



State of New Jersey
2015-2016

25-2290-003
MONMOUTH
HOWELL TWP
ADELPHIA ELEMENTARY SCHOOL
495 ADELPHIA ROAD
FREEHOLD, NJ 07728

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

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

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

NJDOE welcomes feedback on the school performance reports: [Survey](#)
If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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Enrollment by Grade

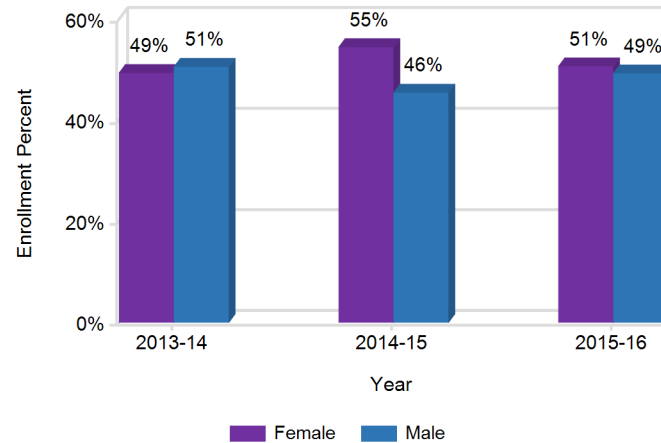
This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	0	0	0
Grade KG	63	36	118
Grade 01	44	50	110
Grade 02	56	44	135
Grade 03	47	51	0
Grade 04	54	45	0
Grade 05	52	56	0
Grade 06	0	0	0
Grade 07	0	0	0
Grade 08	0	0	0
Grade 09	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
UG	16	17	0
Total	332	299	363

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

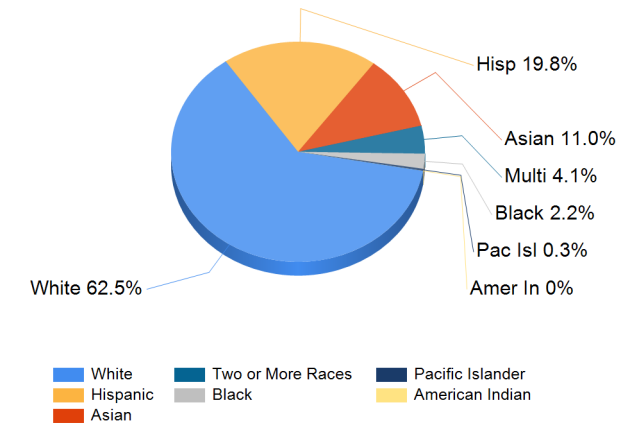
Enrollment by Gender

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



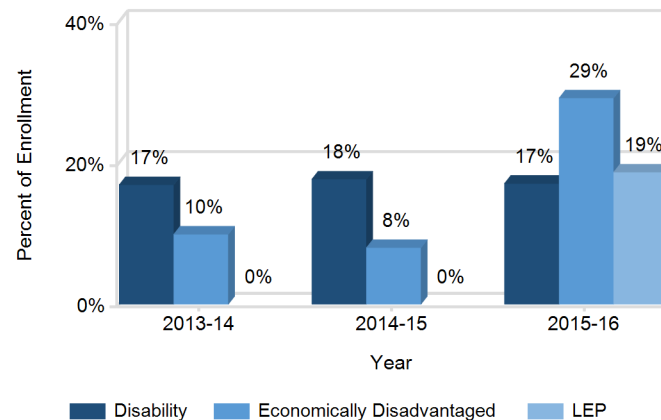
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	78.2%
Spanish	12.7%
Chinese	1.7%
Russian	1.4%
Polish	1.1%
Other	5.3%



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Length of School Day

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

	School
2015-16	6 Hrs. 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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	6 Hrs. 0 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	11:1
Administrator	182:1

Student Suspension Rate

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

	School
2015-16	0.3%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



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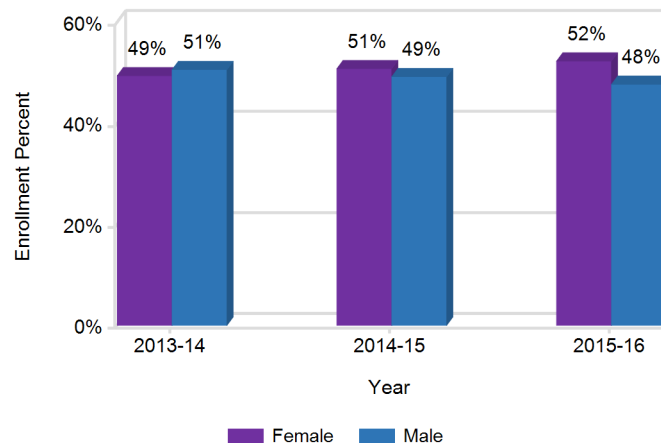
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 03	88	82	160
Grade 04	100	84	139
Grade 05	91	99	129
UG	0	0	0
Total	539	545	428

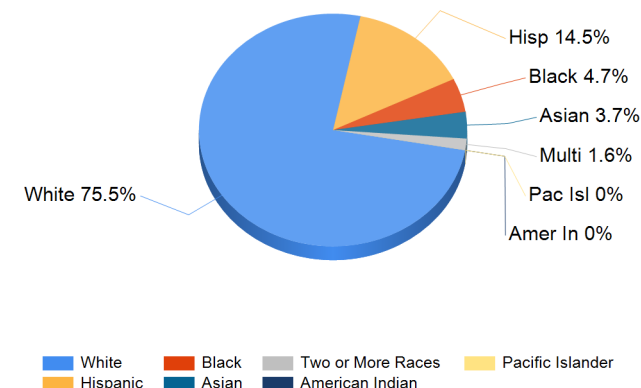
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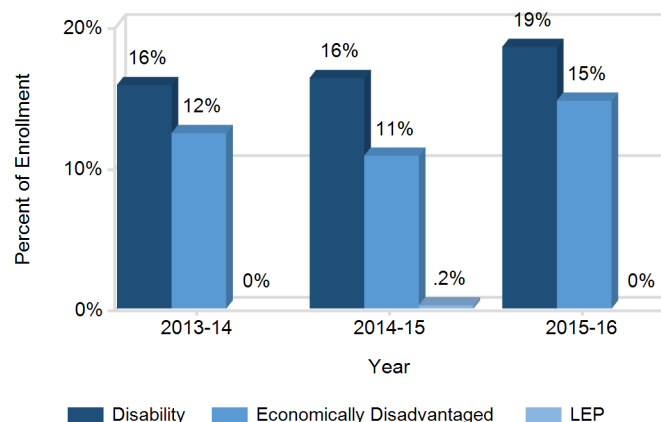
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	94.4%
Spanish	2.6%
Filipino	0.5%
Polish	0.5%
Russian	0.2%
Other	1.6%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	61%	57	61
Mathematics Met or Exceeded Expectations	60%	100	70

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	410	61%	61	94%	X	409	60%	70	93%	X
White	307	58%	44	92%	X	306	60%	60	92%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	58	62%	82	96%	✓	58	57%	83	96%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	88	25%	66	91%	X	88	26%	68	91%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	66	45%	70	92%	X	66	39%	72	92%	X



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	158	758	755	746	6%	11%	20%	57%	7%	64%	48%
White	111	758	756	756	6%	9%	23%	55%	6%	61%	58%
African American	S	S	747	727	S	S	S	S	S	S	30%
Hispanic	28	751	743	730	4%	21%	14%	57%	4%	61%	31%
Asian	S	S	770	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	739	753	S	S	S	S	S	S	55%
Students with Disability	40	734	729	718	18%	25%	18%	38%	3%	40%	22%
English Language Learners	S	S	711	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	23	735	731	727	22%	17%	17%	44%	N	44%	28%
PARCC MATH											
Schoolwide	158	761	757	749	3%	8%	21%	48%	20%	68%	52%
White	111	763	759	757	2%	10%	19%	47%	23%	69%	63%
African American	S	S	742	730	S	S	S	S	S	S	31%
Hispanic	28	751	745	736	7%	7%	25%	57%	4%	61%	35%
Asian	S	S	777	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	744	754	S	S	S	S	S	S	57%
Students with Disability	40	741	737	727	13%	18%	33%	28%	10%	38%	28%
English Language Learners	S	S	732	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	23	737	734	732	13%	4%	39%	44%	N	44%	32%

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



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	136	754	757	750	3%	12%	27%	50%	9%	59%	54%
White	101	754	758	759	3%	14%	26%	48%	10%	57%	64%
African American	S	S	748	733	S	S	S	S	S	S	33%
Hispanic	17	752	752	737	N	12%	29%	53%	6%	59%	37%
Asian	S	S	773	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	745	756	S	S	S	S	S	S	62%
Students with Disability	S	S	725	723	S	S	S	S	S	S	22%
English Language Learners	S	S	715	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	30	740	741	734	10%	10%	43%	33%	3%	37%	33%
PARCC MATH											
Schoolwide	136	752	752	745	6%	15%	24%	50%	6%	56%	47%
White	101	753	753	752	4%	18%	21%	53%	5%	57%	57%
African American	S	S	741	727	S	S	S	S	S	S	24%
Hispanic	17	745	741	733	18%	N	35%	41%	6%	47%	30%
Asian	S	S	772	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	733	750	S	S	S	S	S	S	54%
Students with Disability	22	719	727	724	18%	41%	27%	14%	N	14%	22%
English Language Learners	S	S	712	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	30	733	736	730	17%	27%	30%	23%	3%	27%	27%

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



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	130	751	755	751	2%	11%	29%	57%	2%	59%	53%
White	101	751	756	758	2%	12%	30%	55%	2%	56%	64%
African American	S	S	747	733	S	S	S	S	S	S	32%
Hispanic	20	748	742	738	5%	10%	20%	65%	N	65%	37%
Asian	S	S	768	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	27	725	722	723	11%	37%	30%	22%	N	22%	20%
English Language Learners	S	S	718	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	18	744	741	735	6%	17%	17%	61%	N	61%	33%
PARCC MATH											
Schoolwide	129	748	747	747	6%	15%	25%	45%	9%	54%	47%
White	100	747	748	753	7%	16%	26%	42%	9%	51%	57%
African American	S	S	742	728	S	S	S	S	S	S	24%
Hispanic	20	744	737	735	5%	15%	25%	50%	5%	55%	31%
Asian	S	S	764	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	27	716	723	725	30%	37%	15%	15%	4%	19%	19%
English Language Learners	S	S	724	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	18	743	735	732	11%	22%	17%	39%	11%	50%	28%

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



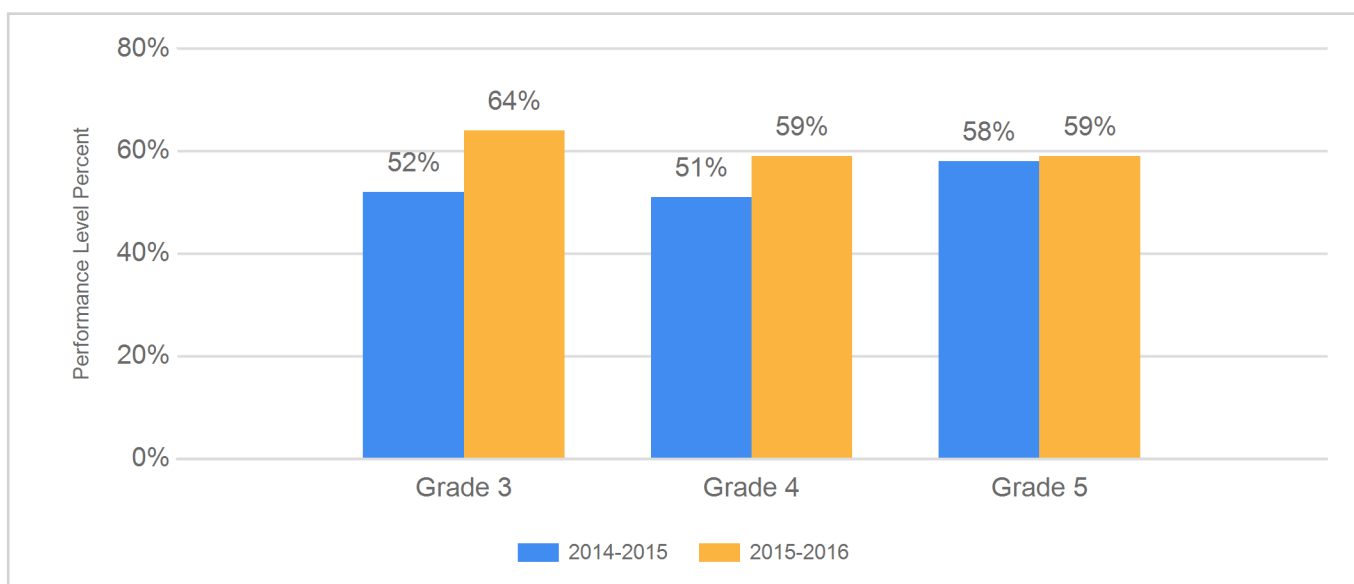
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PARCC ELA Performance Trends

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





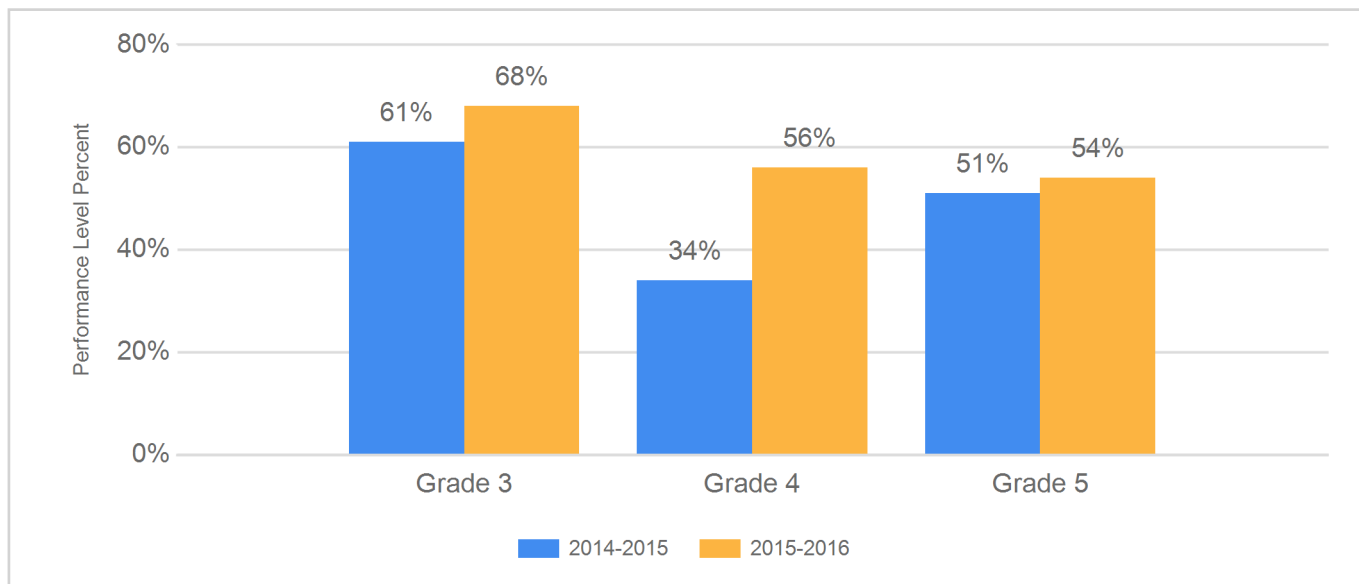
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PARCC Math Performance Trends

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





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

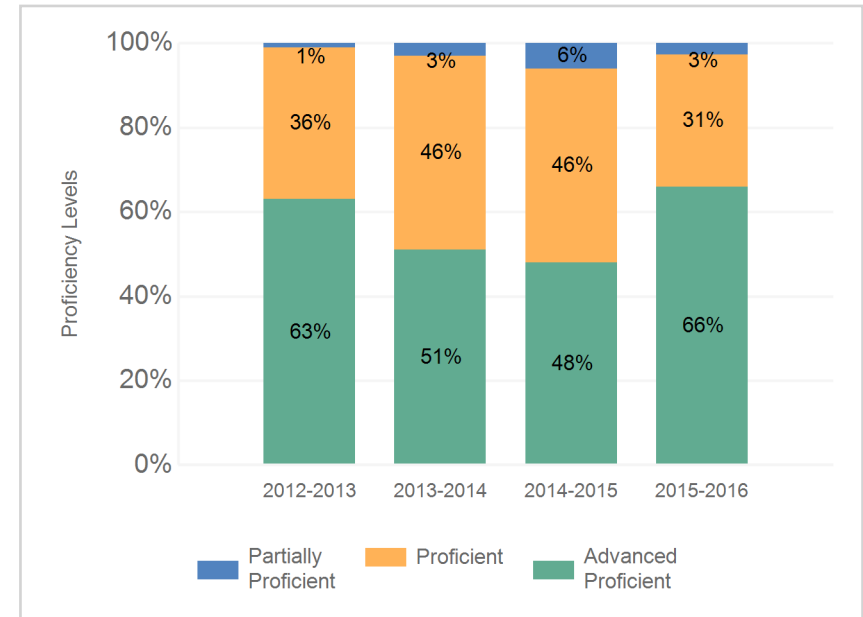
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	66%	31%	3%
White	68%	30%	2%
African American	S	S	S
Hispanic	56%	33%	11%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	46%	46%	8%
English Language Learners	S	S	S
Economically Disadvantaged Students	42%	50%	8%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	37	48	50
Student Growth on Math	53	48	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	0%	0%
Partially Met (L2)	4%	3%	10%
Approached (L3)	15%	4%	10%
Met (L4)	18%	18%	4%
Exceeded (L5)	8%	4%	3%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	4%	0%	1%
Partially Met (L2)	4%	6%	8%
Approached (L3)	5%	9%	15%
Met (L4)	11%	15%	18%
Exceeded (L5)	2%	1%	3%



