



State of New Jersey 2014-15

OVERVIEW

SOMERSET

MONTGOMERY TWP

GRADE SPAN 09-12

35-3320-030

MONTGOMERY HIGH SCHOOL

1016 ROUTE 601

SKILLMAN, NJ 08558-1799

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

In particular, the School Performance Reports seek to:

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

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

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

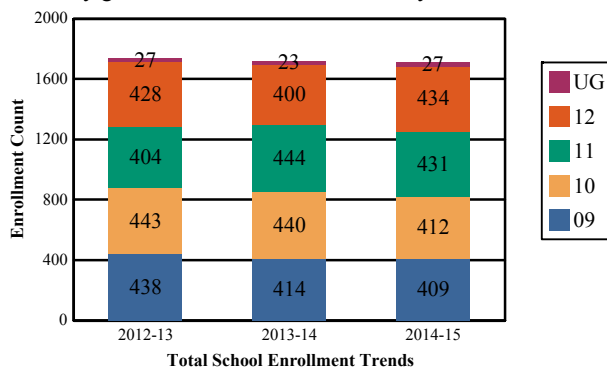
DEMOGRAPHIC INFORMATION

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Enrollment by Grade

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

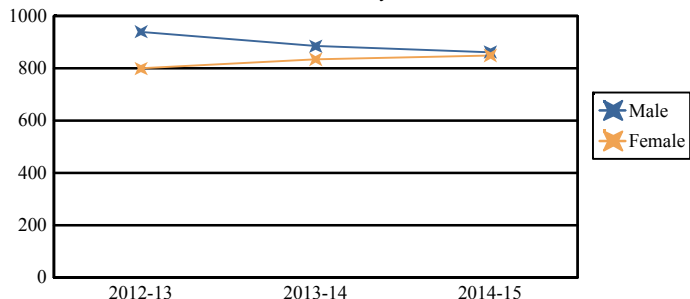


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	1,740
2013-14	1,720
2014-15	1,712

Enrollment by Gender

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

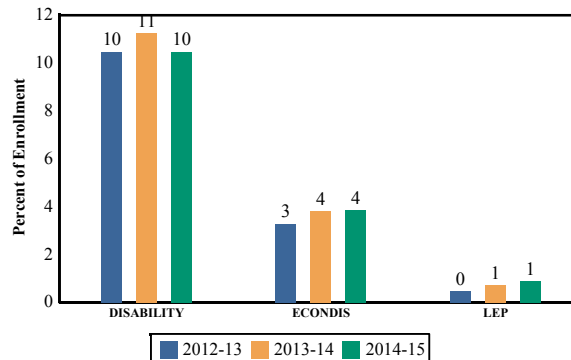


	Male	Female
2012-13	940	800
2013-14	885	835
2014-15	863	850

GRADE SPAN 09-12

Enrollment Trends by Program Participation

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

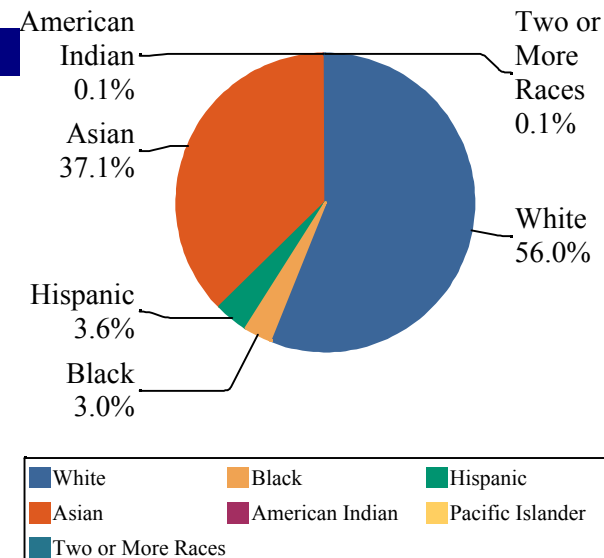


Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	180	10%
Economically Disadvantaged Students	66	3.9%
English Language Learners	15	0.9%

Enrollment by Ethnic/Racial Subgroup

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



Language Diversity

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

2014-15	Percent
English	92.0%
Chinese	2.1%
Telugu	1.3%
Spanish	1.1%
Hindi	0.5%
French	0.4%
Other	2.5%

ACADEMIC ACHIEVEMENT

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

Academic Achievement	Schoolwide Performance	Peer Percentile	State Percentile
HS English Language Arts/Literacy Met or Exceeded Expectation	66%	94	90
Math Met or Exceeded Expectation	58%		

ESEA Waiver - English Language Arts/Literacy

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	798	65.8%	95%	95.8%	YES
White	417	59%	95%	94.3%	YES*
African American	-	-	--	--	--
Hispanic	37	40.5%	95%	95%	YES
American Indian	-	-	--	--	--
Asian	317	80.4%	95%	98.1%	YES
Two or More Races	-	-	--	--	--
Students with Disability	70	31.4%	95%	81.4%	NO
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

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

ESEA Waiver - Math

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	655	58.2%	95%	96%	YES
White	398	51.5%	95%	95.4%	YES
African American	-	-	--	--	--
Hispanic	35	28.6%	95%	89.7%	-
American Indian	-	-	--	--	--
Asian	198	79.8%	95%	99%	YES
Two or More Races	-	-	--	--	--
Students with Disability	65	24.6%	95%	84.4%	NO
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

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

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Proficiency Outcomes - Biology

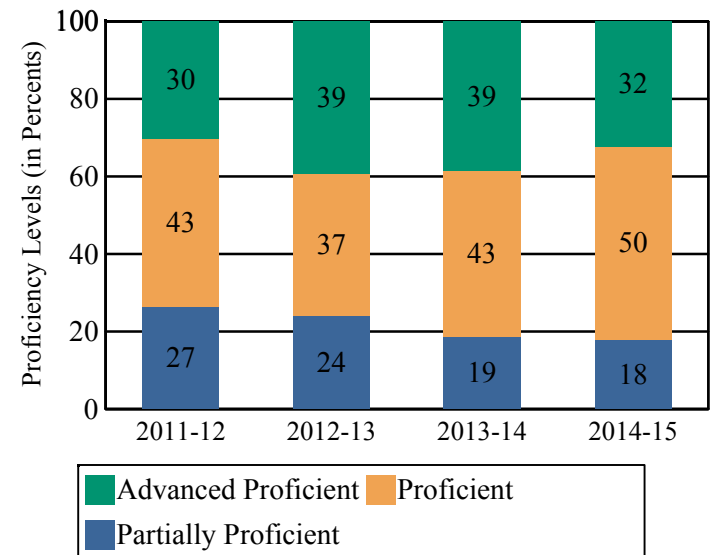
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

Subgroups	Advanced	Proficient	Partially Proficient
Schoolwide	32%	50%	18%
White	19%	57%	24%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	54%	38%	8%
Two or More Races	-	-	-
Students with Disability	3%	36%	61%
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

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

Proficiency Trends - Biology

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



PARCC Performance Level

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

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

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

PARCC ELA Performance Distribution - Grade - 09

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	392	766	739	4%	7%	19%	46%	23%	70%	41%
White	196	761	746	3%	8%	26%	48%	16%	64%	47%
African American	13	727	723	15%	23%	31%	31%	0%	31%	23%
Hispanic	24	739	725	17%	4%	38%	33%	8%	42%	26%
American Indian	-	-	732	-	-	-	-	-	-	33%
Asian	159	779	765	3%	4%	8%	47%	37%	84%	68%
Two or More Races	-	-	731	-	-	-	-	-	-	36%
Students with Disability	30	726	706	20%	27%	23%	30%	0%	30%	9%
English Language Learners	-	-	693	-	-	-	-	-	-	5%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

PARCC ELA Performance Distribution - Grade - 10

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	404	764	735	6%	11%	20%	37%	25%	62%	38%
White	221	756	741	7%	16%	22%	34%	20%	55%	43%
African American	14	741	717	7%	21%	36%	29%	7%	36%	22%
Hispanic	13	731	720	38%	0%	23%	23%	15%	38%	24%
American Indian	-	-	725	-	-	-	-	-	-	27%
Asian	156	779	763	3%	5%	15%	42%	35%	77%	62%
Two or More Races	-	-	729	-	-	-	-	-	-	34%
Students with Disability	38	729	698	21%	32%	16%	24%	8%	32%	8%
English Language Learners	-	-	685	-	-	-	-	-	-	4%
Economically Disadvantaged Students	11	727	718	18%	27%	36%	9%	9%	18%	23%

PARCC ELA Performance Distribution - Grade - 11

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	413	786	741	2%	3%	8%	41%	45%	86%	42%
White	226	777	745	4%	4%	10%	48%	35%	83%	46%
African American	11	765	727	0%	18%	9%	55%	18%	73%	27%
Hispanic	12	762	731	8%	0%	33%	33%	25%	58%	31%
American Indian	-	-	745	-	-	-	-	-	-	38%
Asian	162	802	765	1%	2%	4%	30%	63%	93%	64%
Two or More Races	-	-	738	-	-	-	-	-	-	38%
Students with Disability	33	740	712	15%	21%	18%	39%	6%	45%	16%
English Language Learners	-	-	703	-	-	-	-	-	-	6%
Economically Disadvantaged Students	17	770	730	6%	6%	18%	53%	18%	71%	30%

Advanced Placement/International Baccalaureate English Performance Distribution

This graph presents the percentage of students in this school scoring in each performance level of the AP/IB English assessment. Students who score AP ≥ 3 or score IB ≥ 4 may earn college credit. Shown below the graph is a table that presents the percentage of students who achieved a score that could potentially earn college credit and the average score earned in the school.



Subject	Valid Scores	% Eligible for College Credit	Average Score Earned in the School	Average Score Earned in the State
AP ENG LANG	37	100.0%	4.59	3.36
- Data is suppressed to protect the confidentiality of the students.				

