

OVERVIEW

MORRIS  
KINNELON BORO

GRADE SPAN 09-12

KINNELON HIGH SCHOOL  
121 KINNELON ROAD  
KINNELON, NJ 07405

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**

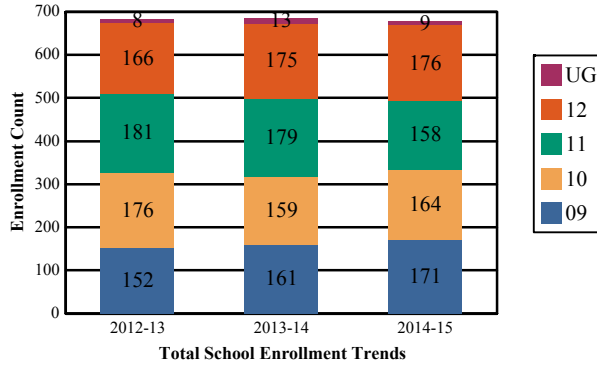
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**Enrollment by Ethnic/Racial Subgroup**

**Enrollment by Grade**

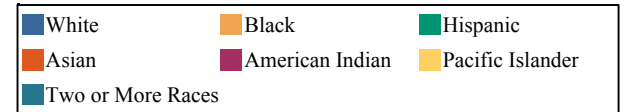
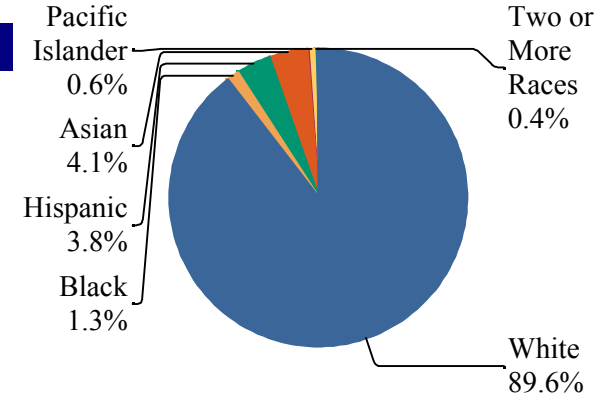
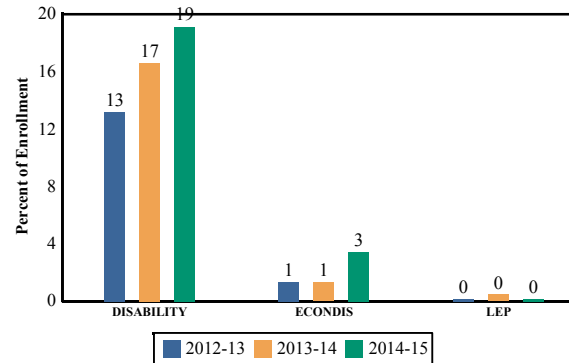
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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

**Enrollment Trends by Program Participation**

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

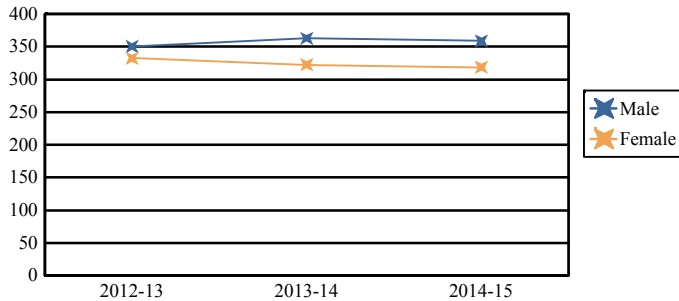


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	683
2013-14	686
2014-15	678

**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	351	333
2013-14	363	323
2014-15	359	319

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	130	19%
Economically Disadvantaged Students	23	3.4%
English Language Learners	1	0.2%

**Language Diversity**

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

2014-15	Percent
English	99.9%
Polish	0.2%

**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	44%	32	62
Math Met or Exceeded Expectation	27%		

**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	315	44.1%	95%	96.2%	YES
White	284	41.6%	95%	96.3%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	68	17.7%	95%	90.9%	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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**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	299	27.4%	95%	95.3%	YES
White	270	25.2%	95%	95.5%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	59	11.9%	95%	88.2%	NO
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

**YES\* = Met Participation Rate (Participation Averaging applied)**

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**ACADEMIC ACHIEVEMENT**

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**Proficiency Outcomes - Biology**