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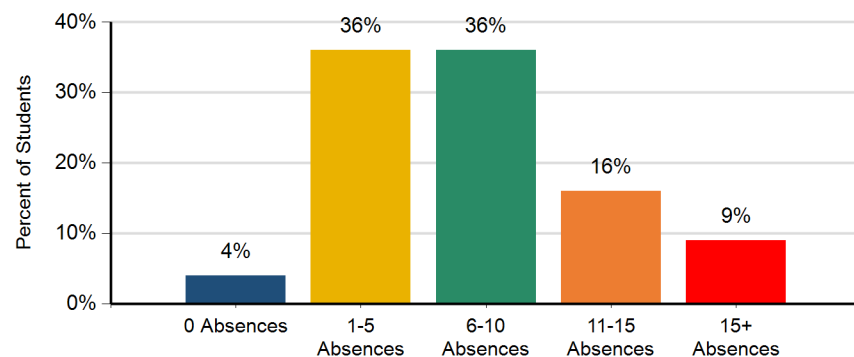
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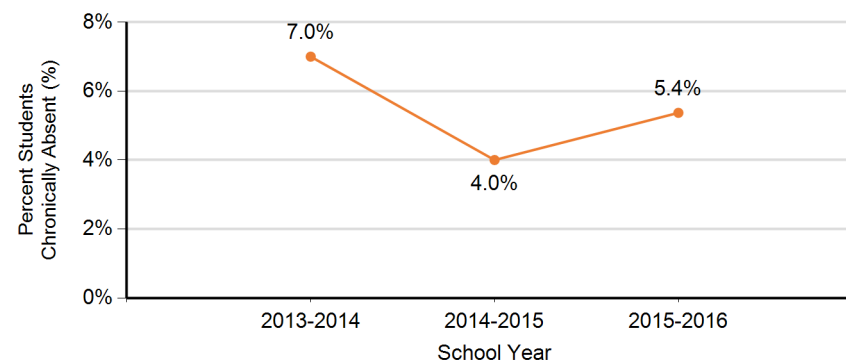
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span 03-05

25-2290-005
MONMOUTH
HOWELL TWP
Aldrich Elementary School
615 ALDRICH ROAD
HOWELL, NJ 07731-1936

Length of School Day

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

	School
2015-16	6 Hrs. 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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	6 Hrs. 0 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	11:1
Administrator	214:1

Student Suspension Rate

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

	School
2015-16	0.5%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



State of New Jersey
2015-2016

Grade Span 03-05

25-2290-010
MONMOUTH
HOWELL TWP
Ardena Elementary School
355 ADELPHIA ROAD
FARMINGDALE, NJ 07727-3528

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
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While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

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If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 03-05

25-2290-010
MONMOUTH
HOWELL TWP
Ardena Elementary School
355 ADELPHIA ROAD
FARMINGDALE, NJ 07727-3528

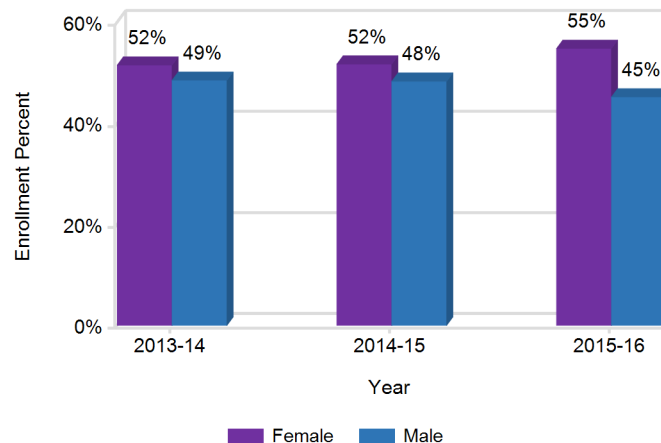
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 03	69	80	115
Grade 04	71	60	124
Grade 05	61	69	106
UG	0	0	0
Total	435	441	345

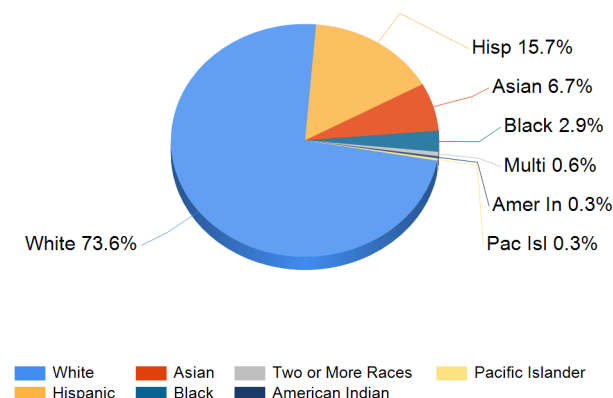
Enrollment by Gender

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



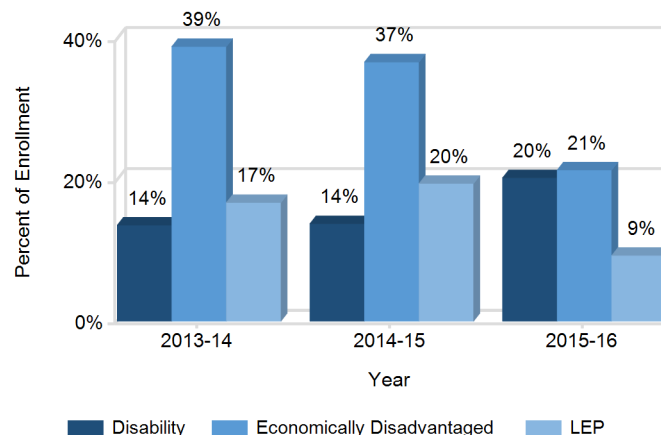
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	85.5%
Spanish	10.4%
Portuguese	0.6%
Russian	0.6%
Vietnamese	0.6%
Other	2.4%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span 03-05

25-2290-010
MONMOUTH
HOWELL TWP
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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	60%	43	58
Mathematics Met or Exceeded Expectations	55%	71	63

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	297	60%	58	96%	✓	297	55%	63	96%	✓
White	241	62%	52	96%	✓	241	59%	61	96%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	66	20%	55	96%	✓	66	30%	78	96%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	44	36%	52	93%	✓	44	34%	70	93%	✓



State of New Jersey
2015-2016

Grade Span 03-05

25-2290-010
MONMOUTH
HOWELL TWP
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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	111	760	755	746	9%	16%	16%	39%	20%	59%	48%
White	86	766	756	756	7%	15%	13%	42%	23%	65%	58%
African American	S	S	747	727	S	S	S	S	S	S	30%
Hispanic	11	730	743	730	36%	9%	18%	27%	9%	36%	31%
Asian	S	S	770	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	739	753	S	S	S	S	S	S	55%
Students with Disability	20	727	729	718	20%	30%	30%	15%	5%	20%	22%
English Language Learners	S	S	711	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	16	741	731	727	19%	19%	19%	31%	13%	44%	28%
PARCC MATH											
Schoolwide	111	762	757	749	7%	11%	19%	41%	22%	63%	52%
White	86	769	759	757	6%	7%	16%	44%	27%	71%	63%
African American	S	S	742	730	S	S	S	S	S	S	31%
Hispanic	11	727	745	736	27%	27%	18%	27%	N	27%	35%
Asian	S	S	777	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	744	754	S	S	S	S	S	S	57%
Students with Disability	20	743	737	727	15%	15%	25%	35%	10%	45%	28%
English Language Learners	S	S	732	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	16	732	734	732	19%	25%	19%	38%	N	38%	32%

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



State of New Jersey
2015-2016

Grade Span 03-05

25-2290-010
MONMOUTH
HOWELL TWP
Ardena Elementary School
355 ADELPHIA ROAD
FARMINGDALE, NJ 07727-3528

PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	109	757	757	750	5%	17%	20%	43%	16%	59%	54%
White	91	758	758	759	3%	19%	20%	43%	15%	58%	64%
African American	S	S	748	733	S	S	S	S	S	S	33%
Hispanic	S	S	752	737	S	S	S	S	S	S	37%
Asian	S	S	773	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	745	756	S	S	S	S	S	S	62%
Students with Disability	28	731	725	723	14%	36%	29%	11%	11%	21%	22%
English Language Learners	S	S	715	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	14	733	741	734	14%	36%	14%	29%	7%	36%	33%
PARCC MATH											
Schoolwide	109	747	752	745	6%	19%	24%	46%	5%	51%	47%
White	91	748	753	752	7%	19%	22%	47%	6%	53%	57%
African American	S	S	741	727	S	S	S	S	S	S	24%
Hispanic	S	S	741	733	S	S	S	S	S	S	30%
Asian	S	S	772	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	733	750	S	S	S	S	S	S	54%
Students with Disability	28	732	727	724	14%	32%	21%	29%	4%	32%	22%
English Language Learners	S	S	712	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	14	728	736	730	21%	36%	N	43%	N	43%	27%

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



State of New Jersey
2015-2016

Grade Span 03-05

25-2290-010
MONMOUTH
HOWELL TWP
Ardena Elementary School
355 ADELPHIA ROAD
FARMINGDALE, NJ 07727-3528

PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	95	758	755	751	7%	8%	22%	48%	14%	62%	53%
White	73	759	756	758	6%	11%	21%	48%	15%	63%	64%
African American	S	S	747	733	S	S	S	S	S	S	32%
Hispanic	11	741	742	738	18%	N	36%	46%	N	46%	37%
Asian	S	S	768	773	S	S	S	S	S	S	80%
American Indian	S	S	S	750	S	S	S	S	S	S	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	22	722	722	723	27%	36%	18%	14%	5%	18%	20%
English Language Learners	S	S	718	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	19	740	741	735	21%	N	47%	26%	5%	32%	33%
PARCC MATH											
Schoolwide	95	750	747	747	3%	13%	31%	47%	6%	54%	47%
White	73	751	748	753	3%	14%	27%	52%	4%	56%	57%
African American	S	S	742	728	S	S	S	S	S	S	24%
Hispanic	11	734	737	735	9%	9%	55%	27%	N	27%	31%
Asian	S	S	764	774	S	S	S	S	S	S	80%
American Indian	S	S	S	747	S	S	S	S	S	S	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	22	731	723	725	14%	32%	32%	23%	N	23%	19%
English Language Learners	S	S	724	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	19	737	735	732	5%	21%	42%	32%	N	32%	28%

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



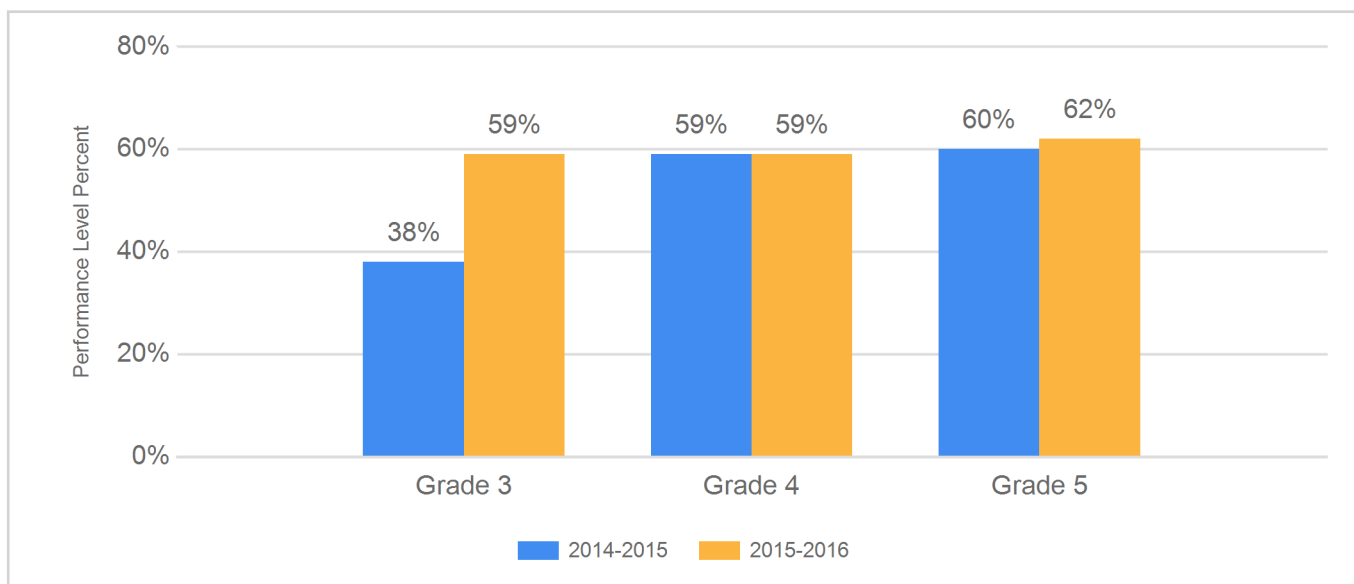
State of New Jersey
2015-2016

Grade Span 03-05

25-2290-010
MONMOUTH
HOWELL TWP
Ardena Elementary School
355 ADELPHIA ROAD
FARMINGDALE, NJ 07727-3528

PARCC ELA Performance Trends

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





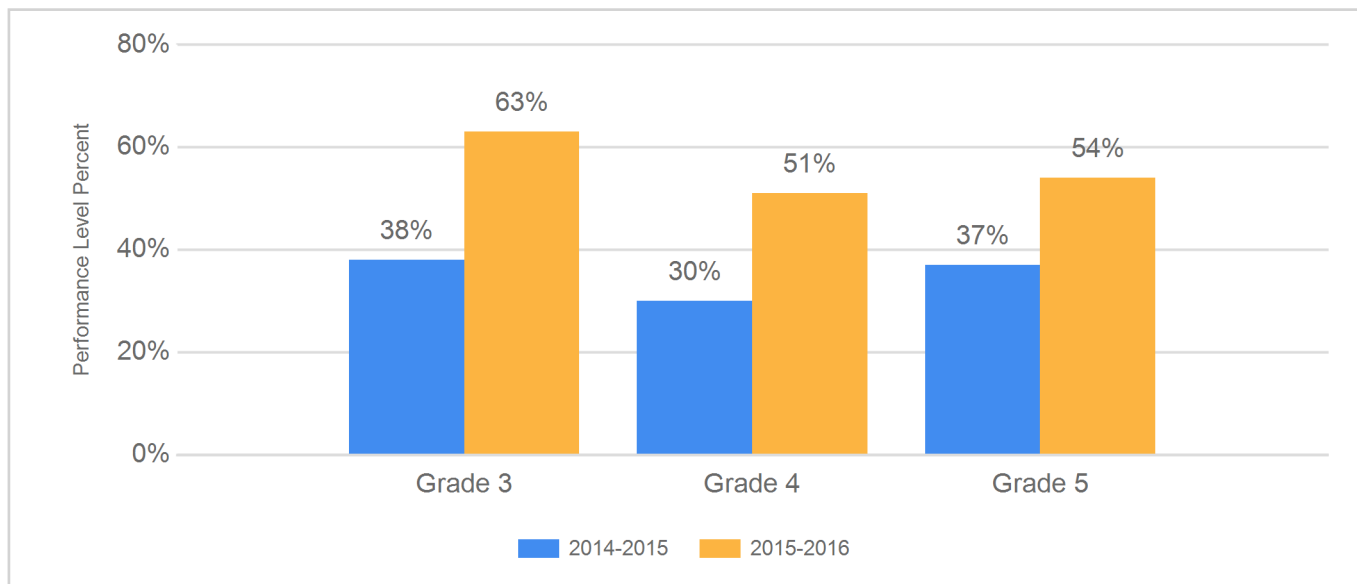
State of New Jersey
2015-2016

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PARCC Math Performance Trends

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





State of New Jersey
2015-2016

Grade Span 03-05

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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

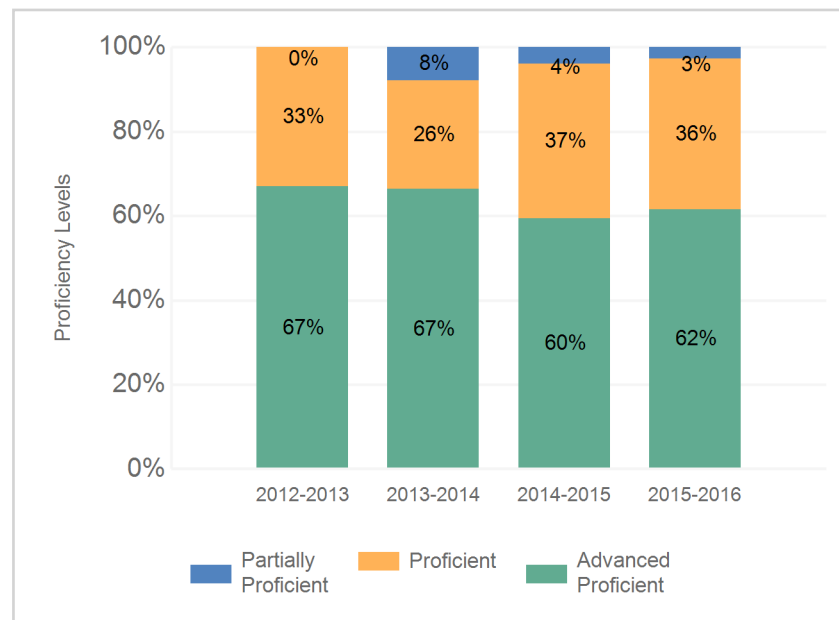
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	62%	36%	3%
White	60%	37%	3%
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	32%	61%	7%
English Language Learners	N	N	N
Economically Disadvantaged Students	38%	63%	N

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span 03-05

25-2290-010
MONMOUTH
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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span 03-05

25-2290-010
MONMOUTH
HOWELL TWP
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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	57	48	50
Student Growth on Math	52	48	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	4%	4%	4%
Partially Met (L2)	5%	5%	4%
Approached (L3)	9%	5%	11%
Met (L4)	11%	13%	16%
Exceeded (L5)	2%	2%	5%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	4%	2%
Partially Met (L2)	9%	3%	11%
Approached (L3)	11%	9%	16%
Met (L4)	13%	4%	14%
Exceeded (L5)	1%	1%	0%



