 43 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
2013-14	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.

2013-14	School
Faculty	11
Administrators	204

SCHOOL PEER GROUP**ETHEL HOPPOCK MIDDLE SCHOOL****19-0370-020**

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>GRAD ESPAN</u>	<u>FRPL</u>	<u>LEP</u>	<u>SpED</u>
BERGEN	RIDGEWOOD VILLAGE	BENJAMIN FRANKLIN MIDDLE SCHOOL	03-4390-060	06-08	0.5%	0.9%	15.1%
BERGEN	RIDGEWOOD VILLAGE	GEORGE WASHINGTON MIDDLE SCHOOL	03-4390-070	06-08	2.4%	0.6%	15.4%
BERGEN	RIVER DELL REGIONAL	RIVER DELL MIDDLE SCHOOL	03-4405-060	07-08	0.4%	1.0%	15.2%
BERGEN	RIVER VALE TWP	HOLDRUM MIDDLE SCHOOL	03-4430-050	06-08	0.6%	0.8%	16.7%
BERGEN	UPPER SADDLE RIVER BORO	EMIL A. CAVALLINI MIDDLE SCHOOL	03-5330-050	06-08	0.0%	0.9%	14.6%
BERGEN	WALDWICK BORO	WALDWICK MIDDLE SCHOOL	03-5410-070	06-08	2.2%	0.3%	13.9%
BERGEN	WOODCLIFF LAKE BORO	WOODCLIFF MIDDLE SCHOOL	03-5880-050	06-08	1.6%	0.0%	12.5%
BERGEN	WYCKOFF TWP	DWIGHT D. EISENHOWER MIDDLE SCHOOL	03-5920-025	06-08	0.7%	0.3%	12.6%
CHARTERS	UNITY CS	UNITY CHARTER SCHOOL	80-8050-990	KG-08	3.6%	0.0%	14.4%
ESSEX	LIVINGSTON TWP	HERITAGE MIDDLE SCHOOL	13-2730-055	07-08	1.5%	0.8%	14.9%
ESSEX	VERONA BORO	HENRY B. WHITEHORNE MIDDLE SCHOOL	13-5370-095	05-08	0.5%	0.5%	12.9%
HUNTERDON	BETHLEHEM TWP	ETHEL HOPPOCK MIDDLE SCHOOL	19-0370-020	06-08	2.5%	0.0%	15.7%
HUNTERDON	TEWKSBURY TWP	OLD TURNPIKE SCHOOL	19-5180-030	PK-08	1.9%	0.0%	10.4%
MONMOUTH	DEAL BORO	DEAL ELEMENTARY SCHOOL	25-1000-040	KG-08	0.0%	0.0%	5.2%
MONMOUTH	HOLMDEL TWP	WILLIAM R. SATZ SCHOOL	25-2230-030	07-08	3.0%	0.4%	14.7%
MONMOUTH	LITTLE SILVER BORO	MARKHAM PLACE	25-2720-050	05-08	1.0%	0.3%	12.8%
MORRIS	BOONTON TWP	ROCKAWAY VALLEY SCHOOL	27-0460-060	PK-08	2.3%	0.0%	15.5%
MORRIS	DENVILLE TWP	VALLEYVIEW MIDDLE SCHOOL	27-1090-080	06-08	3.1%	0.5%	19.2%
MORRIS	FLORHAM PARK BORO	RIDGEDALE MIDDLE SCHOOL	27-1530-030	06-08	1.2%	0.0%	12.9%
MORRIS	HANOVER TWP	MEMORIAL JUNIOR SCHOOL	27-2000-040	06-08	1.3%	0.2%	10.7%
MORRIS	HARDING TOWNSHIP	HARDING TOWNSHIP SCHOOL	27-2010-050	PK-08	1.3%	0.0%	10.9%
MORRIS	KINNELON BORO	PEARL R. MILLER MIDDLE SCHOOL	27-2460-065	06-08	1.5%	0.0%	13.4%
MORRIS	LONG HILL TWP	CENTRAL MIDDLE SCHOOL	27-4000-030	06-08	1.2%	0.9%	13.2%
MORRIS	MOUNTAIN LAKES BORO	BRIARCLIFF MIDDLE SCHOOL	27-3460-060	06-08	2.0%	0.0%	16.7%
MORRIS	SCH DIST OF THE CHATHAMS	CHATHAM MIDDLE SCHOOL	27-0785-030	06-08	2.3%	0.7%	15.3%
MORRIS	WASHINGTON TWP	LONG VALLEY MIDDLE SCHOOL	27-5520-035	06-08	4.4%	0.2%	20.2%
OCEAN	BAY HEAD BORO	BAY HEAD ELEMENTARY	29-0210-020	KG-08	0.0%	0.0%	8.9%
SOMERSET	BERNARDS TWP	WILLIAM ANNIN MIDDLE SCHOOL	35-0350-055	06-08	1.9%	0.4%	13.7%
UNION	BERKELEY HEIGHTS TWP	COLUMBIA MIDDLE SCHOOL	39-0310-030	06-08	1.6%	0.7%	10.9%
UNION	CRANFORD TWP	ORANGE AVENUE SCHOOL	39-0980-037	03-08	2.1%	0.0%	16.5%
UNION	MOUNTAINSIDE BORO	DEERFIELD ELEMENTARY SCHOOL	39-3470-030	03-08	1.2%	0.0%	11.3%