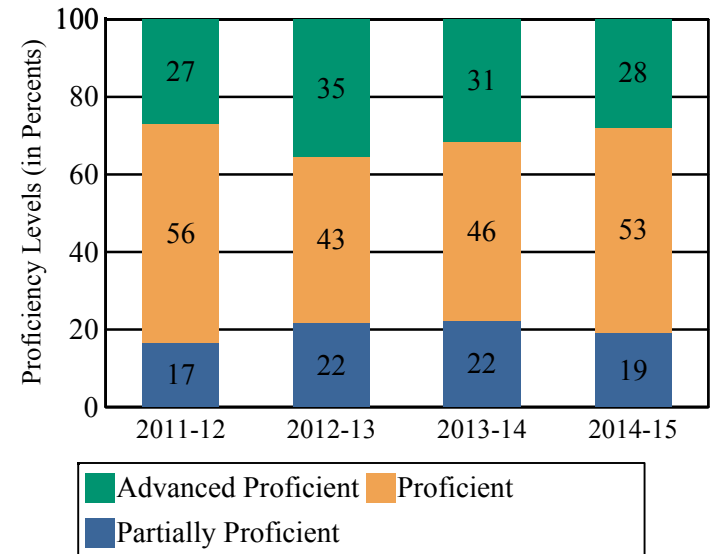
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

Subgroups	Advanced	Proficient	Partially Proficient
Schoolwide	28%	53%	19%
White	28%	53%	19%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
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.



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**PARCC Performance Level**

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

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

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

**ACADEMIC ACHIEVEMENT**

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**PARCC ELA Performance Distribution - Grade - 09**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	164	745	739	10%	18%	29%	34%	9%	43%	41%
White	151	744	746	10%	20%	30%	32%	9%	40%	47%
African American	-	-	723	-	-	-	-	-	-	23%
Hispanic	-	-	725	-	-	-	-	-	-	26%
American Indian	-	-	732	-	-	-	-	-	-	33%
Asian	-	-	765	-	-	-	-	-	-	68%
Two or More Races	-	-	731	-	-	-	-	-	-	36%
Students with Disability	36	726	706	22%	36%	28%	6%	8%	14%	9%
English Language Learners	-	-	693	-	-	-	-	-	-	5%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

**ACADEMIC ACHIEVEMENT**

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**PARCC ELA Performance Distribution - Grade - 10**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	151	744	735	19%	16%	19%	30%	15%	46%	38%
White	133	742	741	19%	17%	21%	30%	13%	43%	43%
African American	-	-	717	-	-	-	-	-	-	22%
Hispanic	-	-	720	-	-	-	-	-	-	24%
American Indian	-	-	725	-	-	-	-	-	-	27%
Asian	-	-	763	-	-	-	-	-	-	62%
Two or More Races	-	-	729	-	-	-	-	-	-	34%
Students with Disability	32	717	698	34%	31%	13%	16%	6%	22%	8%
English Language Learners	-	-	685	-	-	-	-	-	-	4%
Economically Disadvantaged Students	-	-	718	-	-	-	-	-	-	23%

**ACADEMIC ACHIEVEMENT**

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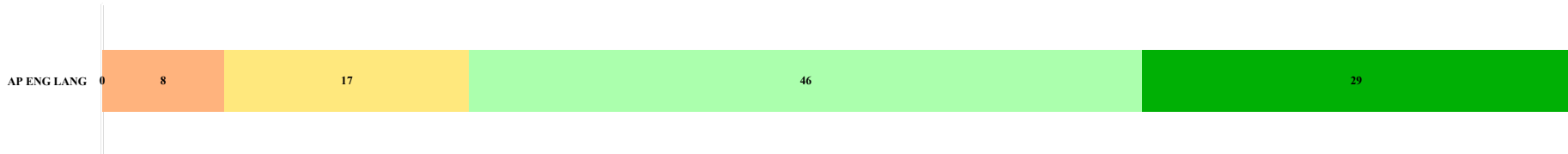
**PARCC ELA Performance Distribution - Grade - 11**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	141	743	741	12%	27%	17%	30%	13%	44%	42%
White	129	745	745	10%	27%	16%	32%	15%	47%	46%
African American	-	-	727	-	-	-	-	-	-	27%
Hispanic	-	-	731	-	-	-	-	-	-	31%
American Indian	-	-	745	-	-	-	-	-	-	38%
Asian	-	-	765	-	-	-	-	-	-	64%
Two or More Races	-	-	738	-	-	-	-	-	-	38%
Students with Disability	20	724	712	30%	40%	5%	15%	10%	25%	16%
English Language Learners	-	-	703	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	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	24	91.7%	3.96	3.36

- Data is suppressed to protect the confidentiality of the students.

