



State of New Jersey

2012-13

27-0785-010

OVERVIEW

MORRIS

SCH DIST OF THE CHATHAMS

GRADE SPAN 09-12

CHATHAM HIGH SCHOOL

255 LAFAYETTE AVENUE

CHATHAM, NEW JERSEY 07928

This school's academic performance **is very high when compared** to schools across the state. Additionally, its academic performance **is very high 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 high when compared** to its peers. This school's graduation and post-secondary performance **is very high when compared** to schools across the state. Additionally, its graduation and post-secondary readiness **is very high when compared** to its peers.

| Performance Areas | Peer Percentile | Statewide Percentile | Percent of Targets Met |
|-------------------------------|-----------------|----------------------|------------------------|
| Academic Achievement | 89 | 88 | 100% |
| College & Career Readiness | 61 | 79 | 80% |
| Graduation and Post-Secondary | 81 | 87 | 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 **88%** of schools statewide as noted by its statewide percentile and **89%** 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 high schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey High School Proficiency Assessment (HSPA). 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 **79%** of schools statewide as noted by its statewide percentile and **61%** 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 **80%** 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 high schools, this includes measures of participation in college readiness tests such as the SAT, ACT or PSAT and in rigorous coursework as defined by participation in AP or IB courses in English, math, social studies and science.

Graduation and Post-Secondary

This school outperforms **87%** of schools statewide as noted by its statewide percentile and **81%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Graduation and Post-Secondary. Additionally, this school is meeting **100%** of its performance targets in the area of Graduation and Post-Secondary.



Graduation and Postsecondary measures the rate at which students who begin high school four years earlier graduate within four years. Also included is a measure of the rate at which students in a particular school drop out of school.

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DEMOGRAPHIC INFORMATION

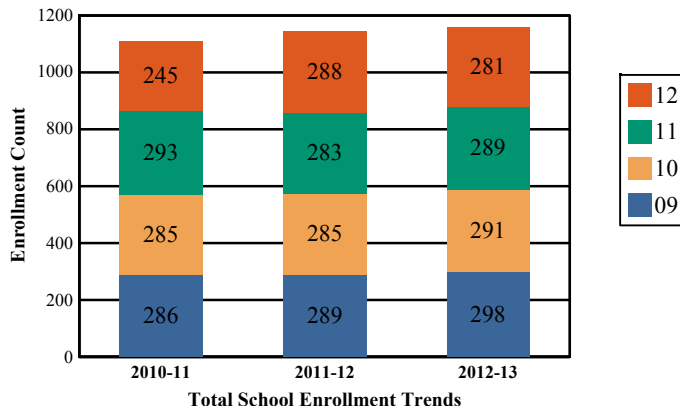
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Enrollment by Grade, in Full Time Equivalent

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



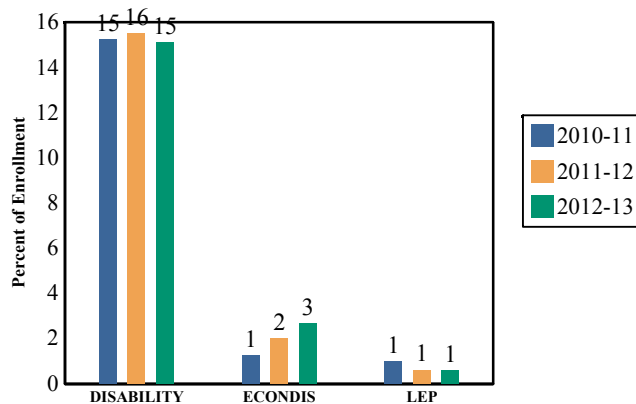
Total School Enrollment Trends

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 in Full Time Equivalent

| | |
|---------|-------|
| 2011-12 | 1,145 |
| 2012-13 | 1,158 |

Enrollment Trends by Program Participation



Current Year Enrollment by Program Participation

| 2012-2013 | Count of Students | Percentage of Enrollment |
|-------------------------------------|-------------------|--------------------------|
| Students with Disability | 175 | 15% |
| Economically Disadvantaged Students | 31 | 2.7% |
| Limited English Proficient Students | 7 | 0.6% |

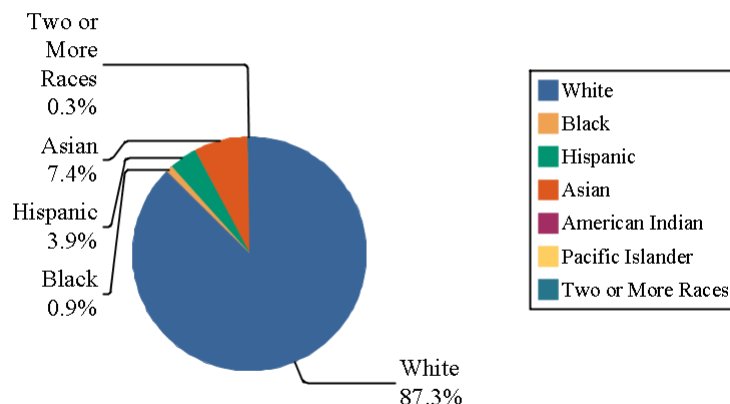
Language Diversity

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

| 2012-13 | Percent |
|---------|---------|
| English | 92.0% |
| Spanish | 1.8% |
| Chinese | 1.2% |
| French | 0.7% |
| Korean | 0.6% |
| Arabic | 0.4% |
| Other | 3.2% |

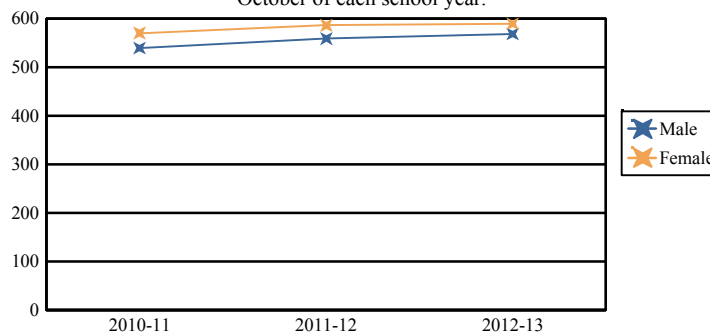
Enrollment by Ethnic/Racial Subgroup

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' (FTE) in October of each school year.



| | Male | Female |
|---------|------|--------|
| 2010-11 | 539 | 570 |
| 2011-12 | 559 | 586 |
| 2012-13 | 569 | 590 |



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ACADEMIC ACHIEVEMENT

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Academic Achievement measures the content knowledge students have in Language Arts Literacy and Math. In high schools, this includes the outcomes of the New Jersey High School Proficiency Assessment (HSPA). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both Language Arts Literacy and Math across multiple administrations of the assessment. 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 HSPA 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 |
|--|------------------------|-----------------|------------------|------------------------|
| HSPA Language Arts Proficiency and above | 99% | 87 | 84 | 100% |
| HSPA Math Proficiency and above | 98% | 90 | 92 | 100% |
| SUMMARY - Academic Achievement | | 89 | 88 | 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.

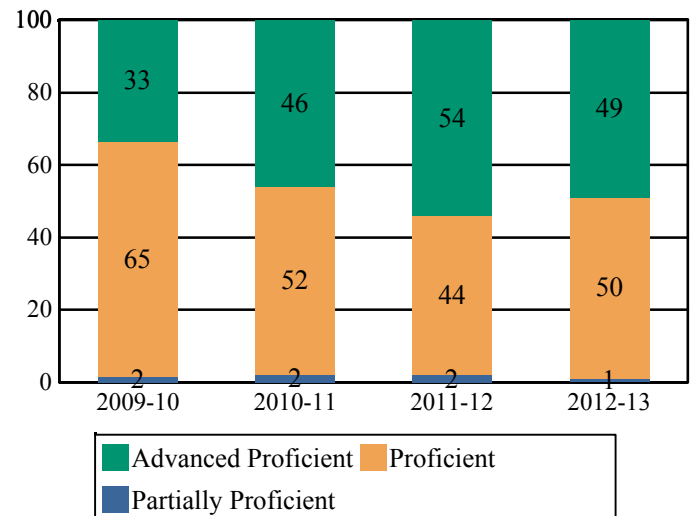
| Subgroups | Total Valid Scores | Pass Rate | Target | Met Target? |
|-------------------------------------|--------------------|-----------|--------|-------------|
| Schoolwide | 280 | 98.9 | 90 | YES |
| White | 251 | 98.8 | 90 | YES |
| Black | - | - | | -- |
| Hispanic | - | - | | -- |
| American Indian | - | - | | -- |
| Asian | - | - | | -- |
| Two or More Races | - | - | | -- |
| Students with Disability | 37 | 94.6 | 88.7 | YES |
| 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 | 280 | 97.5 | 90 | YES |
| White | 251 | 98 | 90 | YES |
| Black | - | - | | -- |
| Hispanic | - | - | | -- |
| American Indian | - | - | | -- |
| Asian | - | - | | -- |
| Two or More Races | - | - | | -- |
| Students with Disability | 37 | 89.2 | 74.6 | YES |
| 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 Outcomes - Biology

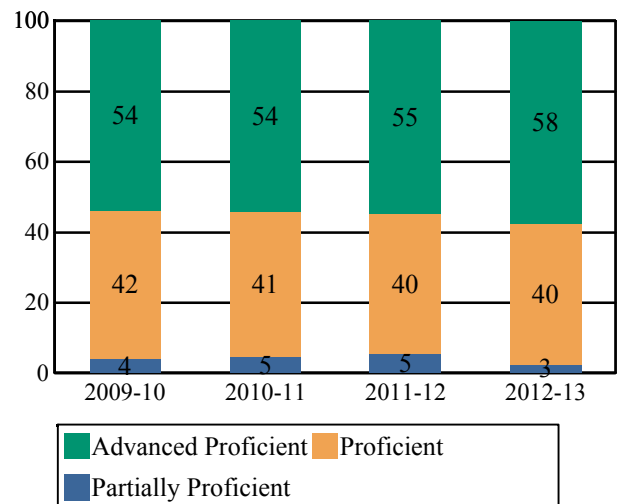
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

| Subgroups | Advanced | Proficient | Partially Proficient |
|-------------------------------------|----------|------------|----------------------|
| Schoolwide | 44% | 47% | 9% |
| White | 45% | 47% | 8% |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | 51% | 43% | 5% |
| Two or More Races | - | - | - |
| Students with Disability | 27% | 41% | 32% |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | - | - | - |

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

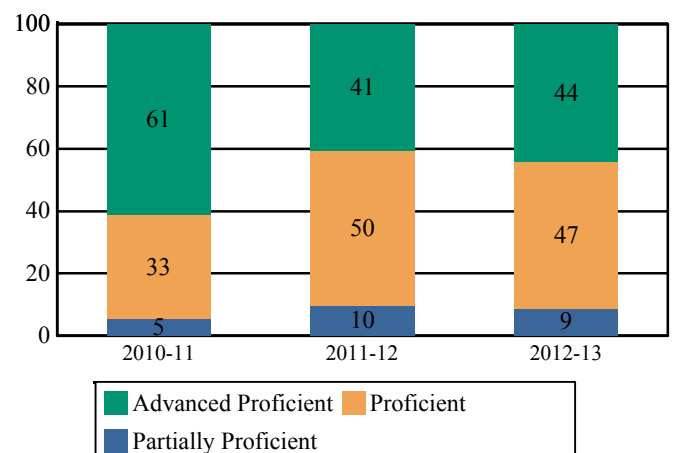
Proficiency Trends - Math

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.



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 two years.



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COLLEGE AND CAREER READINESS

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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 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. For example, a school whose peer school percentile is 65 in SAT participation has a higher SAT Participation 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 | Schoolwide Performance | Peer Percentile | Statewide Percentile | Statewide Target | Met Target? |
|--|------------------------|-----------------|----------------------|------------------|-------------|
| Percent of Students Participating in SAT or ACT | 97% | 68 | 84 | 80% | YES |
| Percent of Students Participating in PSAT | 45% | 3 | 43 | 60% | NO |
| Percent of Students Scoring Above 1550 on SAT | 74% | 84 | 93 | 40% | YES |
| Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science | 47% | 97 | 95 | 35% | YES |
| Percent of AP Tests ≥ 3 or IB Test ≥ 4 in English, Math, Social Studies or Science | 88% | 55 | 82 | 75% | YES |
| Summary | | 61 | 79 | | 80% |

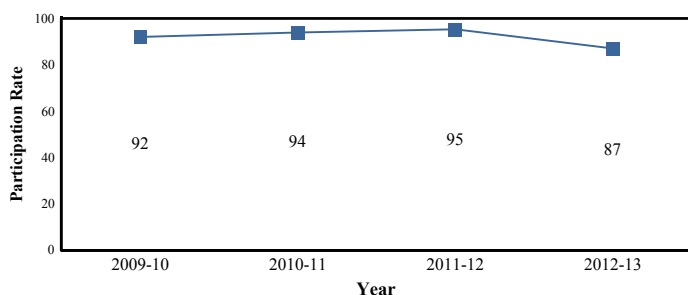
College Readiness Test Participation

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.

| 2012-13 Percent of Students | School | Peer Avg. | State Avg. |
|-----------------------------|--------|-----------|------------|
| Participating in SAT | 87.0% | 90.1% | 75.3% |
| Participating in ACT | 56.0% | | 20.6% |
| Participating in PSAT | 44.7% | 67.8% | 52.5% |

Participation Trends - SAT Testing

This graph presents the participation rate in the SAT over the last four years.



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.

| 2012-13 Percent of Students Taking | School | Peer Avg. | State Avg. |
|--|--------|-----------|------------|
| One or More Course | 70.8% | 49.0% | 32.8% |
| One or More Test | 67.3% | 43.1% | 26.8% |
| At least one AP or IB Test in English, Math, Social Studies or Science | 47.5% | 33.1% | 18.9% |

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.

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 .

| 2012-13 | School | Peer Avg. | State Avg. |
|---|--------|-----------|------------|
| Percent of AP Tests ≥ 3 or IB Test ≥ 4 | 88.8% | 85.6% | 74.6% |
| Percent of Scores in AP ≥ 3 or IB ≥ 4 in English, Math, Social Studies or Science | 88.1% | 86.9% | 75.1% |

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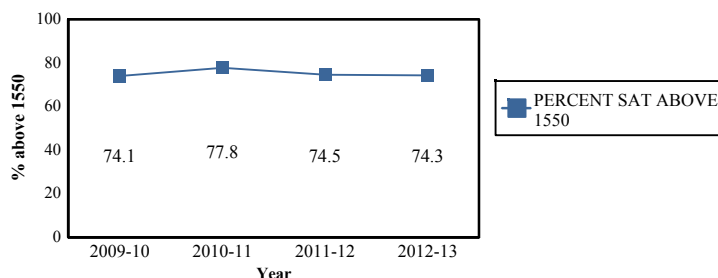
Scholastic Assessment Test (SAT) Results

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.

| 2012-13 | School | Peer Avg. | State Avg. |
|---|--------|-----------|------------|
| Percent of Students Scoring Above 1550 on SAT | 74.3% | 63.2% | 43.9% |

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.

| 2012-13 | School | Peer Avg. | State Avg. |
|---------------------|--------|-----------|------------|
| Composite SAT Score | 1,744 | 1,679 | 1,512 |
| Critical Reading | 568 | 549 | 495 |
| Mathematics | 590 | 575 | 521 |
| Writing | 586 | 555 | 496 |

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.

| 2012-13 | Critical Reading | Mathematics | Writing |
|-----------------|------------------|-------------|---------|
| 75th Percentile | 630 | 660 | 653 |
| 50th Percentile | 570 | 590 | 590 |
| 25th Percentile | 510 | 520 | 520 |

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 Psychology | 115 | 104 |
| AP Physics B | 98 | 86 |
| AP U.S. History | 83 | 82 |
| AP World History | 68 | 68 |
| AP Calculus AB | 57 | 54 |
| AP U.S. Government and Politics | 51 | 44 |
| AP Environmental Science | 42 | 36 |
| AP English Literature and Composition | 35 | 36 |
| AP French Language | 33 | 24 |
| AP Biology | 32 | 31 |
| AP Statistics | 25 | 24 |
| AP English Language and Composition | 25 | 22 |
| AP Spanish Language | 21 | 19 |
| AP German Language | 20 | 19 |
| AP Chemistry | 18 | 15 |
| AP Studio Art—General Portfolio | 16 | 17 |
| AP Calculus BC | 16 | 16 |
| AP Physics C | 16 | 15 |
| AP European History | 11 | 10 |



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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 | N/R | 1.8% |
| Drama/Theater | 2.0% | 3.5% |
| Music | 28.0% | 16.7% |
| Visual Arts | 37.6% | 30.2% |
| Total: All Visual and Performing Arts | 63.6% | 47.3% |

N/R - Data Not Reported



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GRADUATION AND POSTSECONDARY

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This section of the performance report presents data about graduation, dropout and post-secondary attendance. The graduation rate is calculated according to the NCLB 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 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 percentile is 65 in Graduation Rate has a higher Graduation Rate 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 Statewide Target for Graduation Rate was established pursuant to NJDOE's NCLB 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 | 99% | 97 | 94 | 75% | YES |
| Dropout Rate | 0.1% | 65 | 80 | 2% | YES |
| SUMMARY - Graduation & Post-Secondary | | 81 | 87 | | 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 | 99% | 75% |
| White | 99% | |
| Black | - | |
| Hispanic | - | |
| American Indian | - | |
| Asian | - | |
| Native Hawaiian | - | |
| Two or More Races | - | |
| Students with Disability | 93% | |
| Limited English Proficient Students | - | |
| Economically Disadvantaged Students | - | |

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 | .1% | 2% |
| White | .1% | |
| Black | - | |
| Hispanic | 0% | |
| American Indian | - | |
| Asian | 0% | |
| Native Hawaiian | - | |
| Two or More Races | - | |
| Students with Disability | .6% | |
| Limited English Proficient Students | - | |
| Economically Disadvantaged Students | 0% | |



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GRADUATION AND POSTSECONDARY

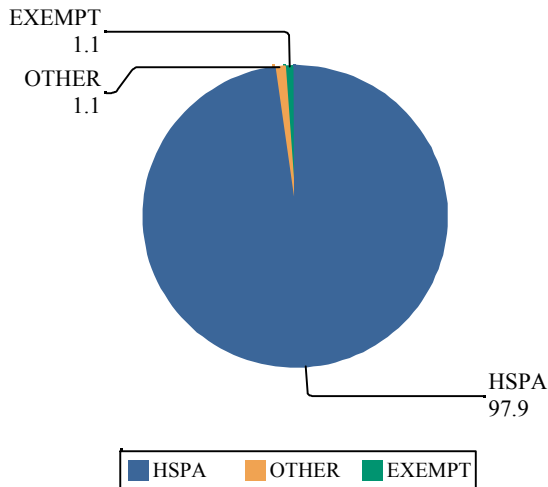
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Graduation Pathway Rates

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 |
|----------|-------------|-------------|
| 2011 | 97% | 96% |
| 2012 | 99% | 100% |
| 2013 | 99% | |

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 |
|-------------------------------------|------------------|-------------------|-------------------|
| Schoolwide | 92% | 8.8% | 91.2% |
| White | 92.9% | 9.4% | 90.6% |
| Black | - | - | - |
| Hispanic | - | - | - |
| Asian | - | - | - |
| American Indian | - | - | - |
| Native Hawaiian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | - | - | - |



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WITHIN SCHOOL ACHIEVEMENT GAP

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the 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.