State of New Jersey

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OVERVIEW

HUNTERDON
BETHLEHEM TWP

GRADE SPAN PK-05

THOMAS B. CONLEY ELEMENTARY SCHOOL
940 IRON BRIDGE RD
ASBURY, NJ 08802-1135

This school's academic performance is **very high when compared** to schools across the state. Additionally, its academic performance is **high when compared** to its peers. This school's college and career readiness **significantly lags in comparison** to schools across the state. Additionally, its college and career readiness **significantly lags in comparison** to its peers. This school's student growth performance is **very high when compared** to schools across the state. Additionally, its student growth performance is **high when compared** to its peers.

Performance Areas	Peer Percentile	Statewide Percentile	Percent of Targets Met
Academic Achievement	67	94	100%
College and Career Readiness	3	11	0%
Student Growth	77	90	100%

Improvement Status

N/A

Rationale

N/A

- Very High Performance** is defined as being equal to or above the 80th percentile.
- High Performance** is defined as being between the 60th and 79.9th percentiles.
- Average Performance** is defined as being between the 40th and 59.9th percentiles.
- Lagging Performance** is defined as being between the 20th and 39.9th percentiles.
- Significantly Lagging Performance** is defined as being equal to or below the 19.9th percentile.

Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

Academic Achievement

This school outperforms **94%** of schools statewide as noted by its statewide percentile and **67%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting **100%** of its performance targets in the area of Academic Achievement.



Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

College and Career Readiness

This school outperforms **11%** of schools statewide as noted by its statewide percentile and **3%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting **0%** of its performance targets in the area of College and Career Readiness.



College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in eighth grade.

Student Growth

This school outperforms **90%** of schools statewide as noted by its statewide percentile and **77%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, this school is meeting **100%** percentage of its performance targets in the area of Student Growth.



Student Growth measures the performance of students from one year to the next on the New Jersey Assessment of Skills and Knowledge (NJASK) in Language Arts Literacy and Math when compared to students with a similar history of performance on NJASK.

State of New Jersey

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DEMOGRAPHIC INFORMATION

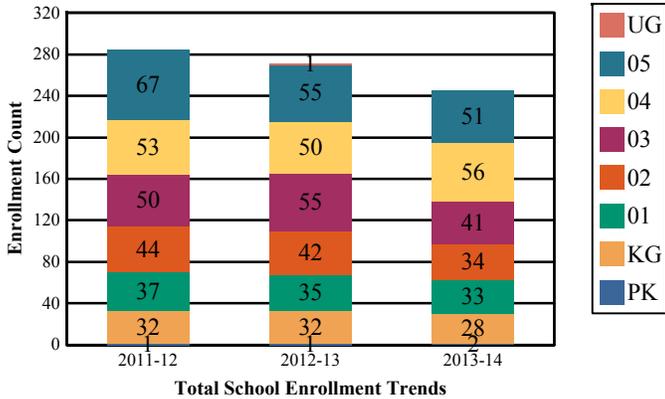
HUNTERDON
BETHLEHEM TWP

GRADE SPAN PK-05

THOMAS B. CONLEY ELEMENTARY SCHOOL
940 IRON BRIDGE RD
ASBURY, NJ 08802-1135

Enrollment by Grade

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



Language Diversity

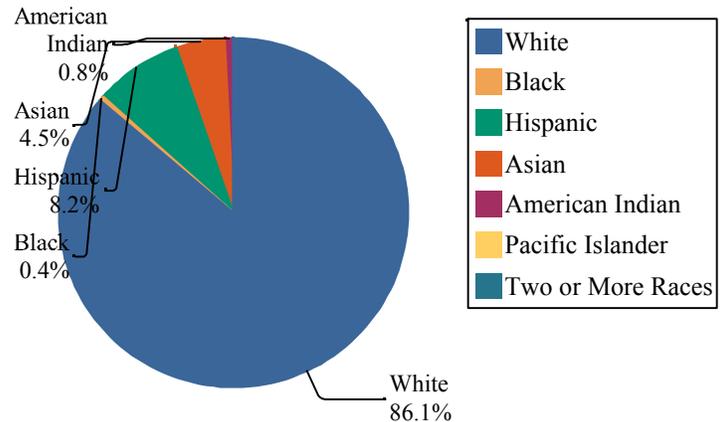
This table presents the percentage of students who primarily speak each language in their home.