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**PARCC ALGEBRA I - Performance Distribution**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	91	732	740	10%	24%	47%	19%	0%	19%	40%
White	83	733	746	7%	24%	52%	17%	0%	17%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	-	-	769	-	-	-	-	-	-	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	-	-	725	-	-	-	-	-	-	21%

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**PARCC GEOMETRY - Performance Distribution**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	163	728	728	12%	31%	39%	18%	1%	18%	21%
White	146	728	731	10%	33%	40%	17%	0%	17%	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	-	-	718	-	-	-	-	-	-	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	-	-	751	-	-	-	-	-	-	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	718	-	-	-	-	-	-	8%

**ACADEMIC ACHIEVEMENT**

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**PARCC ALGEBRA II - Performance Distribution**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	128	729	721	29%	19%	21%	30%	2%	31%	24%
White	115	728	725	29%	20%	23%	28%	1%	29%	27%
African American	-	-	701	-	-	-	-	-	-	8%
Hispanic	-	-	706	-	-	-	-	-	-	10%
American Indian	-	-	720	-	-	-	-	-	-	23%
Asian	-	-	751	-	-	-	-	-	-	53%
Two or More Races	-	-	716	-	-	-	-	-	-	21%
Students with Disability	19	727	691	32%	16%	32%	16%	5%	21%	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	95%	29	71	80%	YES
Percent of Students Participating in PSAT or PLAN	94%	74	66	60%	YES
Percent of Students Scoring Above 1550 on SAT	76%	84	93	40%	YES
Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science	41%	55	85	35%	YES
Percent of AP Tests >= 3 or IB Test >= 4 in English, Math, Social Studies or Science	93%	87	96	75%	YES
<b>Summary</b>		<b>66</b>	<b>82</b>		<b>100%</b>

**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	92.9%	89.5%	79.1%
Participating in ACT	35.9%		25.2%
Participating in PSAT or PLAN	94.4%	77.9%	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	40.8%	58.3%	36.3%
One or More Test	47.1%	51.2%	30.7%
At least one AP or IB Test in English, Math, Social Studies or Science	41.1%	42.1%	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.

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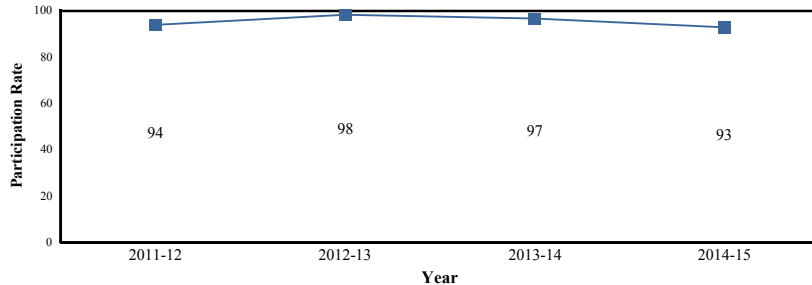
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**Participation Trends - SAT Testing**

**Participation Trends - SAT Testing**

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



**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  $\geq 3$  and scored IB  $\geq 4$ .

2014-15	School	Peer Avg.	State Avg.
Percent of AP Tests $\geq 3$ or IB Test $\geq 4$	90.4%	84.7%	72.4%
Percent of Scores in AP $\geq 3$ or IB $\geq 4$ in English, Math, Social Studies or Science	93.4%	84.3%	69.7%

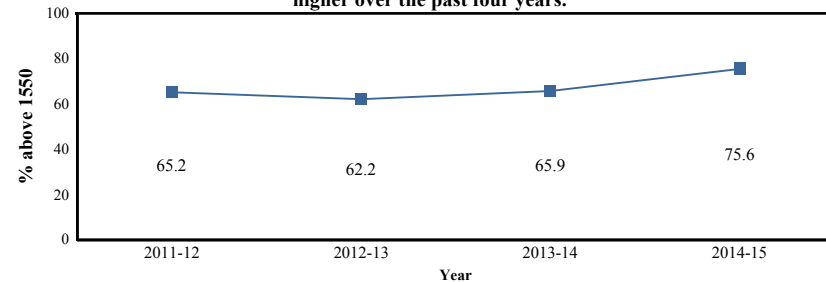
**Scholastic Assessment Test (SAT) Results**