State of New Jersey
2015-2016

Grade Span 03-05

25-2290-010

MONMOUTH

HOWELL TWP

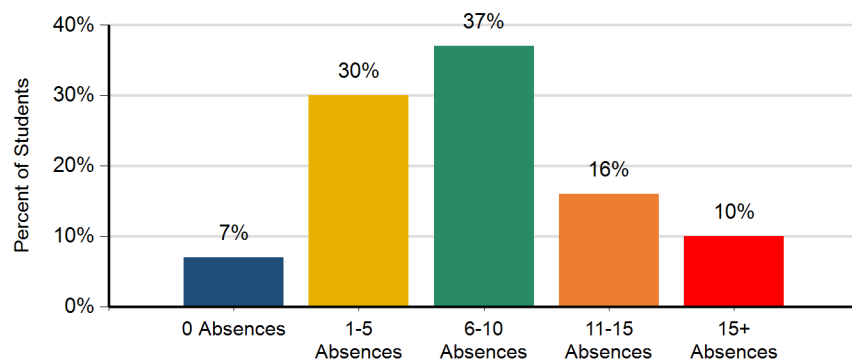
Ardena Elementary School

355 ADELPHIA ROAD

FARMINGDALE, NJ 07727-3528

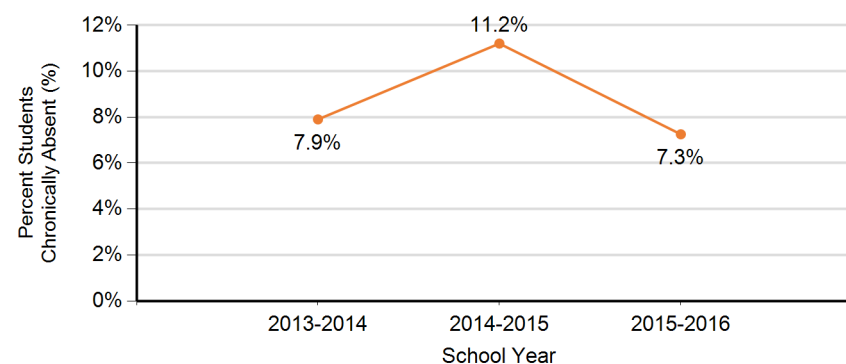
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The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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State of New Jersey
2015-2016

Grade Span 03-05

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FARMINGDALE, NJ 07727-3528

Length of School Day

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

	School
2015-16	6 Hrs. 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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	6 Hrs. 0 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	9:1
Administrator	173:1

Student Suspension Rate

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

	School
2015-16	2.9%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



State of New Jersey
2015-2016

25-2290-020

MONMOUTH

HOWELL TWP

Edith M. Griebeling Elementary School

130 HAVENS BRIDGE ROAD

FARMINGDALE, NJ 07727-3542

2015-2016 School Performance Reports

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NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

25-2290-020
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FARMINGDALE, NJ 07727-3542

Enrollment by Grade

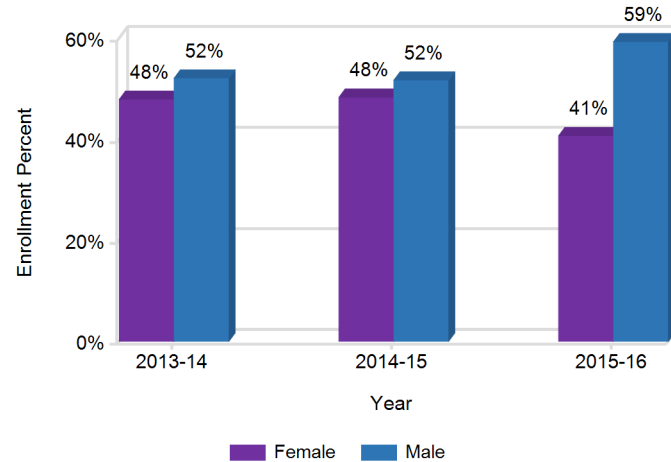
This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	0	0	0
Grade KG	82	85	81
Grade 01	100	96	89
Grade 02	77	110	95
Grade 03	84	75	0
Grade 04	97	85	0
Grade 05	99	95	0
Grade 06	0	0	0
Grade 07	0	0	0
Grade 08	0	0	0
Grade 09	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
UG	0	1	40
Total	539	547	305

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

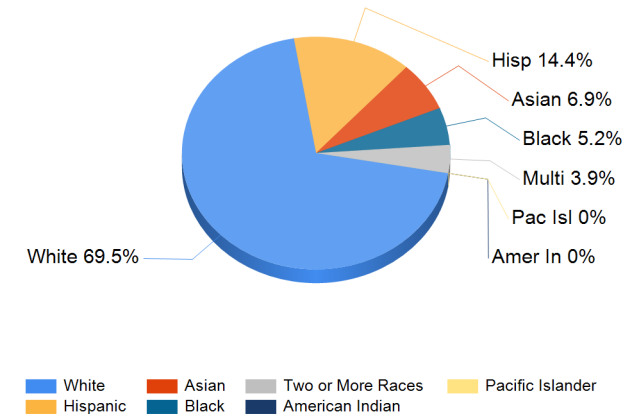
Enrollment by Gender

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



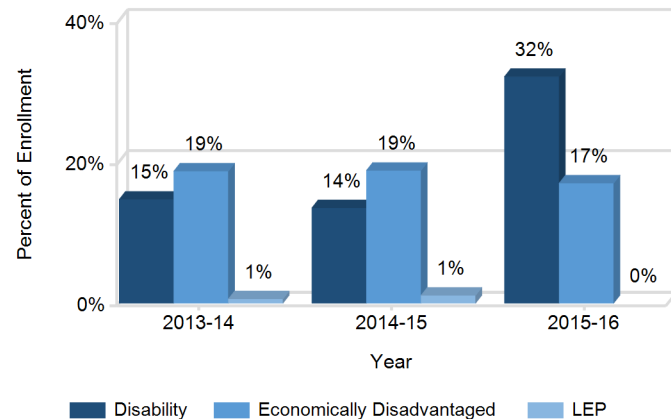
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	95.7%
Spanish	2.0%
Russian	0.7%
Gujarati	0.3%
Vietnamese	0.3%
Other	0.9%



State of New Jersey
2015-2016

25-2290-020

MONMOUTH

HOWELL TWP

Edith M. Griebeling Elementary School

130 HAVENS BRIDGE ROAD

FARMINGDALE, NJ 07727-3542

Length of School Day

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

	School
2015-16	6 Hrs. 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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	6 Hrs. 0 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	7:1
Administrator	153:1

Student Suspension Rate

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

	School
2015-16	0.0%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



State of New Jersey
2015-2016

25-2290-012
MONMOUTH
HOWELL TWP
Greenville Elementary School
210 RAMTOWN GREENVILLE ROAD
HOWELL, NJ 07731

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

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

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

NJDOE welcomes feedback on the school performance reports: [Survey](#)
If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey 2015-2016

25-2290-012
MONMOUTH
HOWELL TWP
Greenville Elementary School
210 RAMTOWN GREENVILLE ROAD
HOWELL, NJ 07731

Enrollment by Grade

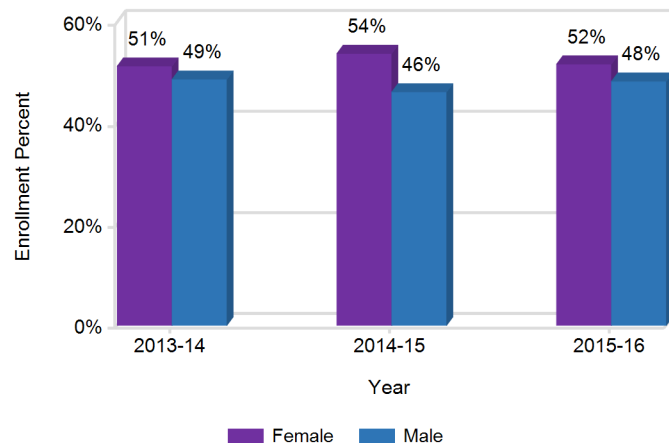
This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	0	0	0
Grade KG	52	39	94
Grade 01	41	58	85
Grade 02	54	44	126
Grade 03	82	55	0
Grade 04	89	80	0
Grade 05	64	88	0
Grade 06	0	0	0
Grade 07	0	0	0
Grade 08	0	0	0
Grade 09	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
UG	0	0	22
Total	382	364	327

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

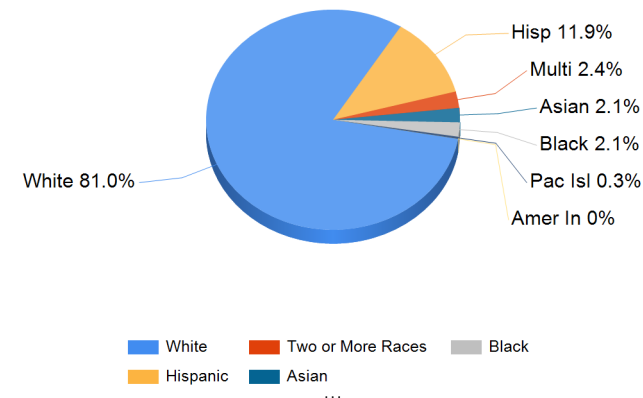
Enrollment by Gender

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



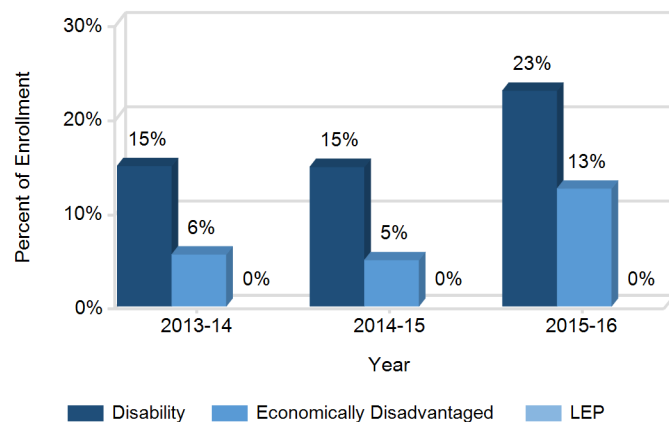
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	92.4%
Spanish	3.7%
Polish	1.2%
Arabic	0.6%
Russian	0.6%
Other	1.5%



State of New Jersey
2015-2016

25-2290-012

MONMOUTH

HOWELL TWP

Greenville Elementary School

210 RAMTOWN GREENVILLE ROAD

HOWELL, NJ 07731

Length of School Day

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

	School
2015-16	6 Hrs. 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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	6 Hrs. 0 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	13:1
Administrator	164:1

Student Suspension Rate

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

	School
2015-16	0.0%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



State of New Jersey
2015-2016

Grade Span 03-05

25-2290-045
MONMOUTH
HOWELL TWP
Howell Township Memorial Elementary School
485 ADELPHIA ROAD
FREEHOLD, NJ 07728

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

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- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
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While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 03-05

25-2290-045
MONMOUTH
HOWELL TWP
Howell Township Memorial Elementary School
485 ADELPHIA ROAD
FREEHOLD, NJ 07728

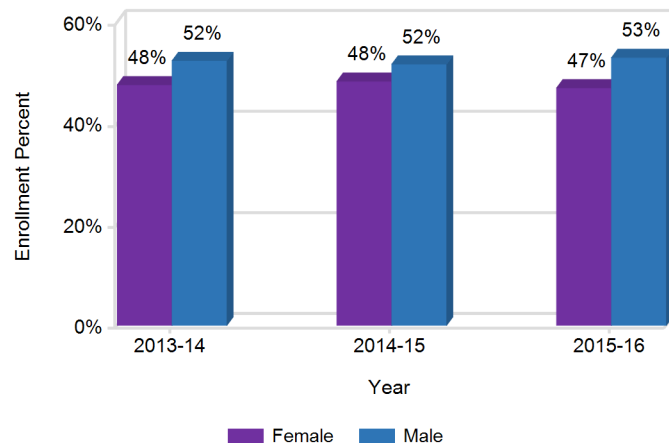
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 03	0	0	117
Grade 04	0	0	80
Grade 05	0	0	90
UG	26	19	47
Total	638	629	334

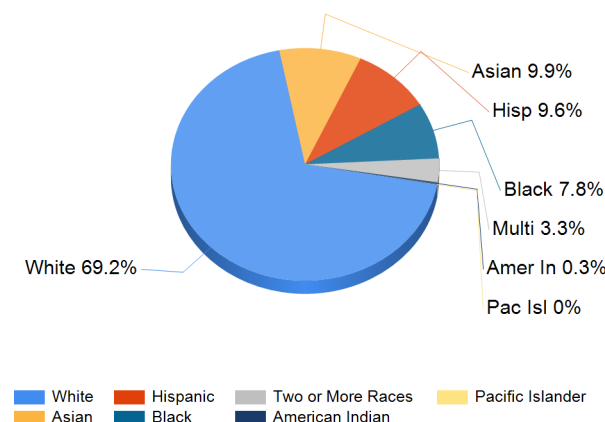
Enrollment by Gender

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



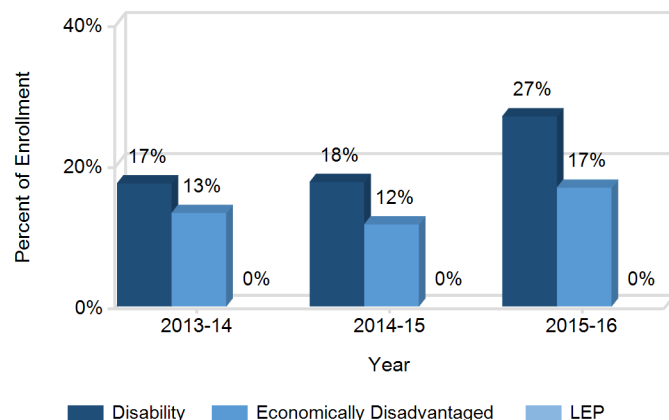
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	93.7%
Russian	1.2%
Spanish	1.2%
Urdu	0.9%
Korean	0.6%
Other	2.4%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span 03-05

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MONMOUTH

HOWELL TWP

Howell Township Memorial Elementary School

485 ADELPHIA ROAD

FREEHOLD, NJ 07728

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	52%	14	47
Mathematics Met or Exceeded Expectations	44%	14	46

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. √*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	279	52%	47	92%	X	280	44%	46	92%	X
White	192	55%	37	91%	X	192	42%	29	91%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	67	24%	45	88%	X	67	18%	49	88%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	37	24%	22	86%	X	37	24%	35	86%	X



State of New Jersey
2015-2016

Grade Span 03-05

25-2290-045
MONMOUTH
HOWELL TWP
Howell Township Memorial Elementary School
485 ADELPHIA ROAD
FREEHOLD, NJ 07728

PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	116	740	755	746	16%	17%	27%	37%	3%	41%	48%
White	76	740	756	756	13%	20%	28%	38%	1%	40%	58%
African American	S	S	747	727	S	S	S	S	S	S	30%
Hispanic	13	730	743	730	31%	8%	23%	39%	N	39%	31%
Asian	12	762	770	772	8%	8%	25%	42%	17%	58%	74%
American Indian	S	S	S	746	S	S	S	S	S	S	47%
Two or More Races	S	S	739	753	S	S	S	S	S	S	55%
Students with Disability	20	715	729	718	40%	30%	15%	15%	N	15%	22%
English Language Learners	S	S	711	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	19	725	731	727	32%	26%	21%	16%	5%	21%	28%
PARCC MATH											
Schoolwide	119	745	757	749	4%	21%	30%	39%	6%	45%	52%
White	78	744	759	757	4%	21%	36%	35%	5%	40%	63%
African American	S	S	742	730	S	S	S	S	S	S	31%
Hispanic	14	738	745	736	7%	29%	29%	36%	N	36%	35%
Asian	12	773	777	777	N	8%	8%	58%	25%	83%	82%
American Indian	S	S	S	746	S	S	S	S	S	S	48%
Two or More Races	S	S	744	754	S	S	S	S	S	S	57%
Students with Disability	23	724	737	727	13%	48%	17%	17%	4%	22%	28%
English Language Learners	S	S	732	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	19	732	734	732	11%	37%	26%	21%	5%	26%	32%

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



State of New Jersey
2015-2016

Grade Span 03-05

25-2290-045
MONMOUTH
HOWELL TWP
Howell Township Memorial Elementary School
485 ADELPHIA ROAD
FREEHOLD, NJ 07728

PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	74	762	757	750	3%	8%	16%	55%	18%	73%	54%
White	47	764	758	759	2%	9%	11%	57%	21%	79%	64%
African American	S	S	748	733	S	S	S	S	S	S	33%
Hispanic	S	S	752	737	S	S	S	S	S	S	37%
Asian	S	S	773	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	745	756	S	S	S	S	S	S	62%
Students with Disability	11	721	725	723	18%	46%	18%	18%	N	18%	22%
English Language Learners	S	S	715	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	741	734	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	76	751	752	745	5%	12%	30%	47%	5%	53%	47%
White	48	753	753	752	6%	8%	29%	52%	4%	56%	57%
African American	S	S	741	727	S	S	S	S	S	S	24%
Hispanic	S	S	741	733	S	S	S	S	S	S	30%
Asian	S	S	S	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	733	750	S	S	S	S	S	S	54%
Students with Disability	12	715	727	724	33%	42%	8%	17%	N	17%	22%
English Language Learners	S	S	712	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	736	730	S	S	S	S	S	S	27%

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



State of New Jersey
2015-2016

Grade Span 03-05

25-2290-045

MONMOUTH

HOWELL TWP

Howell Township Memorial Elementary School

485 ADELPHIA ROAD

FREEHOLD, NJ 07728

PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	82	748	755	751	6%	11%	32%	49%	2%	51%	53%
White	59	749	756	758	5%	12%	29%	53%	2%	54%	64%
African American	S	S	747	733	S	S	S	S	S	S	32%
Hispanic	S	S	742	738	S	S	S	S	S	S	37%
Asian	11	756	768	773	N	N	46%	46%	9%	55%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	756	759	S	S	S	S	S	S	63%
Students with Disability	13	717	722	723	23%	39%	23%	15%	N	15%	20%
English Language Learners	S	S	718	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	11	727	741	735	18%	36%	18%	27%	N	27%	33%
PARCC MATH											
Schoolwide	82	743	747	747	5%	22%	32%	38%	4%	42%	47%
White	59	743	748	753	3%	25%	32%	36%	3%	39%	57%
African American	S	S	742	728	S	S	S	S	S	S	24%
Hispanic	S	S	737	735	S	S	S	S	S	S	31%
Asian	11	752	764	774	N	9%	18%	73%	N	73%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	736	754	S	S	S	S	S	S	56%
Students with Disability	S	S	723	725	S	S	S	S	S	S	19%
English Language Learners	S	S	724	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	11	725	735	732	18%	46%	18%	18%	N	18%	28%