High School

HSPA 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 Scaled Score | State Scaled Score |
|------------|---------------------|--------------------|
| 99th | 268 | 291 |
| 75th | 255 | 247 |
| 50th | 248 | 237 |
| 25th | 241 | 222 |
| 0th | 169 | 100 |

| Scaled Score Gap - School | Scaled Score Gap - State |
|------------------------------|-----------------------------|
|------------------------------|-----------------------------|

| | | |
|------------------|----|----|
| 25th vs 75th Gap | 14 | 25 |
|------------------|----|----|

Grade Level - 11

HSPA 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 Scaled Score | State Scaled Score |
|------------|---------------------|--------------------|
| 99th | 273 | 300 |
| 75th | 263 | 251 |
| 50th | 253 | 231 |
| 25th | 237 | 209 |
| 0th | 162 | 136 |

| Scaled Score Gap - School | Scaled Score Gap - State |
|------------------------------|-----------------------------|
|------------------------------|-----------------------------|

| | | |
|------------------|----|----|
| 25th vs 75th Gap | 26 | 42 |
|------------------|----|----|



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SCHOOL CLIMATE

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Length of School Day

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

| | School |
|---------|-----------------|
| 2012-13 | 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 |
|---------|--------|
| 2012-13 | 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.

| 2012-13 | School |
|-------------|-----------------|
| Full Time | 6 Hrs. 13 Mins. |
| Shared Time | 3 Hrs. 22 Mins. |

Student Expulsions

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

| | School |
|---------|--------|
| 2012-13 | 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.

| 2012-13 | School |
|----------------|--------|
| Faculty | 10 |
| Administrators | 232 |

SCHOOL PEER GROUP

Chatham High School

27-0785-010

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 | NORTHERN VALLEY REGIONAL | NORTHER VALLEY REG OLD TAPPEN HIGH SCHOO | 03-3710-060 09-12 | | 1.3% | 0.5% | 13.5% |
| BERGEN | PARK RIDGE BORO | PARK RIDGE HIGH SCHOOL | 03-3940-050 07-12 | | 4.0% | 0.6% | 14.7% |
| BERGEN | RAMSEY BORO | RAMSEY HIGH SCHOOL | 03-4310-050 09-12 | | 3.7% | 0.3% | 16.3% |
| BERGEN | RIDGEWOOD VILLAGE | RIDGEWOOD HIGH SCHOOL | 03-4390-050 09-12 | | 1.4% | 1.1% | 13.8% |
| BERGEN | RIVER DELL REGIONAL | RIVER DELL REGIONAL HIGH SCHOOL | 03-4405-050 09-12 | | 1.9% | 1.1% | 15.5% |
| BERGEN | RUTHERFORD BORO | RUTHERFORD HIGH SCHOOL | 03-4600-050 09-12 | | 2.2% | 0.6% | 11.4% |
| ESSEX | CALDWELL-WEST CALDWELL | JAMES CALDWELL HIGH SCHOOL | 13-0660-050 09-12 | | 2.3% | 0.3% | 12.7% |
| ESSEX | CEDAR GROVE TWP | CEDAR GROVE HIGH SCHOOL | 13-0760-050 09-12 | | 4.8% | 0.2% | 10.6% |
| ESSEX | LIVINGSTON TWP | LIVINGSTON HIGH SCHOOL | 13-2730-050 09-12 | | 1.0% | 0.6% | 12.8% |
| ESSEX | MILLBURN TWP | MILLBURN HIGH SCHOOL | 13-3190-050 09-12 | | 1.3% | 1.4% | 14.5% |
| ESSEX | WEST ESSEX REGIONAL | WEST ESSEX HIGH SCHOOL | 13-5630-050 09-12 | | 2.6% | 0.3% | 13.8% |
| HUNTERDON | DELAWARE VALLEY REGIONAL | DELAWARE VALLEY REGIONAL HIGH SCHOOL DISTRICT | 19-1050-040 09-12 | | 5.0% | 0.0% | 12.4% |
| HUNTERDON | N HUNT/VOORHEES REGIONAL | VOORHEES HIGH SCHOOL | 19-3660-060 09-12 | | 4.6% | 0.0% | 14.2% |
| MERCER | HOPEWELL VALLEY REGIONAL | HOPEWELL VALLEY CENTRAL HIGH SCHOOL | 21-2280-030 09-12 | | 2.3% | 0.1% | 9.8% |
| MERCER | ROBBINSVILLE TWP | ROBBINSVILLE HIGH SCHOOL | 21-5510-030 09-12 | | 3.6% | 0.1% | 11.7% |
| MERCER | W WINDSOR-PLAINSBORO REG | WEST WINDSOR-PLAINSBORO HIGH SCHOOL NORTH | 21-5715-025 09-12 | | 4.5% | 0.0% | 12.8% |
| MIDDLESEX | MONROE TWP | MONROE TOWNSHIP HIGH SCHOOL | 23-3290-005 09-12 | | 0.0% | 1.4% | 16.3% |
| MONMOUTH | FREEHOLD REGIONAL | MARLBORO HIGH SCHOOL | 25-1650-080 09-12 | | 4.4% | 0.0% | 10.1% |
| MONMOUTH | HOLMDEL TWP | HOLMDEL HIGH SCHOOL | 25-2230-020 09-12 | | 2.6% | 1.1% | 10.9% |
| MONMOUTH | SHORE REGIONAL | SHORE REGIONAL HIGH SCHOOL | 25-4760-050 09-12 | | 3.9% | 0.0% | 11.0% |
| MORRIS | HANOVER PARK REGIONAL | WHIPPANY PARK HIGH SCHOOL | 27-1990-070 09-12 | | 1.9% | 0.3% | 11.4% |
| MORRIS | MONTVILLE TWP | MONTVILLE TOWNSHIP HIGH SCHOOL | 27-3340-010 09-12 | | 2.6% | 0.4% | 10.8% |
| MORRIS | PEQUANNOCK TWP | PEQUANNOCK TOWNSHIP HIGH SCHOOL | 27-4080-050 09-12 | | 4.4% | 0.4% | 13.6% |
| MORRIS | SCH DIST OF THE CHATHAMS | CHATHAM HIGH SCHOOL | 27-0785-010 09-12 | | 2.7% | 0.6% | 15.1% |
| SOMERSET | MONTGOMERY TWP | MONTGOMERY HIGH SCHOOL | 35-3320-030 09-12 | | 3.3% | 0.5% | 10.5% |
| SOMERSET | WATCHUNG HILLS REGIONAL | WATCHUNG HILLS REGIONAL HIGH SCHOOL | 35-5550-050 09-12 | | 3.1% | 0.3% | 15.1% |
| SUSSEX | SPARTA TWP | SPARTA HIGH SCHOOL | 37-4960-050 09-12 | | 3.7% | 0.3% | 11.0% |
| UNION | BERKELEY HEIGHTS TWP | GOVERNOR LIVINGSTON HIGH SCHOOL | 39-0310-005 09-12 | | 2.9% | 0.1% | 11.4% |
| UNION | CRANFORD TWP | CRANFORD HIGH SCHOOL | 39-0980-030 09-12 | | 3.6% | 0.1% | 17.0% |
| UNION | NEW PROVIDENCE BORO | NEW PROVIDENCE HIGH SCHOOL | 39-3560-050 09-12 | | 3.6% | 0.7% | 12.6% |
| UNION | WESTFIELD TOWN | WESTFIELD SENIOR HIGH SCHOOL | 39-5730-050 09-12 | | 2.6% | 0.2% | 17.3% |



State of New Jersey

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CHATHAM MIDDLE SCHOOL

480 MAIN STREET

CHATHAM, NEW JERSEY 07928-2120

OVERVIEW

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GRADE SPAN 06-08

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

| Performance Areas | Peer Percentile | Statewide Percentile | Percent of Targets Met |
|------------------------------|-----------------|----------------------|------------------------|
| Academic Achievement | 81 | 98 | 100% |
| College and Career Readiness | 65 | 82 | 100% |
| Student Growth | 51 | 81 | 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 **98%** of schools statewide as noted by its statewide percentile and **81%** 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 **82%** of schools statewide as noted by its statewide percentile and **65%** 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 **81%** 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 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.

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DEMOGRAPHIC INFORMATION

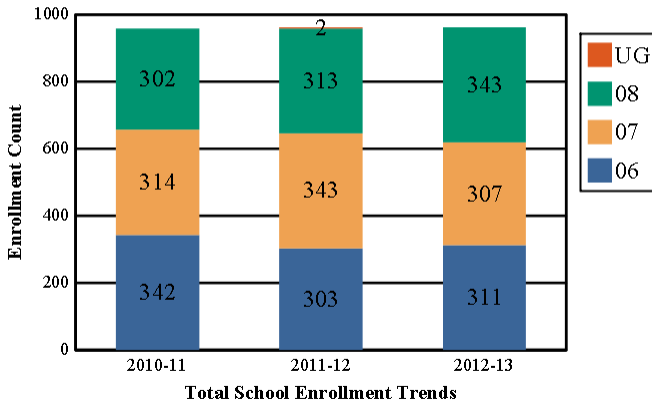
MORRIS

SCH DIST OF THE CHATHAMS

GRADE SPAN 06-08

Enrollment by Grade, in Full Time Equivalent

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

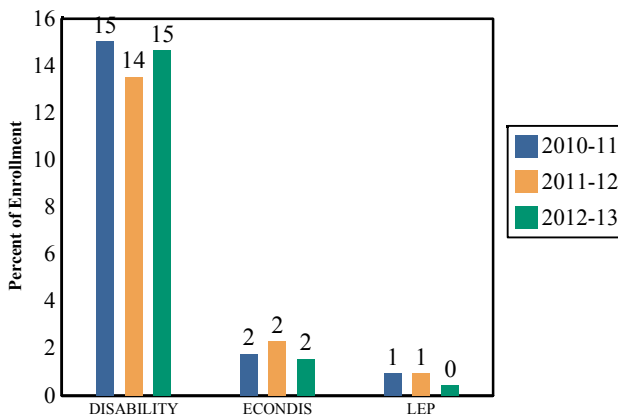


Note: "UG" represents the count of students who are 'on roll' (FTE) in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment in Full Time Equivalent

| | |
|---------|-----|
| 2011-12 | 961 |
| 2012-13 | 961 |

Enrollment Trends by Program Participation



Current Year Enrollment by Program Participation

| 2012-2013 | Count of Students | Percentage of Enrollment |
|-------------------------------------|-------------------|--------------------------|
| Students with Disability | 141 | 15% |
| Economically Disadvantaged Students | 15 | 1.6% |
| Limited English Proficient Students | 4 | 0.4% |

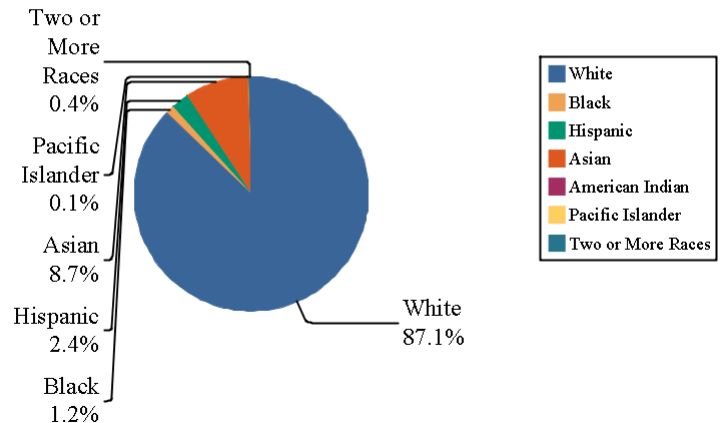
Language Diversity

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

| 2012-13 | Percent |
|---------|---------|
| English | 90.5% |
| Spanish | 1.6% |
| Chinese | 1.3% |
| Polish | 0.6% |
| Flemish | 0.5% |
| Swedish | 0.5% |
| Other | 5.0% |

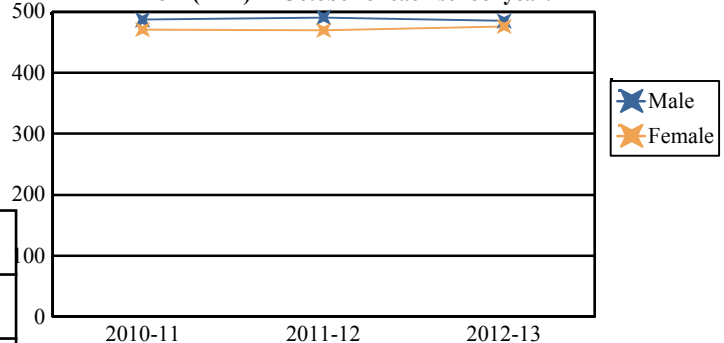
Enrollment by Ethnic/Racial Subgroup

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



Enrollment by Gender

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



| | Male | Female |
|---------|------|--------|
| 2010-11 | 487 | 471 |
| 2011-12 | 491 | 470 |
| 2012-13 | 485 | 476 |

ACADEMIC ACHIEVEMENT

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GRADE SPAN 06-08

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 | 95% | 94 | 100 | 100% |
| NJASK Math Proficiency and above | 91% | 68 | 95 | 100% |
| SUMMARY - Academic Achievement | | 81 | 98 | 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.

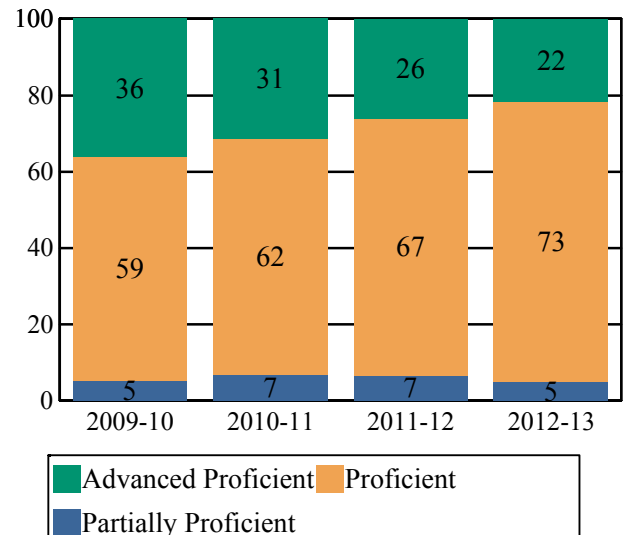
| Subgroups | Total Valid Scores | Pass Rate | Target | Met Target? |
|-------------------------------------|--------------------|-----------|--------|-------------|
| Schoolwide | 916 | 95 | 90 | YES |
| White | 803 | 94.9 | 90 | YES |
| Black | - | - | | -- |
| Hispanic | - | - | | -- |
| American Indian | - | - | | -- |
| Asian | 80 | 98.8 | 90 | YES |
| Two or More Races | - | - | | -- |
| Students with Disability | 142 | 77.4 | 76.1 | YES |
| 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.



ACADEMIC ACHIEVEMENT

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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.