2013-14	Percent
English	100.0%

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.

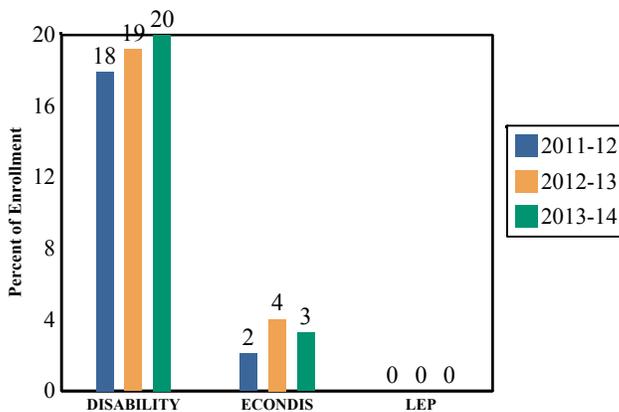
Enrollment by Ethnic/Racial Subgroup

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



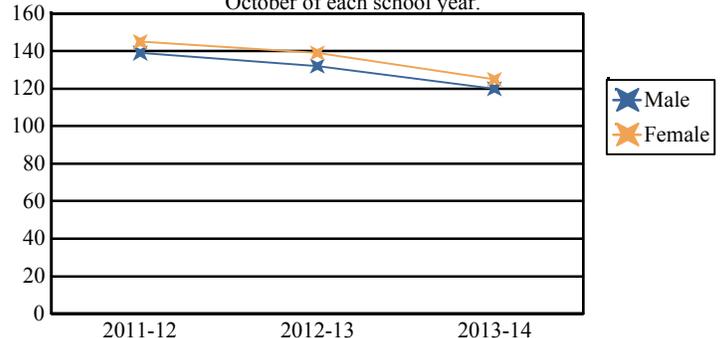
Total School Enrollment	
2011-12	284
2012-13	271
2013-14	245

Enrollment Trends by Program Participation



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

2013-2014	Count of Students	% of Enrollment
Students with Disability	49	20%
Economically Disadvantaged Students	8	3.3%
Limited English Proficient Students	0	0.0%

	Male	Female
2011-12	139	145
2012-13	132	139
2013-14	120	125

State of New Jersey

2013-14



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ACADEMIC ACHIEVEMENT

HUNTERDON

BETHLEHEM TWP

GRADE SPAN PK-05

THOMAS B. CONLEY ELEMENTARY SCHOOL

940 IRON BRIDGE RD

ASBURY, NJ 08802-1135

Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than 30% of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile	Percent of Targets Met
NJASK Language Arts Proficiency and above	87%	55	90	100%
NJASK Math Proficiency and above	96%	78	97	100%
SUMMARY - Academic Achievement		67	94	100%

NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

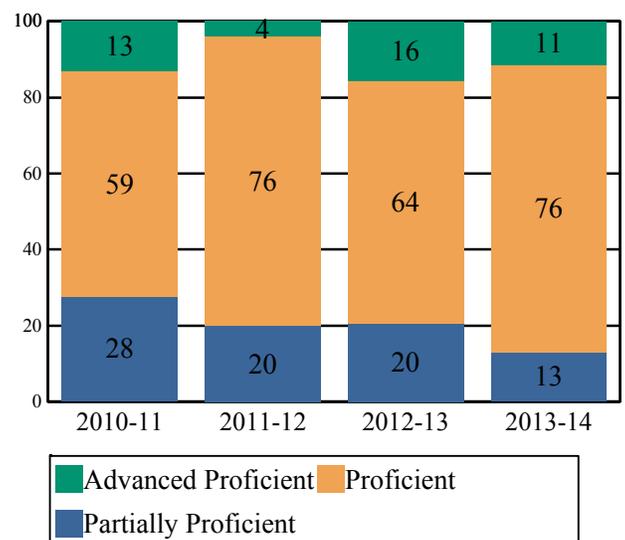
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	123	87	79.2	YES
White	108	85.2	79.1	YES
Black	-	-		--
Hispanic	-	-		--
American Indian	-	-		--
Asian	-	-		--
Two or More Races	-	-		--
Students with Disability	-	-		--
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	-	-		--

YES* = Met Progress Target(Confidence Interval Applied)

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

Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.