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



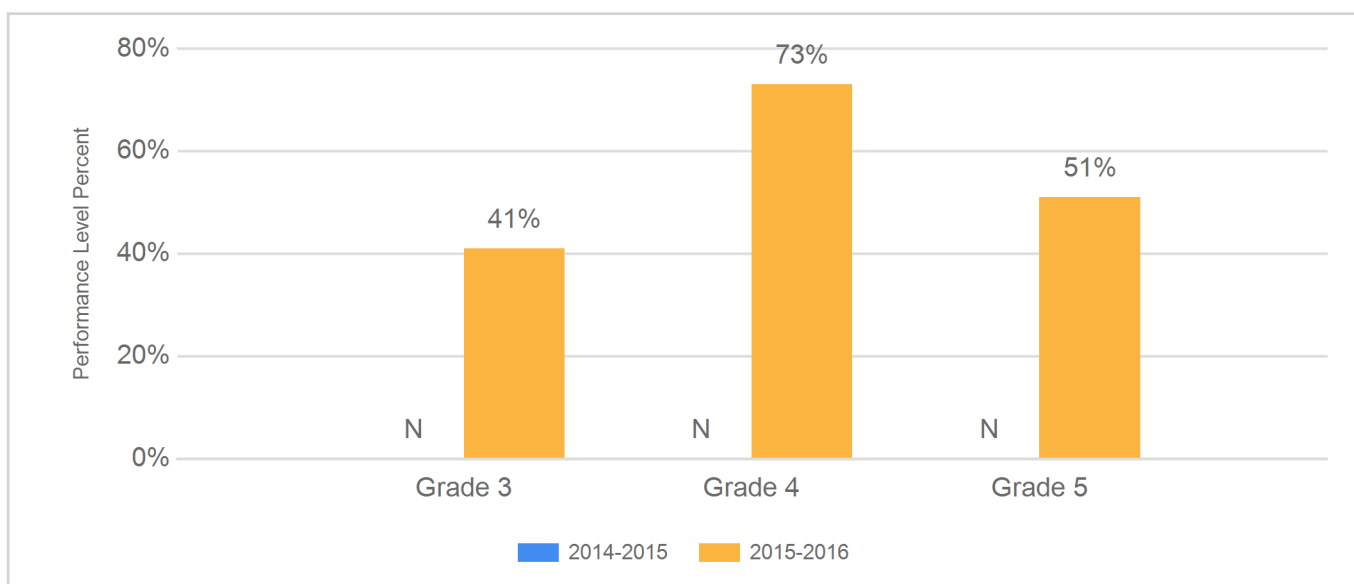
State of New Jersey
2015-2016

Grade Span 03-05

25-2290-045
MONMOUTH
HOWELL TWP
Howell Township Memorial Elementary School
485 ADELPHIA ROAD
FREEHOLD, NJ 07728

PARCC ELA Performance Trends

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





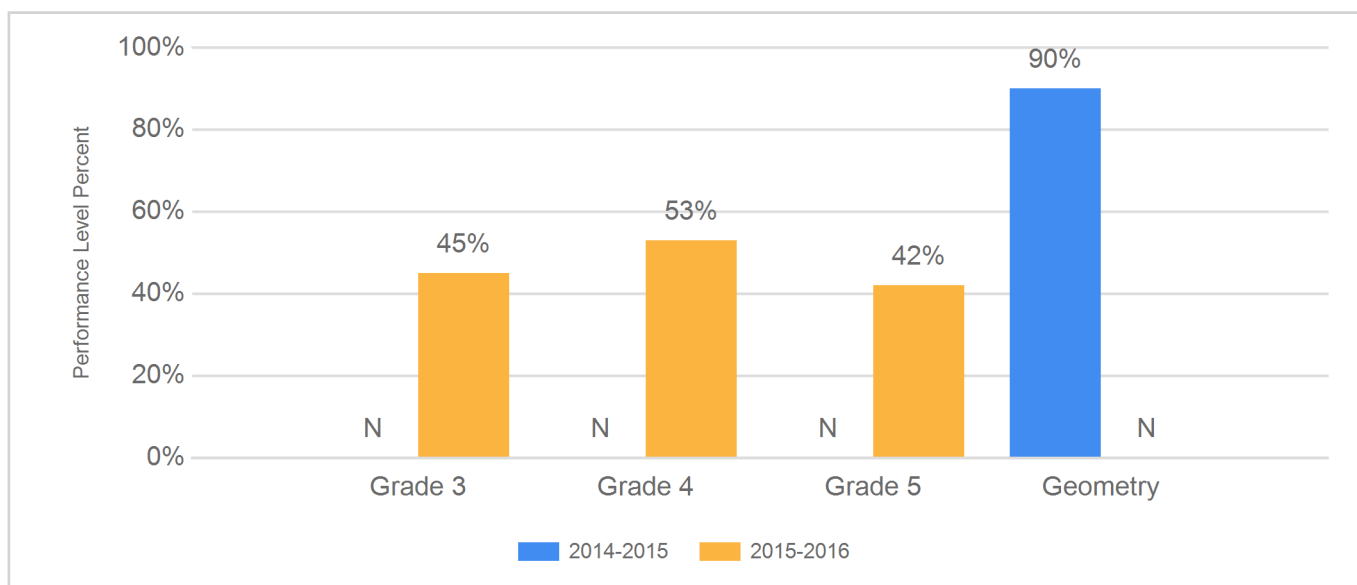
State of New Jersey
2015-2016

Grade Span 03-05

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MONMOUTH
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485 ADELPHIA ROAD
FREEHOLD, NJ 07728

PARCC Math Performance Trends

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





State of New Jersey
2015-2016

Grade Span 03-05

25-2290-045

MONMOUTH

HOWELL TWP

Howell Township Memorial Elementary School

485 ADELPHIA ROAD

FREEHOLD, NJ 07728

The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

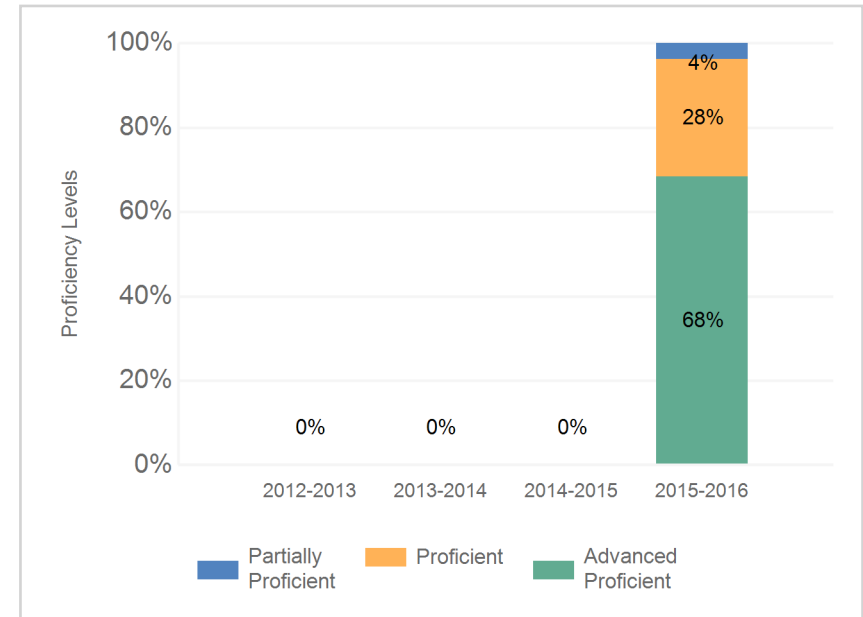
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	68%	28%	4%
White	66%	28%	6%
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	46%	36%	18%
English Language Learners	S	S	S
Economically Disadvantaged Students	S	S	S

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	41	48	50
Student Growth on Math	43	48	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	N	N	N
Partially Met (L2)	N	N	N
Approached (L3)	N	N	N
Met (L4)	N	N	N
Exceeded (L5)	N	N	N

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	N	N	N
Partially Met (L2)	N	N	N
Approached (L3)	N	N	N
Met (L4)	N	N	N
Exceeded (L5)	N	N	N



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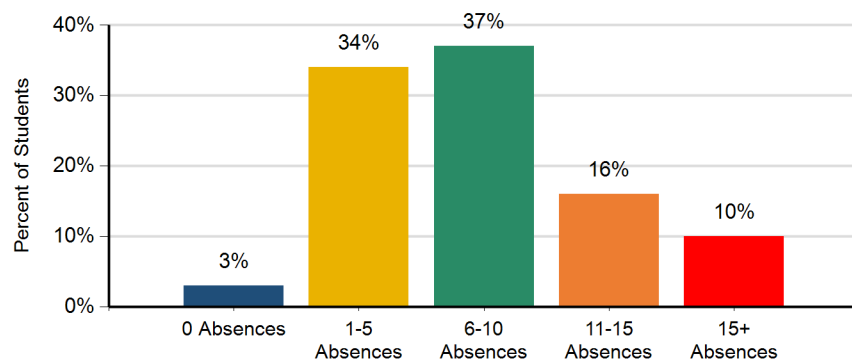
Howell Township Memorial Elementary School

485 ADELPHIA ROAD

FREEHOLD, NJ 07728

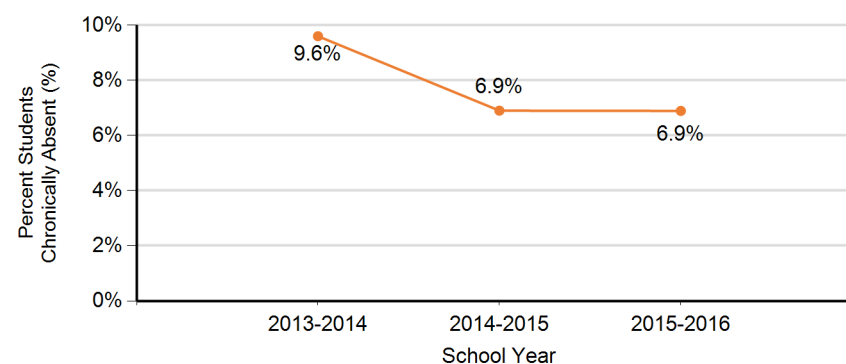
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





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Length of School Day

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

	School
2015-16	6 Hrs. 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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	6 Hrs. 0 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	10:1
Administrator	167:1

Student Suspension Rate

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

	School
2015-16	0.3%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

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

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

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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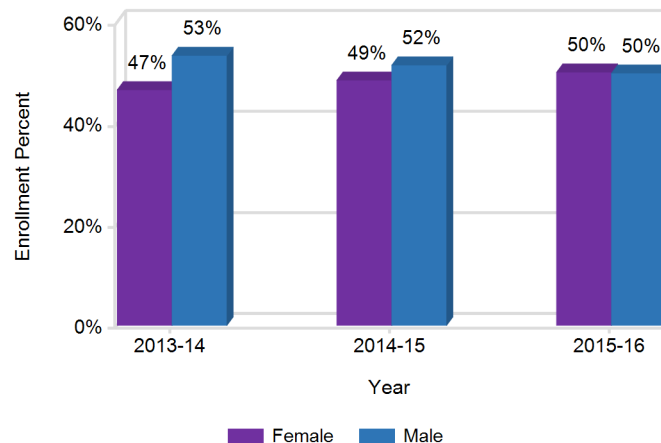
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 06	266	256	377
Grade 07	271	262	417
Grade 08	254	274	356
UG	23	6	22
Total	814	798	1172

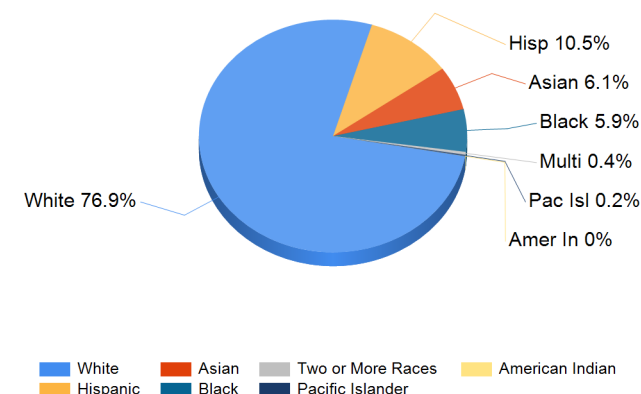
Enrollment by Gender

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



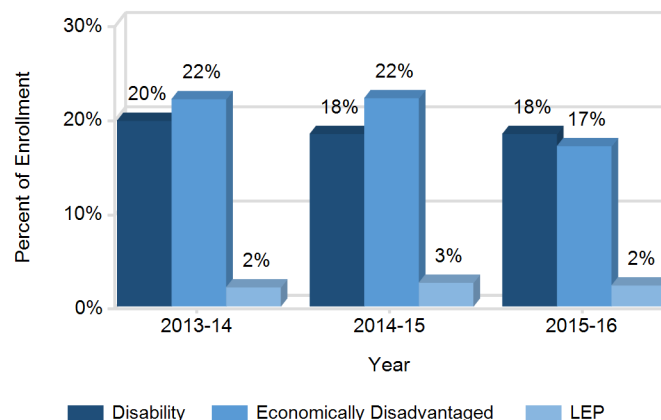
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	92.2%
Spanish	4.3%
Chinese	0.5%
Filipino	0.3%
Gujarati	0.3%
Other	3.0%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	68%	100	73
Mathematics Met or Exceeded Expectations	49%	43	52

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	953	68%	73	85%	X	951	49%	52	85%	X
White	745	69%	69	84%	X	743	51%	44	84%	X
African American	55	55%	73	87%	X	55	33%	55	87%	X
Hispanic	84	52%	63	84%	X	84	30%	35	85%	X
American Indian	S	S	S	S		S	S	S	S	
Asian	67	81%	61	99%	✓	67	67%	42	99%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	186	17%	46	83%	X	185	8%	30	82%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	141	46%	72	84%	X	140	21%	29	84%	X



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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	329	758	757	750	6%	10%	20%	48%	17%	64%	52%
White	251	760	758	756	5%	9%	19%	49%	18%	67%	61%
African American	S	S	749	732	S	S	S	S	S	S	31%
Hispanic	38	746	746	738	11%	16%	24%	42%	8%	50%	37%
Asian	S	S	768	772	S	S	S	S	S	S	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	726	755	S	S	S	S	S	S	60%
Students with Disability	62	721	722	719	24%	27%	36%	13%	N	13%	15%
English Language Learners	S	S	725	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	61	744	740	735	10%	16%	31%	36%	7%	43%	33%
PARCC MATH											
Schoolwide	329	748	748	743	3%	15%	36%	39%	7%	46%	43%
White	251	750	750	750	3%	14%	34%	42%	7%	49%	53%
African American	S	S	738	724	S	S	S	S	S	S	20%
Hispanic	38	736	738	730	8%	18%	47%	26%	N	26%	26%
Asian	S	S	S	768	S	S	S	S	S	S	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	714	748	S	S	S	S	S	S	49%
Students with Disability	S	S	722	717	S	S	S	S	S	S	13%
English Language Learners	S	S	727	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	61	734	732	728	7%	28%	46%	16%	3%	20%	23%

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



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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	350	764	762	753	3%	12%	19%	37%	28%	66%	56%
White	267	764	763	760	3%	10%	20%	39%	29%	67%	65%
African American	19	756	749	733	5%	16%	21%	32%	26%	58%	35%
Hispanic	36	749	750	739	3%	28%	22%	39%	8%	47%	41%
Asian	28	785	786	781	N	7%	11%	29%	54%	82%	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	61	726	728	716	12%	38%	38%	12%	2%	13%	16%
English Language Learners	S	S	706	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	54	745	742	735	6%	26%	22%	37%	9%	46%	37%
PARCC MATH											
Schoolwide	307	740	740	740	4%	17%	44%	35%	1%	36%	39%
White	234	741	741	747	3%	16%	44%	36%	1%	37%	47%
African American	17	728	730	724	12%	24%	41%	24%	N	24%	19%
Hispanic	36	730	734	729	8%	25%	44%	22%	N	22%	23%
Asian	20	751	753	763	N	5%	45%	45%	5%	50%	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	744	N	N	N	N	N	N	44%
Students with Disability	S	S	721	713	S	S	S	S	S	S	9%
English Language Learners	S	S	712	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	724	727	S	S	S	S	S	S	21%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	313	768	762	753	5%	7%	14%	51%	23%	74%	55%
White	244	769	762	759	5%	6%	14%	52%	23%	75%	63%
African American	S	S	747	732	S	S	S	S	S	S	34%
Hispanic	22	754	753	740	9%	14%	23%	46%	9%	55%	43%
Asian	25	784	783	780	4%	N	4%	52%	40%	92%	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	S	S	736	756	S	S	S	S	S	S	59%
Students with Disability	55	725	724	715	26%	16%	35%	22%	2%	24%	16%
English Language Learners	S	S	745	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	42	748	742	736	2%	19%	26%	45%	7%	52%	38%
**PARCC MATH											
Schoolwide	165	735	731	726	10%	21%	32%	36%	1%	37%	26%
White	120	736	732	732	10%	19%	33%	37%	1%	38%	32%
African American	17	726	720	712	18%	29%	24%	29%	N	29%	14%
Hispanic	18	732	728	721	6%	39%	28%	28%	N	28%	20%
Asian	S	S	746	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	S	S	715	726	S	S	S	S	S	S	26%
Students with Disability	52	715	712	704	25%	37%	25%	14%	N	14%	8%
English Language Learners	S	S	726	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	34	730	723	718	12%	29%	32%	27%	N	27%	18%