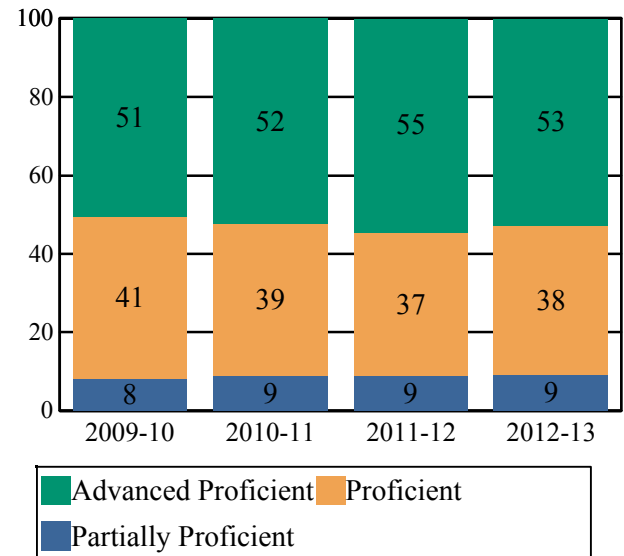
| Subgroups | Total Valid Scores | Pass Rate | Target | Met Target? |
|-------------------------------------|--------------------|-----------|--------|-------------|
| Schoolwide | 916 | 90.9 | 90 | YES |
| White | 803 | 91.1 | 90 | YES |
| Black | - | - | | -- |
| Hispanic | - | - | | -- |
| American Indian | - | - | | -- |
| Asian | 80 | 96.3 | 90 | YES |
| Two or More Races | - | - | | -- |
| Students with Disability | 142 | 66.2 | 70.3 | YES* |
| 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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ACADEMIC ACHIEVEMENT

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GRADE SPAN 06-08

NJASK Results - Language Arts Literacy Grade Level - 06

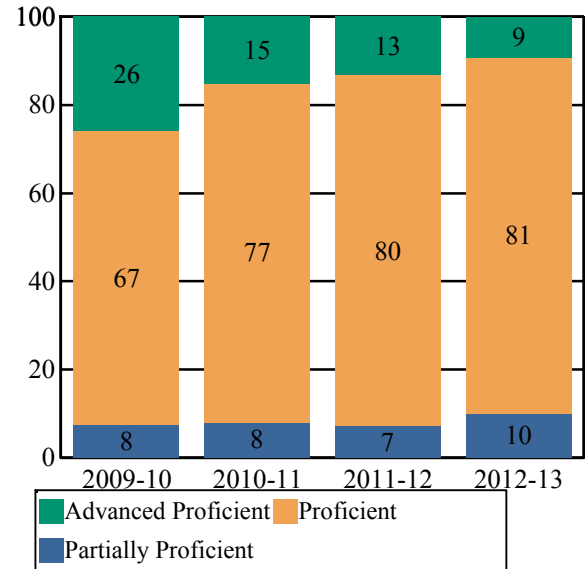
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 9% | 81% | 10% |
| White | 9% | 81% | 10% |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | 18% | 77% | 5% |
| Two or More Races | - | - | - |
| Students with Disability | 4% | 57% | 39% |
| 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 Results - Language Arts Literacy Grade Level - 07

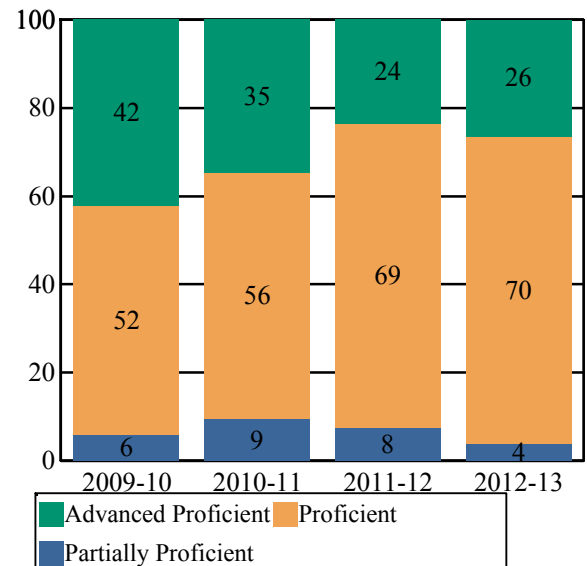
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 26% | 70% | 4% |
| White | 26% | 71% | 3% |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | 35% | 65% | 0% |
| Two or More Races | - | - | - |
| Students with Disability | 5% | 74% | 21% |
| 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 - 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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GRADE SPAN 06-08

NJASK Results - Language Arts Literacy Grade Level - 08

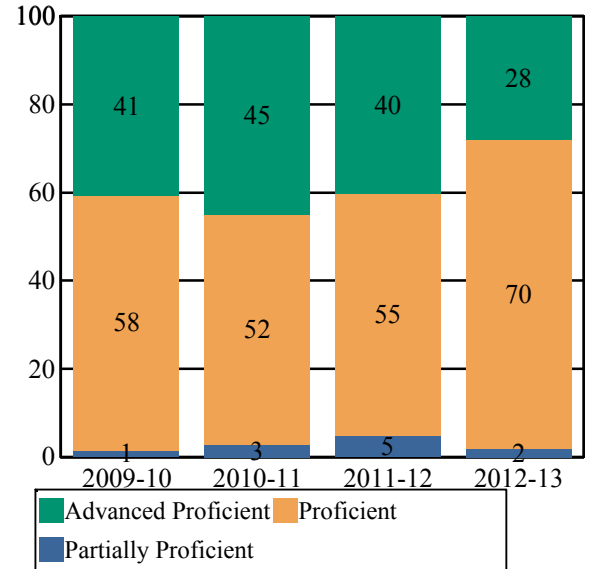
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 28% | 70% | 2% |
| White | 27% | 71% | 2% |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | 42% | 58% | 0% |
| Two or More Races | - | - | - |
| Students with Disability | 2% | 92% | 6% |
| 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/1213/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)

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/1213/naep/naep8read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

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 |

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CHATHAM MIDDLE SCHOOL

480 MAIN STREET

CHATHAM, NEW JERSEY 07928-2120

ACADEMIC ACHIEVEMENT

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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 | 51% | 42% | 7% |
| White | 49% | 44% | 7% |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | 86% | 14% | 0% |
| Two or More Races | - | - | - |
| Students with Disability | 11% | 61% | 28% |
| 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

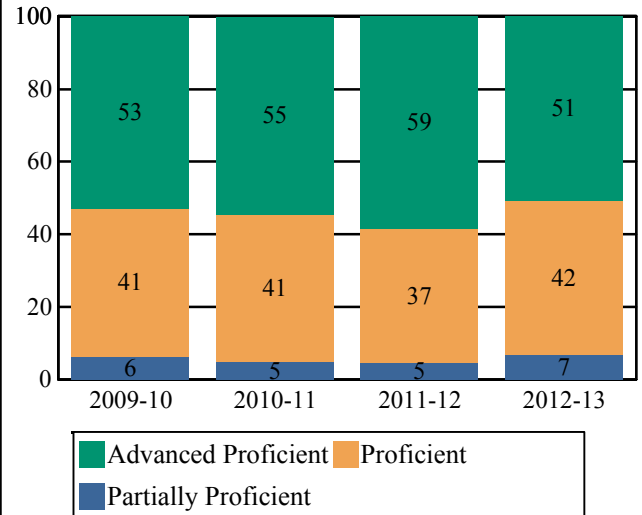
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 46% | 42% | 12% |
| White | 43% | 46% | 11% |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | 74% | 18% | 9% |
| Two or More Races | - | - | - |
| Students with Disability | 11% | 42% | 47% |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | - | - | - |

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

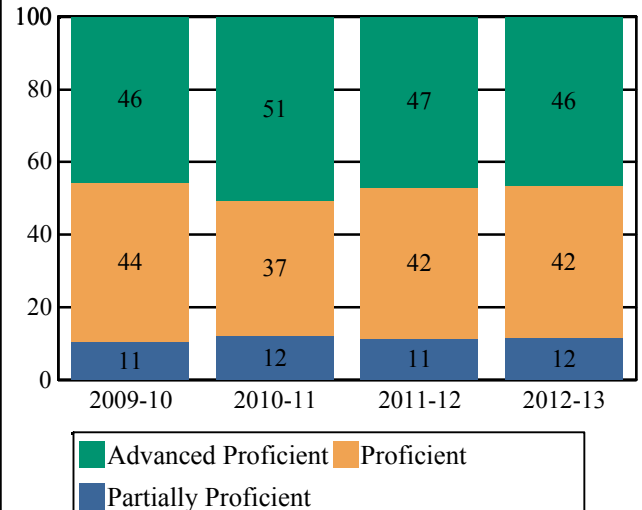
NJASK Proficiency Trends - Math - Grade Level - 06

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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CHATHAM MIDDLE SCHOOL

480 MAIN STREET

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ACADEMIC ACHIEVEMENT

MORRIS

SCH DIST OF THE CHATHAMS

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NJASK Results - MATH Grade Level - 08

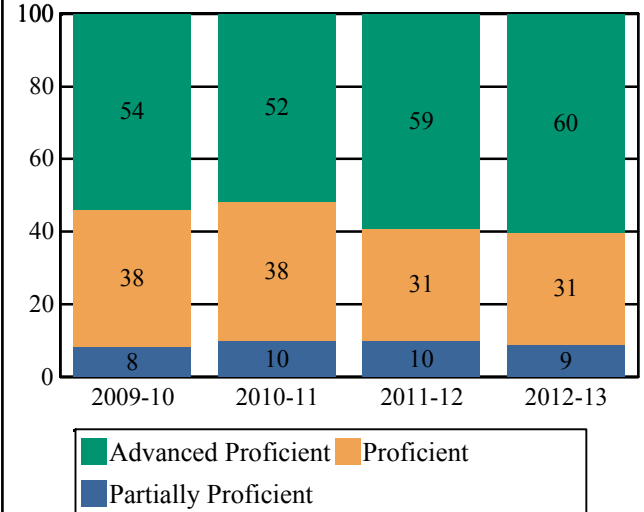
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 60% | 31% | 9% |
| White | 60% | 31% | 9% |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | 79% | 21% | 0% |
| Two or More Races | - | - | - |
| Students with Disability | 22% | 48% | 30% |
| 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 - 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/1213/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/1213/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

2012-13

27-0785-030

CHATHAM MIDDLE SCHOOL

480 MAIN STREET

CHATHAM, NEW JERSEY 07928-2120

ACADEMIC ACHIEVEMENT

MORRIS

SCH DIST OF THE CHATHAMS

GRADE SPAN 06-08

NJASK Results - Science Grade Level - 08

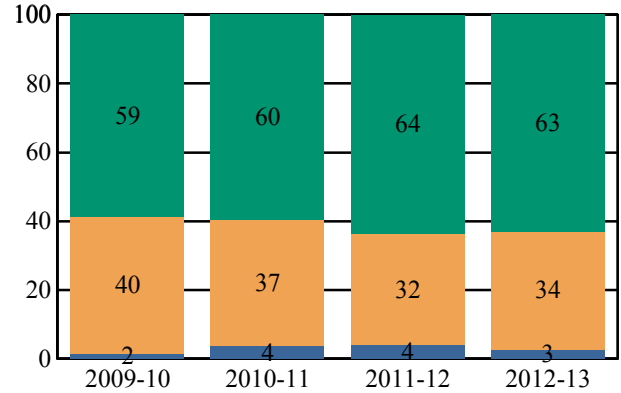
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 63% | 34% | 3% |
| White | 64% | 34% | 3% |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | 67% | 29% | 4% |
| Two or More Races | - | - | - |
| Students with Disability | 38% | 52% | 10% |
| 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

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CHATHAM MIDDLE SCHOOL

480 MAIN STREET

CHATHAM, NEW JERSEY 07928-2120

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 more than 10% 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 (%) | 96% | 88 | 91 | 20% | YES |
| Chronic Absenteeism (%) | 5% | 42 | 72 | 6% | YES |
| Summary | | 65 | 82 | | 100% |

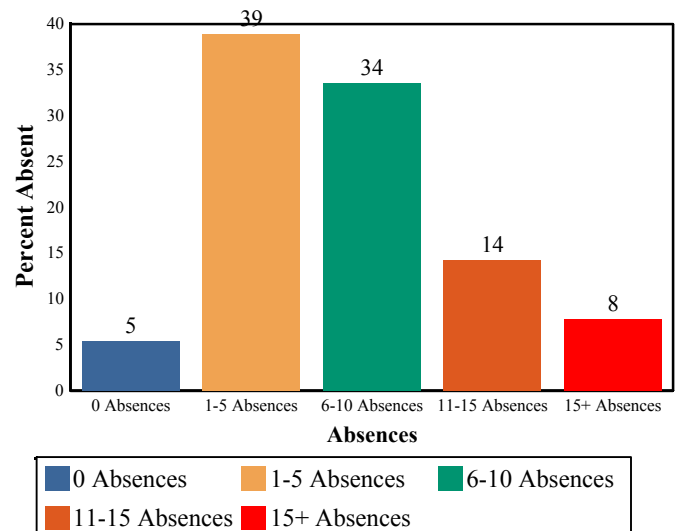
Algebra I

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.

| 2012-13 | School |
|-----------------------------|--------|
| Students taking Algebra I | 96% |
| Algebra grade (C or better) | 95% |

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

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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 | 55 | 42 | 80 | 35 | YES |
| Student Growth on Math | 58 | 59 | 82 | 35 | YES |
| | | 51 | 81 | | 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 | 2% | 2% | 1% |
| Proficient | 21% | 29% | 23% |
| Advanced Proficient | 2% | 4% | 16% |

Math

| | GROWTH | | |
|----------------------|--------|---------|------|
| | Low | Typical | High |
| Partially Proficient | 7% | 2% | 1% |
| Proficient | 17% | 12% | 10% |
| Advanced Proficient | 8% | 15% | 30% |

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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CHATHAM MIDDLE SCHOOL

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WITHIN SCHOOL ACHIEVEMENT GAP

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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

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 | 261 | 300 |
| 75th | 234 | 225 |
| 50th | 225 | 209 |
| 25th | 212 | 191 |
| 0th | 167 | 100 |

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 | 273 | 252 |
| 50th | 250 | 225 |
| 25th | 225 | 201 |
| 0th | 147 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|--|--------------------------|-------------------------|
|--|--------------------------|-------------------------|

25th vs 75th Gap 22 34

| | Scale Score Gap - School | Scale Score Gap - State |
|--|--------------------------|-------------------------|
|--|--------------------------|-------------------------|

25th vs 75th Gap 48 51

Grade Level - 07

Grade Level - 07

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 | 290 | 300 |
| 75th | 251 | 231 |
| 50th | 231 | 211 |
| 25th | 218 | 189 |
| 0th | 177 | 100 |

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 | 271 | 250 |
| 50th | 242 | 213 |
| 25th | 213 | 183 |
| 0th | 141 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|--|--------------------------|-------------------------|
|--|--------------------------|-------------------------|

25th vs 75th Gap 33 42

| | Scale Score Gap - School | Scale Score Gap - State |
|--|--------------------------|-------------------------|
|--|--------------------------|-------------------------|

25th vs 75th Gap 58 67



State of New Jersey

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CHATHAM MIDDLE SCHOOL

480 MAIN STREET

CHATHAM, NEW JERSEY 07928-2120

WITHIN SCHOOL ACHIEVEMENT GAP

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GRADE SPAN 06-08

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 | 277 | 300 |
| 75th | 250 | 236 |
| 50th | 239 | 220 |
| 25th | 227 | 205 |
| 0th | 154 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|-----------------------------|----------------------------|
| 25th vs 75th Gap | 23 | 31 |

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 | 287 | 255 |
| 50th | 255 | 219 |
| 25th | 222 | 188 |
| 0th | 128 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|-----------------------------|----------------------------|
| 25th vs 75th Gap | 65 | 67 |

State of New Jersey

2012-13

27-0785-030

CHATHAM MIDDLE SCHOOL

480 MAIN STREET

CHATHAM, NEW JERSEY 07928-2120

SCHOOL CLIMATE

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SCH DIST OF THE CHATHAMS

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 |
|---------|-----------------|
| 2012-13 | 6 Hrs. 37 Mins. |

Student Suspension Rate

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

| | School |
|---------|--------|
| 2012-13 | 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.

| 2012-13 | 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 |
|---------|--------|
| 2012-13 | 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.

| 2012-13 | School |
|----------------|--------|
| Faculty | 12 |
| Administrators | 320 |

| SCHOOL PEER GROUP | | | Chatham Middle School | | 27-0785-030 | | |
|---|--------------------------|------------------------------------|-----------------------|------------|-------------|------|-------|
| 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. | | | | | | | |
| COUNTY NAME | DISTRICT NAME | SCHOOL NAME | CDS CODE | GRAD ESPAN | FRPL | LEP | SpED |
| BERGEN | HARRINGTON PARK BORO | HARRINGTON PARK SCHOOL DISTRICT | 03-2050-050 KG-08 | | 0.0% | 0.9% | 14.0% |
| BERGEN | RIDGEWOOD VILLAGE | BENJAMIN FRANKLIN MIDDLE SCHOOL | 03-4390-060 06-10 | | 1.2% | 1.2% | 15.4% |
| BERGEN | RIVER DELL REGIONAL | RIVER DELL MIDDLE SCHOOL | 03-4405-060 07-08 | | 1.4% | 0.3% | 12.2% |
| BERGEN | RIVER VALE TWP | HOLDRUM MIDDLE SCHOOL | 03-4430-050 06-08 | | 0.6% | 0.9% | 16.6% |
| BERGEN | WALDWICK BORO | WALDWICK MIDDLE SCHOOL | 03-5410-070 06-08 | | 1.4% | 0.3% | 16.1% |
| BERGEN | WYCKOFF TWP | DWIGHT D. EISENHOWER MIDDLE SCHOOL | 03-5920-025 06-08 | | 1.2% | 0.9% | 11.8% |
| BURLINGTON | MEDFORD LAKES BORO | NEETA SCHOOL | 05-3070-040 03-08 | | 0.8% | 0.0% | 12.9% |
| ESSEX | CALDWELL-WEST CALDWELL | GROVER CLEVELAND MIDDLE SCHOOL | 13-0660-060 06-08 | | 2.2% | 0.3% | 14.5% |
| ESSEX | LIVINGSTON TWP | HERITAGE MIDDLE SCHOOL | 13-2730-055 07-08 | | 0.9% | 0.8% | 15.7% |
| ESSEX | VERONA BORO | HENRY B. WHITEHORNE MIDDLE SCHOOL | 13-5370-095 05-08 | | 0.0% | 0.4% | 11.8% |
| ESSEX | WEST ESSEX REGIONAL | WEST ESSEX MIDDLE SCHOOL | 13-5630-070 07-08 | | 2.6% | 0.2% | 14.9% |
| HUNTERDON | CALIFON BORO | CALIFON ELEMENTARY | 19-0670-030 PK-08 | | 0.0% | 0.0% | 11.2% |
| HUNTERDON | TEWKSBURY TWP | OLD TURNPIKE SCHOOL | 19-5180-030 05-08 | | 1.1% | 0.0% | 10.8% |
| HUNTERDON | UNION TWP | UNION TOWNSHIP MIDDLE SCHOOL | 19-5270-050 05-08 | | 2.2% | 0.0% | 15.6% |
| MONMOUTH | HOLMDEL TWP | WILLIAM R. SATZ SCHOOL | 25-2230-030 07-08 | | 2.0% | 0.2% | 12.5% |
| MONMOUTH | LITTLE SILVER BORO | MARKHAM PLACE | 25-2720-050 05-08 | | 1.3% | 0.3% | 11.2% |
| MONMOUTH | MONMOUTH BEACH BORO | MONMOUTH BEACH ELEMENTARY SCHOOL | 25-3250-050 KG-08 | | 0.7% | 0.3% | 8.7% |
| MONMOUTH | SEA GIRT BORO | SEA GIRT ELEMENTARY SCHOOL | 25-4690-050 PK-08 | | 0.0% | 0.0% | 11.7% |
| MONMOUTH | SPRING LAKE BORO | H W MOUNTZ ELEMENTARY SCHOOL | 25-4980-050 PK-08 | | 0.0% | 0.0% | 11.1% |
| MORRIS | BOONTON TWP | ROCKAWAY VALLEY SCHOOL | 27-0460-060 PK-08 | | 2.7% | 0.0% | 14.1% |
| MORRIS | DENVILLE TWP | VALLEYVIEW MIDDLE SCHOOL | 27-1090-080 06-08 | | 3.5% | 0.3% | 18.3% |
| MORRIS | HANOVER TWP | MEMORIAL JUNIOR SCHOOL | 27-2000-040 06-08 | | 0.9% | 0.2% | 11.2% |
| MORRIS | KINNELON BORO | PEARL R. MILLER MIDDLE SCHOOL | 27-2460-065 06-08 | | 1.5% | 0.2% | 13.9% |
| MORRIS | LONG HILL TWP | CENTRAL MIDDLE SCHOOL | 27-4000-030 06-08 | | 1.5% | 0.9% | 13.1% |
| MORRIS | MENDHAM TWP | MENDHAM TOWNSHIP MIDDLE SCHOOL | 27-3100-060 05-08 | | 1.0% | 0.0% | 15.7% |
| MORRIS | MOUNTAIN LAKES BORO | BRIARCLIFF MIDDLE SCHOOL | 27-3460-060 06-08 | | 1.9% | 0.0% | 15.1% |
| MORRIS | SCH DIST OF THE CHATHAMS | CHATHAM MIDDLE SCHOOL | 27-0785-030 06-08 | | 1.6% | 0.4% | 14.7% |
| MORRIS | WASHINGTON TWP | LONG VALLEY MIDDLE SCHOOL | 27-5520-035 05-08 | | 3.9% | 0.1% | 19.2% |
| OCEAN | BAY HEAD BORO | BAY HEAD ELEMENTARY | 29-0210-020 KG-08 | | 0.0% | 0.0% | 5.6% |
| SOMERSET | BERNARDS TWP | WILLIAM ANNIN MIDDLE SCHOOL | 35-0350-055 06-08 | | 1.1% | 0.4% | 13.1% |
| UNION | CRANFORD TWP | ORANGE AVENUE SCHOOL | 39-0980-037 03-08 | | 2.1% | 0.0% | 16.8% |

OVERVIEW

MORRIS

SCH DIST OF THE CHATHAMS

GRADE SPAN 04-05

LAFAYETTE AVENUS SCHOOL

221 LAFAYETTE AVENUE

CHATHAM, NEW JERSEY 07928-1830

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 **is very high when compared** to schools across the state. Additionally, its college and career readiness **is high 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 | 75 | 95 | 100% |
| College and Career Readiness | 74 | 85 | 100% |
| Student Growth | 73 | 85 | 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 **95%** of schools statewide as noted by its statewide percentile and **75%** 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 **85%** of schools statewide as noted by its statewide percentile and **74%** 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 **85%** of schools statewide as noted by its statewide percentile and **73%** 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.