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

2014-15	School	Peer Avg.	State Avg.
Percent of Students Scoring Above 1550 on SAT	75.6%	65.9%	43.8%

**SAT Benchmark Trends**

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



**Composite SAT Score**

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

2014-15	School	Peer Avg.	State Avg.
Composite SAT Score	1,687	1,689	1,508
Critical Reading	550	552	496
Mathematics	573	578	518
Writing	564	559	494

**Composite SAT Score**

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

2014-15	Critical Reading	Mathematics	Writing
75th Percentile	605	640	620
50th Percentile	540	570	560
25th Percentile	495	530	520

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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 Government	31	
AP English Literature and Composition	28	28
AP English Language and Composition	24	25
AP Chemistry	23	23
AP Biology	19	18
AP U.S. History	18	18
AP Calculus BC	16	16
AP European History	16	14
AP Computer Science A	13	11
AP French Language	12	11
AP Music Theory	8	7
AP Spanish Language	8	6
AP Physics C	5	
AP Statistics	3	3
AP Studio Art/Two-Dimensional	2	10
AP Environmental Science		39
AP U.S. Government and Politics		27
AP Calculus AB		15

AP/IB Course Name	Students Enrolled	Students Tested
AP Latin (Virgil, Catullus and Horace)		5
AP Physics C: Electricity and Magnetism		4
AP Physics C: Mechanics		4
AP Psychology		4
AP Macroeconomics		3
AP Microeconomics		2
AP Studio Art/Drawing Portfolio		2
AP Art/History of Art		1
AP Physics 1		1

**COLLEGE AND CAREER READINESS**

MORRIS  
KINNELON BORO

GRADE SPAN 09-12

**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	N/R	3.8%
Music	55.8%	17.8%
Visual Arts	50.4%	31.7%
<b>Total: All Visual and Performing Arts</b>	83.6%	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	0.9%	18.3%
Structured Learning Experience	0.0%	7.0%

N/R - Data Not Reported

**GRADUATION AND POSTSECONDARY**

**KINNELON HIGH SCHOOL**  
121 KINNELON ROAD  
KINNELON, NJ 07405

**MORRIS**  
**KINNELON BORO**

**GRADE SPAN 09-12**

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

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

Graduation & Post Secondary Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Targets	Met Target
<b>Overall Graduation Rate</b>	<b>99%</b>	<b>94</b>	<b>94</b>	<b>78%</b>	<b>YES</b>
<b>Dropout Rate</b>	<b>0.1%</b>	<b>48</b>	<b>76</b>	<b>2%</b>	<b>YES</b>
<b>SUMMARY - Graduation &amp; Post-Secondary</b>		<b>71</b>	<b>85</b>		<b>100%</b>

**Graduation Rate by Subgroup**

**Dropout 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'.

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
<b>Schoolwide</b>	99%	78%
White	99%	
African American	-	
Hispanic	-	
American Indian	-	
Asian	-	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	-	
English Language Learners	-	
Economically Disadvantaged Students	-	