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

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey
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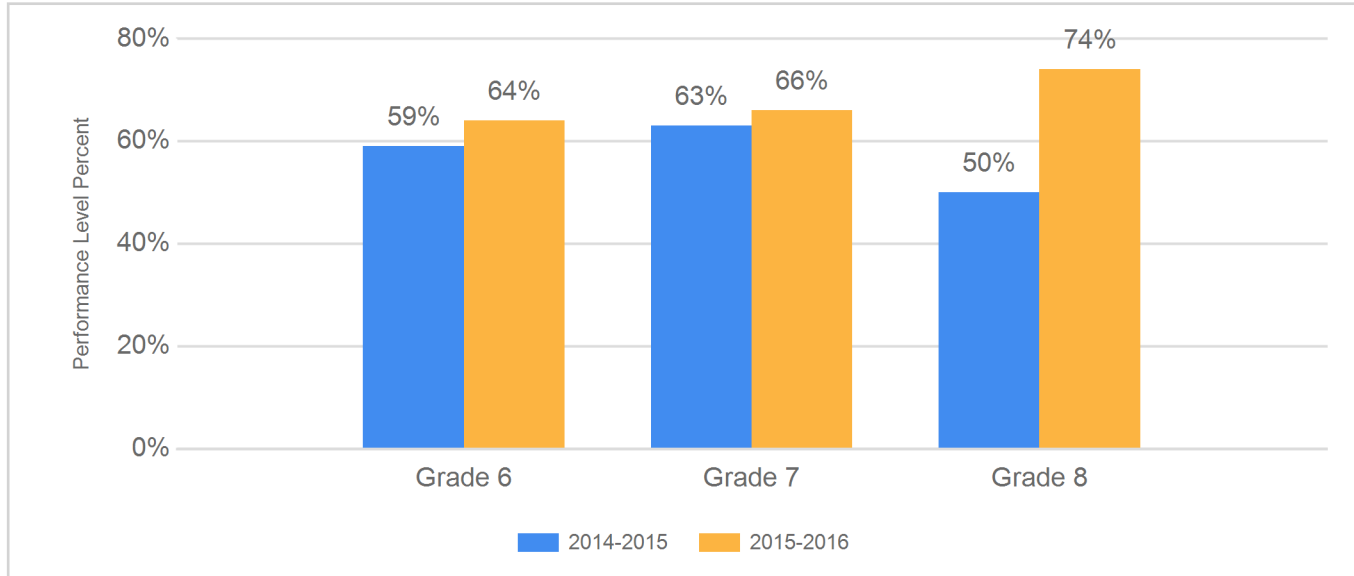
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PARCC ELA Performance Trends

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





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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	142	775	770	769	N	1%	11%	81%	7%	88%	41%
White	118	772	768	772	N	1%	12%	83%	4%	87%	51%
African American	S	S	783	748	S	S	S	S	S	S	20%
Hispanic	S	S	760	746	S	S	S	S	S	S	25%
Asian	17	788	784	789	N	N	6%	71%	24%	94%	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	S	S	772	738	S	S	S	S	S	S	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	S	746	S	S	S	S	S	S	23%

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



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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	49	772	771	776	N	N	6%	69%	25%	94%	27%
White	38	769	769	772	N	N	8%	76%	16%	92%	34%
African American	S	S	781	755	S	S	S	S	S	S	9%
Hispanic	S	S	767	761	S	S	S	S	S	S	13%
Asian	S	S	S	785	S	S	S	S	S	S	61%
American Indian	N	N	N	777	N	N	N	N	N	N	15%
Two or More Races	N	N	N	778	N	N	N	N	N	N	29%
Students with Disability	N	N	N	771	N	N	N	N	N	N	5%
English Language Learners	N	N	N	770	N	N	N	N	N	N	6%
Economically Disadvantaged Students	S	S	771	759	S	S	S	S	S	S	12%

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



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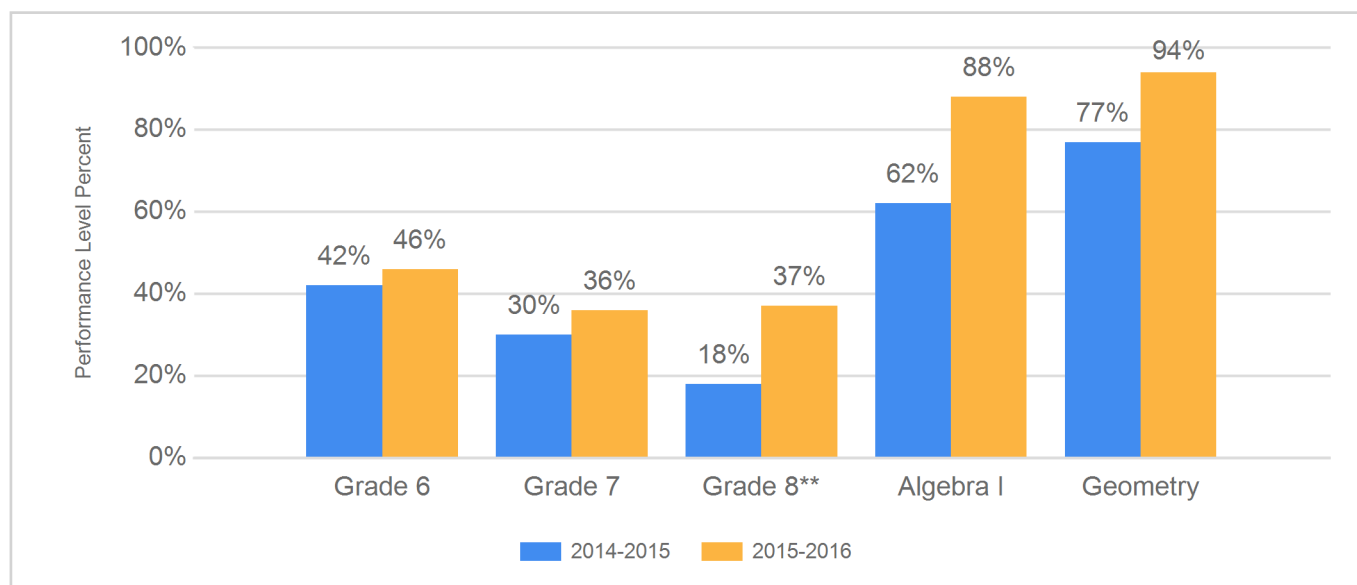
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PARCC Math Performance Trends

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



**Grade 8 does not include students who took an Algebra test.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

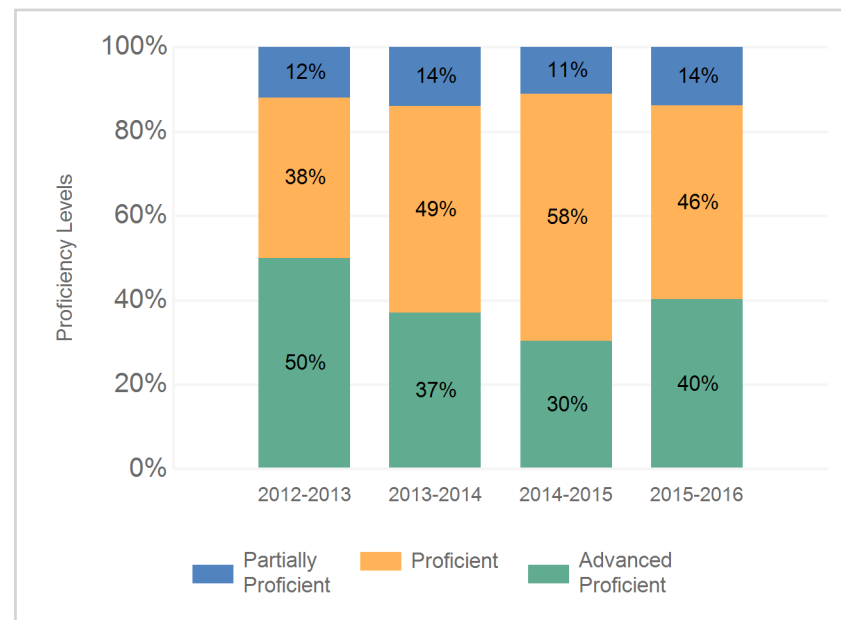
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	40%	46%	14%
White	40%	48%	13%
African American	27%	46%	27%
Hispanic	44%	35%	22%
American Indian	N	N	N
Asian	60%	36%	4%
Two or More Races	S	S	S
Students with Disability	9%	42%	49%
English Language Learners	S	S	S
Economically Disadvantaged Students	19%	54%	28%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

Reading Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4read.html>

Reading Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8read.html>

Math Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4math.html>

Math Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8math.html>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	56	48	50
Student Growth on Math	53	48	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	1%	1%
Partially Met (L2)	3%	4%	3%
Approached (L3)	8%	7%	8%
Met (L4)	11%	14%	16%
Exceeded (L5)	5%	7%	10%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	2%	2%
Partially Met (L2)	8%	8%	11%
Approached (L3)	11%	15%	10%
Met (L4)	11%	11%	9%
Exceeded (L5)	0%	0%	0%



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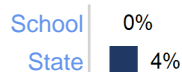
Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



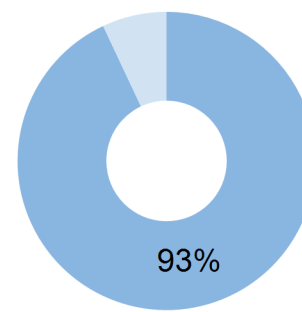
DANCE



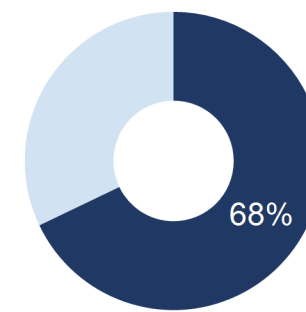
VISUAL ARTS



Any Visual and Performing Arts



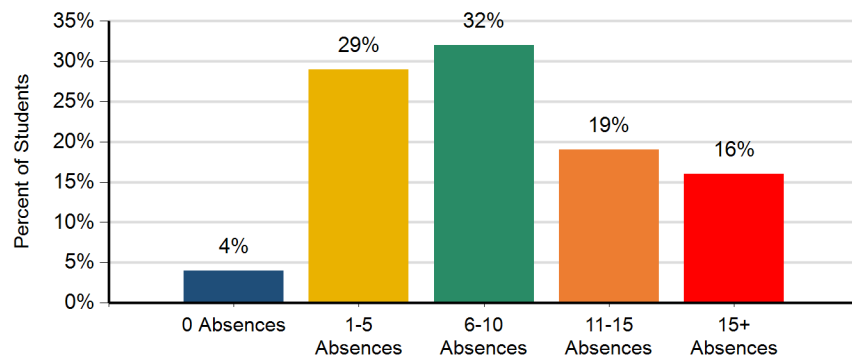
School



State

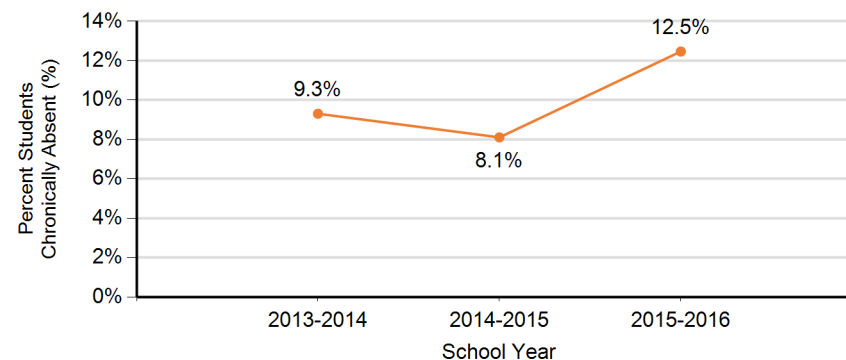
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





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Length of School Day

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

	School
2015-16	6 Hrs. 35 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 38 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	11:1
Administrator	391:1

Student Suspension Rate

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

	School
2015-16	3.3%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

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

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

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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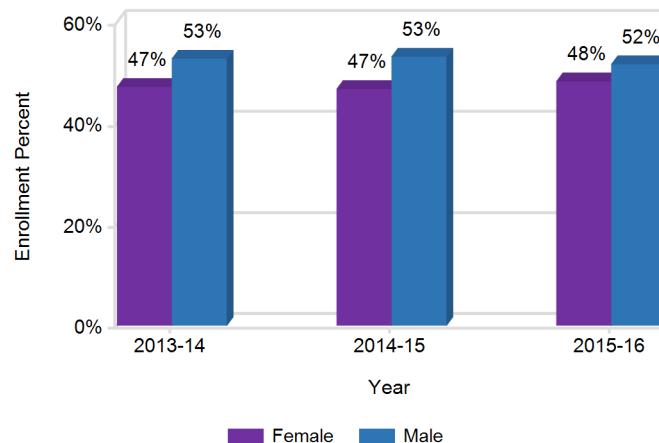
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 06	216	227	335
Grade 07	259	210	281
Grade 08	272	252	306
UG	48	67	67
Total	795	756	989

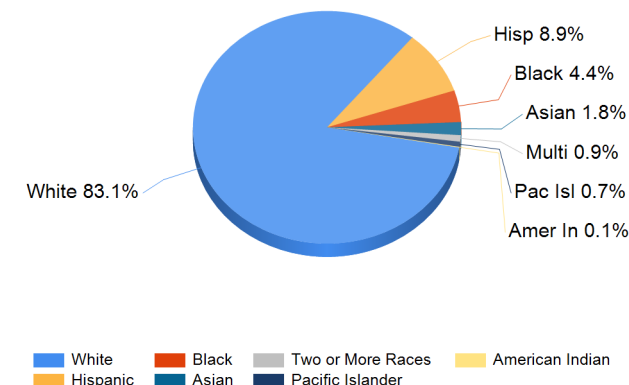
Enrollment by Gender

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



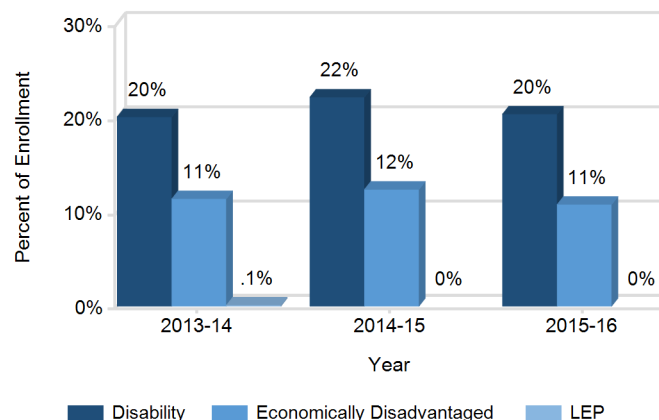
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	95.4%
Spanish	2.0%
Polish	0.5%
Chinese	0.3%
Albanian	0.2%
Other	1.5%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	63%	71	63
Mathematics Met or Exceeded Expectations	48%	29	48

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. √*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	821	63%	63	88%	X	818	48%	48	88%	X
White	682	63%	54	88%	X	679	49%	38	87%	X
African American	34	44%	55	88%	X	34	35%	63	88%	X
Hispanic	73	62%	77	87%	X	73	37%	52	87%	X
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	142	24%	58	85%	X	142	16%	43	85%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	67	42%	43	79%	X	67	15%	13	80%	X



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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	308	755	757	750	3%	9%	26%	52%	10%	62%	52%
White	250	756	758	756	2%	8%	27%	53%	10%	63%	61%
African American	13	753	749	732	N	23%	23%	39%	15%	54%	31%
Hispanic	34	746	746	738	12%	12%	21%	44%	12%	56%	37%
Asian	S	S	768	772	S	S	S	S	S	S	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	726	755	S	S	S	S	S	S	60%
Students with Disability	51	723	722	719	14%	39%	29%	18%	N	18%	15%
English Language Learners	S	S	725	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	28	733	740	735	7%	32%	29%	29%	4%	32%	33%
PARCC MATH											
Schoolwide	307	748	748	743	2%	15%	29%	48%	6%	54%	43%
White	249	750	750	750	2%	12%	29%	50%	6%	57%	53%
African American	13	739	738	724	N	46%	8%	39%	8%	46%	20%
Hispanic	34	740	738	730	3%	29%	29%	35%	3%	38%	26%
Asian	S	S	758	768	S	S	S	S	S	S	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	714	748	S	S	S	S	S	S	49%
Students with Disability	51	726	722	717	10%	37%	33%	20%	N	20%	13%
English Language Learners	S	S	727	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	28	728	732	728	11%	32%	39%	18%	N	18%	23%

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



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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	271	760	762	753	4%	6%	23%	46%	22%	68%	56%
White	222	761	763	760	3%	5%	25%	46%	22%	68%	65%
African American	12	739	749	733	8%	17%	33%	42%	N	42%	35%
Hispanic	26	752	750	739	8%	15%	12%	46%	19%	65%	41%
Asian	S	S	786	781	S	S	S	S	S	S	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	S	759	S	S	S	S	S	S	63%
Students with Disability	47	731	728	716	15%	13%	49%	21%	2%	23%	16%
English Language Learners	S	S	706	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	29	737	742	735	17%	14%	31%	24%	14%	38%	37%
PARCC MATH											
Schoolwide	251	741	740	740	4%	19%	41%	36%	0%	37%	39%
White	203	740	741	747	4%	18%	43%	35%	1%	35%	47%
African American	12	734	730	724	N	50%	17%	33%	N	33%	19%
Hispanic	26	739	734	729	8%	15%	42%	35%	N	35%	23%
Asian	S	S	753	763	S	S	S	S	S	S	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	S	744	S	S	S	S	S	S	44%
Students with Disability	S	S	721	713	S	S	S	S	S	S	9%
English Language Learners	S	S	712	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	29	723	724	727	21%	35%	31%	14%	N	14%	21%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	271	754	762	753	7%	10%	26%	45%	12%	57%	55%
White	227	755	762	759	7%	9%	26%	47%	12%	59%	63%
African American	12	733	747	732	17%	42%	17%	8%	17%	25%	34%
Hispanic	21	752	753	740	5%	10%	33%	43%	10%	52%	43%
Asian	S	S	783	780	S	S	S	S	S	S	82%
American Indian	S	S	S	753	S	S	S	S	S	S	52%
Two or More Races	S	S	736	756	S	S	S	S	S	S	59%
Students with Disability	42	721	724	715	31%	26%	19%	24%	N	24%	16%
English Language Learners	S	S	745	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	18	731	742	736	17%	11%	44%	28%	N	28%	38%
**PARCC MATH											
Schoolwide	147	725	731	726	16%	29%	34%	20%	N	20%	26%
White	119	727	732	732	14%	29%	35%	23%	N	23%	32%
African American	S	S	720	712	S	S	S	S	S	S	14%
Hispanic	15	722	728	721	13%	47%	27%	13%	N	13%	20%
Asian	S	S	746	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	S	S	715	726	S	S	S	S	S	S	26%
Students with Disability	39	708	712	704	33%	41%	13%	13%	N	13%	8%
English Language Learners	S	S	726	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	723	718	S	S	S	S	S	S	18%