DEMOGRAPHIC INFORMATION

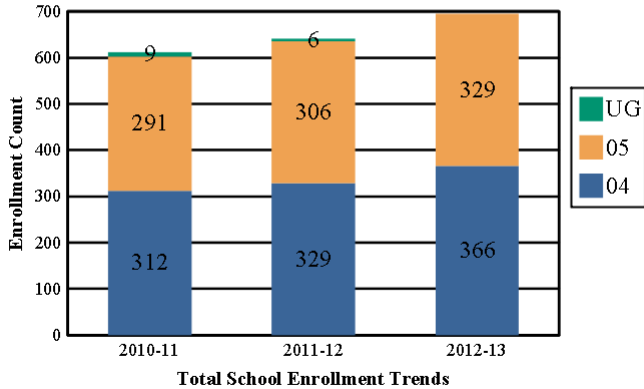
MORRIS

SCH DIST OF THE CHATHAMS

GRADE SPAN 04-05

Enrollment by Grade, in Full Time Equivalent

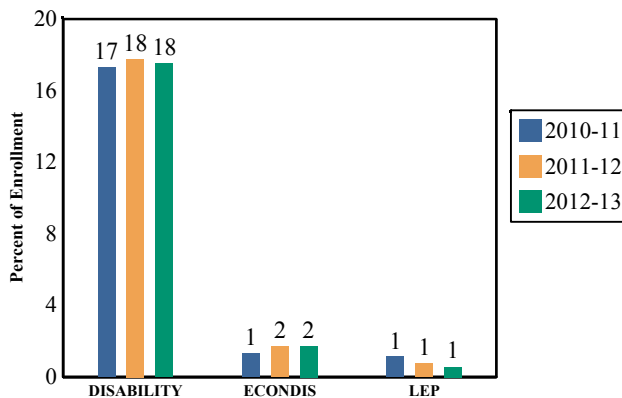
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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.

| Total School Enrollment in Full Time Equivalent | |
|---|-----|
| 2011-12 | 641 |
| 2012-13 | 695 |

Enrollment Trends by Program Participation



Current Year Enrollment by Program Participation

| 2012-2013 | Count of Students | Percentage of Enrollment |
|-------------------------------------|-------------------|--------------------------|
| Students with Disability | 122 | 18% |
| Economically Disadvantaged Students | 12 | 2% |
| Limited English Proficient Students | 4 | 1% |

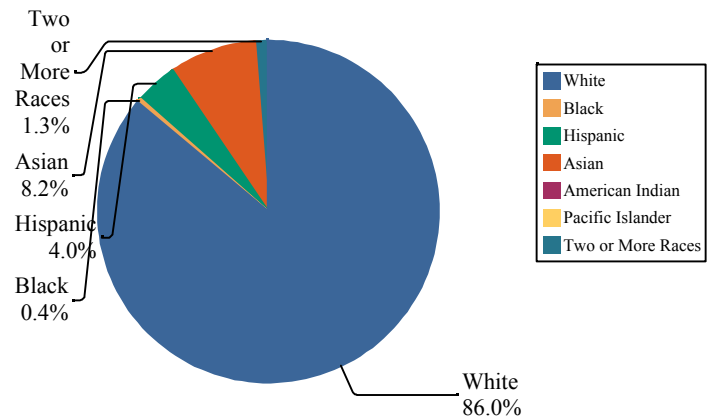
Language Diversity

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

| 2012-13 | Percent |
|-----------------------|---------|
| English | 91.4% |
| Spanish | 2.2% |
| Chinese | 1.7% |
| Greek, Modern (1453-) | 0.6% |
| Hindi | 0.6% |
| German | 0.4% |
| Other | 3.2% |

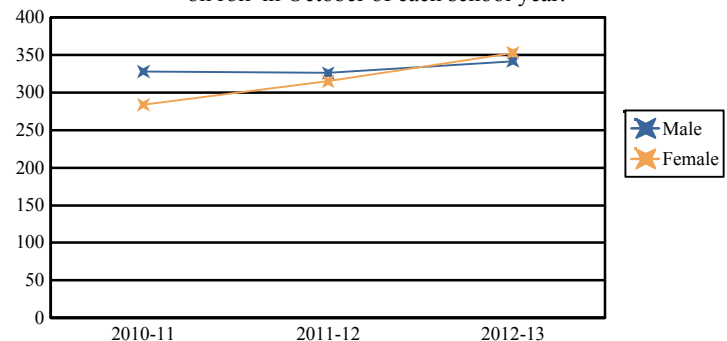
Enrollment by Ethnic/Racial Subgroup

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.



| | Male | Female |
|---------|------|--------|
| 2010-11 | 328 | 284 |
| 2011-12 | 326 | 315 |
| 2012-13 | 342 | 353 |



State of New Jersey

2012-13

27-0785-050

ACADEMIC ACHIEVEMENT

MORRIS

SCH DIST OF THE CHATHAMS

GRADE SPAN 04-05

LAFAYETTE AVENUS SCHOOL

221 LAFAYETTE AVENUE

CHATHAM, NEW JERSEY 07928-1830

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 | 88% | 75 | 93 | 100% |
| NJASK Math Proficiency and above | 96% | 75 | 96 | 100% |
| SUMMARY - Academic Achievement | | 75 | 95 | 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.

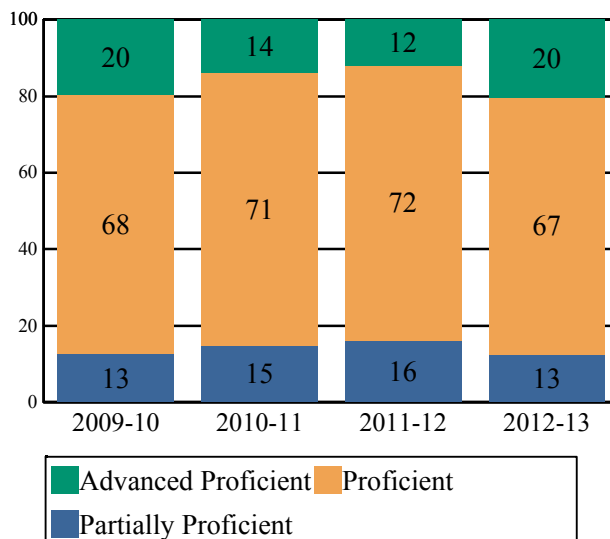
| Subgroups | Total Valid Scores | Pass Rate | Target | Met Target? |
|-------------------------------------|--------------------|-----------|--------|-------------|
| Schoolwide | 662 | 87.5 | 87.6 | YES* |
| White | 574 | 87.5 | 88 | YES* |
| Black | - | - | | -- |
| Hispanic | - | - | | -- |
| American Indian | - | - | | -- |
| Asian | 53 | 86.8 | 90 | YES* |
| Two or More Races | - | - | | -- |
| Students with Disability | 121 | 62 | 68.4 | YES* |
| 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.



ACADEMIC ACHIEVEMENT

MORRIS

SCH DIST OF THE CHATHAMS

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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.

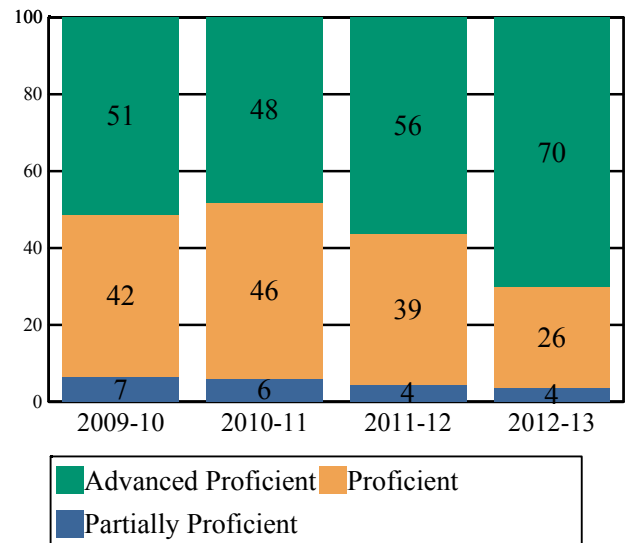
| Subgroups | Total Valid Scores | Pass Rate | Target | Met Target? |
|-------------------------------------|--------------------|-----------|--------|-------------|
| Schoolwide | 662 | 96.4 | 90 | YES |
| White | 574 | 96.3 | 90 | YES |
| Black | - | - | | -- |
| Hispanic | - | - | | -- |
| American Indian | - | - | | -- |
| Asian | 53 | 96.2 | 90 | YES |
| Two or More Races | - | - | | -- |
| Students with Disability | 121 | 81.8 | 84.2 | YES* |
| 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 - 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 | 16% | 68% | 16% |
| White | 15% | 68% | 17% |
| Black | - | - | - |
| Hispanic | 29% | 64% | 7% |
| American Indian | - | - | - |
| Asian | 14% | 68% | 18% |
| Two or More Races | - | - | - |
| Students with Disability | 6% | 46% | 48% |
| 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 - 05

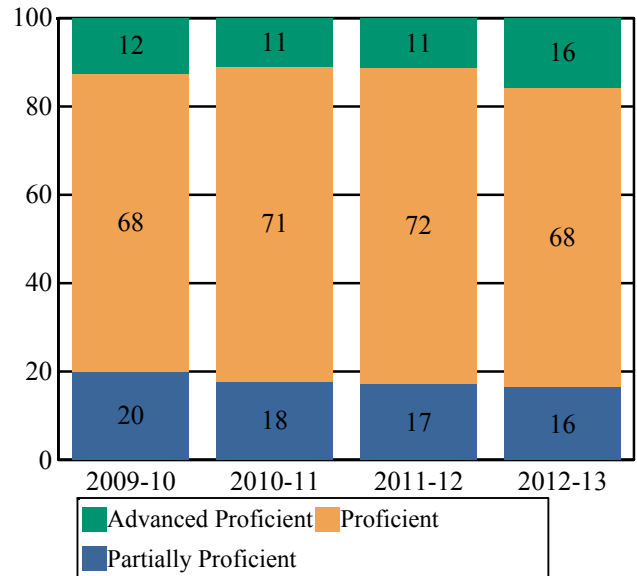
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 26% | 66% | 8% |
| White | 24% | 68% | 8% |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | 32% | 60% | 8% |
| Two or More Races | - | - | - |
| Students with Disability | 5% | 68% | 27% |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | - | - | - |

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

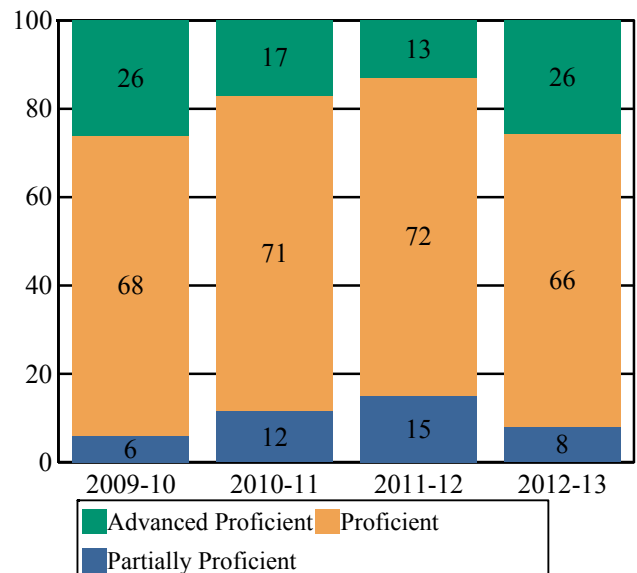
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 04

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 - 05

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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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/1213/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)

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/1213/naep/naep8read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

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 |

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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 | 62% | 33% | 5% |
| White | 61% | 33% | 5% |
| Black | - | - | - |
| Hispanic | 71% | 29% | 0% |
| American Indian | - | - | - |
| Asian | 68% | 32% | 0% |
| Two or More Races | - | - | - |
| Students with Disability | 35% | 43% | 22% |
| 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 - 05

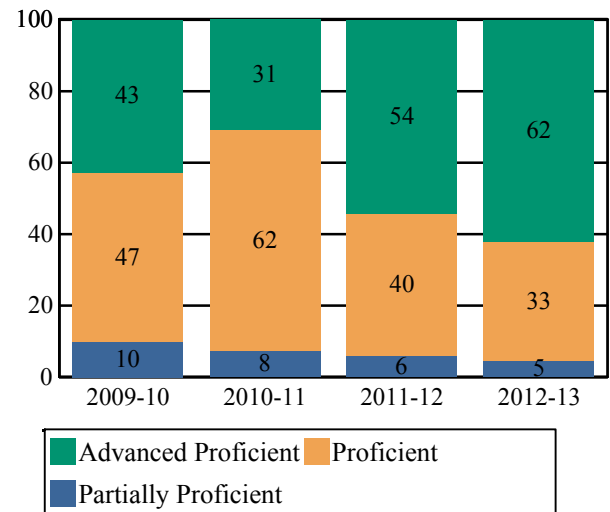
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 79% | 19% | 3% |
| White | 78% | 20% | 2% |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | 80% | 12% | 8% |
| Two or More Races | - | - | - |
| Students with Disability | 54% | 32% | 14% |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | - | - | - |

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

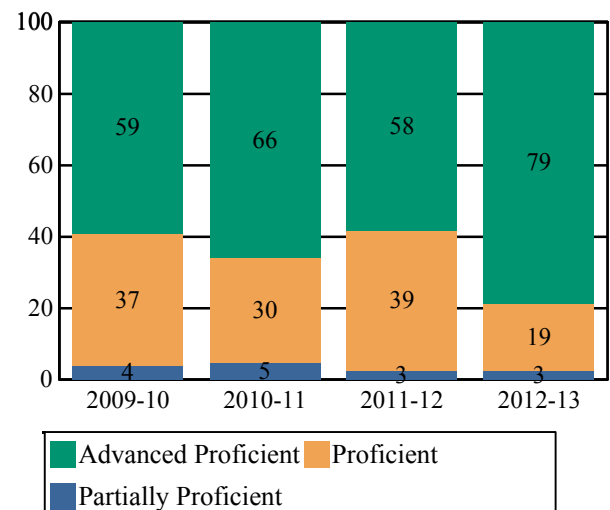
NJASK Proficiency Trends - Math - Grade Level - 04

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 - 05

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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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/1213/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/1213/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 |



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MORRIS

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NJASK Results - Science Grade Level - 04

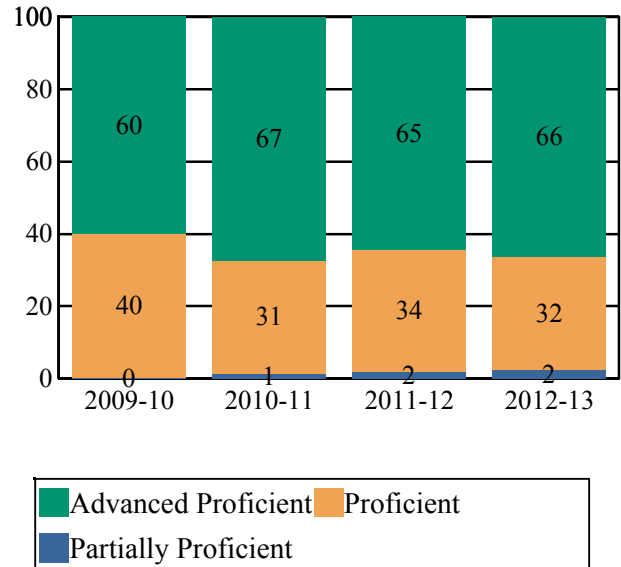
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 66% | 32% | 2% |
| White | 66% | 32% | 3% |
| Black | - | - | - |
| Hispanic | 86% | 14% | 0% |
| American Indian | - | - | - |
| Asian | 68% | 32% | 0% |
| Two or More Races | - | - | - |
| Students with Disability | 46% | 48% | 6% |
| 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

MORRIS

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Students in both elementary and middles 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 more than 10% 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.