State of New Jersey

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ACADEMIC ACHIEVEMENT

HUNTERDON

BETHLEHEM TWP

GRADE SPAN PK-05

THOMAS B. CONLEY ELEMENTARY SCHOOL

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ASBURY, NJ 08802-1135

NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

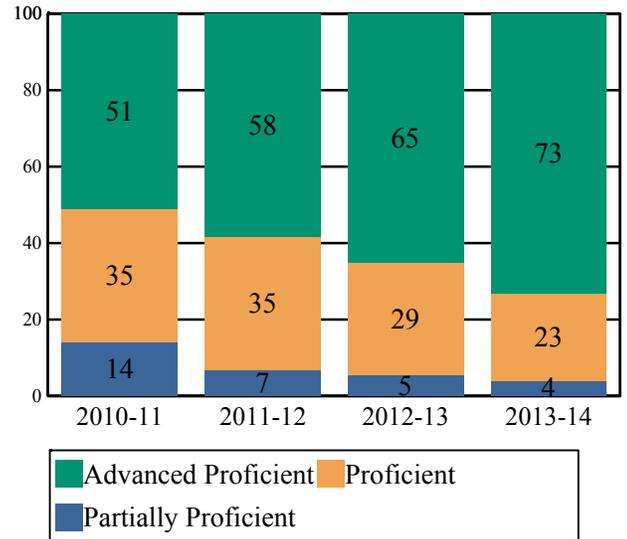
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	123	96	89.6	YES
White	108	96.2	89.5	YES
Black	-	-		--
Hispanic	-	-		--
American Indian	-	-		--
Asian	-	-		--
Two or More Races	-	-		--
Students with Disability	-	-		--
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	-	-		--

YES* = Met Progress Target(Confidence Interval Applied)

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

Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.



State of New Jersey

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ACADEMIC ACHIEVEMENT

HUNTERDON
BETHLEHEM TWP

GRADE SPAN PK-05

THOMAS B. CONLEY ELEMENTARY SCHOOL
940 IRON BRIDGE RD
ASBURY, NJ 08802-1135

NJASK Results - Language Arts Literacy Grade Level - 03

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	3%	78%	19%
White	4%	74%	22%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	-	-	-

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

NJASK Results - Language Arts Literacy Grade Level - 04

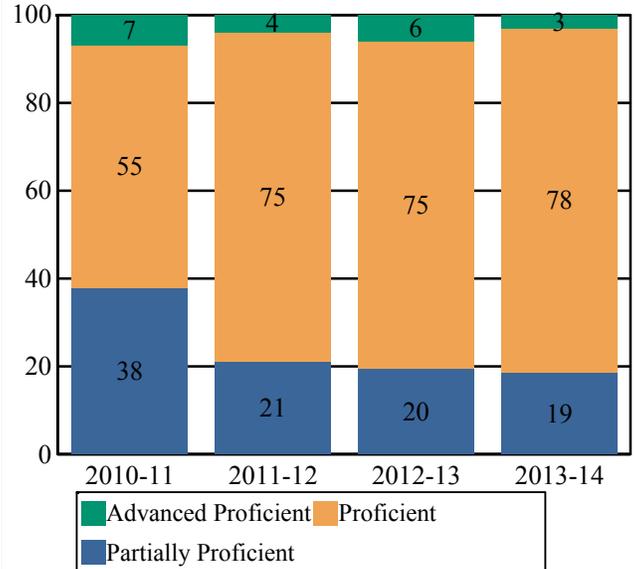
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	10%	80%	10%
White	7%	81%	12%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	-	-	-

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

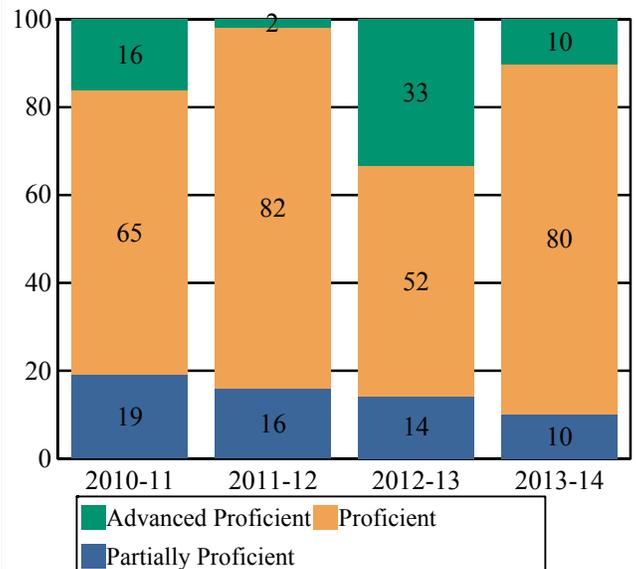
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 03

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



NJASK Proficiency Trends - Language Arts Literacy - 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.