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

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



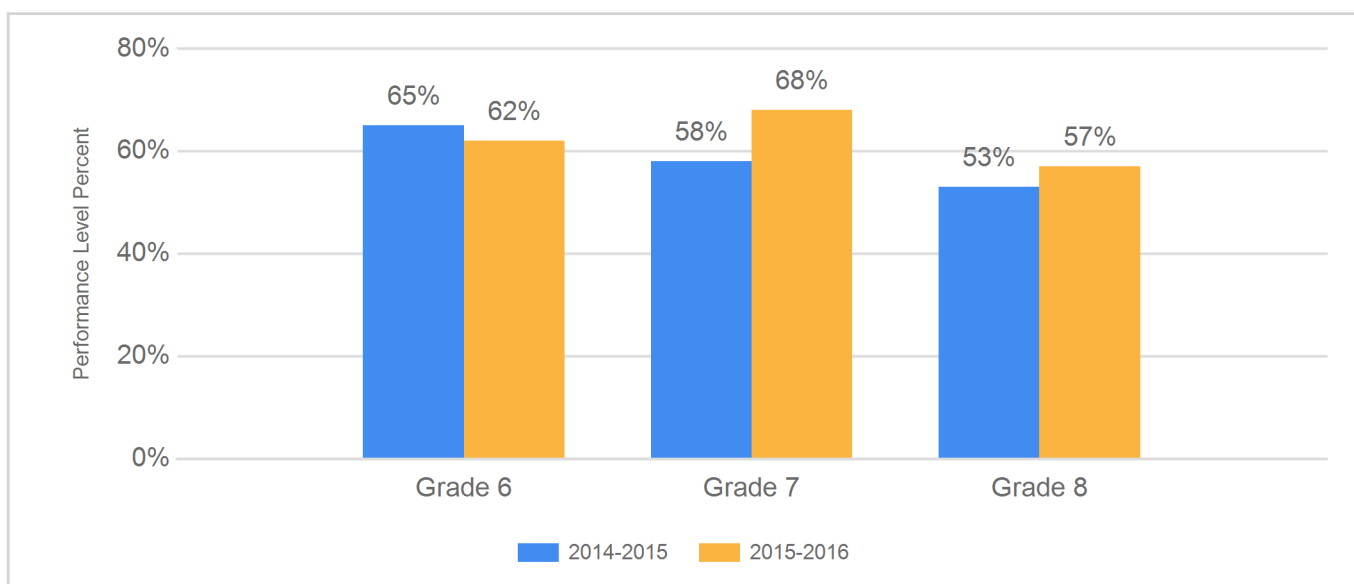
State of New Jersey
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PARCC ELA Performance Trends

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





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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	121	764	770	769	N	3%	20%	74%	3%	77%	41%
White	107	764	768	772	N	4%	19%	75%	3%	78%	51%
African American	S	S	783	748	S	S	S	S	S	S	20%
Hispanic	S	S	760	746	S	S	S	S	S	S	25%
Asian	S	S	784	789	S	S	S	S	S	S	76%
American Indian	S	S	S	769	S	S	S	S	S	S	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	S	S	772	738	S	S	S	S	S	S	10%
English Language Learners	S	S	S	723	S	S	S	S	S	S	9%
Economically Disadvantaged Students	N	N	N	746	N	N	N	N	N	N	23%

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



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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	22	770	771	776	N	5%	N	68%	27%	96%	27%
White	18	770	769	772	N	6%	N	67%	28%	94%	34%
African American	S	S	781	755	S	S	S	S	S	S	9%
Hispanic	S	S	767	761	S	S	S	S	S	S	13%
Asian	S	S	784	785	S	S	S	S	S	S	61%
American Indian	N	N	N	777	N	N	N	N	N	N	15%
Two or More Races	N	N	N	778	N	N	N	N	N	N	29%
Students with Disability	S	S	S	771	S	S	S	S	S	S	5%
English Language Learners	N	N	N	770	N	N	N	N	N	N	6%
Economically Disadvantaged Students	S	S	771	759	S	S	S	S	S	S	12%

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



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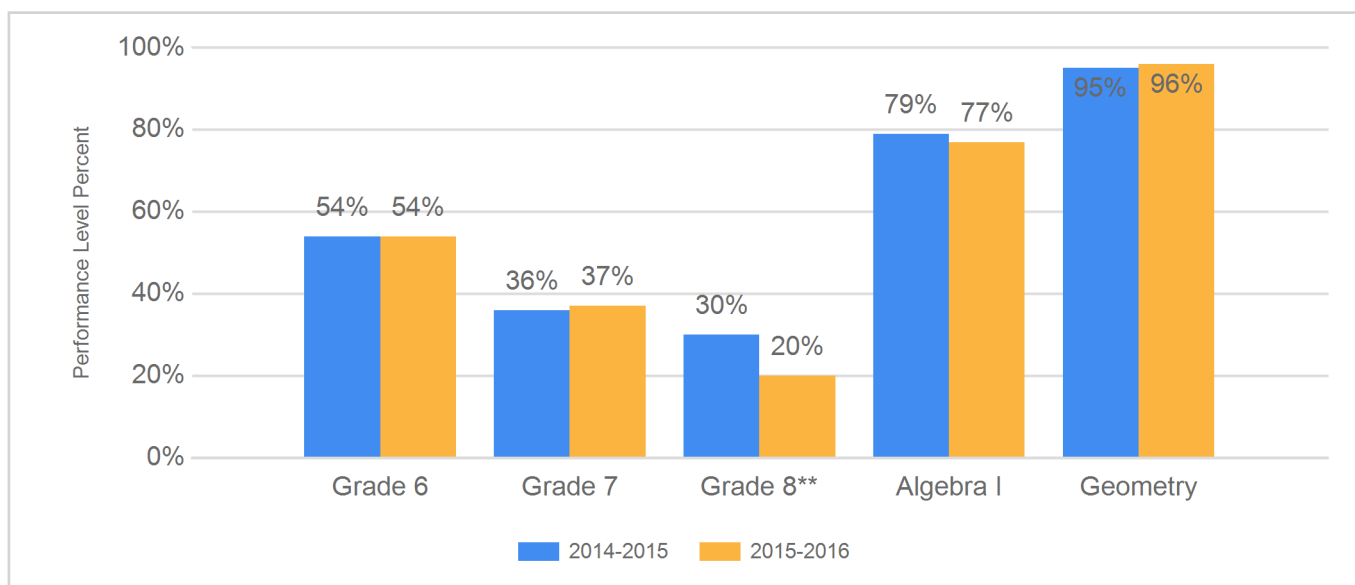
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PARCC Math Performance Trends

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



**Grade 8 does not include students who took an Algebra test.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

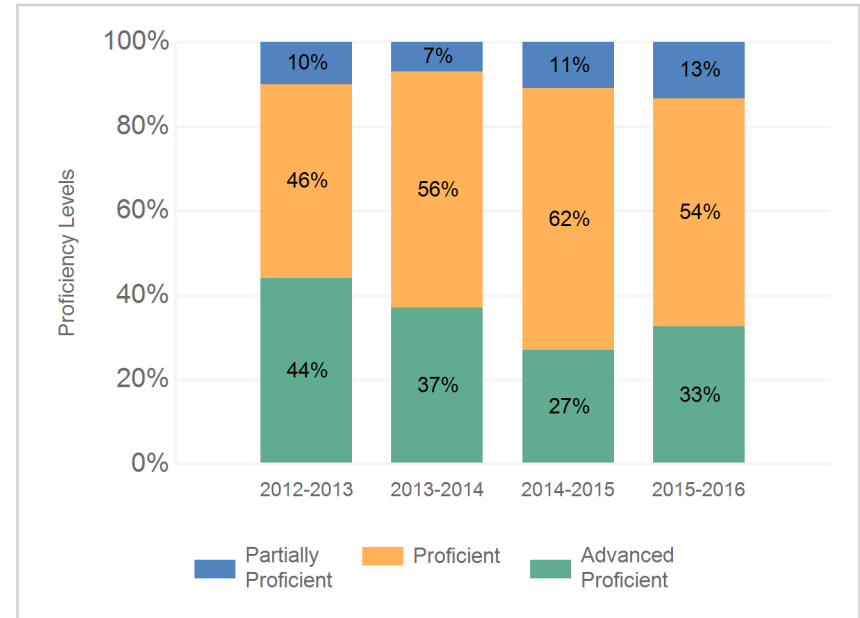
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	33%	54%	13%
White	34%	53%	13%
African American	23%	46%	31%
Hispanic	19%	63%	19%
American Indian	S	S	S
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	4%	43%	53%
English Language Learners	S	S	S
Economically Disadvantaged Students	24%	52%	24%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

Reading Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4read.html>

Reading Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8read.html>

Math Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4math.html>

Math Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8math.html>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span 06-08

25-2290-027

MONMOUTH

HOWELL TWP

Howell Township Middle School South

220 Ramtown-Greenville Road

HOWELL, NJ 07731

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	42	48	50
Student Growth on Math	41	48	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	1%	1%
Partially Met (L2)	3%	4%	3%
Approached (L3)	12%	7%	7%
Met (L4)	22%	16%	10%
Exceeded (L5)	6%	4%	4%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	1%	0%
Partially Met (L2)	4%	3%	4%
Approached (L3)	19%	11%	7%
Met (L4)	29%	14%	6%
Exceeded (L5)	1%	0%	0%



State of New Jersey
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Grade Span 06-08

25-2290-027

MONMOUTH

HOWELL TWP

Howell Township Middle School South

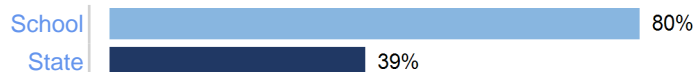
220 Ramtown-Greenville Road

HOWELL, NJ 07731

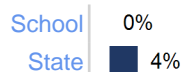
Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



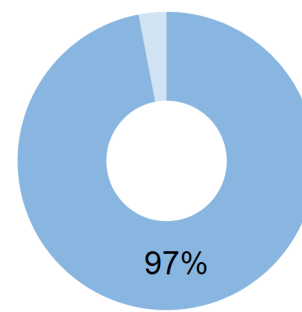
DANCE



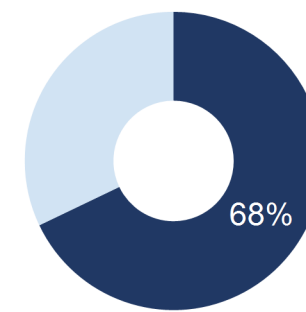
VISUAL ARTS



Any Visual and Performing Arts



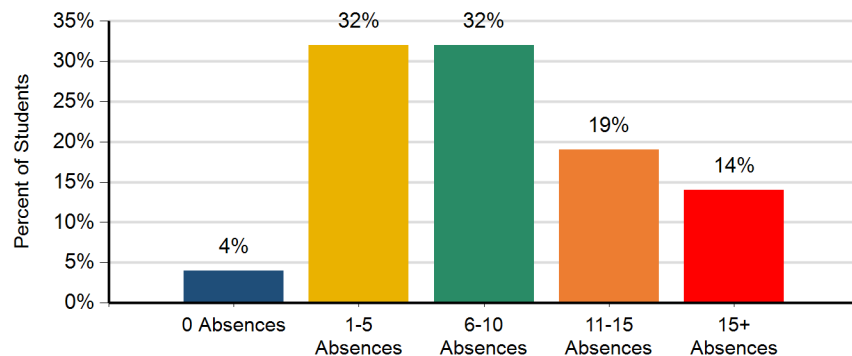
School



State

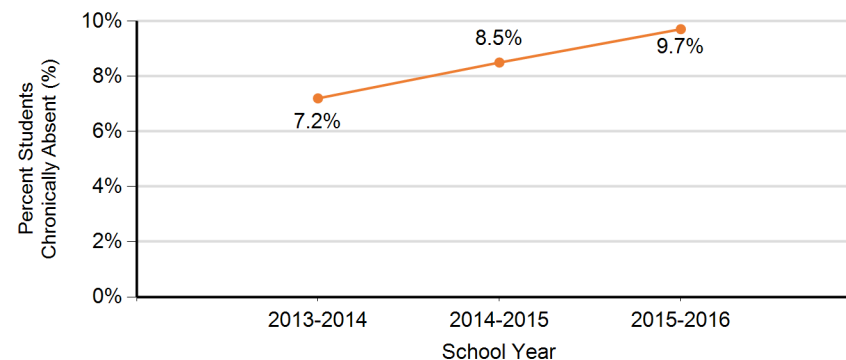
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





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Length of School Day

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

	School
2015-16	6 Hrs. 35 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 38 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	11:1
Administrator	330:1

Student Suspension Rate

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

	School
2015-16	4.3%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%



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MONMOUTH
HOWELL TWP
Land O'Pines Elementary School
81 Windeler Road
HOWELL, NJ 07731-8700

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

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

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

NJDOE welcomes feedback on the school performance reports: [Survey](#)
If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey 2015-2016

25-2290-030
MONMOUTH
HOWELL TWP
Land O'Pines Elementary School
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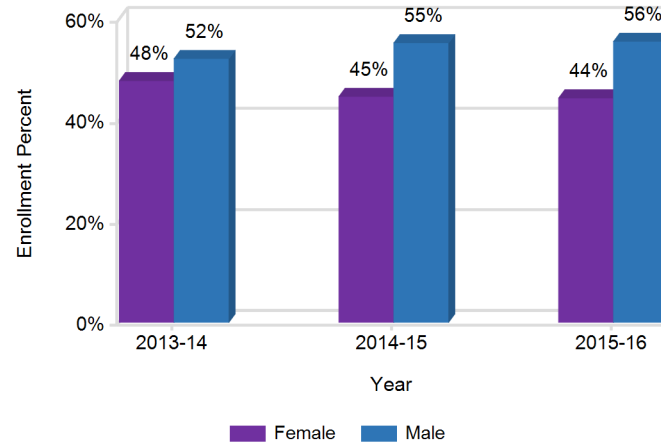
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	40	59	56
Grade KG	43	45	115
Grade 01	44	43	108
Grade 02	53	55	119
Grade 03	62	54	0
Grade 04	84	91	0
Grade 05	110	87	0
Grade 06	0	0	0
Grade 07	0	0	0
Grade 08	0	0	0
Grade 09	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
UG	85	83	134
Total	521	517	532

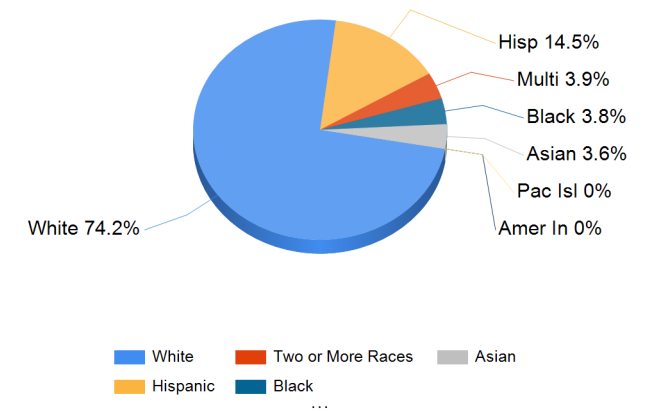
Enrollment by Gender

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



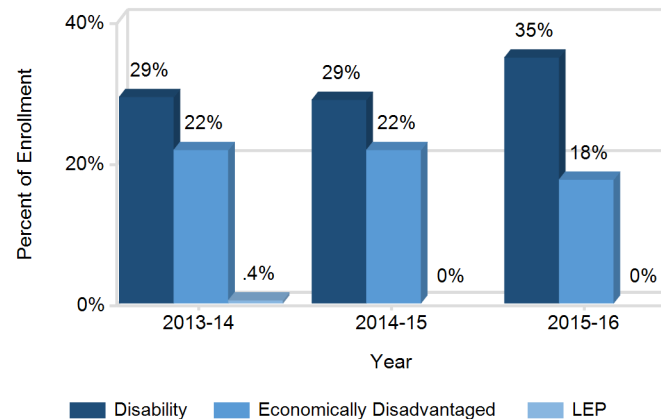
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	95.3%
Spanish	2.1%
Tibetan	0.2%
Ukrainian	0.2%
Urdu	0.2%
Other	2.2%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
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HOWELL TWP
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Length of School Day

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

	School
2015-16	6 Hrs. 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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	6 Hrs. 0 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	11:1
Administrator	266:1

Student Suspension Rate

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

	School
2015-16	0.0%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



State of New Jersey
2015-2016

Grade Span 03-05

25-2290-032
MONMOUTH
HOWELL TWP
Newbury Elementary School
179 NEWBURY ROAD
HOWELL, NJ 07731-1813