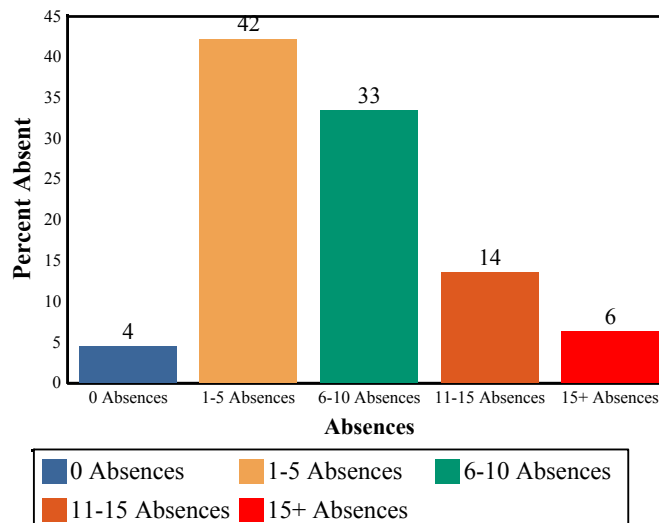
The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| College and Career Readiness Indicators | School Performance | Peer Rank (Percentile) | Statewide Rank (Percentile) | Statewide Target | Met Target? |
|---|--------------------|------------------------|-----------------------------|------------------|-------------|
| Chronic Absenteeism (%) | 3% | 74 | 85 | 6% | YES |
| Summary | | | | | 100% |

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.

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

MORRIS

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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 | 61 | 78 | 85 | 35 | YES |
| Student Growth on Math | 63 | 67 | 85 | 35 | YES |
| | | 73 | 85 | | 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 | 7% | 4% | 1% |
| Proficient | 16% | 25% | 26% |
| Advanced Proficient | 1% | 3% | 17% |

Math

| | GROWTH | | |
|----------------------|--------|---------|------|
| | Low | Typical | High |
| Partially Proficient | 3% | 0% | 0% |
| Proficient | 12% | 8% | 6% |
| Advanced Proficient | 10% | 18% | 42% |

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

MORRIS

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the 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 - 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 | 272 | 300 |
| 75th | 238 | 225 |
| 50th | 221 | 206 |
| 25th | 206 | 183 |
| 0th | 145 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|--|-----------------------------|----------------------------|
|--|-----------------------------|----------------------------|

25th vs 75th Gap

32

42

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 | 278 | 260 |
| 50th | 260 | 229 |
| 25th | 233 | 201 |
| 0th | 146 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|--|-----------------------------|----------------------------|
|--|-----------------------------|----------------------------|

25th vs 75th Gap

45

59

Grade Level - 05

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 | 293 | 300 |
| 75th | 250 | 224 |
| 50th | 232 | 205 |
| 25th | 214 | 187 |
| 0th | 140 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|--|-----------------------------|----------------------------|
|--|-----------------------------|----------------------------|

25th vs 75th Gap

36

37

Grade Level - 05

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 | 295 | 268 |
| 50th | 273 | 237 |
| 25th | 250 | 205 |
| 0th | 148 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|--|-----------------------------|----------------------------|
|--|-----------------------------|----------------------------|

25th vs 75th Gap

45

63

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SCHOOL CLIMATE

MORRIS

SCH DIST OF THE CHATHAMS

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Length of School Day

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

| | School |
|---------|-----------------|
| 2012-13 | 6 Hrs. 30 Mins. |

Instructional Time

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

| 2012-13 | School |
|-------------|-----------------|
| Full Time | 5 Hrs. 50 Mins. |
| Shared Time | 0 Hrs. 0 Mins. |

Student Suspension Rate

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

| | School |
|---------|--------|
| 2012-13 | 0.1% |

Student Expulsions

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

| | School |
|---------|--------|
| 2012-13 | 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.

| 2012-13 | School |
|----------------|--------|
| Faculty | 13 |
| Administrators | 348 |

SCHOOL PEER GROUP**Lafayette Avenus School****27-0785-050**

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 | ALLENDALE BORO | HILLSIDE ELEMENTARY SCHOOL | 03-0040-020 PK-03 | | 1.3% | 0.8% | 7.7% |
| BERGEN | FAIR LAWN BORO | HENRY B. MILNES ELEMENTARY SCHOOL | 03-1450-080 KG-05 | | 6.6% | 8.2% | 24.2% |
| BERGEN | FAIR LAWN BORO | RADBURN ELEMENTARY SCHOOL | 03-1450-110 KG-05 | | 5.8% | 6.6% | 24.6% |
| BERGEN | GLEN ROCK BORO | CENTRAL SCHOOL | 03-1760-080 KG-05 | | 1.6% | 0.3% | 15.0% |
| BERGEN | WALDWICK BORO | CRESCENT ELEMENTARY SCHOOL | 03-5410-040 PK-05 | | 3.4% | 3.4% | 10.7% |
| BERGEN | WOODCLIFF LAKE BORO | DORCHESTER ELEMENTARY SCHOOL | 03-5880-030 PK-05 | | 1.0% | 0.6% | 12.6% |
| CAMDEN | HADDONFIELD BORO | J. FITHIAN TATEM SCHOOL | 07-1900-090 PK-05 | | 0.8% | 0.0% | 15.1% |
| ESSEX | CALDWELL-WEST CALDWELL | WASHINGTON ELEMENTARY SCHOOL | 13-0660-110 KG-05 | | 1.4% | 1.9% | 8.4% |
| ESSEX | CEDAR GROVE TWP | NORTH END ELEMENTARY | 13-0760-060 KG-04 | | 2.6% | 2.2% | 9.6% |
| ESSEX | LIVINGSTON TWP | MOUNT PLEASANT ELEMENTARY SCHOOL | 13-2730-110 KG-05 | | 1.6% | 1.9% | 11.3% |
| GLOUCESTER | WENONAH BORO | WENONAH ELEMENTARY SCHOOL | 15-5590-050 KG-06 | | 0.8% | 0.0% | 8.9% |
| MERCER | HOPEWELL VALLEY REGIONAL | TOLL GATE GRAMMAR SCHOOL | 21-2280-040 KG-05 | | 1.4% | 0.0% | 16.1% |
| MERCER | W WINDSOR-PLAINSBORO REG | DUTCH NECK ELEMENTARY SCHOOL | 21-5715-030 KG-03 | | 2.4% | 2.3% | 7.7% |
| MONMOUTH | HOLMDEL TWP | VILLAGE SCHOOL | 25-2230-080 PK-03 | | 1.9% | 1.9% | 10.3% |
| MONMOUTH | LITTLE SILVER BORO | POINT ROAD SCHOOL | 25-2720-060 PK-04 | | 1.1% | 0.0% | 12.9% |
| MONMOUTH | MIDDLETOWN TWP | NUT SWAMP ELEMENTARY SCHOOL | 25-3160-145 KG-05 | | 0.9% | 0.0% | 13.0% |
| MORRIS | DENVILLE TWP | RIVERVIEW ELEMENTARY SCHOOL | 27-1090-070 KG-05 | | 1.5% | 0.0% | 17.1% |
| MORRIS | HANOVER TWP | MOUNTVIEW ROAD SCHOOL | 27-2000-050 KG-05 | | 1.6% | 1.0% | 15.1% |
| MORRIS | KINNELON BORO | STONYBROOK ELEMENTARY SCHOOL | 27-2460-070 KG-05 | | 1.4% | 0.8% | 12.0% |
| MORRIS | MONTVILLE TWP | CEDAR HILL SCHOOL | 27-3340-025 KG-05 | | 2.0% | 0.8% | 17.6% |
| MORRIS | MONTVILLE TWP | WILLIAM MASON SCHOOL | 27-3340-065 KG-05 | | 2.1% | 0.7% | 19.9% |
| MORRIS | RANDOLPH TWP | IRONIA SCHOOL | 27-4330-070 KG-05 | | 1.8% | 0.6% | 12.8% |
| MORRIS | RANDOLPH TWP | SHONGUM SCHOOL | 27-4330-080 KG-05 | | 1.8% | 1.4% | 12.0% |
| MORRIS | SCH DIST OF THE CHATHAMS | LAFAYETTE AVENUS SCHOOL | 27-0785-050 04-05 | | 1.7% | 0.6% | 17.6% |
| MORRIS | SCH DIST OF THE CHATHAMS | MILTON AVENUE SCHOOL | 27-0785-060 PK-03 | | 0.5% | 0.0% | 6.9% |
| OCEAN | BEACH HAVEN BORO | BEACH HAVEN SCHOOL | 29-0230-020 PK-06 | | 0.0% | 0.0% | 0.0% |
| SOMERSET | BERNARDS TWP | LIBERTY CORNER SCHOOL | 35-0350-080 PK-05 | | 1.2% | 0.3% | 10.7% |
| UNION | CRANFORD TWP | BROOKSIDE PLACE SCHOOL | 39-0980-050 KG-05 | | 0.5% | 0.0% | 12.6% |
| UNION | CRANFORD TWP | LIVINGSTON AVENUE SCHOOL | 39-0980-080 03-05 | | 2.3% | 0.0% | 24.2% |
| UNION | SUMMIT CITY | LINCOLN-HUBBARD ELEMENTARY SCHOOL | 39-5090-100 01-05 | | 3.9% | 4.5% | 8.4% |
| UNION | WESTFIELD TOWN | JEFFERSON ELEMENTARY SCHOOL | 39-5730-120 01-05 | | 0.8% | 0.0% | 12.3% |



State of New Jersey

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OVERVIEW

MORRIS

SCH DIST OF THE CHATHAMS

GRADE SPAN PK-03

MILTON AVENUE SCHOOL

16 MILTON AVENUE

CHATHAM, NEW JERSEY 07928

This school's academic performance **is very high when compared** to schools across the state. Additionally, its academic performance **is very high 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.

| Performance Areas | Peer Percentile | Statewide Percentile | Percent of Targets Met |
|------------------------------|-----------------|----------------------|------------------------|
| Academic Achievement | 100 | 100 | 100% |
| College and Career Readiness | 42 | 72 | 100% |
| Student Growth | -- | -- | N/A |

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 **100%** of schools statewide as noted by its statewide percentile and **100%** 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 **72%** of schools statewide as noted by its statewide percentile and **42%** 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.

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MILTON AVENUE SCHOOL

16 MILTON AVENUE

CHATHAM, NEW JERSEY 07928

DEMOGRAPHIC INFORMATION

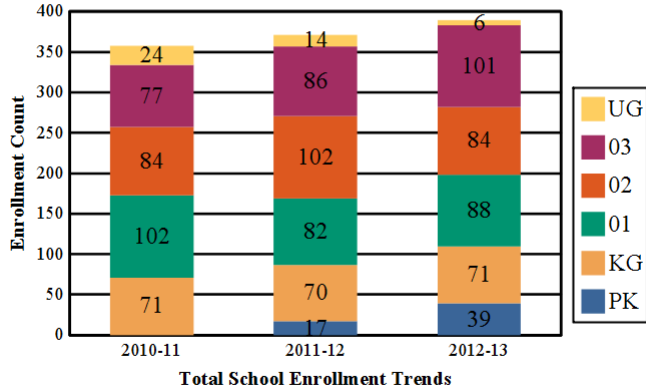
MORRIS

SCH DIST OF THE CHATHAMS

GRADE SPAN PK-03

Enrollment by Grade, in Full Time Equivalent

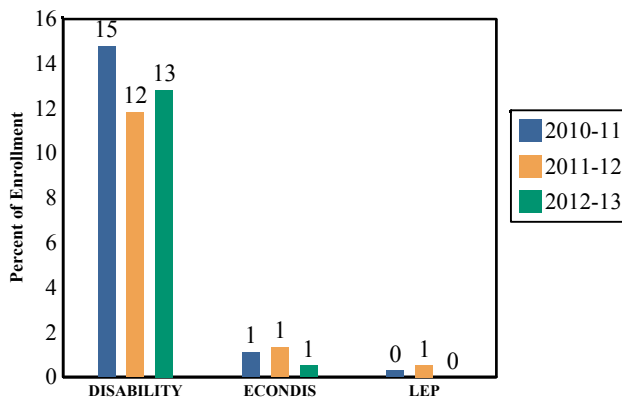
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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.

| Total School Enrollment in Full Time Equivalent | |
|---|-----|
| 2011-12 | 371 |
| 2012-13 | 389 |

Enrollment Trends by Program Participation



Current Year Enrollment by Program Participation

| 2012-2013 | Count of Students | Percentage of Enrollment |
|-------------------------------------|-------------------|--------------------------|
| Students with Disability | 50 | 13% |
| Economically Disadvantaged Students | 2 | 1% |
| Limited English Proficient Students | 0 | 0% |

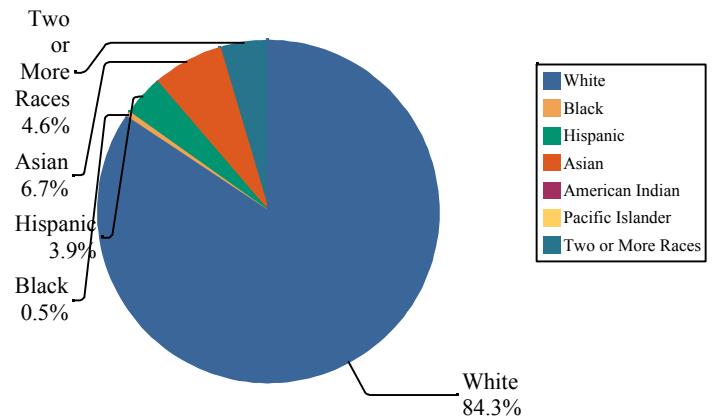
Language Diversity

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

| 2012-13 | Percent |
|-----------|---------|
| English | 93.4% |
| Chinese | 2.0% |
| Spanish | 1.3% |
| Ukrainian | 0.5% |
| French | 0.5% |
| Japanese | 0.5% |
| Other | 1.8% |

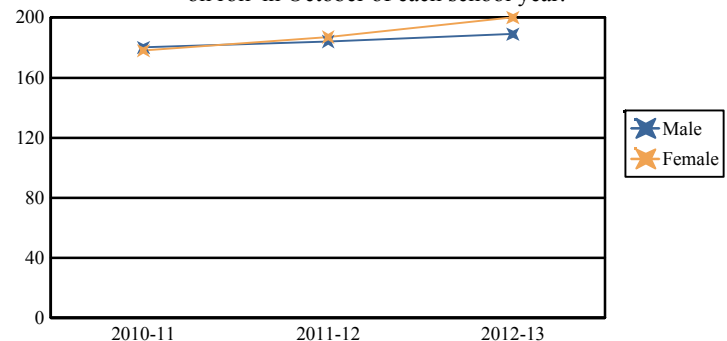
Enrollment by Ethnic/Racial Subgroup

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.



| | Male | Female |
|---------|------|--------|
| 2010-11 | 180 | 178 |
| 2011-12 | 184 | 187 |
| 2012-13 | 189 | 200 |

State of New Jersey

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ACADEMIC ACHIEVEMENT

MORRIS

SCH DIST OF THE CHATHAMS

GRADE SPAN PK-03

MILTON AVENUE SCHOOL

16 MILTON AVENUE

CHATHAM, NEW JERSEY 07928

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 | 95% | 100 | 100 | 100% |
| NJASK Math Proficiency and above | 100% | 100 | 100 | 100% |
| SUMMARY - Academic Achievement | | 100 | 100 | 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.

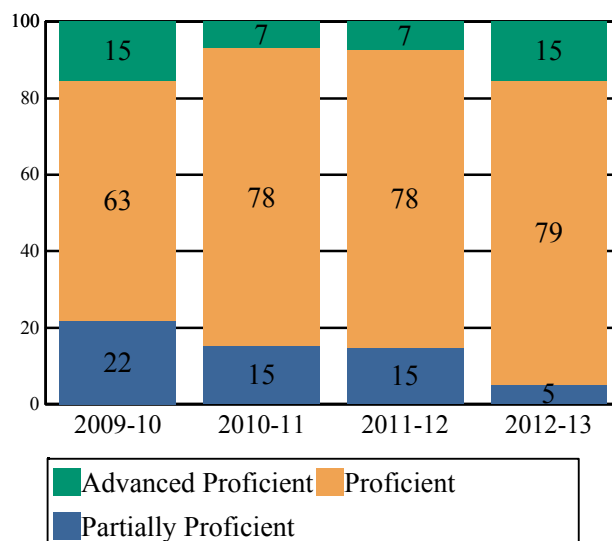
| Subgroups | Total Valid Scores | Pass Rate | Target | Met Target? |
|-------------------------------------|--------------------|-----------|--------|-------------|
| Schoolwide | 97 | 94.9 | 87.3 | YES |
| White | 84 | 95.3 | 87.2 | YES |
| Black | - | - | - | -- |
| Hispanic | - | - | - | -- |
| American 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.





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MILTON AVENUE SCHOOL

16 MILTON AVENUE

CHATHAM, NEW JERSEY 07928

ACADEMIC ACHIEVEMENT

MORRIS

SCH DIST OF THE CHATHAMS

GRADE SPAN PK-03

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.

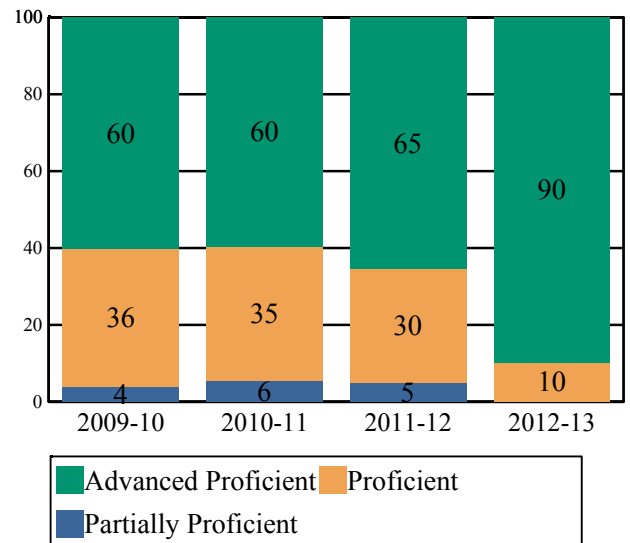
| Subgroups | Total Valid Scores | Pass Rate | Target | Met Target? |
|-------------------------------------|--------------------|-----------|--------|-------------|
| Schoolwide | 97 | 100 | 90 | YES |
| White | 84 | 100 | 90 | YES |
| Black | - | - | | -- |
| Hispanic | - | - | | -- |
| American Indian | - | - | | -- |
| 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.