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

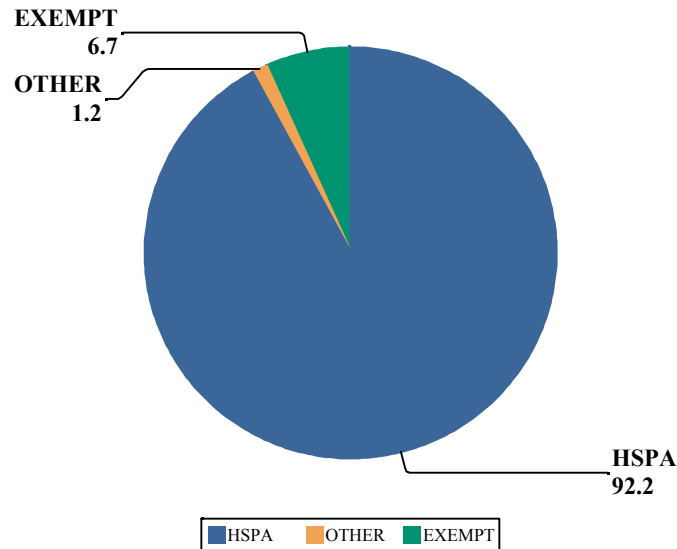
**GRADUATION AND POSTSECONDARY**

MORRIS  
KINNELON BORO

GRADE SPAN 09-12

**Graduation Pathway Rates**

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



**Extended Year Graduation Rate**

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

Class of	4-year Rate	5-year Rate
2012	96%	98%
2013	99%	99%
2014	97%	98%
2015	99%	

**GRADUATION AND POSTSECONDARY**

MORRIS  
KINNELON BORO

GRADE SPAN 09-12

**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.

	<b>Percent Enrolled</b>	<b>Percent in 2 Year</b>	<b>Percent in 4 Year</b>
<b>Statewide</b>	<b>78.5%</b>	<b>34.3%</b>	<b>64.7%</b>
<b>Schoolwide</b>	91%	14.7%	85.3%
White	91.8%	14.1%	85.9%
African American	-	-	-
Hispanic	-	-	-
Asian	-	-	-
American Indian	-	-	-
Native Hawaiian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

**WITHIN SCHOOL ACHIEVEMENT GAP**

MORRIS  
KINNELON BORO

GRADE SPAN 09-12

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

**Grade Level - 09**

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

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

Percentile	School Scale Score	State Scale Score
99th	823	850
75th	771	766
50th	741	739
25th	723	710
0th	675	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	48	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	786	821
75th	747	762
50th	733	735
25th	717	711
0th	684	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	30	51

**WITHIN SCHOOL ACHIEVEMENT GAP**

MORRIS  
KINNELON BORO

KINNELON HIGH SCHOOL  
121 KINNELON ROAD  
KINNELON, NJ 07405

GRADE SPAN 09-12

**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	839	850
75th	776	766
50th	743	733
25th	709	699
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	67	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	833	850
75th	768	768
50th	741	740
25th	708	711
0th	667	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	60	57

**PARCC GEO 25th %ile vs 75th%ile**

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

Percentile	School Scale Score	State Scale Score
99th	772	793
75th	743	747
50th	730	726
25th	713	710
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	30	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	817	813
75th	759	748
50th	726	718
25th	695	692
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	64	56

**SCHOOL CLIMATE**

MORRIS  
KINNELON BORO

**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. 51 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	1.5%

**Instructional Time**

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

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	11
Administrators	226

**SCHOOL PEER GROUP**

**MORRIS  
KINNELON BORO**

**GRADE SPAN 09-12**

**KINNELON HIGH SCHOOL  
121 KINNELON ROAD  
KINNELON, NJ 07405**

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	GLEN ROCK BORO	<b>GLEN ROCK HIGH SCHOOL</b>	03-1760-050	09-12	0.5%	0.9%	17.1%
BERGEN	NORTHERN VALLEY REGIONAL	<b>NORTHERN VALLEY REGIONAL HIGH SCHOOL AT DEMAREST</b>	03-3710-050	09-12	1.5%	0.9%	21.4%
BERGEN	PARK RIDGE BORO	<b>PARK RIDGE HIGH SCHOOL</b>	03-3940-050	07-12	5%	0%	14%
BERGEN	PASCACK VALLEY REGIONAL	<b>PASCACK VALLEY HIGH SCHOOL</b>	03-3960-050	09-12	3.6%	0.4%	16%
BERGEN	RAMAPO-INDIAN HILL REG	<b>INDIAN HILLS HIGH SCHOOL</b>	03-4300-030	09-12	2.3%	0%	17.1%
BERGEN	RAMSEY BORO	<b>RAMSEY HIGH SCHOOL</b>	03-4310-050	09-12	3.7%	0.4%	13.7%
BERGEN	RUTHERFORD BORO	<b>RUTHERFORD HIGH SCHOOL</b>	03-4600-050	09-12	3.5%	0.5%	9.4%
BERGEN	WALDWICK BORO	<b>WALDWICK HIGH SCHOOL</b>	03-5410-030	09-12	0.9%	2.8%	12.7%
CAMDEN	HADDONFIELD BORO	<b>HADDONFIELD MEMORIAL HIGH SCHOOL</b>	07-1900-050	09-12	2.1%	0.4%	15.6%
ESSEX	LIVINGSTON TWP	<b>LIVINGSTON HIGH SCHOOL</b>	13-2730-050	09-12	1.6%	1%	12.4%
ESSEX	MILLBURN TWP	<b>MILLBURN HIGH SCHOOL</b>	13-3190-050	09-12	2.9%	0.9%	13.7%
ESSEX	VERONA BORO	<b>VERONA HIGH SCHOOL</b>	13-5370-050	09-12	1.8%	0.6%	11%
ESSEX	WEST ESSEX REGIONAL	<b>WEST ESSEX HIGH SCHOOL</b>	13-5630-050	09-12	3.6%	0.4%	13.9%
HUNTERDON	N HUNT/VOORHEES REGIONAL	<b>NORTH HUNTERDON HIGH SCHOOL</b>	19-3660-050	09-12	3.2%	0.1%	14.9%
MERCER	ROBBINSVILLE TWP	<b>ROBBINSVILLE HIGH SCHOOL</b>	21-5510-030	09-12	4.5%	0.3%	11.2%
MERCER	W WINDSOR-PLAINSBORO REG	<b>WEST WINDSOR-PLAINSBORO HIGH SCHOOL NORTH</b>	21-5715-025	09-12	4.9%	0.1%	11.8%
MONMOUTH	FREEHOLD REGIONAL	<b>MARLBORO HIGH SCHOOL</b>	25-1650-080	09-12	4.3%	0%	12.2%
MONMOUTH	HOLMDEL TWP	<b>HOLMDEL HIGH SCHOOL</b>	25-2230-020	09-12	3.8%	0.5%	12.6%
MONMOUTH	SHORE REGIONAL	<b>SHORE REGIONAL HIGH SCHOOL</b>	25-4760-050	09-12	3.5%	0.5%	14.8%
MORRIS	HANOVER PARK REGIONAL	<b>HANOVER PARK HIGH SCHOOL</b>	27-1990-050	09-12	3.4%	0.2%	12%
MORRIS	HANOVER PARK REGIONAL	<b>WHIPPANY PARK HIGH SCHOOL</b>	27-1990-070	09-12	2%	0.7%	12.4%
<b>MORRIS</b>	<b>KINNELON BORO</b>	<b>KINNELON HIGH SCHOOL</b>	<b>27-2460-050</b>	<b>09-12</b>	<b>3.4%</b>	<b>0.2%</b>	<b>18.1%</b>
MORRIS	PEQUANNOCK TWP	<b>PEQUANNOCK TOWNSHIP HIGH SCHOOL</b>	27-4080-050	09-12	5.8%	0.1%	12.6%