2015-2016 School Performance Reports

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

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2015-2016

Grade Span 03-05

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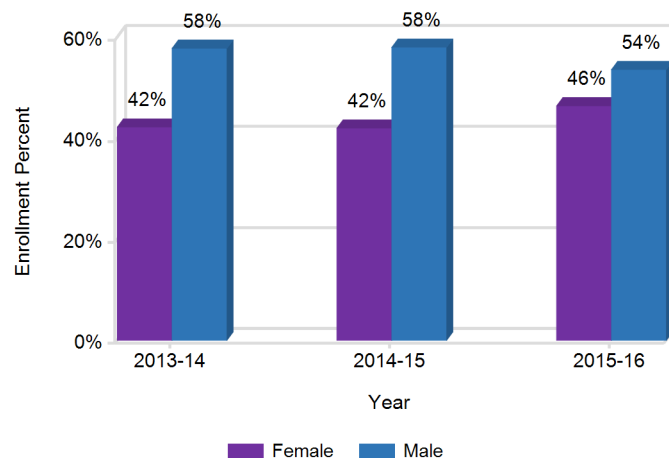
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 03	53	57	116
Grade 04	44	55	155
Grade 05	50	43	164
UG	74	63	0
Total	367	352	435

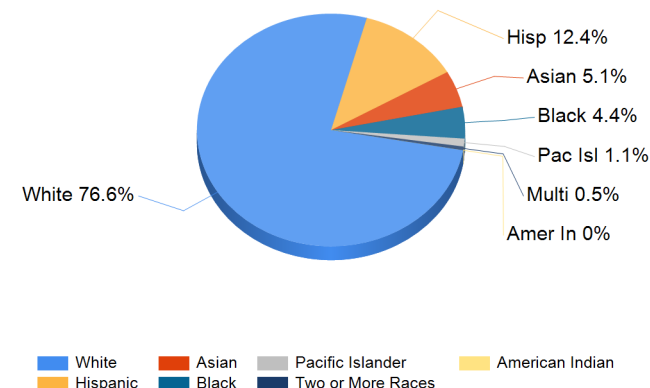
Enrollment by Gender

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



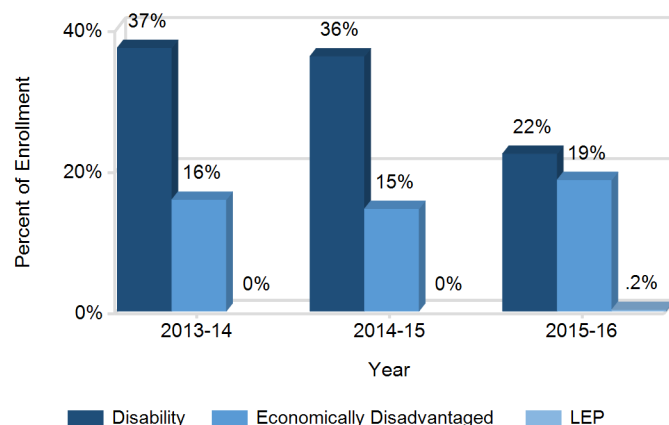
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	94.7%
Spanish	3.0%
Chinese	0.7%
Russian	0.5%
Polish	0.2%
Other	0.8%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	57%	29	55
Mathematics Met or Exceeded Expectations	52%	57	57

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	399	57%	55	92%	X	399	52%	57	92%	X
White	294	59%	47	90%	X	293	56%	53	90%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	59	44%	53	99%	✓	60	27%	42	99%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	91	22%	57	84%	X	90	21%	58	83%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	80	36%	54	94%	X	80	25%	36	94%	X



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HOWELL TWP

Newbury Elementary School

179 NEWBURY ROAD

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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	118	756	755	746	8%	14%	25%	40%	14%	53%	48%
White	87	759	756	756	5%	14%	26%	39%	16%	55%	58%
African American	S	S	747	727	S	S	S	S	S	S	30%
Hispanic	18	740	743	730	17%	22%	11%	50%	N	50%	31%
Asian	S	S	770	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	32	733	729	718	25%	31%	13%	22%	9%	31%	22%
English Language Learners	S	S	711	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	18	716	731	727	28%	39%	6%	28%	N	28%	28%
PARCC MATH											
Schoolwide	118	761	757	749	3%	12%	23%	39%	23%	62%	52%
White	87	763	759	757	3%	8%	23%	44%	22%	66%	63%
African American	S	S	742	730	S	S	S	S	S	S	31%
Hispanic	18	747	745	736	6%	28%	22%	28%	17%	44%	35%
Asian	S	S	777	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	32	740	737	727	9%	28%	25%	28%	9%	38%	28%
English Language Learners	S	S	732	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	18	731	734	732	6%	39%	39%	17%	N	17%	32%

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



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	151	758	757	750	6%	7%	24%	44%	19%	63%	54%
White	112	757	758	759	6%	6%	24%	46%	18%	63%	64%
African American	S	S	748	733	S	S	S	S	S	S	33%
Hispanic	22	753	752	737	9%	18%	18%	32%	23%	55%	37%
Asian	S	S	773	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	23	721	725	723	30%	17%	35%	17%	N	17%	22%
English Language Learners	S	S	715	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	30	742	741	734	10%	13%	33%	40%	3%	43%	33%
PARCC MATH											
Schoolwide	151	757	752	745	4%	13%	22%	47%	14%	61%	47%
White	111	759	753	752	4%	12%	20%	52%	13%	65%	57%
African American	S	S	741	727	S	S	S	S	S	S	24%
Hispanic	23	743	741	733	9%	22%	30%	30%	9%	39%	30%
Asian	S	S	772	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	22	732	727	724	18%	32%	23%	18%	9%	27%	22%
English Language Learners	S	S	712	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	30	742	736	730	7%	27%	23%	40%	3%	43%	27%

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



State of New Jersey
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Grade Span 03-05

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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	155	752	755	751	4%	18%	23%	47%	8%	56%	53%
White	110	755	756	758	4%	14%	24%	53%	6%	59%	64%
African American	S	S	747	733	S	S	S	S	S	S	32%
Hispanic	27	736	742	738	7%	37%	22%	30%	4%	33%	37%
Asian	S	S	768	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	756	759	S	S	S	S	S	S	63%
Students with Disability	41	722	722	723	15%	44%	27%	15%	N	15%	20%
English Language Learners	S	S	718	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	37	738	741	735	5%	32%	24%	38%	N	38%	33%
PARCC MATH											
Schoolwide	155	744	747	747	3%	21%	38%	32%	5%	37%	47%
White	110	747	748	753	3%	15%	43%	35%	6%	40%	57%
African American	S	S	742	728	S	S	S	S	S	S	24%
Hispanic	27	729	737	735	7%	37%	41%	15%	N	15%	31%
Asian	S	S	764	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	736	754	S	S	S	S	S	S	56%
Students with Disability	S	S	723	725	S	S	S	S	S	S	19%
English Language Learners	S	S	S	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	37	731	735	732	3%	35%	49%	11%	3%	14%	28%

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



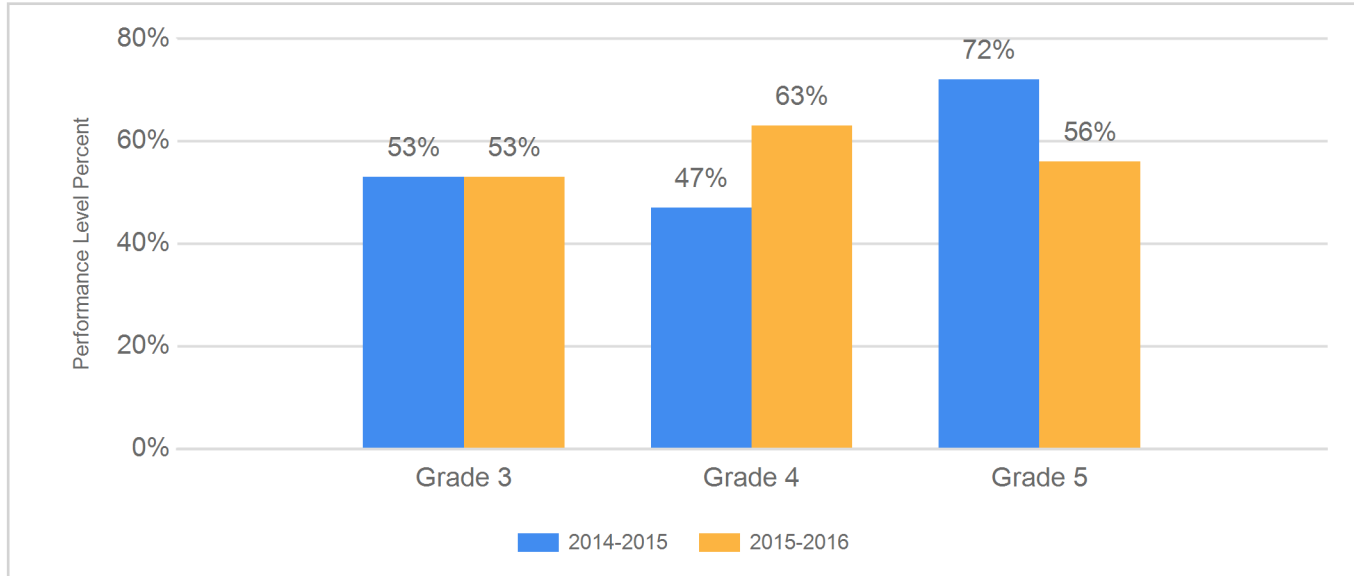
State of New Jersey
2015-2016

Grade Span 03-05

25-2290-032
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PARCC ELA Performance Trends

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





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HOWELL TWP

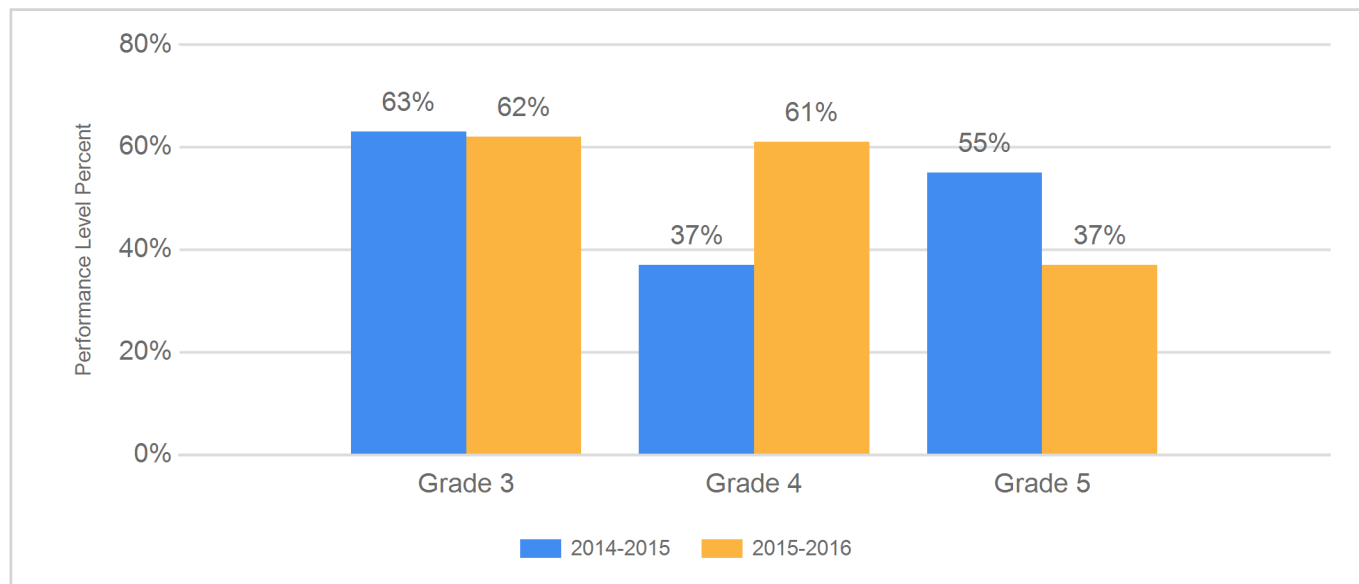
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PARCC Math Performance Trends

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





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

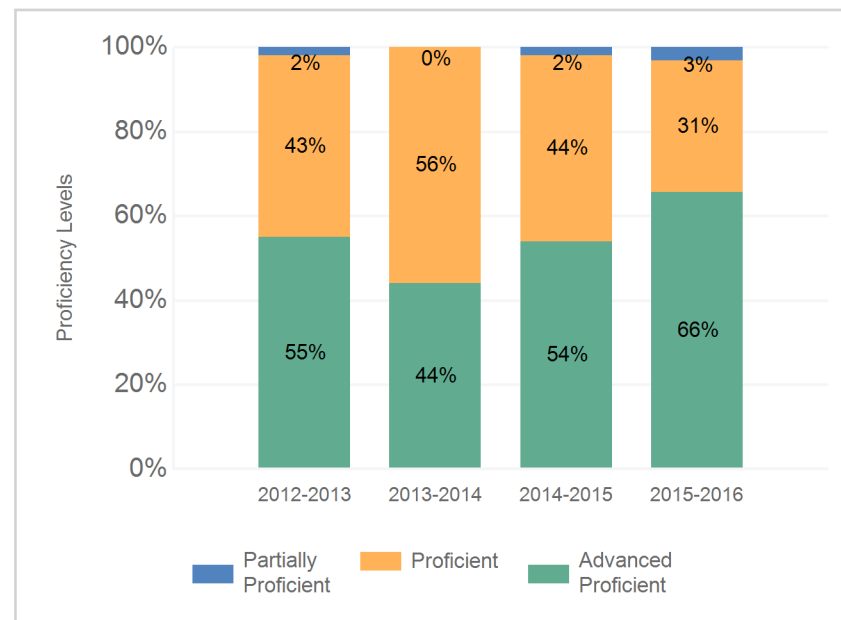
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	66%	31%	3%
White	68%	32%	N
African American	S	S	S
Hispanic	46%	38%	17%
American Indian	N	N	N
Asian	91%	9%	N
Two or More Races	N	N	N
Students with Disability	56%	44%	N
English Language Learners	S	S	S
Economically Disadvantaged Students	38%	55%	7%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	47	48	50
Student Growth on Math	46	48	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	0%	1%
Partially Met (L2)	2%	3%	7%
Approached (L3)	11%	11%	10%
Met (L4)	20%	15%	7%
Exceeded (L5)	2%	2%	5%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	1%	0%
Partially Met (L2)	5%	13%	2%
Approached (L3)	11%	8%	5%
Met (L4)	22%	13%	13%
Exceeded (L5)	3%	2%	2%



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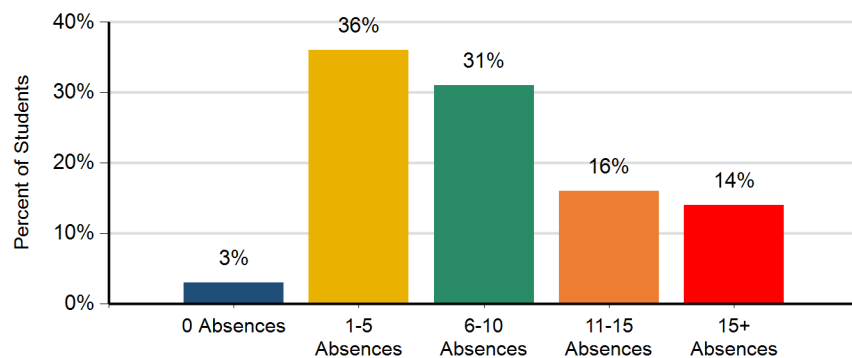
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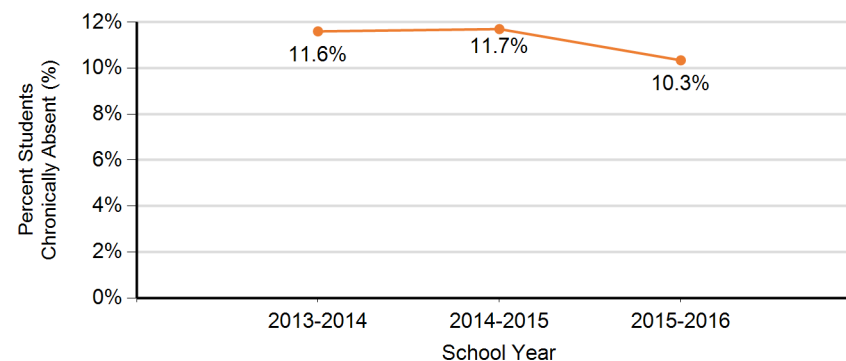
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





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Length of School Day

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

	School
2015-16	6 Hrs. 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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	6 Hrs. 0 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	11:1
Administrator	218:1

Student Suspension Rate

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

	School
2015-16	0.5%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

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

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

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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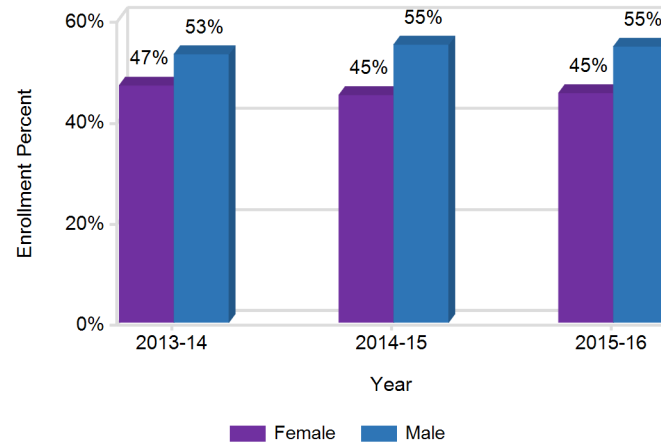
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 03	75	60	117
Grade 04	65	75	114
Grade 05	82	68	156
UG	49	58	34
Total	461	436	421