PARCC ALGEBRA I - Performance Distribution

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	124	737	740	6%	27%	34%	32%	1%	33%	40%
White	70	737	746	4%	29%	30%	36%	1%	37%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	19	728	725	16%	26%	37%	21%	0%	21%	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	24	745	769	4%	21%	33%	42%	0%	42%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	38	721	710	16%	50%	21%	13%	0%	13%	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	-	-	725	-	-	-	-	-	-	21%

PARCC GEOMETRY - Performance Distribution

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	247	743	728	2%	19%	35%	42%	2%	44%	21%
White	193	742	731	3%	18%	39%	38%	2%	40%	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	13	727	718	8%	46%	31%	15%	0%	15%	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	34	760	751	0%	6%	18%	74%	3%	76%	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	29	719	709	14%	48%	21%	17%	0%	17%	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	718	-	-	-	-	-	-	8%

PARCC ALGEBRA II - Performance Distribution

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	391	762	721	3%	12%	21%	57%	7%	65%	24%
White	219	753	725	2%	16%	29%	49%	5%	53%	27%
African American	13	744	701	8%	23%	31%	31%	8%	38%	8%
Hispanic	11	754	706	9%	9%	27%	45%	9%	55%	10%
American Indian	-	-	720	-	-	-	-	-	-	23%
Asian	147	777	751	2%	5%	8%	73%	12%	85%	53%
Two or More Races	-	-	716	-	-	-	-	-	-	21%
Students with Disability	22	737	691	9%	23%	27%	41%	0%	41%	4%
English Language Learners	-	-	694	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	705	-	-	-	-	-	-	9%

COLLEGE AND CAREER READINESS

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

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

College and Career Readiness Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Percent of Students Participating in SAT or ACT	97%	55	76	80%	YES
Percent of Students Participating in PSAT or PLAN	65%	26	35	60%	YES
Percent of Students Scoring Above 1550 on SAT	82%	97	96	40%	YES
Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science	44%	81	88	35%	YES
Percent of AP Tests ≥ 3 or IB Test ≥ 4 in English, Math, Social Studies or Science	95%	97	97	75%	YES
Summary		71	78		100%

College Readiness Test Participation

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

2014-15 Percent of Students	School	Peer Avg.	State Avg
Participating in SAT	91.7%	89.8%	79.1%
Participating in ACT	34.3%		25.2%
Participating in PSAT or PLAN	65.1%	77.7%	79.6%
Participating in Dual Enrollment	0.0%		14.9%

AP/IB Participation - 'Unique' Students

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

2014-15 Percent of Students Taking	School	Peer Avg.	State Avg.
One or More Course	93.5%	50.5%	36.3%
One or More Test	57.7%	44.2%	30.7%
At least one AP or IB Test in English, Math, Social Studies or Science	44.4%	36.3%	25.3%

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

COLLEGE AND CAREER READINESS

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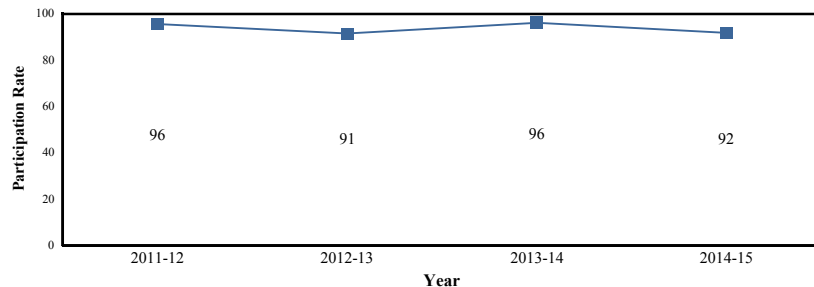
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Participation Trends - SAT Testing

Participation Trends - SAT Testing

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



Scholastic Assessment Test (SAT) Results

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

2014-15	School	Peer Avg.	State Avg.
Percent of Students Scoring Above 1550 on SAT	82.3%	62.1%	43.8%

Composite SAT Score

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

2014-15	School	Peer Avg.	State Avg.
Composite SAT Score	1,840	1,664	1,508
Critical Reading	601	544	496
Mathematics	632	572	518
Writing	607	549	494

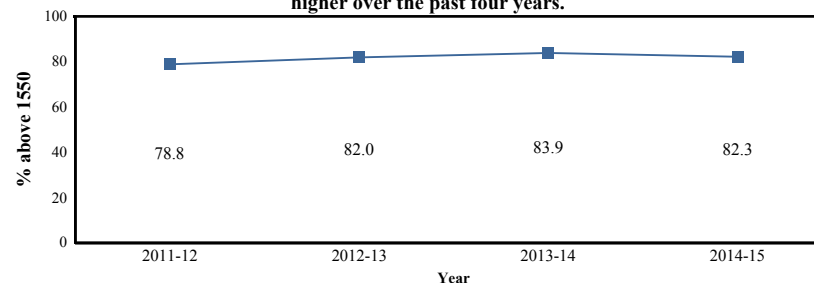
AP /IB Test Results

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

2014-15	School	Peer Avg.	State Avg.
Percent of AP Tests ≥ 3 or IB Test ≥ 4	94.0%	82.8%	72.4%
Percent of Scores in AP ≥ 3 or IB ≥ 4 in English, Math, Social Studies or Science	94.5%	81.9%	69.7%

SAT Benchmark Trends

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



Composite SAT Score

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

2014-15	Critical Reading	Mathematics	Writing
75th Percentile	670	710	690
50th Percentile	600	640	610
25th Percentile	540	560	530

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AP/IB Courses Offered

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

AP/IB Course Name	Students Enrolled	Students Tested
AP Studio Art/Two-Dimensional	216	1
AP Macroeconomics	149	121
AP U.S. History	149	71
AP Biology	149	117
AP Statistics	118	90
AP Chemistry	115	94
AP Environmental Science	113	70
AP Calculus AB	99	94
AP Art/History of Art	67	60
AP Calculus BC	61	55
AP English Literature and Composition	53	35
AP Physics C	46	
AP Computer Science A	44	37
AP Spanish Language	39	23
AP English Language and Composition	37	37
AP French Language	22	13
AP German Language	18	10
AP Microeconomics		118

AP/IB Course Name	Students Enrolled	Students Tested
AP Physics C: Electricity and Magnetism		31
AP Physics C: Mechanics		30
AP Psychology		27
AP U.S. Government and Politics		24
AP Chinese Language and Culture		11
AP Human Geography		11
AP World History		2

Visual and Performing Arts

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

Percent of Students Enrolled	School	State
Dance	N/R	2.1%
Drama/Theater	1.0%	3.8%
Music	27.4%	17.8%
Visual Arts	36.5%	31.7%
Total: All Visual and Performing Arts	62.5%	49.9%

N/R - Data Not Reported

Participation in Career Readiness

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

Percent of Students Enrolled	School	State
Participating in CTE	0.2%	18.3%
Structured Learning Experience	2.3%	7.0%

N/R - Data Not Reported

GRADUATION AND POSTSECONDARY

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SKILLMAN, NJ 08558-1799

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

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

Graduation & Post Secondary Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Targets	Met Target
Overall Graduation Rate	96%	13	65	78%	YES
Dropout Rate	0.1%	71	82	2%	YES
SUMMARY - Graduation & Post-Secondary		42	74		100%

Graduation Rate by Subgroup

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

	School	State Target
Schoolwide	96%	78%
White	97%	
African American	-	
Hispanic	-	
American Indian	-	
Asian	95%	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	88%	
English Language Learners	-	
Economically Disadvantaged Students	-	

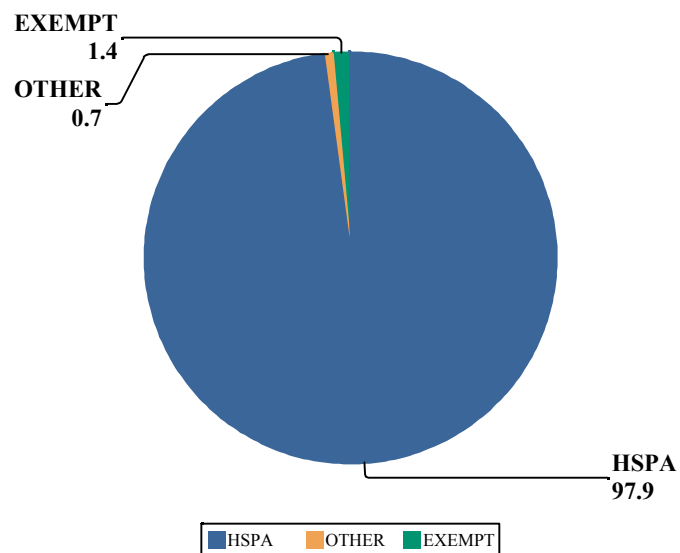
Dropout Rate by Subgroup

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

	School	State Target
Schoolwide	.1%	2%
White	0%	
African American	0%	
Hispanic	1.6%	
American Indian	-	
Asian	0%	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	.6%	
English Language Learners	-	
Economically Disadvantaged Students	0%	

Graduation Pathway Rates

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



Extended Year Graduation Rate

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

Class of	4-year Rate	5-year Rate
2012	96%	97%
2013	96%	97%
2014	93%	95%
2015	96%	

Postsecondary Enrollment Rates

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

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

	Percent Enrolled	Percent in 2 Year	Percent in 4 Year
Statewide	78.5%	34.3%	64.7%
Schoolwide	90%	8.6%	91.4%
White	92.1%	9.9%	90.1%
African American	-	-	-
Hispanic	-	-	-
Asian	87.9%	1.8%	98.2%
American Indian	-	-	-
Native Hawaiian	-	-	-
Two or More Races	-	-	-
Students with Disability	89.5%	32.4%	67.6%
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

WITHIN SCHOOL ACHIEVEMENT GAP

**SOMERSET
MONTGOMERY TWP**

GRADE SPAN 09-12

**35-3320-030
MONTGOMERY HIGH SCHOOL
1016 ROUTE 601
SKILLMAN, NJ 08558-1799**

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

Grade Level - 09

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

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

Percentile	School Scale Score	State Scale Score
99th	845	850
75th	788	766
50th	769	739
25th	743	710
0th	656	650

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

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

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

Percentile	School Scale Score	State Scale Score
99th	801	821
75th	753	762
50th	737	735
25th	722	711
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	51

WITHIN SCHOOL ACHIEVEMENT GAP

SOMERSET

MONTGOMERY TWP

Grade Level - 10

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

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

Percentile	School Scale Score	State Scale Score
99th	850	850
75th	794	766
50th	764	733
25th	735	699
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	59	67

Grade Level - 11

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

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

Percentile	School Scale Score	State Scale Score
99th	850	850
75th	813	768
50th	788	740
25th	763	711
0th	671	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	50	57

35-3320-030
MONTGOMERY HIGH SCHOOL
1016 ROUTE 601
SKILLMAN, NJ 08558-1799

GRADE SPAN 09-12

PARCC GEO 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	787	793
75th	760	747
50th	745	726
25th	729	710
0th	662	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	37

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

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

Percentile	School Scale Score	State Scale Score
99th	828	813
75th	784	748
50th	762	718
25th	741	692
0th	659	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	56

Length of School Day

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

	School
2014-15	6 Hrs. 48 Mins.

Student Suspension Rate

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

	School
2014-15	1.2%

Instructional Time

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

2014-15	School
Full Time	6 Hrs. 0 Mins.
Shared Time	3 Hrs. 0 Mins.