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ACADEMIC ACHIEVEMENT

HUNTERDON
BETHLEHEM TWP

GRADE SPAN PK-05

THOMAS B. CONLEY ELEMENTARY SCHOOL
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NJASK Results - Language Arts Literacy Grade Level - 05

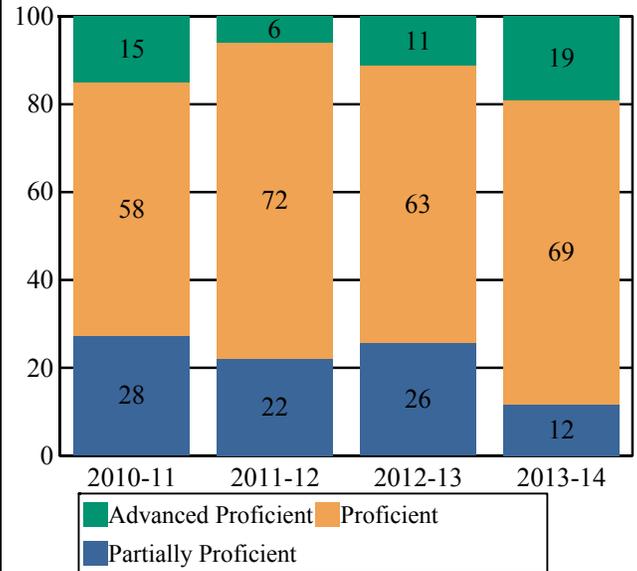
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	19%	69%	12%
White	21%	66%	13%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	-	-	-

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

NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 05

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



2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep4read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Grade 4 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	25	33	30	12
All Students	Nation	32	33	27	8

2013 National Assessment Educational Progress (NAEP)

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Proficiency Percentages

Grade 8 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	15	39	40	7
All Students	Nation	22	42	32	4

State of New Jersey

2013-14



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ACADEMIC ACHIEVEMENT

HUNTERDON
BETHLEHEM TWP

GRADE SPAN PK-05

THOMAS B. CONLEY ELEMENTARY SCHOOL
940 IRON BRIDGE RD
ASBURY, NJ 08802-1135

NJASK Results - MATH Grade Level - 03

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	63%	31%	6%
White	63%	33%	4%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	-	-	-

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

NJASK Results - MATH Grade Level - 04

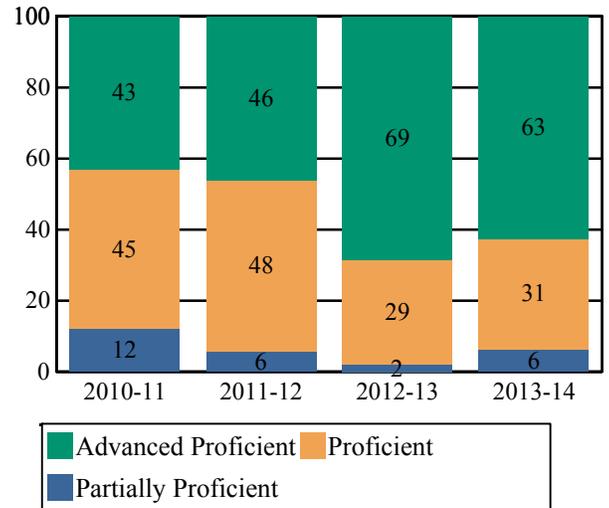
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	88%	12%	0%
White	91%	9%	0%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	-	-	-

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

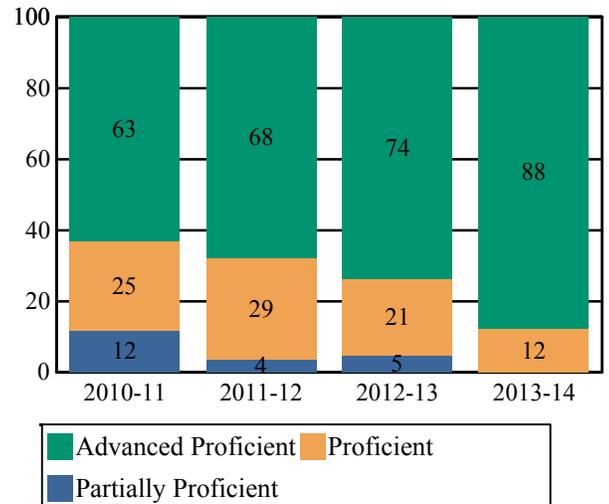
NJASK Proficiency Trends - Math - Grade Level - 03

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



NJASK Proficiency Trends - Math - 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.