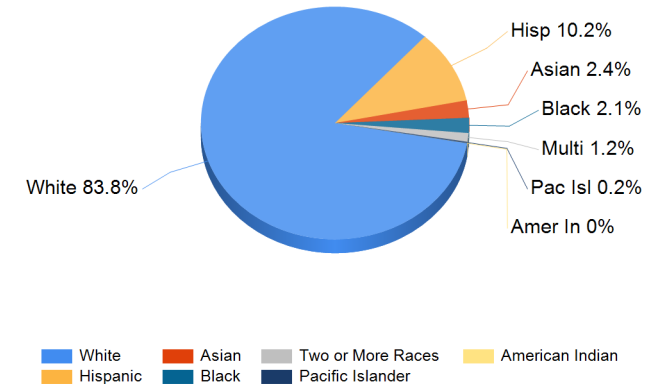
Enrollment by Gender

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



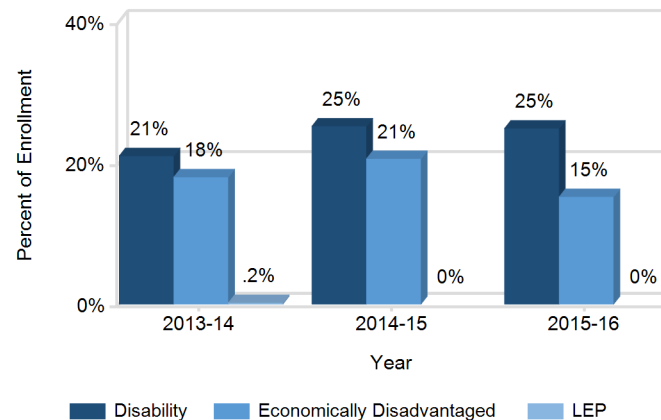
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	94.8%
Spanish	2.6%
Chinese	0.7%
Fang	0.2%
Urdu	0.2%
Other	1.2%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	65%	86	66
Mathematics Met or Exceeded Expectations	57%	86	65

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	361	65%	66	91%	X	361	57%	65	91%	X
White	305	65%	58	91%	X	305	59%	58	91%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	36	58%	73	96%	✓	36	42%	66	96%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	57	26%	67	80%	X	56	30%	72	79%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	49	49%	75	93%	X	50	38%	73	95%	✓



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	112	758	755	746	8%	7%	27%	52%	6%	58%	48%
White	90	757	756	756	9%	6%	27%	52%	7%	59%	58%
African American	S	S	747	727	S	S	S	S	S	S	30%
Hispanic	13	756	743	730	8%	15%	23%	46%	8%	54%	31%
Asian	S	S	770	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	739	753	S	S	S	S	S	S	55%
Students with Disability	18	726	729	718	39%	17%	17%	22%	6%	28%	22%
English Language Learners	S	S	711	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	15	742	731	727	13%	7%	47%	33%	N	33%	28%
PARCC MATH											
Schoolwide	113	755	757	749	5%	7%	26%	47%	15%	62%	52%
White	91	754	759	757	7%	6%	25%	50%	13%	63%	63%
African American	S	S	742	730	S	S	S	S	S	S	31%
Hispanic	13	753	745	736	N	23%	23%	39%	15%	54%	35%
Asian	S	S	777	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	744	754	S	S	S	S	S	S	57%
Students with Disability	18	734	737	727	17%	22%	28%	28%	6%	33%	28%
English Language Learners	S	S	732	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	16	739	734	732	13%	13%	38%	31%	6%	38%	32%

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



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	112	757	757	750	5%	11%	23%	45%	17%	62%	54%
White	94	759	758	759	2%	12%	22%	48%	16%	64%	64%
African American	S	S	748	733	S	S	S	S	S	S	33%
Hispanic	12	746	752	737	17%	8%	25%	33%	17%	50%	37%
Asian	S	S	773	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	19	730	725	723	16%	32%	16%	32%	5%	37%	22%
English Language Learners	S	S	715	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	16	752	741	734	6%	13%	31%	25%	25%	50%	33%
PARCC MATH											
Schoolwide	112	749	752	745	2%	17%	30%	50%	2%	52%	47%
White	94	750	753	752	2%	17%	27%	52%	2%	54%	57%
African American	S	S	741	727	S	S	S	S	S	S	24%
Hispanic	12	742	741	733	N	25%	42%	33%	N	33%	30%
Asian	S	S	772	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	19	731	727	724	11%	37%	16%	37%	N	37%	22%
English Language Learners	S	S	712	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	16	742	736	730	6%	25%	31%	31%	6%	38%	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	150	762	755	751	4%	9%	17%	60%	10%	70%	53%
White	127	764	756	758	3%	9%	17%	59%	12%	71%	64%
African American	S	S	747	733	S	S	S	S	S	S	32%
Hispanic	17	751	742	738	6%	12%	24%	59%	N	59%	37%
Asian	S	S	768	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	756	759	S	S	S	S	S	S	63%
Students with Disability	24	722	722	723	21%	42%	21%	17%	N	17%	20%
English Language Learners	S	S	718	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	23	750	741	735	13%	13%	17%	52%	4%	57%	33%
PARCC MATH											
Schoolwide	149	751	747	747	3%	12%	28%	50%	7%	57%	47%
White	126	752	748	753	2%	14%	26%	51%	8%	59%	57%
African American	S	S	742	728	S	S	S	S	S	S	24%
Hispanic	17	745	737	735	12%	N	47%	35%	6%	41%	31%
Asian	S	S	764	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	736	754	S	S	S	S	S	S	56%
Students with Disability	23	723	723	725	13%	48%	22%	17%	N	17%	19%
English Language Learners	S	S	724	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	23	738	735	732	17%	9%	35%	39%	N	39%	28%

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



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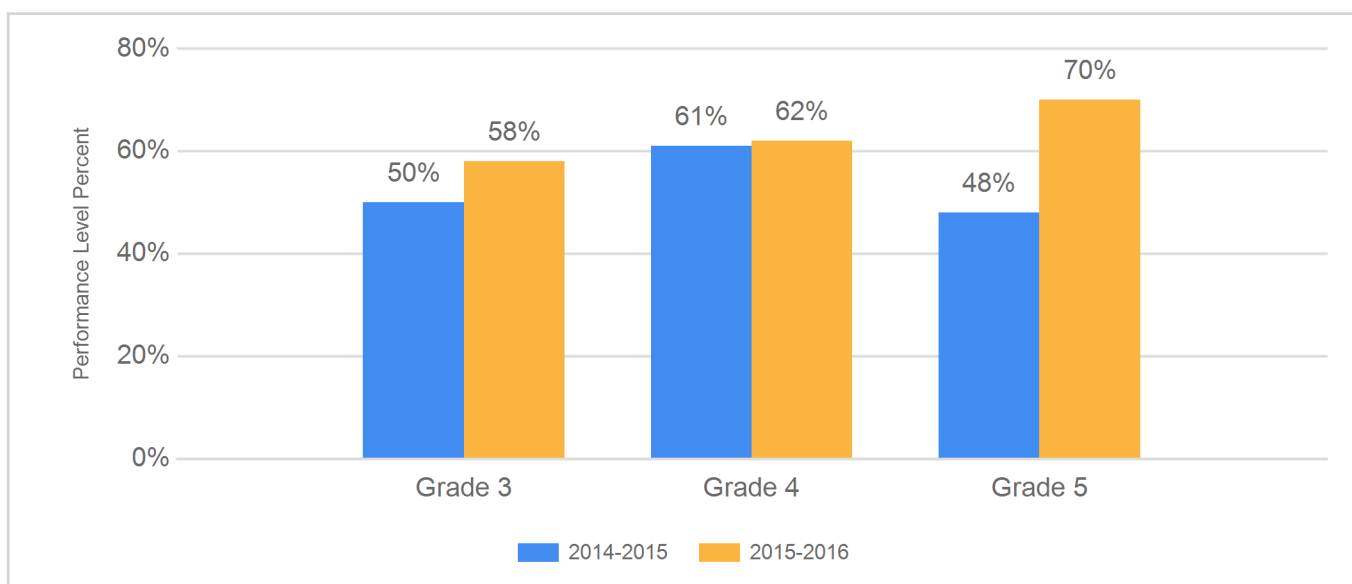
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PARCC ELA Performance Trends

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





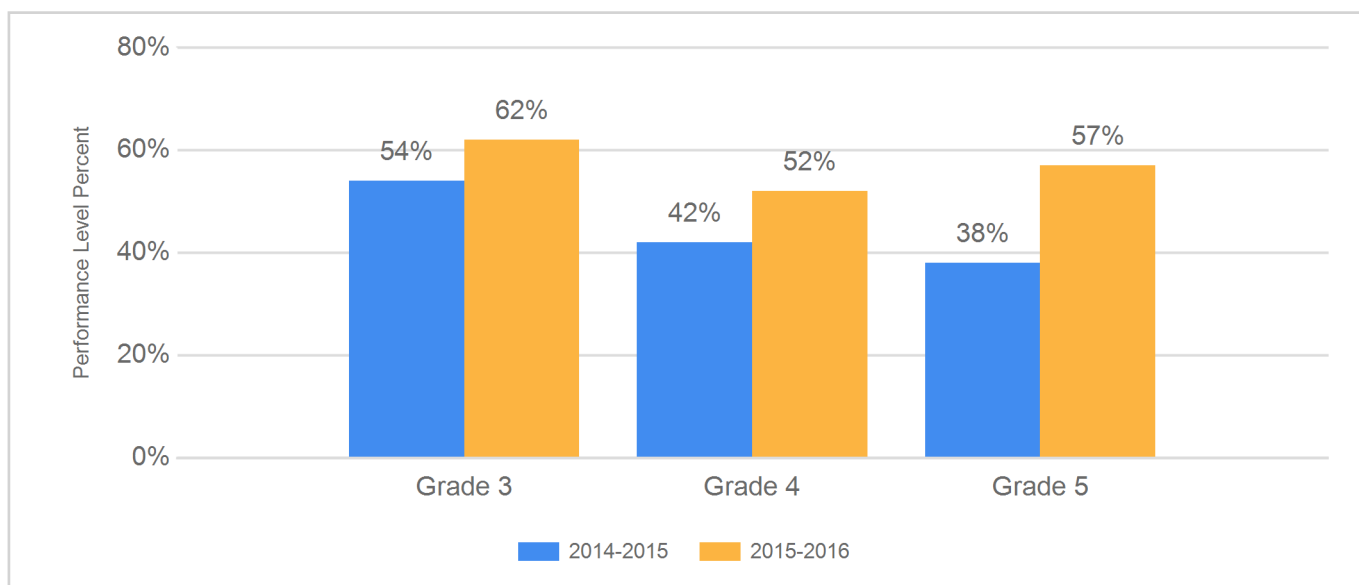
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PARCC Math Performance Trends

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





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

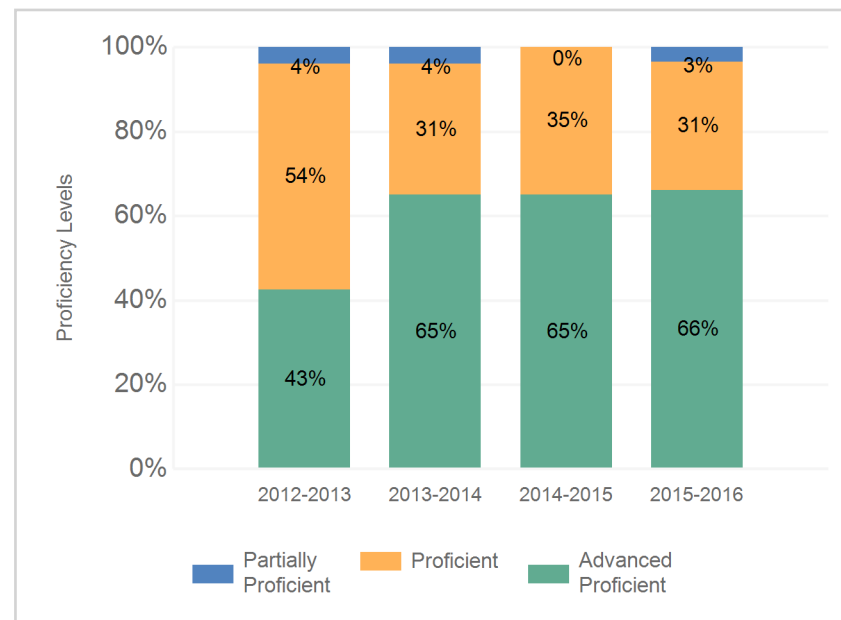
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	66%	31%	3%
White	67%	32%	1%
African American	S	S	S
Hispanic	46%	31%	23%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	65%	30%	5%
English Language Learners	S	S	S
Economically Disadvantaged Students	67%	22%	11%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span 03-05

25-2290-035

MONMOUTH

HOWELL TWP

Ramtown Elementary School

216 RAMTOWN -GREENVILLE ROAD

HOWELL, NJ 07731-0216

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	53	48	50
Student Growth on Math	46	48	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	4%	2%	2%
Partially Met (L2)	5%	6%	2%
Approached (L3)	8%	8%	6%
Met (L4)	10%	15%	22%
Exceeded (L5)	3%	5%	1%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	1%	2%
Partially Met (L2)	5%	6%	5%
Approached (L3)	15%	6%	11%
Met (L4)	17%	15%	14%
Exceeded (L5)	1%	0%	2%



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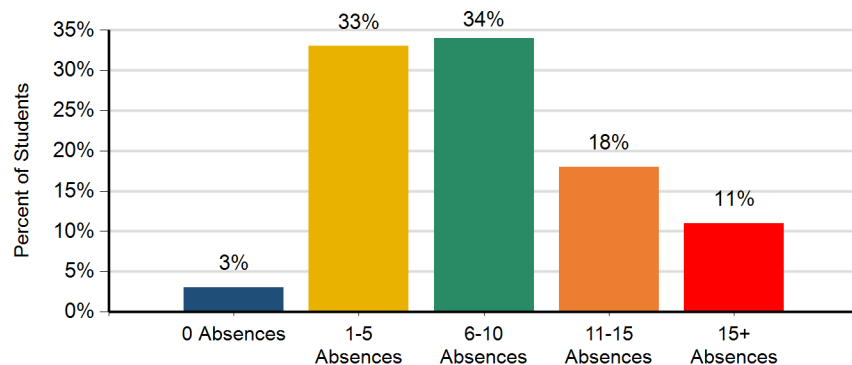
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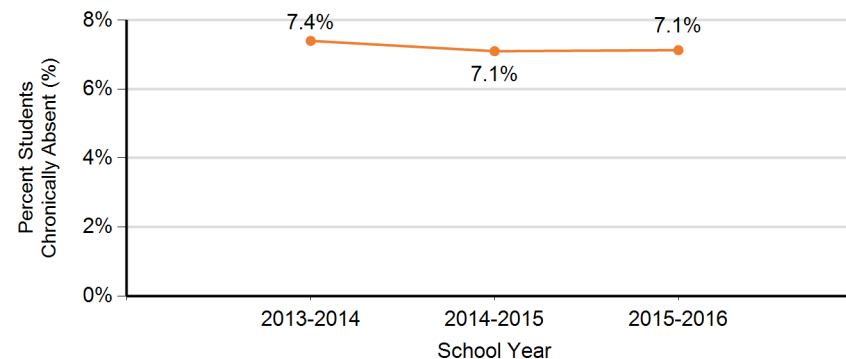
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





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Length of School Day

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

	School
2015-16	6 Hrs. 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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	6 Hrs. 0 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	9:1
Administrator	211:1

Student Suspension Rate

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

	School
2015-16	0.2%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

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

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

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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Enrollment by Grade

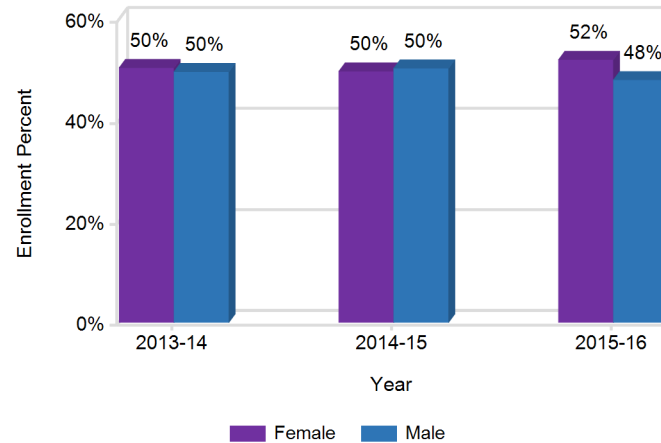
This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	0	0	0
Grade KG	53	61	106
Grade 01	81	66	132
Grade 02	66	83	145
Grade 03	67	70	0
Grade 04	65	66	0
Grade 05	76	74	0
Grade 06	0	0	0
Grade 07	0	0	0
Grade 08	0	0	0
Grade 09	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
UG	38	19	0
Total	446	439	383

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

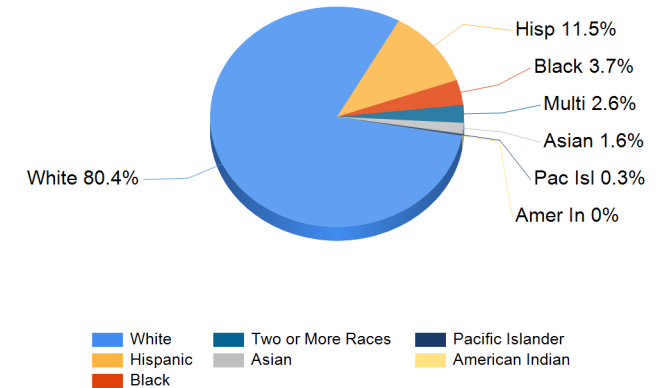
Enrollment by Gender

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



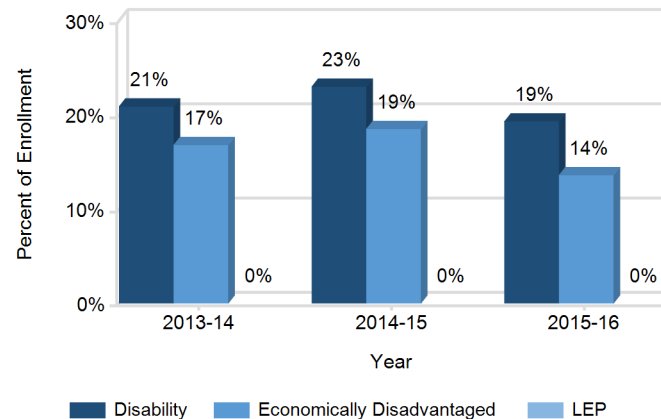
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	97.1%
Polish	0.8%
Russian	0.5%
Spanish	0.5%
French	0.3%
Other	0.9%



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2015-16	School
Full Time	6 Hrs. 0 Mins.
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Student to Staff Ratio

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

2015-16	School
Faculty	11:1
Administrator	192:1

Student Suspension Rate

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

	School
2015-16	0.0%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%