Student Expulsions

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

	School
2014-15	0

Student to Staff Ratio

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

2014-15	School
Faculty	14
Administrators	428

SCHOOL PEER GROUP

SOMERSET

MONTGOMERY TWP

GRADE SPAN 09-12

35-3320-030

MONTGOMERY HIGH SCHOOL

1016 ROUTE 601

SKILLMAN, NJ 08558-1799

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNER</u>	<u>SPECIAL EDUCATION</u>
BERGEN	NORTHERN VALLEY REGIONAL	NORTHERN VALLEY REGIONAL HIGH SCHOOL AT DEMAREST	03-3710-050	09-12	1.5%	0.9%	21.4%
BERGEN	PARK RIDGE BORO	PARK RIDGE HIGH SCHOOL	03-3940-050	07-12	5%	0%	14%
BERGEN	PASCACK VALLEY REGIONAL	PASCACK VALLEY HIGH SCHOOL	03-3960-050	09-12	3.6%	0.4%	16%
BERGEN	RAMSEY BORO	RAMSEY HIGH SCHOOL	03-4310-050	09-12	3.7%	0.4%	13.7%
BERGEN	RUTHERFORD BORO	RUTHERFORD HIGH SCHOOL	03-4600-050	09-12	3.5%	0.5%	9.4%
BERGEN	WALDWICK BORO	WALDWICK HIGH SCHOOL	03-5410-030	09-12	0.9%	2.8%	12.7%
BERGEN	WESTWOOD REGIONAL	WESTWOOD JUNIOR/SENIOR HIGH SCHOOL	03-5755-050	PK-12	7.1%	0.2%	15.4%
BURLINGTON	LENAPE REGIONAL	SHAWNEE HIGH SCHOOL	05-2610-060	09-12	6.8%	0.1%	12.6%
ESSEX	CALDWELL-WEST CALDWELL	JAMES CALDWELL HIGH SCHOOL	13-0660-050	09-12	5.7%	0.2%	14.3%
ESSEX	CEDAR GROVE TWP	CEDAR GROVE HIGH SCHOOL	13-0760-050	09-12	4.1%	1.3%	10.4%
ESSEX	MILLBURN TWP	MILLBURN HIGH SCHOOL	13-3190-050	09-12	2.9%	0.9%	13.7%
ESSEX	WEST ESSEX REGIONAL	WEST ESSEX HIGH SCHOOL	13-5630-050	09-12	3.6%	0.4%	13.9%
HUNTERDON	N HUNT/VOORHEES REGIONAL	VOORHEES HIGH SCHOOL	19-3660-060	09-12	6%	0%	14.2%
MERCER	ROBBINSVILLE TWP	ROBBINSVILLE HIGH SCHOOL	21-5510-030	09-12	4.5%	0.3%	11.2%
MERCER	W WINDSOR-PLAINSBORO REG	WEST WINDSOR-PLAINSBORO HIGH SCHOOL NORTH	21-5715-025	09-12	4.9%	0.1%	11.8%
MERCER	W WINDSOR-PLAINSBORO REG	WEST WINDSOR-PLAINSBORO HIGH SCHOOL SOUTH	21-5715-020	09-12	4.6%	2.2%	8.7%
MONMOUTH	FREEHOLD REGIONAL	HOWELL HIGH SCHOOL	25-1650-060	09-12	7.1%	0%	12.2%
MONMOUTH	FREEHOLD REGIONAL	MANALAPAN HIGH SCHOOL	25-1650-070	09-12	7.5%	0%	13.2%
MONMOUTH	FREEHOLD REGIONAL	MARLBORO HIGH SCHOOL	25-1650-080	09-12	4.3%	0%	12.2%
MONMOUTH	HOLMDEL TWP	HOLMDEL HIGH SCHOOL	25-2230-020	09-12	3.8%	0.5%	12.6%
MONMOUTH	MIDDLETOWN TWP	MIDDLETOWN HIGH SCHOOL SOUTH	25-3160-053	09-12	6.4%	0%	15.7%
MONMOUTH	SHORE REGIONAL	SHORE REGIONAL HIGH SCHOOL	25-4760-050	09-12	3.5%	0.5%	14.8%
MORRIS	KINNELON BORO	KINNELON HIGH SCHOOL	27-2460-050	09-12	3.4%	0.2%	18.1%

SCHOOL PEER GROUP

SOMERSET

MONTGOMERY TWP

GRADE SPAN 09-12

MONTGOMERY HIGH SCHOOL

1016 ROUTE 601

SKILLMAN, NJ 08558-1799

MORRIS	MADISON BORO	MADISON HIGH SCHOOL	27-2870-050	09-12	6.1%	0.6%	13.1%
MORRIS	MONTVILLE TWP	MONTVILLE TOWNSHIP HIGH SCHOOL	27-3340-010	09-12	3.6%	1.3%	14%
MORRIS	PEQUANNOCK TWP	PEQUANNOCK TOWNSHIP HIGH SCHOOL	27-4080-050	09-12	5.8%	0.1%	12.6%
SOMERSET	MONTGOMERY TWP	MONTGOMERY HIGH SCHOOL	35-3320-030	09-12	3.9%	0.9%	10.2%
SUSSEX	SPARTA TWP	SPARTA HIGH SCHOOL	37-4960-050	09-12	4%	0.2%	12.1%
UNION	CRANFORD TWP	CRANFORD HIGH SCHOOL	39-0980-030	09-12	4.2%	0.2%	17.7%
UNION	NEW PROVIDENCE BORO	NEW PROVIDENCE HIGH SCHOOL	39-3560-050	09-12	4.9%	0.4%	10.3%
UNION	WESTFIELD TOWN	WESTFIELD SENIOR HIGH SCHOOL	39-5730-050	09-12	3.1%	0.2%	16.3%

OVERVIEW

SOMERSET

MONTGOMERY TWP

MONTGOMERY LOWER MIDDLE SCHOOL

373 BURNT HILL ROAD

SKILLMAN, NJ 08558

GRADE SPAN 05-06

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

In particular, the School Performance Reports seek to:

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

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

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

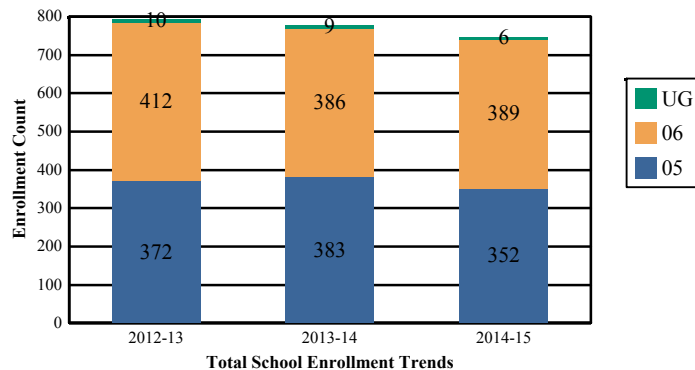
DEMOGRAPHIC INFORMATION

SOMERSET

MONTGOMERY TWP

Enrollment by Grade

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



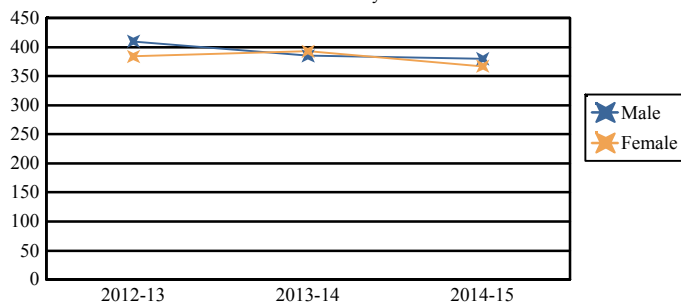
Total School Enrollment Trends

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

Total School Enrollment	
2012-13	794
2013-14	778
2014-15	747

Enrollment by Gender

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

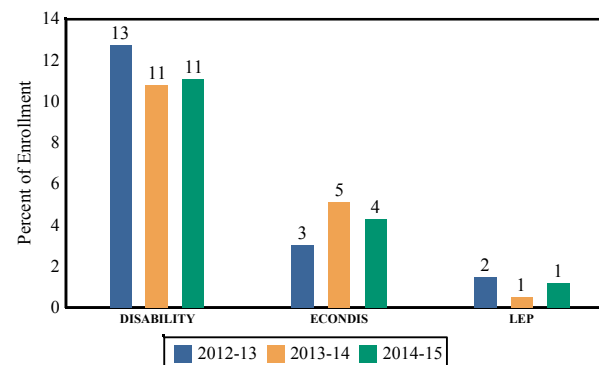


	Male	Female
2012-13	410	384
2013-14	385	393
2014-15	380	367

GRADE SPAN 05-06

Enrollment Trends by Program Participation

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

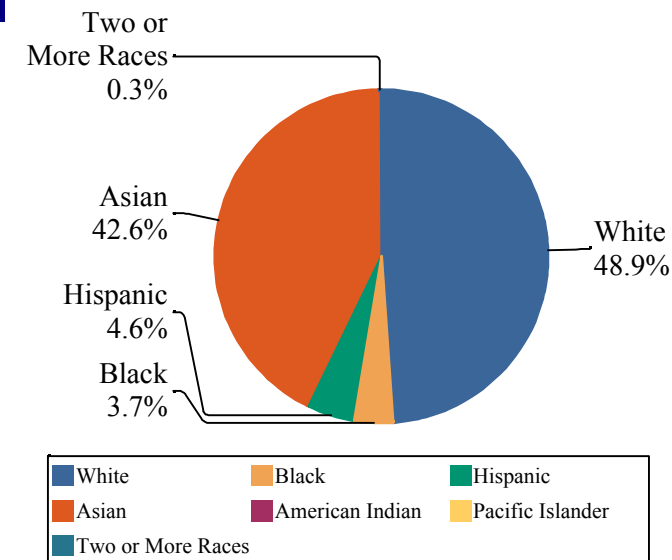


Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	83	11%
Economically Disadvantaged Students	32	4.3%
English Language Learners	9	1.2%

35-3320-045
MONTGOMERY LOWER MIDDLE SCHOOL
373 BURNT HILL ROAD
SKILLMAN, NJ 08558

Enrollment by Ethnic/Racial Subgroup

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



Language Diversity

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

2014-15	Percent
English	72.2%
Chinese	7.6%
Telugu	4.5%
Spanish	3.2%
Hindi	2.3%
Tamil	1.7%
Other	8.6%

ACADEMIC ACHIEVEMENT

SOMERSET

MONTGOMERY TWP

MONTGOMERY LOWER MIDDLE SCHOOL

373 BURNT HILL ROAD

SKILLMAN, NJ 08558

GRADE SPAN 05-06

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	78%	78	93
Math Met or Exceeded Expectation	71%		

ESEA Waiver - English Language Arts/Literacy

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	683	77.7%	95%	98.4%	YES
White	337	70.3%	95%	97.3%	YES
African American	-	-	--	--	--
Hispanic	32	62.5%	95%	100%	-
American Indian	-	-	--	--	--
Asian	287	91.6%	95%	99.4%	YES
Two or More Races	-	-	--	--	--
Students with Disability	85	34.1%	95%	97.8%	YES
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	31	45.2%	95%	100%	-

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

SOMERSET

MONTGOMERY TWP

GRADE SPAN 05-06

MONTGOMERY LOWER MIDDLE SCHOOL

373 BURNT HILL ROAD

SKILLMAN, NJ 08558

ESEA Waiver - Math

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	684	71.2%	95%	98.5%	YES
White	338	59.8%	95%	97.6%	YES
African American	-	-	--	--	--
Hispanic	32	34.4%	95%	100%	-
American Indian	-	-	--	--	--
Asian	287	92.6%	95%	99.4%	YES
Two or More Races	-	-	--	--	--
Students with Disability	85	24.7%	95%	97.8%	YES
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	31	38.7%	95%	100%	-

YES* = Met Participation Rate (Participation Averaging applied)

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

PARCC Performance Level

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

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

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

PARCC ELA Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	325	773	751	1%	6%	15%	58%	21%	78%	53%
White	169	766	757	1%	6%	21%	59%	13%	72%	62%
African American	12	759	734	0%	25%	25%	17%	33%	50%	31%
Hispanic	11	752	737	9%	9%	18%	64%	0%	64%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	133	784	771	1%	3%	6%	59%	32%	90%	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	46	738	723	7%	24%	28%	41%	0%	41%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	12	756	734	0%	8%	33%	58%	0%	58%	31%

PARCC ELA Performance Distribution - Grade - 06

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	358	771	749	2%	5%	16%	48%	29%	77%	50%
White	168	764	755	1%	7%	23%	49%	19%	68%	59%
African American	14	747	732	7%	7%	57%	14%	14%	29%	29%
Hispanic	21	750	736	10%	14%	14%	48%	14%	62%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	154	784	770	2%	1%	4%	49%	44%	93%	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	39	732	718	18%	21%	36%	23%	3%	26%	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	19	734	733	16%	21%	26%	37%	0%	37%	30%