State of New Jersey

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ACADEMIC ACHIEVEMENT

HUNTERDON
BETHLEHEM TWP

GRADE SPAN PK-05

THOMAS B. CONLEY ELEMENTARY SCHOOL
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NJASK Results - MATH Grade Level - 05

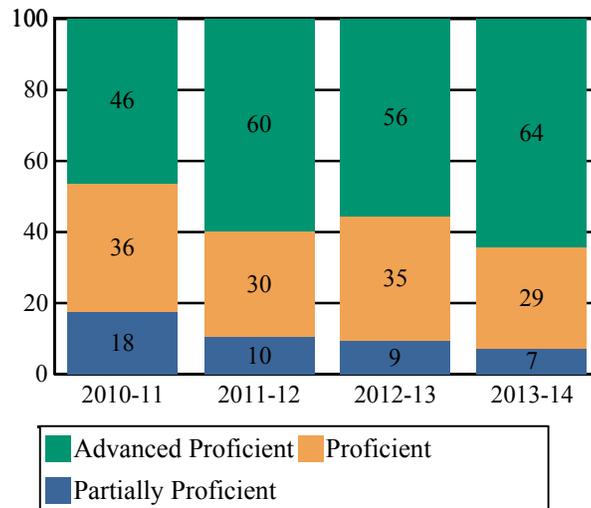
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	64%	29%	7%
White	61%	32%	8%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	-	-	-

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

NJASK Proficiency Trends - Math - Grade Level - 05

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



2013 National Assessment Educational Progress (NAEP)

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<http://www.nj.gov/education/pr/1314/naep/naep4math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Grade 4 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	13	38	39	10
All Students	Nation	17	41	34	8

2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep8math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Grade 8 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	18	34	33	16
All Students	Nation	26	38	27	9

State of New Jersey

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ACADEMIC ACHIEVEMENT

HUNTERDON

BETHLEHEM TWP

GRADE SPAN PK-05

THOMAS B. CONLEY ELEMENTARY SCHOOL

940 IRON BRIDGE RD

ASBURY, NJ 08802-1135

NJASK Results - Science Grade Level - 04

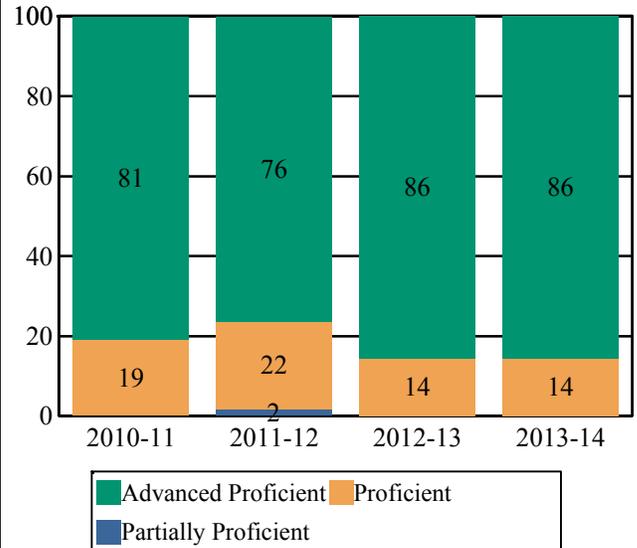
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	86%	14%	0%
White	88%	12%	0%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	-	-	-

Data is presented for subgroups when the count is high enough under NCLB 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.



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COLLEGE AND CAREER READINESS

HUNTERDON
BETHLEHEM TWP

GRADE SPAN PK-05

THOMAS B. CONLEY ELEMENTARY SCHOOL
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. The table presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for 10% or more of the total days possible for that individual student.

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. For example, a school whose peer school percentile is 65 in Chronic Absenteeism has a lower Chronic Absenteeism than 65% of its peer group. 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.

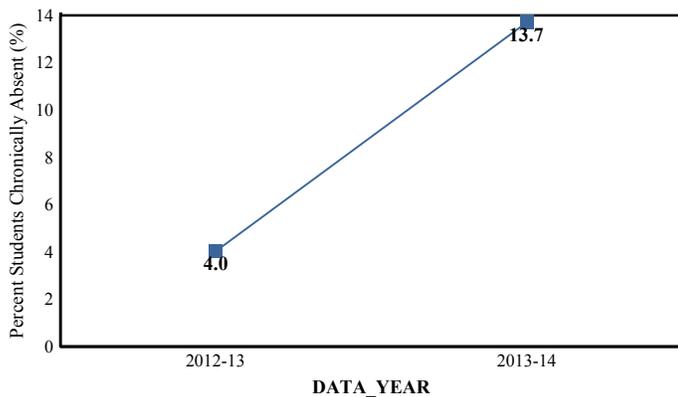
The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	School Performance	Peer Rank (Percentile)	Statewide Rank (Percentile)	Statewide Target	Met Target?
Chronic Absenteeism (%)	14%	3	11	6%	NO
Summary					0%

Chronic Absenteeism - Number of students in the most recent school year that missed 10% or more of the instructional days in the school year divided by the total number of students enrolled.