ACADEMIC ACHIEVEMENT

MORRIS

SCH DIST OF THE CHATHAMS

GRADE SPAN PK-03

MILTON AVENUE SCHOOL

16 MILTON AVENUE

CHATHAM, NEW JERSEY 07928

NJASK Results - Language Arts Literacy Grade Level - 03

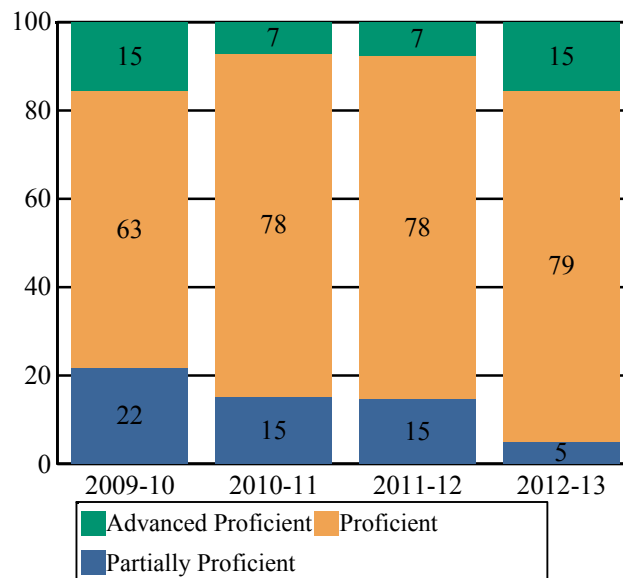
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 15% | 79% | 5% |
| White | 17% | 79% | 5% |
| 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.



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/1213/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)

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/1213/naep/naep8read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

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

2012-13

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ACADEMIC ACHIEVEMENT

MORRIS

SCH DIST OF THE CHATHAMS

GRADE SPAN PK-03

MILTON AVENUE SCHOOL

16 MILTON AVENUE

CHATHAM, NEW JERSEY 07928

NJASK Results - MATH Grade Level - 03

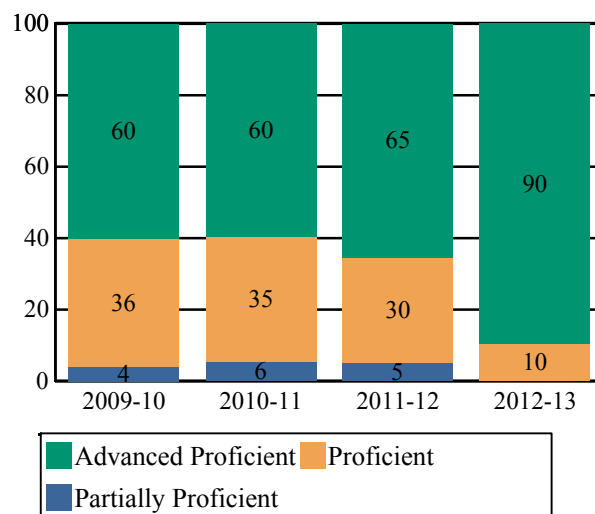
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 90% | 10% | 0% |
| White | 89% | 11% | 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.



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/1213/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/1213/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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COLLEGE AND CAREER READINESS

MORRIS

SCH DIST OF THE CHATHAMS

GRADE SPAN PK-03

MILTON AVENUE SCHOOL

16 MILTON AVENUE

CHATHAM, NEW JERSEY 07928

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 more than 10% 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.

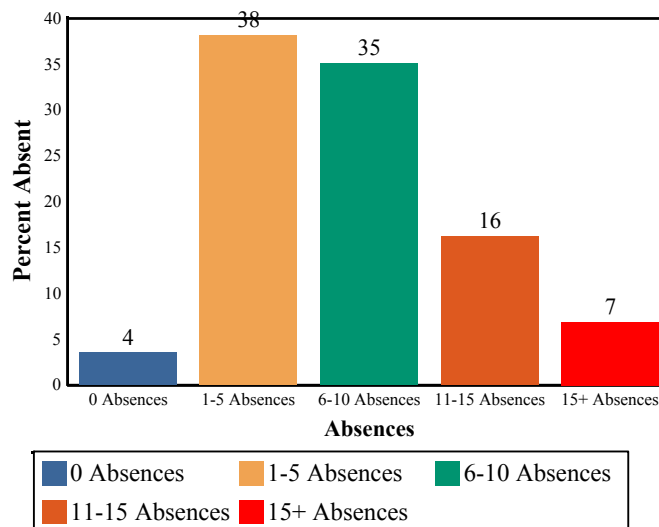
The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| College and Career Readiness Indicators | School Performance | Peer Rank (Percentile) | Statewide Rank (Percentile) | Statewide Target | Met Target? |
|---|--------------------|------------------------|-----------------------------|------------------|-------------|
| Chronic Absenteeism (%) | 5% | 42 | 72 | 6% | YES |
| Summary | | | | | 100% |

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.

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.





State of New Jersey

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WITHIN SCHOOL ACHIEVEMENT GAP

MORRIS

SCH DIST OF THE CHATHAMS

GRADE SPAN PK-03

MILTON AVENUE SCHOOL

16 MILTON AVENUE

CHATHAM, NEW JERSEY 07928

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 | 263 | 300 |
| 75th | 238 | 221 |
| 50th | 221 | 204 |
| 25th | 214 | 191 |
| 0th | 179 | 100 |

Scale Score Gap -
School

Scale Score Gap -
State

25th vs 75th Gap

24

30

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 | 300 | 264 |
| 50th | 280 | 235 |
| 25th | 255 | 201 |
| 0th | 188 | 100 |

Scale Score Gap -
School

Scale Score Gap -
State

25th vs 75th Gap

45

63

State of New Jersey

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SCHOOL CLIMATE

MORRIS

SCH DIST OF THE CHATHAMS

GRADE SPAN PK-03

MILTON AVENUE SCHOOL

16 MILTON AVENUE

CHATHAM, NEW JERSEY 07928

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 |
|---------|-----------------|
| 2012-13 | 6 Hrs. 30 Mins. |

Student Suspension Rate

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

| | School |
|---------|--------|
| 2012-13 | 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.

| 2012-13 | School |
|-------------|-----------------|
| Full Time | 5 Hrs. 45 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 |
|---------|--------|
| 2012-13 | 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.

| 2012-13 | School |
|----------------|--------|
| Faculty | 14 |
| Administrators | 389 |

SCHOOL PEER GROUP**Milton Avenue School****27-0785-060**

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 | ALLENDALE BORO | HILLSIDE ELEMENTARY SCHOOL | 03-0040-020 PK-03 | | 1.3% | 0.8% | 7.7% |
| BERGEN | FAIR LAWN BORO | HENRY B. MILNES ELEMENTARY SCHOOL | 03-1450-080 KG-05 | | 6.6% | 8.2% | 24.2% |
| BERGEN | FAIR LAWN BORO | RADBURN ELEMENTARY SCHOOL | 03-1450-110 KG-05 | | 5.8% | 6.6% | 24.6% |
| BERGEN | GLEN ROCK BORO | CENTRAL SCHOOL | 03-1760-080 KG-05 | | 1.6% | 0.3% | 15.0% |
| BERGEN | WOODCLIFF LAKE BORO | DORCHESTER ELEMENTARY SCHOOL | 03-5880-030 PK-05 | | 1.0% | 0.6% | 12.6% |
| CAMDEN | HADDONFIELD BORO | J. FITHIAN TATEM SCHOOL | 07-1900-090 PK-05 | | 0.8% | 0.0% | 15.1% |
| ESSEX | CALDWELL-WEST CALDWELL | WASHINGTON ELEMENTARY SCHOOL | 13-0660-110 KG-05 | | 1.4% | 1.9% | 8.4% |
| ESSEX | CEDAR GROVE TWP | NORTH END ELEMENTARY | 13-0760-060 KG-04 | | 2.6% | 2.2% | 9.6% |
| ESSEX | LIVINGSTON TWP | MOUNT PLEASANT ELEMENTARY SCHOOL | 13-2730-110 KG-05 | | 1.6% | 1.9% | 11.3% |
| GLOUCESTER | WENONAH BORO | WENONAH ELEMENTARY SCHOOL | 15-5590-050 KG-06 | | 0.8% | 0.0% | 8.9% |
| HUNTERDON | LEBANON BORO | LEBANON BOROUGH SCHOOL | 19-2590-050 KG-06 | | 0.0% | 0.0% | 6.6% |
| MERCER | HOPEWELL VALLEY REGIONAL | TOLL GATE GRAMMAR SCHOOL | 21-2280-040 KG-05 | | 1.4% | 0.0% | 16.1% |
| MERCER | W WINDSOR-PLAINSBORO REG | DUTCH NECK ELEMENTARY SCHOOL | 21-5715-030 KG-03 | | 2.4% | 2.3% | 7.7% |
| MONMOUTH | FAIR HAVEN BORO | VIOLA L SICKLES SCHOOL | 25-1440-060 PK-03 | | 0.2% | 0.0% | 10.2% |
| MONMOUTH | HOLMDEL TWP | VILLAGE SCHOOL | 25-2230-080 PK-03 | | 1.9% | 1.9% | 10.3% |
| MONMOUTH | LITTLE SILVER BORO | POINT ROAD SCHOOL | 25-2720-060 PK-04 | | 1.1% | 0.0% | 12.9% |
| MONMOUTH | MIDDLETOWN TWP | NUT SWAMP ELEMENTARY SCHOOL | 25-3160-145 KG-05 | | 0.9% | 0.0% | 13.0% |
| MORRIS | DENVILLE TWP | RIVERVIEW ELEMENTARY SCHOOL | 27-1090-070 KG-05 | | 1.5% | 0.0% | 17.1% |
| MORRIS | HANOVER TWP | MOUNTVIEW ROAD SCHOOL | 27-2000-050 KG-05 | | 1.6% | 1.0% | 15.1% |
| MORRIS | KINNELON BORO | STONYBROOK ELEMENTARY SCHOOL | 27-2460-070 KG-05 | | 1.4% | 0.8% | 12.0% |
| MORRIS | MONTVILLE TWP | CEDAR HILL SCHOOL | 27-3340-025 KG-05 | | 2.0% | 0.8% | 17.6% |
| MORRIS | MONTVILLE TWP | WILLIAM MASON SCHOOL | 27-3340-065 KG-05 | | 2.1% | 0.7% | 19.9% |
| MORRIS | RANDOLPH TWP | SHONGUM SCHOOL | 27-4330-080 KG-05 | | 1.8% | 1.4% | 12.0% |
| MORRIS | SCH DIST OF THE CHATHAMS | LAFAYETTE AVENUS SCHOOL | 27-0785-050 04-05 | | 1.7% | 0.6% | 17.6% |
| MORRIS | SCH DIST OF THE CHATHAMS | MILTON AVENUE SCHOOL | 27-0785-060 PK-03 | | 0.5% | 0.0% | 6.9% |
| OCEAN | BEACH HAVEN BORO | BEACH HAVEN SCHOOL | 29-0230-020 PK-06 | | 0.0% | 0.0% | 0.0% |
| SOMERSET | BERNARDS TWP | LIBERTY CORNER SCHOOL | 35-0350-080 PK-05 | | 1.2% | 0.3% | 10.7% |
| UNION | CRANFORD TWP | BROOKSIDE PLACE SCHOOL | 39-0980-050 KG-05 | | 0.5% | 0.0% | 12.6% |
| UNION | CRANFORD TWP | LIVINGSTON AVENUE SCHOOL | 39-0980-080 03-05 | | 2.3% | 0.0% | 24.2% |
| UNION | SUMMIT CITY | LINCOLN-HUBBARD ELEMENTARY SCHOOL | 39-5090-100 01-05 | | 3.9% | 4.5% | 8.4% |
| UNION | WESTFIELD TOWN | JEFFERSON ELEMENTARY SCHOOL | 39-5730-120 01-05 | | 0.8% | 0.0% | 12.3% |



State of New Jersey

2012-13

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OVERVIEW

MORRIS

SCH DIST OF THE CHATHAMS

GRADE SPAN KG-03

SOUTHERN BOULEVARD SCHOOL

192 SOUTHERN BOULEVARD

CHATHAM, NEW JERSEY 07928-1324

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

| Performance Areas | Peer Percentile | Statewide Percentile | Percent of Targets Met |
|------------------------------|-----------------|----------------------|------------------------|
| Academic Achievement | 85 | 97 | 100% |
| College and Career Readiness | 55 | 84 | 100% |
| Student Growth | -- | -- | N/A |

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 **97%** of schools statewide as noted by its statewide percentile and **85%** 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 **84%** of schools statewide as noted by its statewide percentile and **55%** 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.



State of New Jersey

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DEMOGRAPHIC INFORMATION

MORRIS

SCH DIST OF THE CHATHAMS

GRADE SPAN KG-03

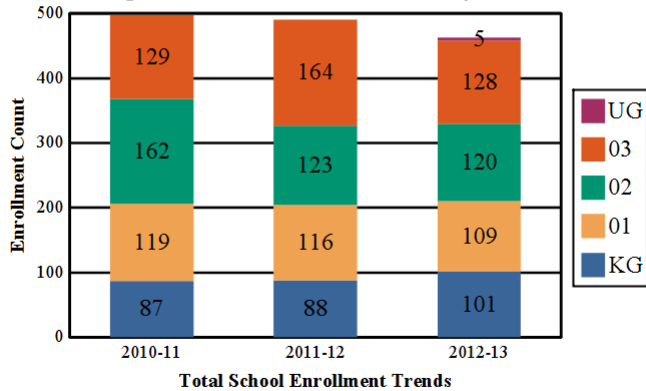
SOUTHERN BOULEVARD SCHOOL

192 SOUTHERN BOULEVARD

CHATHAM, NEW JERSEY 07928-1324

Enrollment by Grade, in Full Time Equivalent

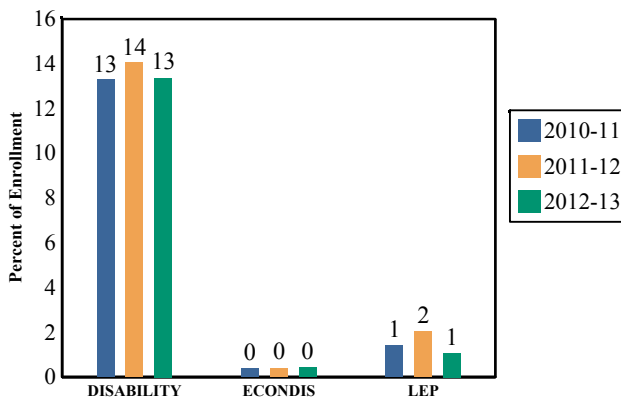
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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.

| Total School Enrollment in Full Time Equivalent | |
|---|-----|
| 2011-12 | 491 |
| 2012-13 | 463 |

Enrollment Trends by Program Participation



Current Year Enrollment by Program Participation

| 2012-2013 | Count of Students | Percentage of Enrollment |
|-------------------------------------|-------------------|--------------------------|
| Students with Disability | 62 | 13% |
| Economically Disadvantaged Students | 2 | 0% |
| Limited English Proficient Students | 5 | 1% |

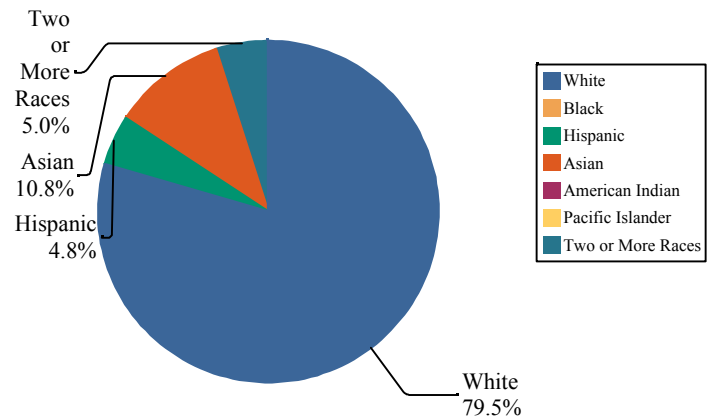
Language Diversity

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

| 2012-13 | Percent |
|---------|---------|
| English | 86.2% |
| Chinese | 2.3% |
| Spanish | 1.7% |
| Urdu | 1.1% |
| Hindi | 0.9% |
| Korean | 0.9% |
| Other | 7.0% |

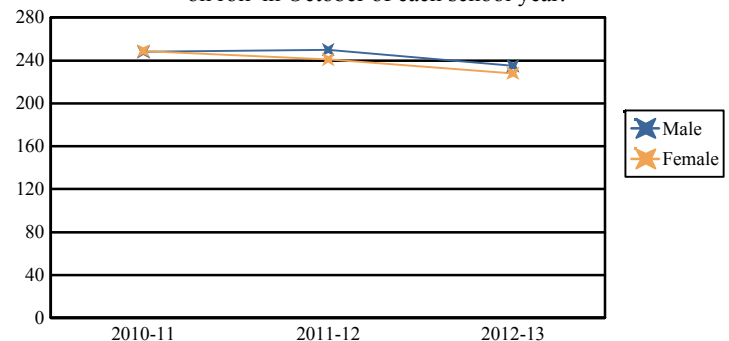
Enrollment by Ethnic/Racial Subgroup

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



Enrollment by Gender

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



| | Male | Female |
|---------|------|--------|
| 2010-11 | 248 | 249 |
| 2011-12 | 250 | 241 |
| 2012-13 | 235 | 228 |



State of New Jersey

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ACADEMIC ACHIEVEMENT

MORRIS

SCH DIST OF THE CHATHAMS

GRADE SPAN KG-03

SOUTHERN BOULEVARD SCHOOL

192 SOUTHERN BOULEVARD

CHATHAM, NEW JERSEY 07928-1324

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 | 89% | 78 | 96 | 100% |
| NJASK Math Proficiency and above | 97% | 91 | 97 | 100% |
| SUMMARY - Academic Achievement | | 85 | 97 | 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.