PARCC MATH - Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	326	765	744	1%	7%	21%	53%	19%	71%	42%
White	170	755	749	1%	9%	29%	54%	7%	61%	49%
African American	12	741	728	0%	33%	33%	33%	0%	33%	21%
Hispanic	11	739	733	0%	27%	45%	27%	0%	27%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	133	782	768	0%	2%	6%	56%	37%	92%	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	46	735	724	4%	24%	48%	20%	4%	24%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	12	751	731	0%	0%	50%	42%	8%	50%	23%

PARCC MATH - Performance Distribution - Grade - 06

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	341	762	743	3%	6%	21%	51%	19%	70%	42%
White	166	755	749	3%	8%	31%	49%	10%	58%	50%
African American	14	737	726	0%	29%	43%	29%	0%	29%	19%
Hispanic	21	739	731	14%	14%	33%	33%	5%	38%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	139	777	768	1%	1%	6%	58%	34%	92%	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	39	729	718	21%	28%	26%	23%	3%	26%	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	19	734	729	16%	21%	32%	32%	0%	32%	23%

PARCC ALGEBRA I - Performance Distribution

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	17	818	740	0%	0%	0%	35%	65%	100%	40%
White	-	-	746	-	-	-	-	-	-	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	15	819	769	0%	0%	0%	33%	67%	100%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	-	-	725	-	-	-	-	-	-	21%

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

Proficiency Percentages

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

COLLEGE AND CAREER READINESS

SOMERSET

MONTGOMERY TWP

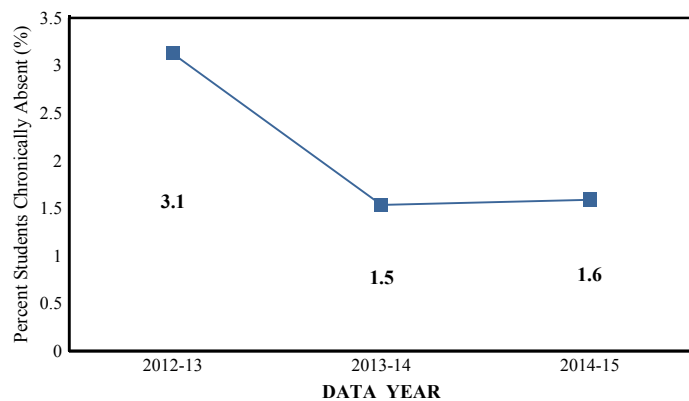
GRADE SPAN 05-06

35-3320-045
MONTGOMERY LOWER MIDDLE SCHOOL
373 BURNT HILL ROAD
SKILLMAN, NJ 08558

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

Chronic Absenteeism Trend

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

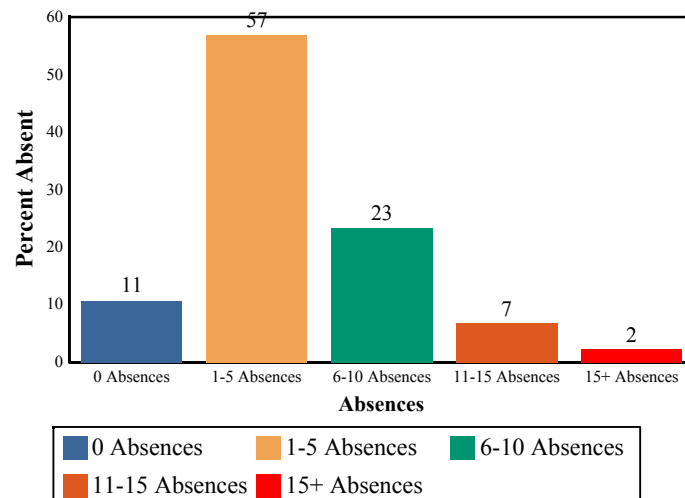


Chronic Absenteeism for 2014-15

1.59%

Absenteeism

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



STUDENT GROWTH

SOMERSET

MONTGOMERY TWP

MONTGOMERY LOWER MIDDLE SCHOOL

373 BURNT HILL ROAD

SKILLMAN, NJ 08558

GRADE SPAN 05-06

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	62	63	82	35	YES
Student Growth on Math	58	49	68	35	YES
		56	75		100%

Student Growth

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

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	1%	0%	0%
Partially Met	3%	2%	0%
Approached	7%	4%	4%
Met	13%	18%	22%
Exceeded	0%	5%	20%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	1%	0%	0%
Partially Met	4%	2%	1%
Approached	9%	7%	5%
Met	12%	19%	20%
Exceeded	0%	4%	15%

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

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

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

WITHIN SCHOOL ACHIEVEMENT GAP

SOMERSET

MONTGOMERY TWP

GRADE SPAN 05-06

MONTGOMERY LOWER MIDDLE SCHOOL

373 BURNT HILL ROAD

SKILLMAN, NJ 08558

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

Grade Level - 05

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

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

Percentile	School Scale Score	State Scale Score
99th	830	850
75th	792	773
50th	776	751
25th	755	728
0th	684	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	45

Grade Level - 05

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	835	850
75th	785	763
50th	766	743
25th	747	723
0th	667	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	40

WITHIN SCHOOL ACHIEVEMENT GAP

SOMERSET

MONTGOMERY TWP

MONTGOMERY LOWER MIDDLE SCHOOL

373 BURNT HILL ROAD

SKILLMAN, NJ 08558

GRADE SPAN 05-06

Grade Level - 06

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

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

Percentile	School Scale Score	State Scale Score
99th	850	850
75th	792	770
50th	773	749
25th	753	726
0th	679	650

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

Grade Level - 06

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	825	850
75th	782	763
50th	764	742
25th	745	721
0th	677	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	42

SCHOOL CLIMATE
SOMERSET
MONTGOMERY TWP

State of New Jersey
2014-15

GRADE SPAN 05-06

35-3320-045
MONTGOMERY LOWER MIDDLE SCHOOL
373 BURNT HILL ROAD
SKILLMAN, NJ 08558

Length of School Day

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

	School
2014-15	6 Hrs. 58 Mins.

Student Suspension Rate

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

	School
2014-15	0.0%

Instructional Time

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

2014-15	School
Full Time	6 Hrs. 18 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

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

	School
2014-15	0

Student to Staff Ratio

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

2014-15	School
Faculty	11
Administrators	374

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	MIDLAND PARK BORO	HIGHLAND ELEMENTARY SCHOOL	03-3170-070	03-06	3.4%	1%	8.2%
BERGEN	OAKLAND BORO	MANITO ELEMENTARY SCHOOL	03-3760-060	KG-05	3.5%	0.7%	15.1%
BERGEN	PARAMUS BORO	MIDLAND ELEMENTARY SCHOOL	03-3930-090	KG-04	8%	6.3%	18.9%
BERGEN	RAMSEY BORO	MARY A. HUBBARD ELEMENTARY SCHOOL	03-4310-070	KG-03	5.2%	3.1%	5.4%
BURLINGTON	EVESHAM TWP	FRANCES DEMASI ELEMENTARY SCHOOL	05-1420-030	KG-05	7.5%	6.8%	14%
BURLINGTON	MEDFORD TWP	CRANBERRY PINES ELEMENTARY	05-3080-040	KG-05	3.7%	0%	12%
BURLINGTON	MEDFORD TWP	TAUNTON FORGE ELEMENTARY SCHOOL	05-3080-070	KG-05	4.1%	0.3%	14.9%
ESSEX	CALDWELL-WEST CALDWELL	WASHINGTON ELEMENTARY SCHOOL	13-0660-110	KG-05	4.9%	1.7%	12.7%
ESSEX	CALDWELL-WEST CALDWELL	WILSON ELEMENTARY SCHOOL	13-0660-120	PK-05	4.7%	1.4%	11.3%
ESSEX	FAIRFIELD TWP	CHURCHILL	13-1465-030	04-06	3.9%	0.7%	12.1%
ESSEX	ROSELAND BORO	LESTER C NOECKER	13-4530-020	PK-06	4.8%	1.6%	14%
MERCER	HOPEWELL VALLEY REGIONAL	STONY BROOK ELEMENTARY SCHOOL	21-2280-065	KG-05	4.1%	0.7%	15.6%
MERCER	W WINDSOR-PLAINSBORO REG	VILLAGE ELEMENTARY SCHOOL	21-5715-160	04-05	4.1%	0.3%	10.2%
MIDDLESEX	MONROE TWP	OAK TREE ELEMENTARY SCHOOL	23-3290-060	PK-03	4.6%	1.8%	7.6%
MONMOUTH	MARLBORO TWP	FRANK DEFINO CENTRAL ELEMENTARY SCHOOL	25-3030-030	01-05	4.6%	2.6%	14.6%
MONMOUTH	WALL TWP	ALLENWOOD ELEMENTARY SCHOOL	25-5420-060	KG-05	3.7%	0%	21.8%
MORRIS	CHESTER TWP	BRAGG ELEMENTARY SCHOOL	27-0820-030	03-05	6.2%	4.2%	18.4%
MORRIS	DENVILLE TWP	LAKEVIEW ELEMENTARY SCHOOL	27-1090-050	PK-05	3.6%	0.6%	14.8%
MORRIS	MONTVILLE TWP	VALLEY VIEW SCHOOL	27-3340-055	KG-05	3.8%	1%	20%
MORRIS	PARSIPPANY-TROY HILLS TWP	NORTHVAIL ELEMENTARY SCHOOL	27-3950-103	KG-05	9.6%	9.9%	9.3%
MORRIS	RANDOLPH TWP	IRONIA SCHOOL	27-4330-070	KG-05	3.6%	0.7%	14.1%
MORRIS	WASHINGTON TWP	FLOCKTOWN-KOSSMANN ELEMENTARY SCHOOL	27-5520-030	PK-05	4.6%	2%	14.6%

State of New Jersey
2014-15

SCHOOL PEER GROUP

SOMERSET

MONTGOMERY TWP

GRADE SPAN 05-06

35-3320-045
MONTGOMERY LOWER MIDDLE SCHOOL
373 BURNT HILL ROAD
SKILLMAN, NJ 08558

PASSAIC	WAYNE TWP	LAFAYETTE ELEMENTARY SCHOOL	31-5570-090	KG-05	4.7%	1.8%	12.1%
SOMERSET	BERNARDS TWP	OAK STREET SCHOOL	35-0350-060	KG-05	4%	0.5%	11.7%
SOMERSET	BRIDGEWATER-RARITAN REG	CRIM ELEMENTARY SCHOOL	35-0555-045	KG-04	4.1%	0%	15.7%
SOMERSET	BRIDGEWATER-RARITAN REG	VAN HOLTEN ELEMENTARY SCHOOL	35-0555-105	KG-04	3.5%	0%	14.3%
SOMERSET	MONTGOMERY TWP	MONTGOMERY LOWER MIDDLE SCHOOL	35-3320-045	05-06	4.3%	1.2%	11.1%
SOMERSET	MONTGOMERY TWP	VILLAGE ELEMENTARY SCHOOL	35-3320-105	03-04	4.8%	1.1%	16.8%
SUSSEX	SPARTA TWP	HELEN MORGAN SCHOOL	37-4960-060	04-05	3.9%	0.2%	18.3%
UNION	CLARK TWP	FRANK K. HEHNLY	39-0850-030	KG-05	5.9%	3.2%	12.1%
UNION	NEW PROVIDENCE BORO	ALLEN W. ROBERTS SCHOOL	39-3560-055	PK-06	4%	1.4%	8.5%