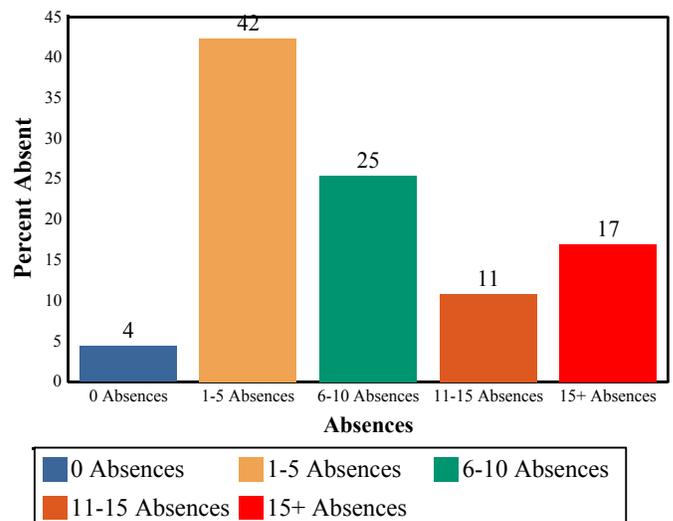
Chronic Absenteeism Trend

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



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.



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STUDENT GROWTH

HUNTERDON
BETHLEHEM TWP

GRADE SPAN PK-05

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

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math 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 target.

The summary 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	62	67	87	35	YES
Student Growth on Math	68	87	92	35	YES
		77	90		100%

Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

Language Arts

	GROWTH		
	Low	Typical	High
Partially Proficient	3%	7%	3%
Proficient	15%	23%	38%
Advanced Proficient	1%	2%	9%

Math

	GROWTH		
	Low	Typical	High
Partially Proficient	2%	0%	1%
Proficient	11%	7%	6%
Advanced Proficient	8%	20%	46%

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.

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WITHIN SCHOOL ACHIEVEMENT GAP

HUNTERDON
BETHLEHEM TWP

GRADE SPAN PK-05

THOMAS B. CONLEY ELEMENTARY SCHOOL
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ASBURY, NJ 08802-1135

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 so-called 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 larger than the state's.

Grade Level - 03

NJ ASK 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	250	300
75th	221	221
50th	211	207
25th	201	188
0th	167	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	20	33

Grade Level - 03

NJ ASK 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	300	300
75th	274	268
50th	251	229
25th	228	200
0th	144	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	46	68

Grade Level - 04

NJ ASK 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	251	300
75th	233	219
50th	222	202
25th	205	186
0th	170	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	28	33

Grade Level - 04

NJ ASK 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	300	300
75th	291	264
50th	276	228
25th	259	195
0th	160	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	69

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WITHIN SCHOOL ACHIEVEMENT GAP

HUNTERDON
BETHLEHEM TWP

GRADE SPAN PK-05

THOMAS B. CONLEY ELEMENTARY SCHOOL
940 IRON BRIDGE RD
ASBURY, NJ 08802-1135

Grade Level - 05

Grade Level - 05

NJ ASK Language Arts 25th %ile vs 75th%ile

NJ ASK 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	265	300
75th	235	224
50th	218	206
25th	203	186
0th	178	100

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	279	262
50th	265	235
25th	234	206
0th	184	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	38

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	45	56

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SCHOOL CLIMATE

HUNTERDON
BETHLEHEM TWP

GRADE SPAN PK-05

THOMAS B. CONLEY ELEMENTARY SCHOOL
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ASBURY, NJ 08802-1135

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
2013-14	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
2013-14	0.4%

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.

2013-14	School
Full Time	5 Hrs. 50 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
2013-14	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.