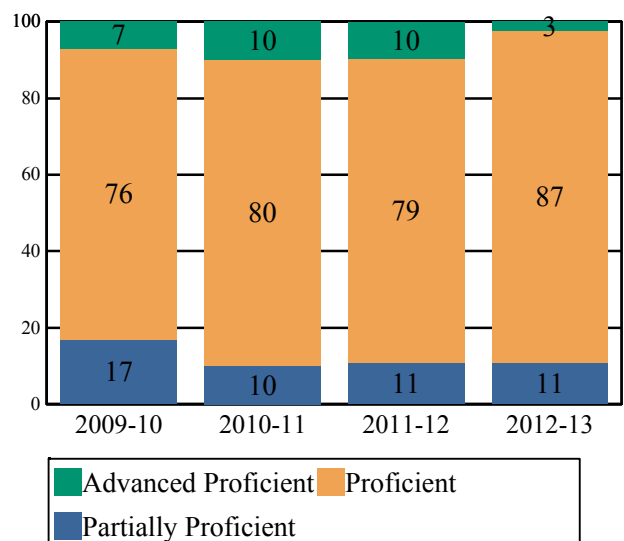
| Subgroups | Total Valid Scores | Pass Rate | Target | Met Target? |
|-------------------------------------|--------------------|-----------|--------|-------------|
| Schoolwide | 119 | 89.1 | 90 | YES* |
| White | 93 | 88.2 | 90 | YES* |
| Black | - | - | | -- |
| Hispanic | - | - | | -- |
| American 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.



ACADEMIC ACHIEVEMENT

MORRIS

SCH DIST OF THE CHATHAMS

GRADE SPAN KG-03

SOUTHERN BOULEVARD SCHOOL

192 SOUTHERN BOULEVARD

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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.

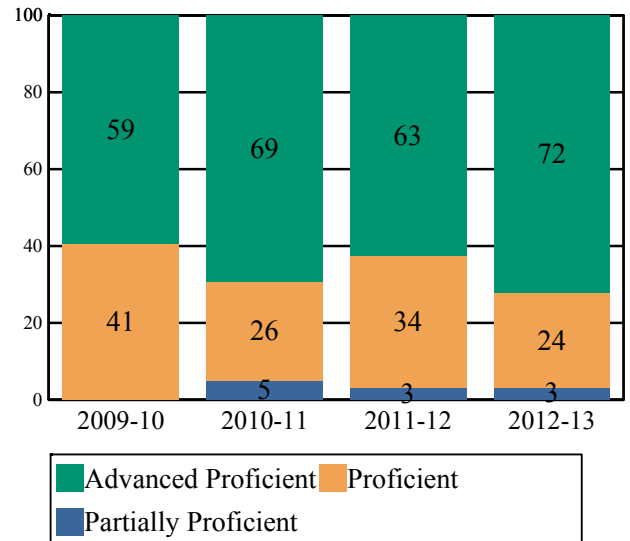
| Subgroups | Total Valid Scores | Pass Rate | Target | Met Target? |
|-------------------------------------|--------------------|-----------|--------|-------------|
| Schoolwide | 119 | 96.7 | 90 | YES |
| White | 93 | 96.8 | 90 | YES |
| Black | - | - | | -- |
| Hispanic | - | - | | -- |
| American 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.



ACADEMIC ACHIEVEMENT

MORRIS

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NJASK Results - Language Arts Literacy Grade Level - 03

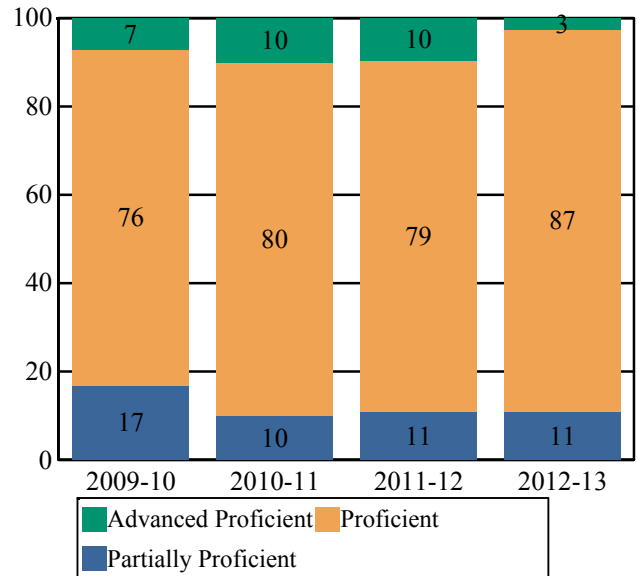
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 3% | 87% | 11% |
| White | 2% | 86% | 12% |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | 8% | 85% | 8% |
| Two or More Races | - | - | - |
| Students with Disability | 4% | 67% | 29% |
| 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.



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/1213/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)

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/1213/naep/naep8read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

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

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ACADEMIC ACHIEVEMENT

MORRIS

SCH DIST OF THE CHATHAMS

GRADE SPAN KG-03

SOUTHERN BOULEVARD SCHOOL

192 SOUTHERN BOULEVARD

CHATHAM, NEW JERSEY 07928-1324

NJASK Results - MATH Grade Level - 03

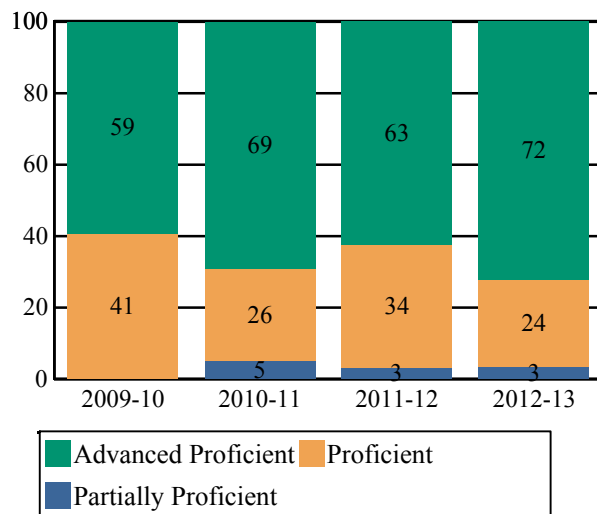
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 72% | 24% | 3% |
| White | 74% | 23% | 3% |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | 62% | 38% | 0% |
| Two or More Races | - | - | - |
| Students with Disability | 46% | 42% | 13% |
| 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.



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/1213/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/1213/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 |

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COLLEGE AND CAREER READINESS

MORRIS

SCH DIST OF THE CHATHAMS

GRADE SPAN KG-03

SOUTHERN BOULEVARD SCHOOL

192 SOUTHERN BOULEVARD

CHATHAM, NEW JERSEY 07928-1324

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 more than 10% 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.

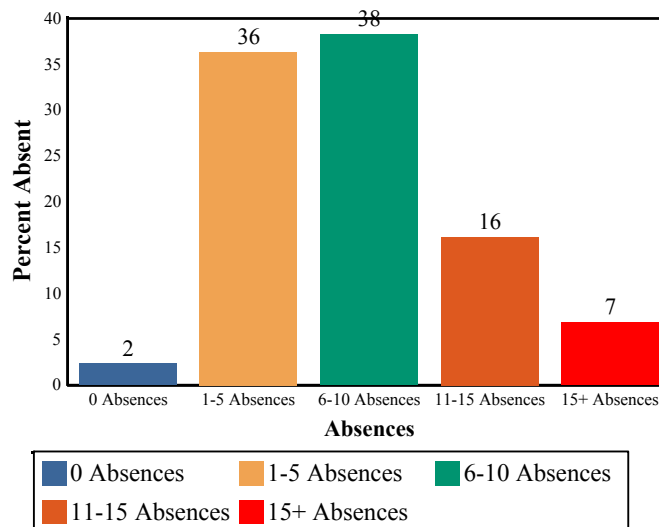
The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| College and Career Readiness Indicators | School Performance | Peer Rank (Percentile) | Statewide Rank (Percentile) | Statewide Target | Met Target? |
|---|--------------------|------------------------|-----------------------------|------------------|-------------|
| Chronic Absenteeism (%) | 4% | 55 | 84 | 6% | YES |
| Summary | | | | | 100% |

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.

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.





State of New Jersey

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WITHIN SCHOOL ACHIEVEMENT GAP

MORRIS

SCH DIST OF THE CHATHAMS

GRADE SPAN KG-03

SOUTHERN BOULEVARD SCHOOL

192 SOUTHERN BOULEVARD

CHATHAM, NEW JERSEY 07928-1324

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 | 252 | 300 |
| 75th | 225 | 221 |
| 50th | 214 | 204 |
| 25th | 204 | 191 |
| 0th | 155 | 100 |

Scale Score Gap -
School

Scale Score Gap -
State

25th vs 75th Gap

21

30

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 | 286 | 264 |
| 50th | 264 | 235 |
| 25th | 243 | 201 |
| 0th | 137 | 100 |

Scale Score Gap -
School

Scale Score Gap -
State

25th vs 75th Gap

43

63

State of New Jersey

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SCHOOL CLIMATE

MORRIS

SCH DIST OF THE CHATHAMS

GRADE SPAN KG-03

SOUTHERN BOULEVARD SCHOOL

192 SOUTHERN BOULEVARD

CHATHAM, NEW JERSEY 07928-1324

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 |
|---------|-----------------|
| 2012-13 | 6 Hrs. 30 Mins. |

Student Suspension Rate

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

| | School |
|---------|--------|
| 2012-13 | 0.2% |

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.

| 2012-13 | School |
|-------------|-----------------|
| Full Time | 5 Hrs. 45 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 |
|---------|--------|
| 2012-13 | 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.

| 2012-13 | School |
|----------------|--------|
| Faculty | 13 |
| Administrators | 463 |

SCHOOL PEER GROUP**Southern Boulevard School****27-0785-080**

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 | GLEN ROCK BORO | RICHARD E BYRD | 03-1760-070 KG-05 | | 0.0% | 0.4% | 16.2% |
| BERGEN | PARAMUS BORO | PARKWAY ELEMENTARY SCHOOL | 03-3930-100 KG-04 | | 3.1% | 4.7% | 14.5% |
| BERGEN | RIDGEWOOD VILLAGE | WILLARD ELEMENTARY SCHOOL | 03-4390-130 KG-05 | | 0.6% | 1.4% | 10.4% |
| BERGEN | RIVER VALE TWP | ROBERGE ELEMENTARY SCHOOL | 03-4430-060 KG-05 | | 1.2% | 3.1% | 9.6% |
| BERGEN | RIVER VALE TWP | WOODSIDE ELEMENTARY SCHOOL | 03-4430-070 PK-05 | | 0.0% | 1.0% | 12.1% |
| BERGEN | WYCKOFF TWP | ABRAHAM LINCOLN ELEMENTARY SCHOOL | 03-5920-010 KG-05 | | 0.0% | 0.9% | 12.2% |
| BERGEN | WYCKOFF TWP | CALVIN COOLIDGE ELEMENTARY SCHOOL | 03-5920-020 KG-05 | | 0.0% | 0.3% | 12.7% |
| BERGEN | WYCKOFF TWP | GEORGE WASHINGTON ELEMENTARY SCHOOL | 03-5920-030 KG-05 | | 0.0% | 0.7% | 12.5% |
| BERGEN | WYCKOFF TWP | SICOMAC ELEMENTARY SCHOOL | 03-5920-050 PK-05 | | 0.0% | 0.0% | 19.1% |
| CAMDEN | HADDON HEIGHTS BORO | ATLANTIC AVE | 07-1880-080 KG-06 | | 0.0% | 0.0% | 19.3% |
| CAMDEN | HADDONFIELD BORO | CENTRAL SCHOOL | 07-1900-060 KG-05 | | 0.0% | 0.0% | 16.8% |
| CAPE MAY | CAPE MAY CITY | CAPE MAY CITY ELEMENTARY SCHOOL | 09-0710-050 PK-06 | | 0.0% | 0.7% | 14.1% |
| ESSEX | CALDWELL-WEST CALDWELL | WILSON ELEMENTARY SCHOOL | 13-0660-120 PK-05 | | 0.0% | 0.8% | 9.1% |
| ESSEX | ESSEX FELS BORO | ESSEX FELS ELEMENTARY SCHOOL | 13-1400-050 KG-06 | | 0.0% | 0.0% | 15.3% |
| ESSEX | GLEN RIDGE BORO | RIDGEWOOD AVENUE SCHOOL | 13-1750-075 03-06 | | 0.0% | 0.0% | 14.4% |
| ESSEX | LIVINGSTON TWP | HARRISON ELEMENTARY SCHOOL | 13-2730-090 KG-05 | | 0.8% | 2.1% | 13.3% |
| ESSEX | MILLBURN TWP | HARTSHORN SCHOOL | 13-3190-080 KG-05 | | 0.0% | 0.4% | 9.1% |
| ESSEX | NORTH CALDWELL BORO | GOULD/MOUNTAIN ELEMENTARY SCHOOL | 13-3630-050 04-06 | | 0.0% | 0.0% | 16.7% |
| ESSEX | VERONA BORO | FOREST AVENUE SCHOOL | 13-5370-090 KG-04 | | 0.0% | 0.0% | 12.5% |
| MIDDLESEX | MONROE TWP | BROOKSIDE ELEMENTARY SCHOOL | 23-3290-050 03-05 | | 0.0% | 0.0% | 21.3% |
| MONMOUTH | ROOSEVELT BORO | ROOSEVELT PUBLIC SCHOOL | 25-4520-050 PK-06 | | 0.0% | 0.0% | 17.6% |
| MORRIS | EAST HANOVER TWP | CENTRAL ELEMENTARY SCHOOL | 27-1190-030 03-05 | | 0.3% | 0.6% | 18.1% |
| MORRIS | FLORHAM PARK BORO | BROOKLAKE SCHOOL | 27-1530-020 03-05 | | 0.6% | 0.6% | 15.2% |
| MORRIS | HANOVER TWP | BEE MEADOW SCHOOL | 27-2000-025 KG-05 | | 4.1% | 6.7% | 10.2% |
| MORRIS | MOUNTAIN LAKES BORO | WILDWOOD ELEMENTARY SCHOOL | 27-3460-080 KG-05 | | 0.2% | 0.0% | 15.6% |
| MORRIS | SCH DIST OF THE CHATHAMS | SOUTHERN BOULEVARD SCHOOL | 27-0785-080 KG-03 | | 0.4% | 1.1% | 13.0% |
| SOMERSET | BRIDGEWATER-RARITAN REG | MILLTOWN ELEMENTARY SCHOOL | 35-0555-085 KG-04 | | 4.7% | 7.8% | 12.9% |
| SOMERSET | WARREN TWP | ANGELO L. TOMOSO SCHOOL | 35-5470-040 KG-05 | | 0.9% | 1.2% | 14.3% |
| UNION | WESTFIELD TOWN | FRANKLIN ELEMENTARY SCHOOL | 39-5730-100 01-05 | | 0.2% | 0.2% | 15.0% |
| UNION | WESTFIELD TOWN | WASHINGTON ELEMENTARY SCHOOL | 39-5730-150 01-05 | | 0.6% | 0.3% | 17.8% |
| UNION | WESTFIELD TOWN | WILSON ELEMENTARY SCHOOL | 39-5730-160 01-05 | | 0.3% | 0.0% | 19.0% |



State of New Jersey

2012-13

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OVERVIEW

MORRIS

SCH DIST OF THE CHATHAMS

GRADE SPAN PK-03

WASHINGTON AVENUE SCHOOL
102 WASHINGTON AVENUE
CHATHAM, NEW JERSEY 07928

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

| Performance Areas | Peer Percentile | Statewide Percentile | Percent of Targets Met |
|------------------------------|-----------------|----------------------|------------------------|
| Academic Achievement | 90 | 98 | 100% |
| College and Career Readiness | 65 | 88 | 100% |
| Student Growth | -- | -- | N/A |

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 **98%** of schools statewide as noted by its statewide percentile and **90%** 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 **88%** of schools statewide as noted by its statewide percentile and **65%** 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.