State of New Jersey 2014-15

OVERVIEW

SOMERSET

MONTGOMERY TWP

GRADE SPAN 07-08

35-3320-070

MONTGOMERY UPPER MIDDLE SCHOOL

375 BURNT HILL ROAD

SKILLMAN, NJ 08558-9401

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

In particular, the School Performance Reports seek to:

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

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

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

DEMOGRAPHIC INFORMATION

SOMERSET

MONTGOMERY TWP

GRADE SPAN 07-08

35-3320-070

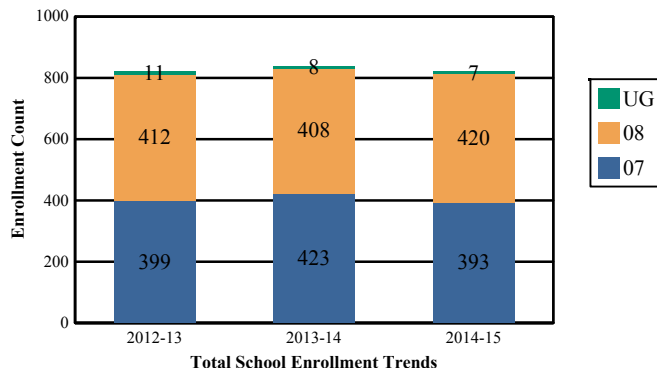
MONTGOMERY UPPER MIDDLE SCHOOL

375 BURNT HILL ROAD

SKILLMAN, NJ 08558-9401

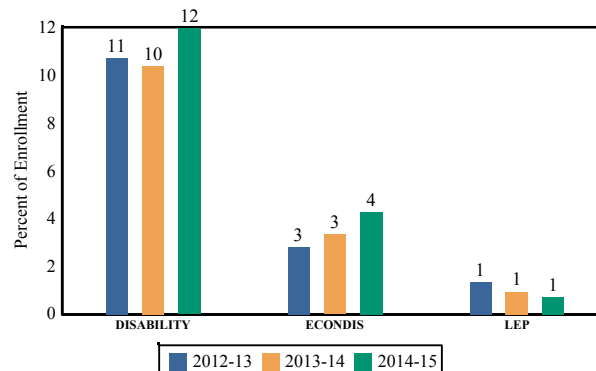
Enrollment by Grade

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



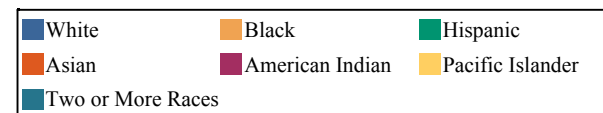
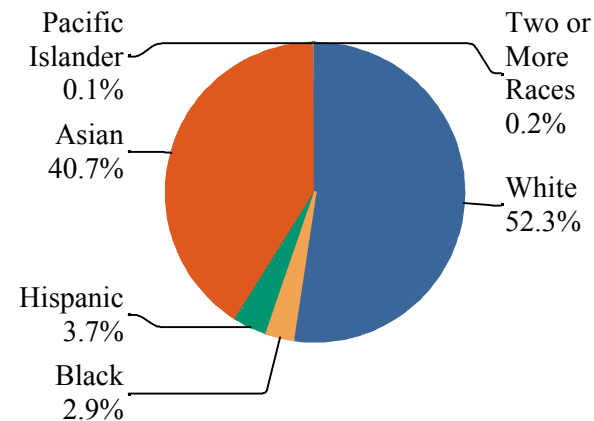
Enrollment Trends by Program Participation

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



Enrollment by Ethnic/Racial Subgroup

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



Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	98	12%
Economically Disadvantaged Students	35	4.3%
English Language Learners	6	0.7%

Language Diversity

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

2014-15	Percent
English	82.4%
Chinese	4.4%
Telugu	2.3%
Hindi	1.6%
Tamil	1.5%
Spanish	1.1%
Other	6.7%

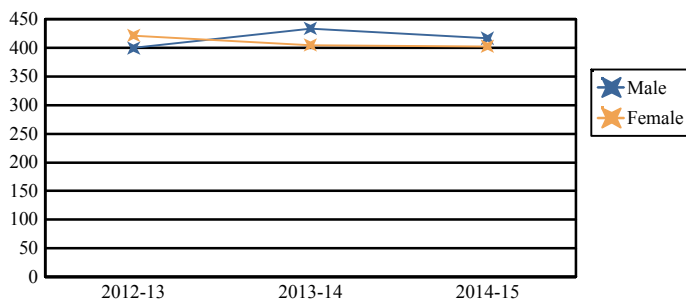
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment

2012-13	822
2013-14	839
2014-15	820

Enrollment by Gender

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



	Male	Female
2012-13	400	422
2013-14	434	405
2014-15	417	403

ACADEMIC ACHIEVEMENT

SOMERSET

MONTGOMERY TWP

GRADE SPAN 07-08

MONTGOMERY UPPER MIDDLE SCHOOL

375 BURNT HILL ROAD

SKILLMAN, NJ 08558-9401

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	79%	94	94
Math Met or Exceeded Expectation	72%		

ESEA Waiver - English Language Arts/Literacy

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	758	78.8%	95%	97.1%	YES
White	394	71.8%	95%	95.3%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	320	91%	95%	99.7%	YES
Two or More Races	-	-	--	--	--
Students with Disability	92	33.7%	95%	94.8%	YES
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

SOMERSET

MONTGOMERY TWP

GRADE SPAN 07-08

MONTGOMERY UPPER MIDDLE SCHOOL
375 BURNT HILL ROAD
SKILLMAN, NJ 08558-9401

ESEA Waiver - Math

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	752	71.9%	95%	96.3%	YES
White	389	60.1%	95%	94.2%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	320	90.6%	95%	99.7%	YES
Two or More Races	-	-	--	--	--
Students with Disability	88	22.7%	95%	90.7%	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

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

PARCC Performance Level

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

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

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

PARCC ELA Performance Distribution - Grade - 07

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	374	771	750	2%	6%	14%	45%	33%	78%	53%
White	189	764	757	2%	8%	18%	48%	24%	72%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	-	-	736	-	-	-	-	-	-	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	164	781	777	1%	2%	9%	44%	44%	88%	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	44	738	713	14%	14%	34%	32%	7%	39%	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	14	767	733	14%	0%	14%	36%	36%	71%	33%

ACADEMIC ACHIEVEMENT

SOMERSET

MONTGOMERY TWP

GRADE SPAN 07-08

MONTGOMERY UPPER MIDDLE SCHOOL

375 BURNT HILL ROAD

SKILLMAN, NJ 08558-9401

PARCC ELA Performance Distribution - Grade - 08

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	384	775	750	2%	6%	13%	48%	32%	79%	53%
White	205	764	757	2%	8%	18%	56%	16%	72%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	14	738	735	14%	21%	21%	36%	7%	43%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	156	794	778	1%	1%	4%	39%	55%	94%	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	48	733	713	17%	25%	29%	23%	6%	29%	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	15	743	732	7%	27%	27%	33%	7%	40%	34%

PARCC MATH - Performance Distribution - Grade - 07

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	231	751	740	0%	12%	30%	53%	4%	57%	38%
White	155	751	745	0%	12%	34%	52%	3%	55%	46%
African American	-	-	725	-	-	-	-	-	-	17%
Hispanic	-	-	730	-	-	-	-	-	-	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	58	757	760	0%	9%	19%	64%	9%	72%	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	38	732	715	0%	37%	45%	18%	0%	18%	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	728	-	-	-	-	-	-	21%

PARCC MATH - Performance Distribution - Grade - 08

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	96	730	726	10%	25%	44%	21%	0%	21%	24%
White	72	729	732	11%	25%	49%	15%	0%	15%	29%
African American	-	-	715	-	-	-	-	-	-	14%
Hispanic	-	-	721	-	-	-	-	-	-	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	-	-	744	-	-	-	-	-	-	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	-	-	705	-	-	-	-	-	-	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	-	-	719	-	-	-	-	-	-	17%

PARCC ALGEBRA I - Performance Distribution

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	265	776	740	0%	0%	11%	80%	9%	89%	40%
White	126	771	746	0%	1%	16%	79%	5%	83%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	130	782	769	0%	0%	5%	82%	13%	95%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	13	767	710	0%	0%	31%	62%	8%	69%	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	-	-	725	-	-	-	-	-	-	21%

PARCC GEOMETRY - Performance Distribution

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	144	777	728	0%	1%	4%	53%	42%	95%	21%
White	33	774	731	0%	0%	9%	58%	33%	91%	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	-	-	718	-	-	-	-	-	-	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	110	778	751	0%	1%	3%	53%	44%	96%	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	718	-	-	-	-	-	-	8%

PARCC ALGEBRA II - Performance Distribution

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	16	814	721	0%	0%	0%	25%	75%	100%	24%
White	-	-	725	-	-	-	-	-	-	27%
African American	-	-	701	-	-	-	-	-	-	8%
Hispanic	-	-	706	-	-	-	-	-	-	10%
American Indian	-	-	720	-	-	-	-	-	-	23%
Asian	13	815	751	0%	0%	0%	23%	77%	100%	53%
Two or More Races	-	-	716	-	-	-	-	-	-	21%
Students with Disability	-	-	691	-	-	-	-	-	-	4%
English Language Learners	-	-	694	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	705	-	-	-	-	-	-	9%

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

Proficiency Percentages

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

ACADEMIC ACHIEVEMENT

SOMERSET

MONTGOMERY TWP

GRADE SPAN 07-08

35-3320-070

MONTGOMERY UPPER MIDDLE SCHOOL

375 BURNT HILL ROAD

SKILLMAN, NJ 08558-9401

NJASK Results - Science Grade Level - 08

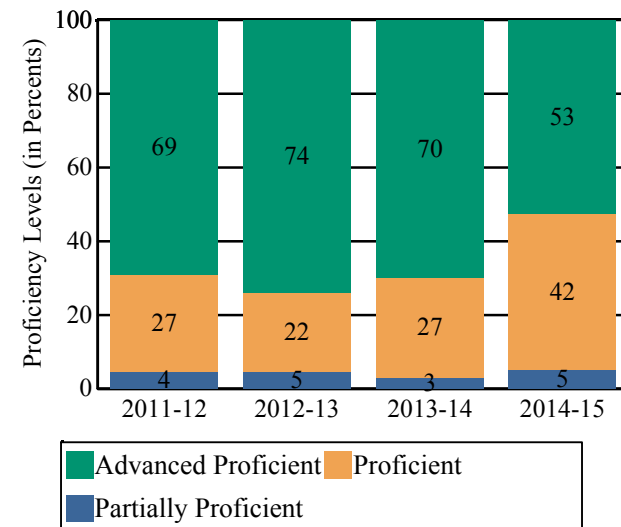
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	53%	42%	5%
White	45%	50%	5%
African American	25%	67%	8%
Hispanic	20%	53%	27%
American Indian	-	-	-
Asian	69%	28%	3%
Two or More Races	-	-	-
Students with Disability	19%	57%	24%
English Language Learners	-	-	-
Economically Disadvantaged Students	23%	54%	23%