2013-14	School
Faculty	9
Administrators	245

SCHOOL PEER GROUP

THOMAS B. CONLEY ELEMENTARY SCHOOL

19-0370-070

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>GRAD ESPAN</u>	<u>FRPL</u>	<u>LEP</u>	<u>SpED</u>
BERGEN	PARAMUS BORO	MEMORIAL ELEMENTARY SCHOOL	03-3930-080	KG-04	5.6%	6.0%	11.6%
BERGEN	PARAMUS BORO	PARKWAY ELEMENTARY SCHOOL	03-3930-100	PK-04	5.1%	4.4%	15.4%
BERGEN	RAMSEY BORO	JOHN Y DATER ELEMENTARY SCHOOL	03-4310-060	04-05	2.5%	0.0%	11.8%
BERGEN	RIDGEWOOD VILLAGE	RIDGE ELEMENTARY SCHOOL	03-4390-090	KG-05	2.6%	0.6%	13.5%
ESSEX	CALDWELL-WEST CALDWELL	WILSON ELEMENTARY SCHOOL	13-0660-120	PK-05	2.1%	0.0%	10.6%
ESSEX	MILLBURN TWP	SOUTH MOUNTAIN SCHOOL	13-3190-100	PK-05	3.2%	0.9%	13.1%
ESSEX	ROSELAND BORO	LESTER C NOECKER	13-4530-020	PK-06	4.1%	2.6%	13.0%
ESSEX	VERONA BORO	FREDERIC N. BROWN ELEMENTARY SCHOOL	13-5370-080	KG-04	5.1%	4.7%	12.2%
HUNTERDON	BETHLEHEM TWP	THOMAS B. CONLEY ELEMENTARY SCHOOL	19-0370-070	PK-05	3.3%	0.0%	19.8%
MERCER	HOPEWELL VALLEY REGIONAL	HOPEWELL ELEMENTARY SCHOOL	21-2280-055	PK-05	3.3%	1.5%	11.3%
MONMOUTH	HOLMDEL TWP	INDIAN HILL SCHOOL	25-2230-050	04-06	2.8%	0.0%	14.1%
MONMOUTH	MARLBORO TWP	FRANK DEFINO CENTRAL ELEMENTARY SCHOOL	25-3030-030	01-05	3.5%	1.2%	15.2%
MONMOUTH	MARLBORO TWP	FRANK J. DUGAN ELEMENTARY SCHOOL	25-3030-040	01-05	3.9%	1.7%	19.6%
MONMOUTH	MARLBORO TWP	MARLBORO ELEMENTARY SCHOOL	25-3030-045	01-05	3.5%	1.7%	15.5%
MONMOUTH	MIDDLETOWN TWP	NUT SWAMP ELEMENTARY SCHOOL	25-3160-145	KG-05	2.5%	0.4%	10.9%
MORRIS	CHESTER TWP	BRAGG ELEMENTARY SCHOOL	27-0820-030	03-05	4.7%	3.2%	17.4%
MORRIS	DENVILLE TWP	LAKEVIEW ELEMENTARY SCHOOL	27-1090-050	PK-05	2.8%	0.6%	15.7%
MORRIS	MONTVILLE TWP	CEDAR HILL SCHOOL	27-3340-025	KG-05	3.5%	1.2%	17.2%
MORRIS	MONTVILLE TWP	VALLEY VIEW SCHOOL	27-3340-055	PK-05	4.3%	1.7%	19.1%
MORRIS	RANDOLPH TWP	SHONGUM SCHOOL	27-4330-080	KG-05	2.4%	0.4%	13.8%
MORRIS	SCH DIST OF THE CHATHAMS	WASHINGTON AVENUE SCHOOL	27-0785-070	PK-03	2.4%	0.2%	12.4%
MORRIS	WASHINGTON TWP	OLD FARMERS ROAD SCHOOL	27-5520-040	KG-05	4.1%	1.2%	19.9%
PASSAIC	WAYNE TWP	PACKANACK ELEMENTARY SCHOOL	31-5570-110	PK-05	2.8%	0.0%	14.2%
PASSAIC	WAYNE TWP	THEUNIS DEY ELEMENTARY SCHOOL	31-5570-150	KG-05	2.1%	0.0%	13.1%
SOMERSET	BERNARDS TWP	LIBERTY CORNER SCHOOL	35-0350-080	PK-05	2.7%	0.8%	11.8%
SOMERSET	BRIDGEWATER-RARITAN REG	HAMILTON ELEMENTARY SCHOOL	35-0555-063	KG-04	2.1%	0.0%	8.2%
SOMERSET	HILLSBOROUGH TWP	WOODS ROAD ELEMENTARY SCHOOL	35-2170-085	PK-04	3.6%	1.5%	14.1%
SOMERSET	MONTGOMERY TWP	VILLAGE ELEMENTARY SCHOOL	35-3320-105	03-04	4.2%	1.5%	17.7%
UNION	BERKELEY HEIGHTS TWP	MOUNTAIN PARK SCHOOL	39-0310-040	02-05	2.4%	0.0%	11.5%
UNION	BERKELEY HEIGHTS TWP	THOMAS P. HUGHES SCHOOL	39-0310-020	02-05	1.8%	0.0%	8.9%
UNION	BERKELEY HEIGHTS TWP	WILLIAM WOODRUFF SCHOOL	39-0310-050	02-05	4.4%	3.1%	11.1%