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DEMOGRAPHIC INFORMATION

MORRIS

SCH DIST OF THE CHATHAMS

GRADE SPAN PK-03

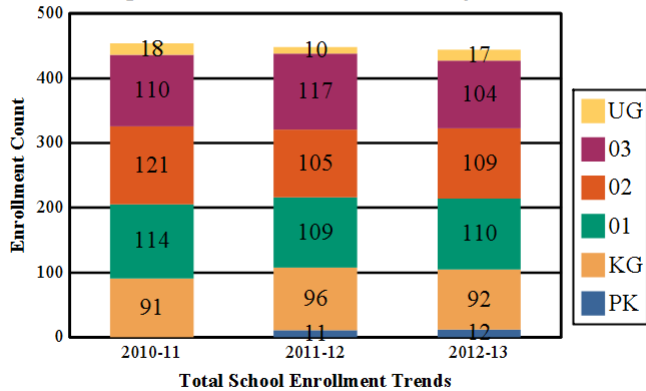
WASHINGTON AVENUE SCHOOL

102 WASHINGTON AVENUE

CHATHAM, NEW JERSEY 07928

Enrollment by Grade, in Full Time Equivalent

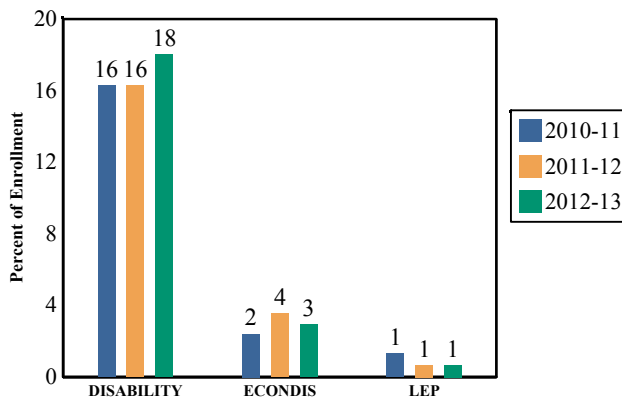
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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.

| Total School Enrollment in Full Time Equivalent | |
|---|-----|
| 2011-12 | 448 |
| 2012-13 | 444 |

Enrollment Trends by Program Participation



Current Year Enrollment by Program Participation

| 2012-2013 | Count of Students | Percentage of Enrollment |
|-------------------------------------|-------------------|--------------------------|
| Students with Disability | 80 | 18% |
| Economically Disadvantaged Students | 13 | 3% |
| Limited English Proficient Students | 3 | 1% |

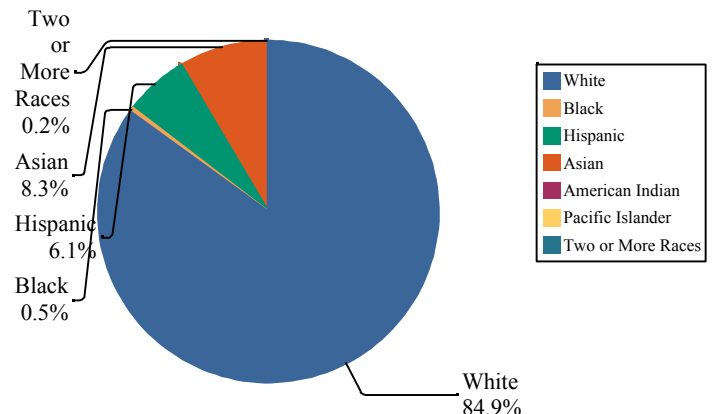
Language Diversity

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

| 2012-13 | Percent |
|---------|---------|
| English | 96.4% |
| Chinese | 0.7% |
| Arabic | 0.7% |
| Bengali | 0.5% |
| Spanish | 0.5% |
| Polish | 0.5% |
| Other | 0.9% |

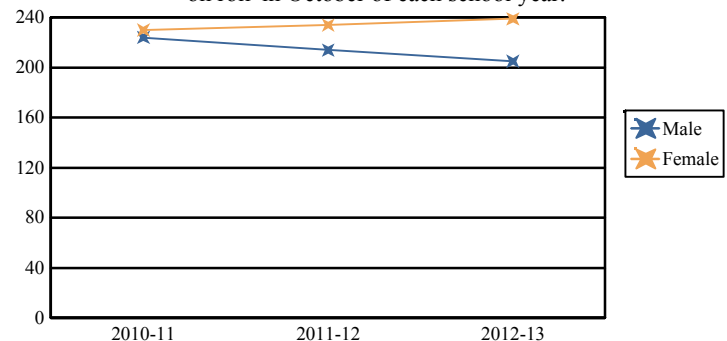
Enrollment by Ethnic/Racial Subgroup

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.



| | Male | Female |
|---------|------|--------|
| 2010-11 | 224 | 230 |
| 2011-12 | 214 | 234 |
| 2012-13 | 205 | 239 |

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ACADEMIC ACHIEVEMENT

MORRIS

SCH DIST OF THE CHATHAMS

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WASHINGTON AVENUE SCHOOL

102 WASHINGTON AVENUE

CHATHAM, NEW JERSEY 07928

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 | 90% | 88 | 97 | 100% |
| NJASK Math Proficiency and above | 97% | 91 | 98 | 100% |
| SUMMARY - Academic Achievement | | 90 | 98 | 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.

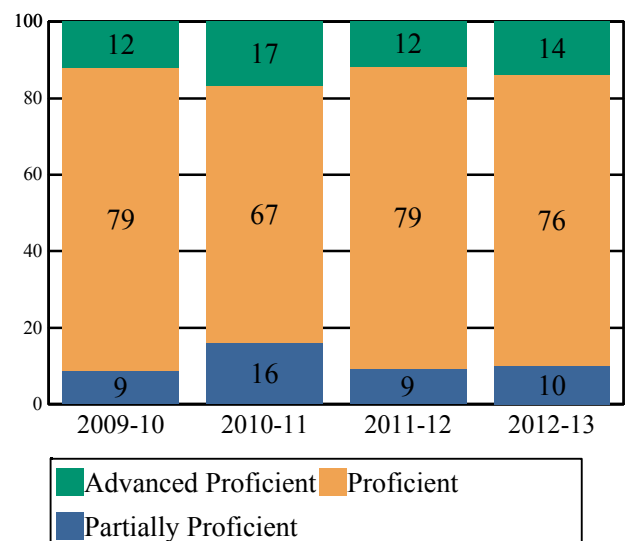
| Subgroups | Total Valid Scores | Pass Rate | Target | Met Target? |
|-------------------------------------|--------------------|-----------|--------|-------------|
| Schoolwide | 100 | 90 | 86.7 | YES |
| White | 92 | 90.2 | 87.8 | YES |
| Black | - | - | - | -- |
| Hispanic | - | - | - | -- |
| American 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.





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ACADEMIC ACHIEVEMENT

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SCH DIST OF THE CHATHAMS

GRADE SPAN PK-03

WASHINGTON AVENUE SCHOOL

102 WASHINGTON AVENUE

CHATHAM, NEW JERSEY 07928

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.

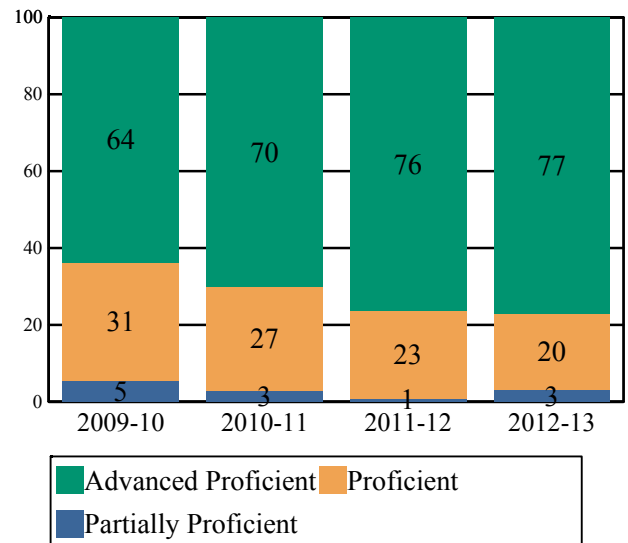
| Subgroups | Total Valid Scores | Pass Rate | Target | Met Target? |
|-------------------------------------|--------------------|-----------|--------|-------------|
| Schoolwide | 100 | 97 | 90 | YES |
| White | 92 | 96.8 | 90 | YES |
| Black | - | - | | -- |
| Hispanic | - | - | | -- |
| American Indian | - | - | | -- |
| 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.



ACADEMIC ACHIEVEMENT

MORRIS

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NJASK Results - Language Arts Literacy Grade Level - 03

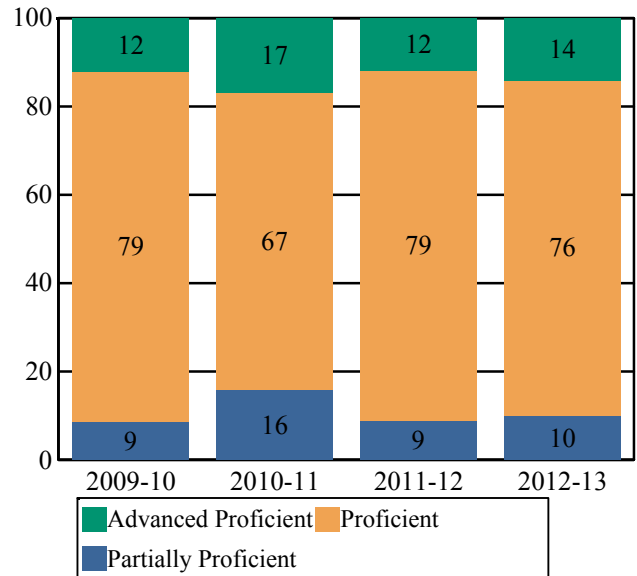
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 14% | 76% | 10% |
| White | 13% | 77% | 10% |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | 15% | 65% | 19% |
| 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.



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/1213/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)

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/1213/naep/naep8read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

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

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ACADEMIC ACHIEVEMENT

MORRIS

SCH DIST OF THE CHATHAMS

GRADE SPAN PK-03

WASHINGTON AVENUE SCHOOL

102 WASHINGTON AVENUE

CHATHAM, NEW JERSEY 07928

NJASK Results - MATH Grade Level - 03

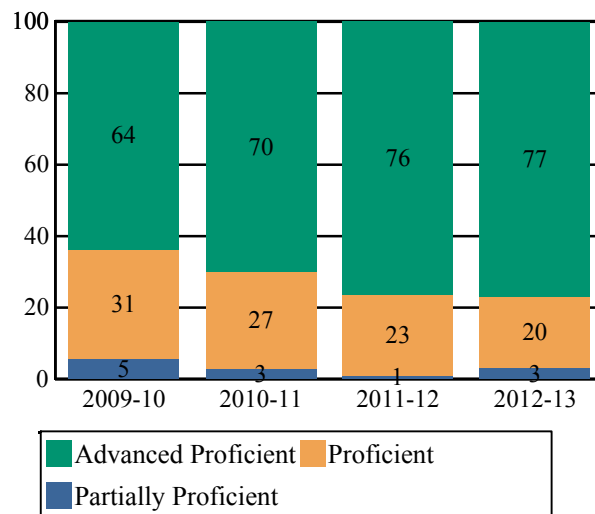
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 77% | 20% | 3% |
| White | 77% | 20% | 3% |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | 65% | 35% | 0% |
| 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.



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/1213/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/1213/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 |



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COLLEGE AND CAREER READINESS

MORRIS

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GRADE SPAN PK-03

WASHINGTON AVENUE SCHOOL

102 WASHINGTON AVENUE

CHATHAM, NEW JERSEY 07928

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 more than 10% 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.

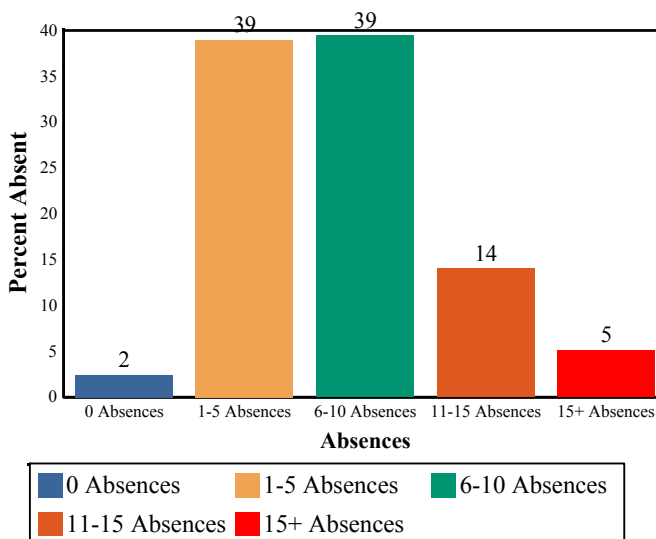
The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| College and Career Readiness Indicators | School Performance | Peer Rank (Percentile) | Statewide Rank (Percentile) | Statewide Target | Met Target? |
|---|--------------------|------------------------|-----------------------------|------------------|-------------|
| Chronic Absenteeism (%) | 3% | 65 | 88 | 6% | YES |
| Summary | | | | | 100% |

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.

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.





State of New Jersey

2012-13

27-0785-070

WITHIN SCHOOL ACHIEVEMENT GAP

MORRIS

SCH DIST OF THE CHATHAMS

GRADE SPAN PK-03

WASHINGTON AVENUE SCHOOL

102 WASHINGTON AVENUE

CHATHAM, NEW JERSEY 07928

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 | 258 | 300 |
| 75th | 238 | 221 |
| 50th | 221 | 204 |
| 25th | 207 | 191 |
| 0th | 176 | 100 |

Scale Score Gap -
School

Scale Score Gap -
State

25th vs 75th Gap

31

30

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 | 300 | 264 |
| 50th | 274 | 235 |
| 25th | 251 | 201 |
| 0th | 158 | 100 |

Scale Score Gap -
School

Scale Score Gap -
State

25th vs 75th Gap

49

63

State of New Jersey

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SCHOOL CLIMATE

MORRIS

SCH DIST OF THE CHATHAMS

GRADE SPAN PK-03

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102 WASHINGTON AVENUE

CHATHAM, NEW JERSEY 07928

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 |
|---------|-----------------|
| 2012-13 | 6 Hrs. 30 Mins. |

Instructional Time

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

| 2012-13 | School |
|-------------|-----------------|
| Full Time | 5 Hrs. 45 Mins. |
| Shared Time | 0 Hrs. 0 Mins. |

Student Suspension Rate

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

| | School |
|---------|--------|
| 2012-13 | 0.0% |

Student Expulsions

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

| | School |
|---------|--------|
| 2012-13 | 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.

| 2012-13 | School |
|----------------|--------|
| Faculty | 13 |
| Administrators | 444 |

SCHOOL PEER GROUP**Washington Avenue School****27-0785-070**

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 | FAIR LAWN BORO | LYNCREST ELEMENTARY SCHOOL | 03-1450-100 KG-05 | | 5.6% | 5.6% | 13.5% |
| BERGEN | HILLSDALE BORO | MEADOWBROOK | 03-2180-030 PK-04 | | 3.1% | 1.1% | 16.1% |
| BERGEN | MAHWAH TWP | GEORGE WASHINGTON | 03-2900-080 KG-03 | | 2.3% | 0.6% | 6.4% |
| BERGEN | PARK RIDGE BORO | WEST RIDGE ELEMENTARY SCHOOL | 03-3940-070 PK-06 | | 5.8% | 4.3% | 15.3% |
| BERGEN | RAMSEY BORO | MARY A. HUBBARD ELEMENTARY SCHOOL | 03-4310-070 KG-03 | | 3.2% | 2.1% | 8.8% |
| BERGEN | WALDWICK BORO | JULIA A TRAPHAGEN SCHOOL | 03-5410-050 PK-05 | | 3.0% | 0.0% | 14.2% |
| HUNTERDON | LEBANON TWP | VALLEY VIEW SCHOOL | 19-2600-060 PK-04 | | 3.1% | 0.0% | 17.1% |
| MERCER | HOPEWELL VALLEY REGIONAL | HOPEWELL ELEMENTARY SCHOOL | 21-2280-055 PK-05 | | 3.5% | 1.7% | 11.5% |
| MERCER | W WINDSOR-PLAINSBORO REG | J.V.B. WICOFF ELEMENTARY SCHOOL | 21-5715-050 PK-03 | | 6.6% | 7.7% | 6.4% |
| MONMOUTH | COLTS NECK TWP | CONOVER ROAD ELEMENTARY SCHOOL | 25-0945-050 03-05 | | 4.3% | 1.9% | 13.6% |
| MONMOUTH | HOLMDEL TWP | INDIAN HILL SCHOOL | 25-2230-050 04-06 | | 2.6% | 0.8% | 13.5% |
| MONMOUTH | MARLBORO TWP | ASHER HOLMES ELEMENTARY SCHOOL | 25-3030-070 01-05 | | 3.7% | 2.1% | 14.5% |
| MONMOUTH | MARLBORO TWP | FRANK DEFINO CENTRAL ELEMENTARY SCHOOL | 25-3030-030 01-05 | | 4.2% | 1.7% | 13.3% |
| MONMOUTH | MARLBORO TWP | FRANK J. DUGAN ELEMENTARY SCHOOL | 25-3030-040 01-05 | | 3.8% | 1.7% | 18.4% |
| MONMOUTH | MIDDLETOWN TWP | LINCROFT ELEMENTARY SCHOOL | 25-3160-120 KG-05 | | 2.3% | 0.0% | 8.1% |
| MORRIS | DENVILLE TWP | LAKEVIEW ELEMENTARY SCHOOL | 27-1090-050 PK-05 | | 3.5% | 1.4% | 15.9% |
| MORRIS | MADISON BORO | KINGS ROAD SCHOOL | 27-2870-080 KG-05 | | 4.3% | 2.2% | 17.8% |
| MORRIS | MENDHAM BORO | HILLTOP SCHOOL | 27-3090-050 KG-04 | | 2.8% | 0.0% | 9.3% |
| MORRIS | PARSIPPANY-TROY HILLS TWP | MOUNT TABOR ELEMENTARY SCHOOL | 27-3950-100 KG-05 | | 5.0% | 3.8% | 13.6% |
| MORRIS | PEQUANNOCK TWP | HILLVIEW SCHOOL | 27-4080-055 KG-05 | | 2.7% | 0.0% | 22.6% |
| MORRIS | PEQUANNOCK TWP | NORTH BOULEVARD SCHOOL | 27-4080-060 KG-05 | | 2.5% | 0.0% | 14.2% |
| MORRIS | SCH DIST OF THE CHATHAMS | WASHINGTON AVENUE SCHOOL | 27-0785-070 PK-03 | | 2.9% | 0.7% | 13.5% |
| PASSAIC | WAYNE TWP | PINES LAKE ELEMENTARY SCHOOL | 31-5570-120 KG-05 | | 8.2% | 8.2% | 12.7% |
| SOMERSET | BERNARDS TWP | OAK STREET SCHOOL | 35-0350-060 KG-05 | | 2.6% | 0.0% | 11.5% |
| SOMERSET | HILLSBOROUGH TWP | AMSTERDAM ELEMENTARY SCHOOL | 35-2170-033 KG-04 | | 4.9% | 2.6% | 15.0% |
| SOMERSET | MONTGOMERY TWP | MONTGOMERY LOWER MIDDLE SCHOOL | 35-3320-045 05-06 | | 3.0% | 1.5% | 12.7% |
| UNION | BERKELEY HEIGHTS TWP | MOUNTAIN PARK SCHOOL | 39-0310-040 02-05 | | 2.3% | 0.0% | 11.1% |
| UNION | BERKELEY HEIGHTS TWP | THOMAS P. HUGHES SCHOOL | 39-0310-020 02-05 | | 1.8% | 0.0% | 7.4% |
| UNION | BERKELEY HEIGHTS TWP | WILLIAM WOODRUFF SCHOOL | 39-0310-050 02-05 | | 2.2% | 0.0% | 12.9% |
| UNION | NEW PROVIDENCE BORO | SALT BROOK SCHOOL | 39-3560-090 KG-06 | | 3.1% | 0.9% | 10.1% |
| UNION | SUMMIT CITY | FRANKLIN ELEMENTARY SCHOOL | 39-5090-080 01-05 | | 3.9% | 1.8% | 11.5% |