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

NJASK Proficiency Trends - Science - Grade Level - 08

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



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

Algebra I Course Enrollment

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

Algebra I Enrollment Count	Algebra I PARCC Test Count
425	273

Algebra I Test Taking

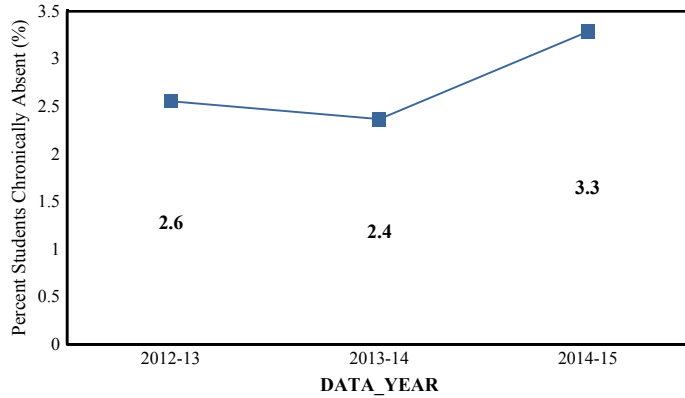
This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
92.9%	89.4%

- Data Suppressed to protect the confidentiality of students

Chronic Absenteeism Trend

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

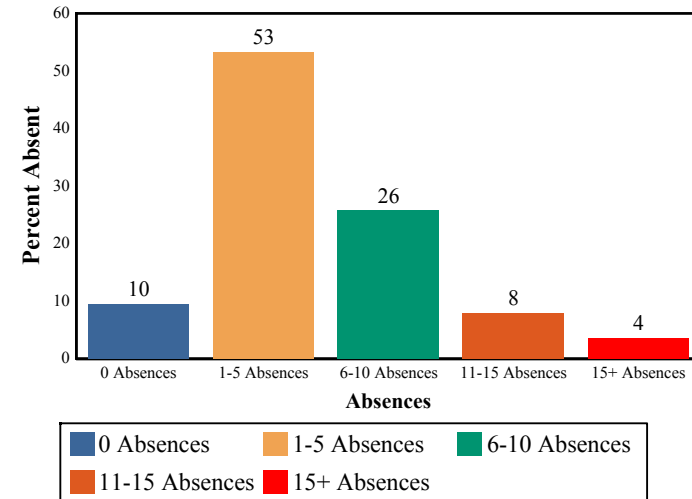


Chronic Absenteeism for 2014-15

3.29%

Absenteeism

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



Visual and Performing Arts

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

Percent of Students Enrolled	School	State
Dance	N/R	1.6%
Drama/Theater	6.3%	3.9%
Music	49.8%	66.0%
Visual Arts	90.5%	71.1%
Total: All Visual and Performing Arts	96.6%	89.8%

N/R - Data Not Reported

STUDENT GROWTH

SOMERSET

MONTGOMERY TWP

GRADE SPAN 07-08

MONTGOMERY UPPER MIDDLE SCHOOL

375 BURNT HILL ROAD

SKILLMAN, NJ 08558-9401

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	52	62	59	35	YES
Student Growth on Math	67	88	95	35	YES
		75	77		100%

Student Growth

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

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	0%	0%
Partially Met	4%	1%	1%
Approached	8%	4%	2%
Met	13%	19%	14%
Exceeded	3%	10%	20%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	3%	0%	0%
Partially Met	8%	4%	3%
Approached	10%	10%	14%
Met	3%	14%	28%
Exceeded	0%	0%	2%

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

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

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

WITHIN SCHOOL ACHIEVEMENT GAP

SOMERSET

MONTGOMERY TWP

GRADE SPAN 07-08

MONTGOMERY UPPER MIDDLE SCHOOL

375 BURNT HILL ROAD

SKILLMAN, NJ 08558-9401

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

Grade Level - 07

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

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

Percentile	School Scale Score	State Scale Score
99th	848	850
75th	790	776
50th	771	751
25th	753	724
0th	661	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	52

Grade Level - 07

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	790	850
75th	763	759
50th	754	740
25th	740	720
0th	698	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	23	39

WITHIN SCHOOL ACHIEVEMENT GAP

SOMERSET

MONTGOMERY TWP

Grade Level - 08

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

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

Percentile	School Scale Score	State Scale Score
99th	846	850
75th	797	777
50th	779	751
25th	756	723
0th	659	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	54

35-3320-070
MONTGOMERY UPPER MIDDLE SCHOOL
375 BURNT HILL ROAD
SKILLMAN, NJ 08558-9401

Grade Level - 08

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	773	850
75th	751	748
50th	731	726
25th	719	704
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	44

SCHOOL CLIMATE
SOMERSET
MONTGOMERY TWP

State of New Jersey
2014-15

GRADE SPAN 07-08

35-3320-070
MONTGOMERY UPPER MIDDLE SCHOOL
375 BURNT HILL ROAD
SKILLMAN, NJ 08558-9401

Length of School Day

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

	School
2014-15	6 Hrs. 58 Mins.

Student Suspension Rate

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

	School
2014-15	0.1%

Instructional Time

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

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

Student Expulsions

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

	School
2014-15	0

Student to Staff Ratio

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

2014-15	School
Faculty	12
Administrators	410

SCHOOL PEER GROUP
SOMERSET
MONTGOMERY TWP

GRADE SPAN 07-08

35-3320-070
MONTGOMERY UPPER MIDDLE SCHOOL
375 BURNT HILL ROAD
SKILLMAN, NJ 08558-9401

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	CLOSTER BORO	TENAKILL MIDDLE SCHOOL	03-0930-060	05-08	0%	4.6%	12%
BERGEN	HARRINGTON PARK BORO	HARRINGTON PARK SCHOOL	03-2050-050	KG-08	0%	3.4%	11.8%
BERGEN	OAKLAND BORO	VALLEY MIDDLE SCHOOL	03-3760-080	06-08	6.5%	0.5%	13.4%
BERGEN	OLD TAPPAN BORO	CHARLES DEWOLF MIDDLE SCHOOL	03-3850-030	05-08	0.5%	2.1%	7.8%
BERGEN	RAMSEY BORO	ERIC S. SMITH MIDDLE SCHOOL	03-4310-055	06-08	4.7%	0.4%	13.2%
BERGEN	RUTHERFORD BORO	PIERREPONT SCHOOL	03-4600-080	04-08	3.9%	0.4%	13.4%
BERGEN	RUTHERFORD BORO	UNION SCHOOL	03-4600-100	04-08	4.6%	0.6%	9.1%
CHARTERS	PRINCETON CS	PRINCETON CHARTER SCHOOL	80-7540-930	KG-08	1.7%	0%	5.8%
CHARTERS	UNITY CS	UNITY CHARTER SCHOOL	80-8050-990	KG-08	8.4%	0%	18.8%
ESSEX	CALDWELL-WEST CALDWELL	GROVER CLEVELAND MIDDLE SCHOOL	13-0660-060	06-08	7.4%	0.2%	17.7%
HUNTERDON	FRANKLIN TWP	FRANKLIN TOWNSHIP SCHOOL	19-1600-050	PK-08	4.3%	0.7%	11.3%
HUNTERDON	HOLLAND TWP	HOLLAND TOWNSHIP ELEMENTARY SCHOOL	19-2220-060	PK-08	8.4%	0.5%	22.6%
HUNTERDON	READINGTON TWP	READINGTON MIDDLE SCHOOL	19-4350-050	06-08	6.7%	1%	17.2%
MERCER	ROBBINSVILLE TWP	POND ROAD MIDDLE SCHOOL	21-5510-040	04-08	3.6%	0.2%	11.3%
MIDDLESEX	MONROE TWP	MONROE TWP MIDDLE SCHOOL	23-3290-020	06-08	6.1%	0.2%	16.8%
MONMOUTH	BRIELLE BORO	BRIELLE ELEMENTARY SCHOOL	25-0560-020	PK-08	4.3%	0.5%	11.9%
MONMOUTH	MARLBORO TWP	MARLBORO MIDDLE SCHOOL	25-3030-050	06-08	4.3%	1.5%	14.2%
MONMOUTH	MILLSTONE TWP	MILLSTONE TOWNSHIP MIDDLE SCHOOL	25-3200-040	06-08	8%	0%	17.4%
MONMOUTH	OCEANPORT BORO	MAPLE PLACE MIDDLE SCHOOL	25-3830-030	05-08	8.3%	0.7%	18.8%
MORRIS	HANOVER TWP	MEMORIAL JUNIOR SCHOOL	27-2000-040	06-08	2.2%	1.2%	10.6%
MORRIS	MADISON BORO	MADISON JUNIOR SCHOOL	27-2870-100	06-08	7.3%	0.5%	16.2%
MORRIS	MONTVILLE TWP	ROBERT R LAZAR MIDDLE SCHOOL	27-3340-030	06-08	3.8%	1.8%	16.4%
MORRIS	PEQUANNOCK TWP	PEQUANNOCK VALLEY SCHOOL	27-4080-080	06-08	6.8%	0.4%	15.7%

SCHOOL PEER GROUP

SOMERSET

MONTGOMERY TWP

GRADE SPAN 07-08

**MONTGOMERY UPPER MIDDLE SCHOOL
375 BURNT HILL ROAD
SKILLMAN, NJ 08558-9401**

PASSAIC	WAYNE TWP	SCHUYLER-COLFAX MIDDLE SCHOOL	31-5570-145	06-08	7%	0.2%	17.1%
SOMERSET	MONTGOMERY TWP	MONTGOMERY UPPER MIDDLE SCHOOL	35-3320-070	07-08	4.3%	0.7%	12%
SUSSEX	ANDOVER REG	LONG POND SCHOOL	37-0090-040	05-08	8.9%	0.4%	20.4%
SUSSEX	BYRAM TWP	BYRAM INTERMEDIATE SCHOOL	37-0640-030	05-08	8.8%	0.2%	18.6%
SUSSEX	GREEN TWP	GREEN HILLS SCHOOL	37-1800-060	KG-08	5.7%	0%	10.2%
UNION	NEW PROVIDENCE BORO	NEW PROVIDENCE MIDDLE SCHOOL	39-3560-080	07-08	5.3%	0.3%	10%
WARREN	ALLAMUCHY TWP	ALLAMUCHY TOWNSHIP SCHOOL	41-0030-010	02-08	9.4%	0.6%	19.9%
WARREN	GREENWICH TWP	STEWARTSVILLE MIDDLE SCHOOL	41-1840-070	06-08	6.4%	0%	14.8%

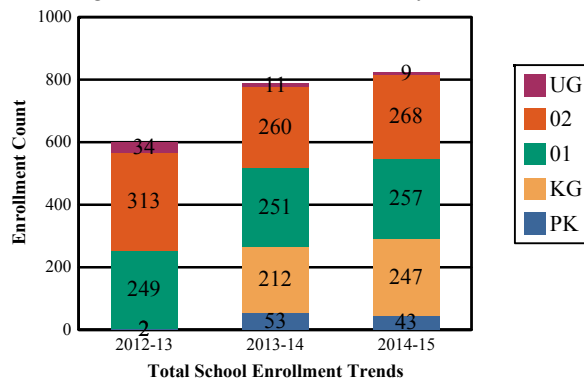
DEMOGRAPHIC INFORMATION

SOMERSET

MONTGOMERY TWP

Enrollment by Grade

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



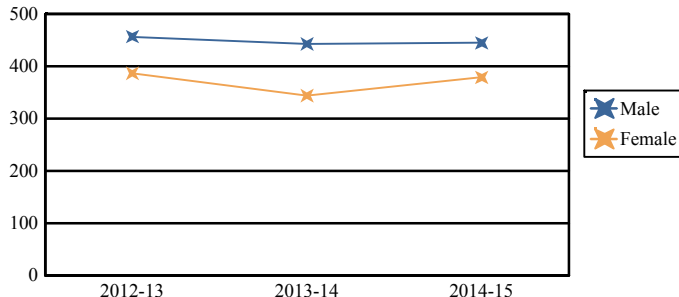
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade

Total School Enrollment

2012-13	844
2013-14	787
2014-15	824

Enrollment by Gender

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

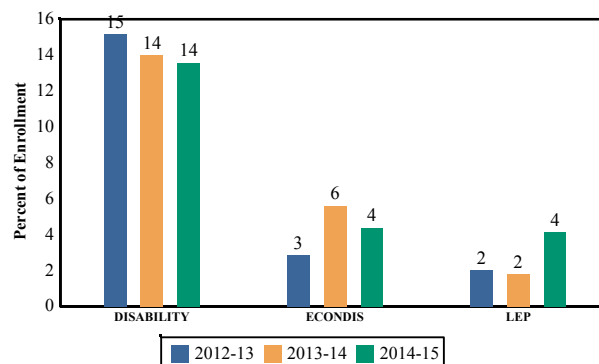


	Male	Female
2012-13	457	387
2013-14	443	344
2014-15	445	379

GRADE SPAN PK-02

Enrollment Trends by Program Participation

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



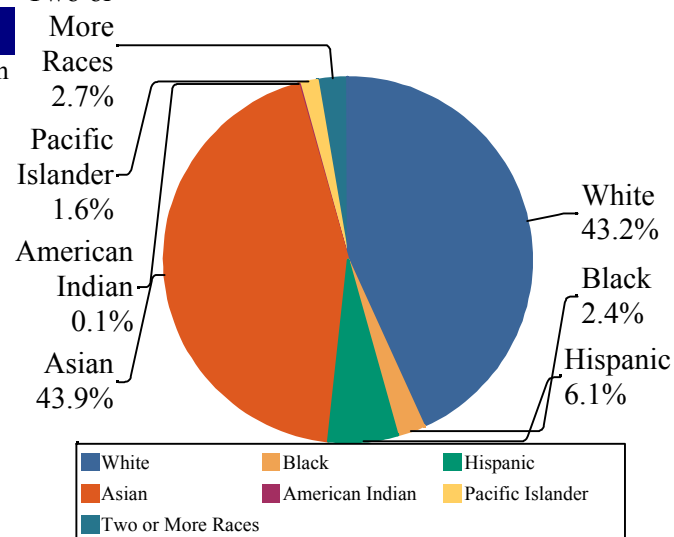
Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	112	14%
Economically Disadvantaged Students	36	4.4%
English Language Learners	34	4.1%

35-3320-080
ORCHARD HILL ELEMENTARY SCHOOL
244 ORCHARD ROAD
SKILLMAN, NJ 08558

Enrollment by Ethnic/Racial Subgroup

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



Language Diversity

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

2014-15	Percent
English	70.1%
Chinese	8.4%
Telugu	5.1%
Spanish	2.7%
Hindi	1.9%
Tamil	1.7%
Other	10.1%

Length of School Day

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

	School
2014-15	6 Hrs. 20 Mins.

Student Suspension Rate

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

	School
2014-15	0.0%

Instructional Time

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

2014-15	School
Full Time	5 Hrs. 40 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

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

	School
2014-15	0

Student to Staff Ratio

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

2014-15	School
Faculty	13
Administrators	412



State of New Jersey

2014-15

35-3320-105

VILLAGE ELEMENTARY SCHOOL

100 MAIN BOULEVARD

SKILLMAN, NJ 08558

OVERVIEW

SOMERSET

MONTGOMERY TWP

GRADE SPAN 03-04

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

In particular, the School Performance Reports seek to:

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

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

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

DEMOGRAPHIC INFORMATION

SOMERSET

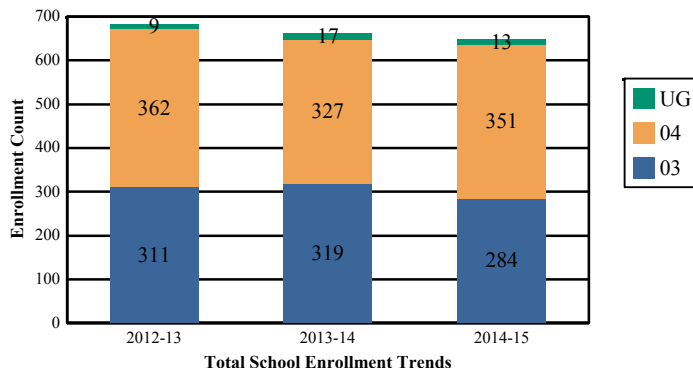
MONTGOMERY TWP

GRADE SPAN 03-04

35-3320-105
VILLAGE ELEMENTARY SCHOOL
100 MAIN BOULEVARD
SKILLMAN, NJ 08558

Enrollment by Grade

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

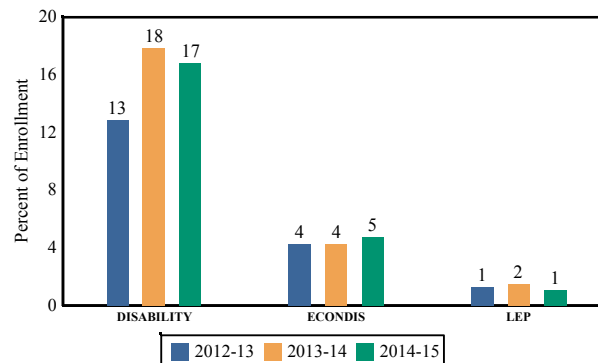


Total School Enrollment Trends

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

Enrollment Trends by Program Participation

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

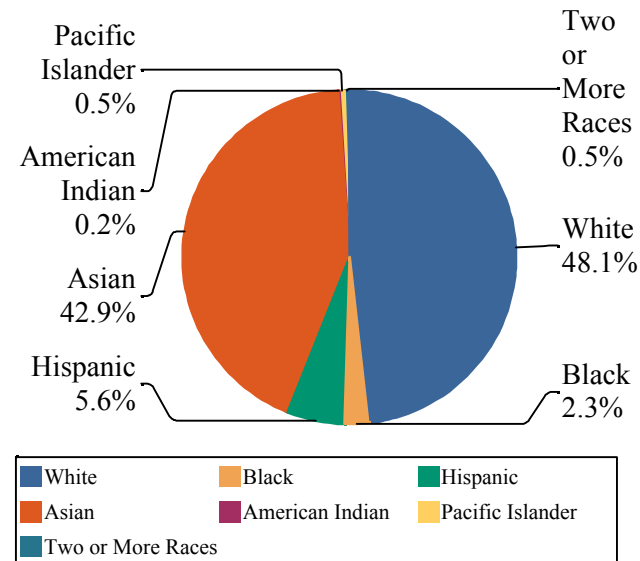


Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	109	17%
Economically Disadvantaged Students	31	4.8%
English Language Learners	7	1.1%

Enrollment by Ethnic/Racial Subgroup

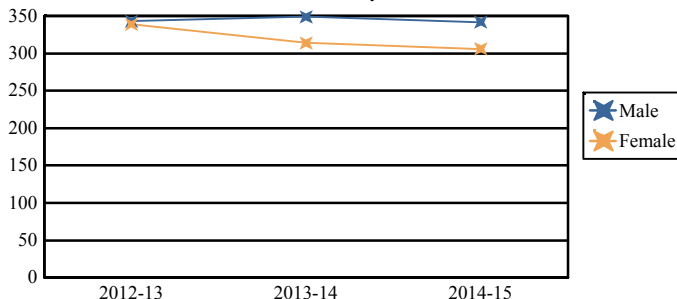
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	682
2013-14	663
2014-15	648

Enrollment by Gender

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



	Male	Female
2012-13	343	339
2013-14	349	314
2014-15	342	306

Language Diversity

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

2014-15	Percent
English	73.1%
Chinese	8.2%
Telugu	3.7%
Spanish	2.7%
Hindi	2.4%
Korean	1.2%
Other	8.7%

ACADEMIC ACHIEVEMENT

SOMERSET

MONTGOMERY TWP

GRADE SPAN 03-04

VILLAGE ELEMENTARY SCHOOL

100 MAIN BOULEVARD

SKILLMAN, NJ 08558

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	69%	49	80
Math Met or Exceeded Expectation	69%		

ESEA Waiver - English Language Arts/Literacy

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	572	69.1%	95%	98.3%	YES
White	287	58.8%	95%	97.1%	YES
African American	-	-	--	--	--
Hispanic	35	51.5%	95%	100%	-
American Indian	-	-	--	--	--
Asian	234	85%	95%	99.3%	YES
Two or More Races	-	-	--	--	--
Students with Disability	103	34.9%	95%	96.3%	YES
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

SOMERSET

MONTGOMERY TWP

GRADE SPAN 03-04

VILLAGE ELEMENTARY SCHOOL

100 MAIN BOULEVARD

SKILLMAN, NJ 08558

ESEA Waiver - Math

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	572	68.9%	95%	98.3%	YES
White	287	58.2%	95%	97.1%	YES
African American	-	-	--	--	--
Hispanic	35	37.1%	95%	100%	YES
American Indian	-	-	--	--	--
Asian	234	88.4%	95%	99.3%	YES
Two or More Races	-	-	--	--	--
Students with Disability	103	33.1%	95%	96.3%	YES
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

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

PARCC Performance Level

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

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

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

PARCC ELA Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	253	757	744	6%	14%	19%	55%	6%	60%	44%
White	130	749	753	8%	19%	24%	44%	5%	49%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	18	739	727	17%	17%	22%	44%	0%	44%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	97	770	769	2%	7%	11%	71%	8%	79%	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	40	722	718	28%	33%	20%	15%	5%	20%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	12	726	724	33%	17%	25%	25%	0%	25%	24%

PARCC ELA Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	319	771	751	3%	6%	15%	47%	29%	76%	52%
White	157	761	758	5%	7%	21%	48%	18%	67%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	17	751	737	6%	18%	18%	53%	6%	59%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	137	786	773	1%	3%	7%	44%	45%	89%	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	63	740	725	16%	22%	17%	33%	11%	44%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	17	740	734	12%	24%	29%	35%	0%	35%	31%

PARCC MATH - Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	253	767	746	4%	6%	20%	45%	26%	70%	46%
White	130	761	752	4%	8%	27%	45%	16%	62%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	18	747	733	11%	17%	28%	33%	11%	44%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	97	781	772	2%	1%	7%	46%	43%	90%	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	40	731	727	25%	20%	23%	28%	5%	33%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	12	738	730	17%	25%	25%	25%	8%	33%	26%

PARCC MATH - Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	319	764	744	3%	9%	21%	53%	15%	68%	42%
White	157	753	749	4%	11%	29%	51%	4%	55%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	17	737	732	6%	18%	47%	29%	0%	29%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	137	782	769	1%	4%	7%	58%	29%	88%	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	63	739	724	13%	27%	27%	29%	5%	33%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	17	731	730	18%	24%	35%	24%	0%	24%	23%

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

Proficiency Percentages

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

ACADEMIC ACHIEVEMENT

SOMERSET

MONTGOMERY TWP

GRADE SPAN 03-04

35-3320-105

VILLAGE ELEMENTARY SCHOOL

100 MAIN BOULEVARD

SKILLMAN, NJ 08558

NJASK Results - Science Grade Level - 04

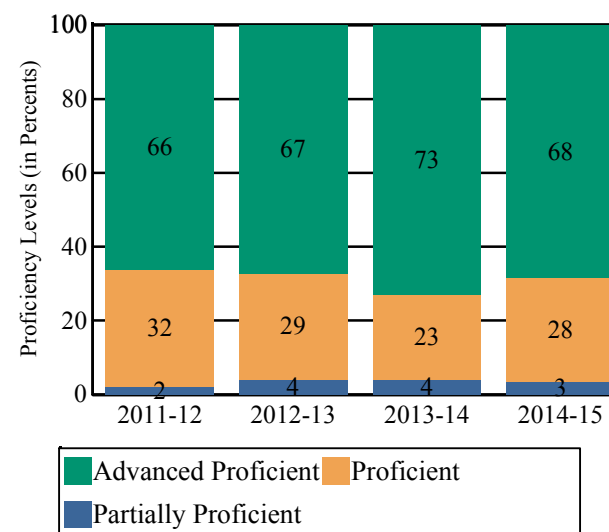
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	68%	28%	3%
White	60%	34%	6%
African American	-	-	-
Hispanic	47%	53%	0%
American Indian	-	-	-
Asian	80%	19%	1%
Two or More Races	-	-	-
Students with Disability	36%	49%	15%
English Language Learners	-	-	-
Economically Disadvantaged Students	50%	50%	0%

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

NJASK Proficiency Trends - Science - Grade Level - 04

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



COLLEGE AND CAREER READINESS

SOMERSET

MONTGOMERY TWP

GRADE SPAN 03-04

35-3320-105

VILLAGE ELEMENTARY SCHOOL

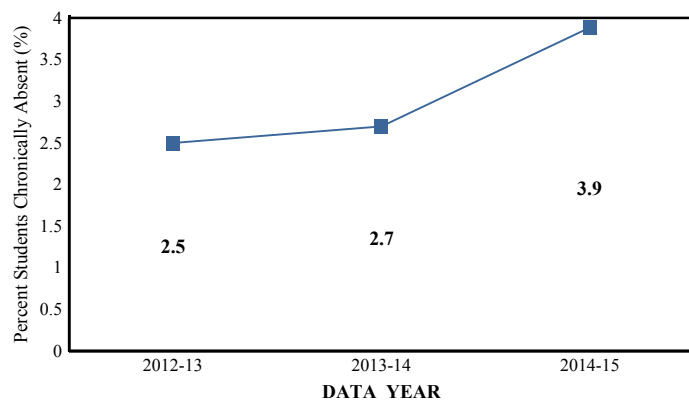
100 MAIN BOULEVARD

SKILLMAN, NJ 08558

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

Chronic Absenteeism Trend

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

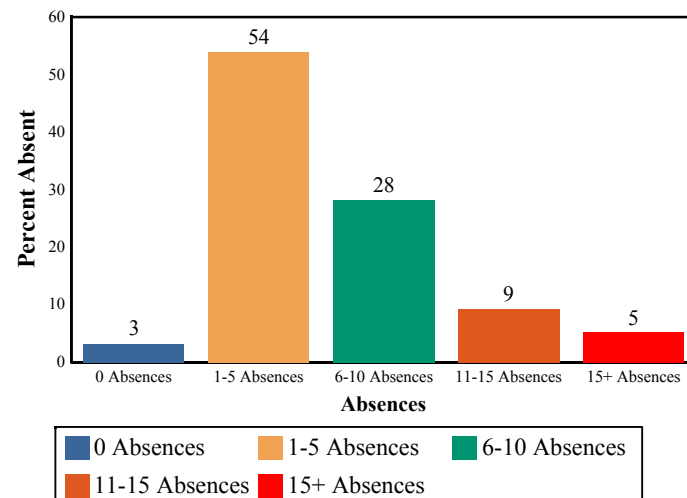


Chronic Absenteeism for 2014-15

3.89%

Absenteeism

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



STUDENT GROWTH

SOMERSET

MONTGOMERY TWP

GRADE SPAN 03-04

VILLAGE ELEMENTARY SCHOOL

100 MAIN BOULEVARD

SKILLMAN, NJ 08558

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	59	60	75	35	YES
Student Growth on Math	64	78	84	35	YES
		69	80		100%

Student Growth

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

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	3%	1%	0%
Partially Met	4%	1%	0%
Approached	7%	4%	3%
Met	14%	17%	17%
Exceeded	1%	6%	23%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	0%	0%
Partially Met	5%	2%	1%
Approached	9%	7%	5%
Met	8%	18%	26%
Exceeded	0%	0%	16%

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

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

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

WITHIN SCHOOL ACHIEVEMENT GAP

SOMERSET

MONTGOMERY TWP

GRADE SPAN 03-04

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

Grade Level - 03

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

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

Percentile	School Scale Score	State Scale Score
99th	842	850
75th	780	770
50th	760	743
25th	732	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	48	55

Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	840	850
75th	790	767
50th	771	745
25th	746	722
0th	664	650

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

WITHIN SCHOOL ACHIEVEMENT GAP

SOMERSET

MONTGOMERY TWP

GRADE SPAN 03-04

Grade Level - 04

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

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

Percentile	School Scale Score	State Scale Score
99th	842	850
75th	793	773
50th	773	750
25th	751	728
0th	664	650

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

Grade Level - 04

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	836	850
75th	786	764
50th	768	742
25th	745	721
0th	674	650

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

SCHOOL CLIMATE
SOMERSET
MONTGOMERY TWP

State of New Jersey
2014-15

GRADE SPAN 03-04

35-3320-105
VILLAGE ELEMENTARY SCHOOL
100 MAIN BOULEVARD
SKILLMAN, NJ 08558

Length of School Day

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

	School
2014-15	6 Hrs. 25 Mins.

Student Suspension Rate

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

	School
2014-15	0.0%

Instructional Time

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

2014-15	School
Full Time	5 Hrs. 40 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

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

	School
2014-15	0

Student to Staff Ratio

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

2014-15	School
Faculty	10
Administrators	324

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES</u> <u>SPAN</u>	<u>ECONOMICALLY</u> <u>DISADVANTAGED</u>	<u>ENGLISH</u> <u>LANGUAGE</u> <u>LEARNERS</u>	<u>SPECIAL</u> <u>EDUCATION</u>
BERGEN	FAIR LAWN BORO	HENRY B. MILNES ELEMENTARY SCHOOL	03-1450-080	KG-05	9.4%	7.7%	17.5%
BERGEN	PARAMUS BORO	MIDLAND ELEMENTARY SCHOOL	03-3930-090	KG-04	8%	6.3%	18.9%
BERGEN	WESTWOOD REGIONAL	JESSIE F. GEORGE ELEMENTARY	03-5755-065	KG-05	4.4%	0%	15.3%
BURLINGTON	MEDFORD TWP	CRANBERRY PINES ELEMENTARY	05-3080-040	KG-05	3.7%	0%	12%
BURLINGTON	MEDFORD TWP	TAUNTON FORGE ELEMENTARY SCHOOL	05-3080-070	KG-05	4.1%	0.3%	14.9%
CAMDEN	HADDON HEIGHTS BORO	ATLANTIC AVE	07-1880-080	KG-06	5.2%	1.3%	16.8%
ESSEX	CALDWELL-WEST CALDWELL	WASHINGTON ELEMENTARY SCHOOL	13-0660-110	KG-05	4.9%	1.7%	12.7%
ESSEX	CALDWELL-WEST CALDWELL	WILSON ELEMENTARY SCHOOL	13-0660-120	PK-05	4.7%	1.4%	11.3%
ESSEX	NUTLEY TOWN	RADCLIFFE SCHOOL	13-3750-080	PK-06	5.4%	1.8%	17.1%
ESSEX	ROSELAND BORO	LESTER C NOECKER	13-4530-020	PK-06	4.8%	1.6%	14%
HUNTERDON	CLINTON TWP	PATRICK MCGAHERAN	19-0920-035	02-03	4.8%	0.3%	17.1%
MERCER	HOPEWELL VALLEY REGIONAL	STONY BROOK ELEMENTARY SCHOOL	21-2280-065	KG-05	4.1%	0.7%	15.6%
MERCER	W WINDSOR-PLAINSBORO REG	TOWN CENTER ELEMENTARY SCHOOL AT PLAINSBORO	21-5715-130	PK-03	8.7%	7%	6.2%
MERCER	W WINDSOR-PLAINSBORO REG	VILLAGE ELEMENTARY SCHOOL	21-5715-160	04-05	4.1%	0.3%	10.2%
MIDDLESEX	EAST BRUNSWICK TWP	FROST ELEMENTARY SCHOOL	23-1170-130	KG-05	7.3%	4.9%	8.2%
MIDDLESEX	MILLTOWN BORO	PARKVIEW SCHOOL	23-3220-060	PK-03	6%	2.9%	11.2%
MIDDLESEX	MONROE TWP	OAK TREE ELEMENTARY SCHOOL	23-3290-060	PK-03	4.6%	1.8%	7.6%
MONMOUTH	HOLMDEL TWP	INDIAN HILL SCHOOL	25-2230-050	04-06	4.4%	0.6%	13.8%
MONMOUTH	MARLBORO TWP	ROBERTSVILLE ELEMENTARY SCHOOL	25-3030-060	01-05	8.5%	6.3%	17.8%
MONMOUTH	WALL TWP	ALLENWOOD ELEMENTARY SCHOOL	25-5420-060	KG-05	3.7%	0%	21.8%
MORRIS	RANDOLPH TWP	CENTER GROVE SCHOOL	27-4330-057	PK-05	5%	1%	13.7%
PASSAIC	WAYNE TWP	LAFAYETTE ELEMENTARY SCHOOL	31-5570-090	KG-05	4.7%	1.8%	12.1%

State of New Jersey
2014-15

SCHOOL PEER GROUP

SOMERSET

MONTGOMERY TWP

GRADE SPAN 03-04

35-3320-105
VILLAGE ELEMENTARY SCHOOL
100 MAIN BOULEVARD
SKILLMAN, NJ 08558

PASSAIC	WAYNE TWP	THEUNIS DEY ELEMENTARY SCHOOL	31-5570-150	KG-05	4.1%	0%	12.2%
SOMERSET	BERNARDS TWP	OAK STREET SCHOOL	35-0350-060	KG-05	4%	0.5%	11.7%
SOMERSET	BRIDGEWATER-RARITAN REG	CRIM ELEMENTARY SCHOOL	35-0555-045	KG-04	4.1%	0%	15.7%
SOMERSET	MONTGOMERY TWP	MONTGOMERY LOWER MIDDLE SCHOOL	35-3320-045	05-06	4.3%	1.2%	11.1%
SOMERSET	MONTGOMERY TWP	VILLAGE ELEMENTARY SCHOOL	35-3320-105	03-04	4.8%	1.1%	16.8%
SUSSEX	SPARTA TWP	HELEN MORGAN SCHOOL	37-4960-060	04-05	3.9%	0.2%	18.3%
UNION	CLARK TWP	FRANK K. HEHNLY	39-0850-030	KG-05	5.9%	3.2%	12.1%
UNION	NEW PROVIDENCE BORO	SALT BROOK SCHOOL	39-3560-090	KG-06	4.8%	0.8%	10%
UNION	SCOTCH PLAINS-FANWOOD REG	J. ACKERMAN COLES	39-4670-085	PK-04	4.4%	0%	12.5%