**SCHOOL PEER GROUP**

**MORRIS  
KINNELON BORO**

**KINNELON HIGH SCHOOL  
121 KINNELON ROAD  
KINNELON, NJ 07405**

**GRADE SPAN 09-12**

MORRIS	SCH DIST OF THE CHATHAMS	CHATHAM HIGH SCHOOL	27-0785-010	09-12	2.2%	0.7%	13.9%
SOMERSET	BERNARDS TWP	RIDGE HIGH SCHOOL	35-0350-050	09-12	2.3%	0.3%	14%
SOMERSET	MONTGOMERY TWP	MONTGOMERY HIGH SCHOOL	35-3320-030	09-12	3.9%	0.9%	10.2%
SOMERSET	WATCHUNG HILLS REGIONAL	WATCHUNG HILLS REGIONAL HIGH SCHOOL	35-5550-050	09-12	2.3%	0.5%	14.2%
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%

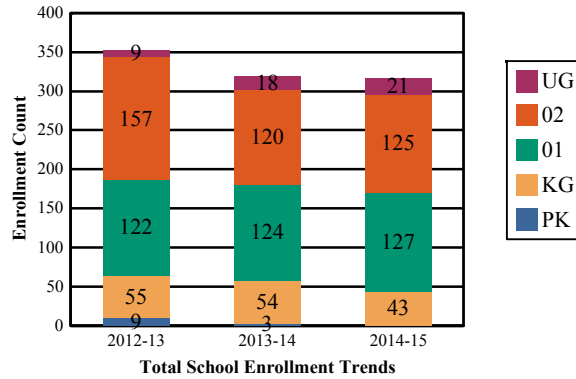
**DEMOGRAPHIC INFORMATION**

MORRIS  
KINNELON BORO

GRADE SPAN PK-02

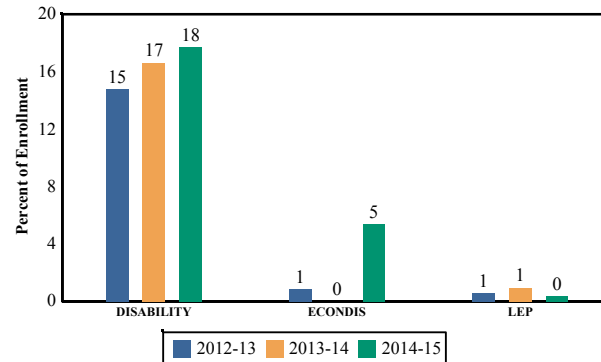
**Enrollment by Grade**

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



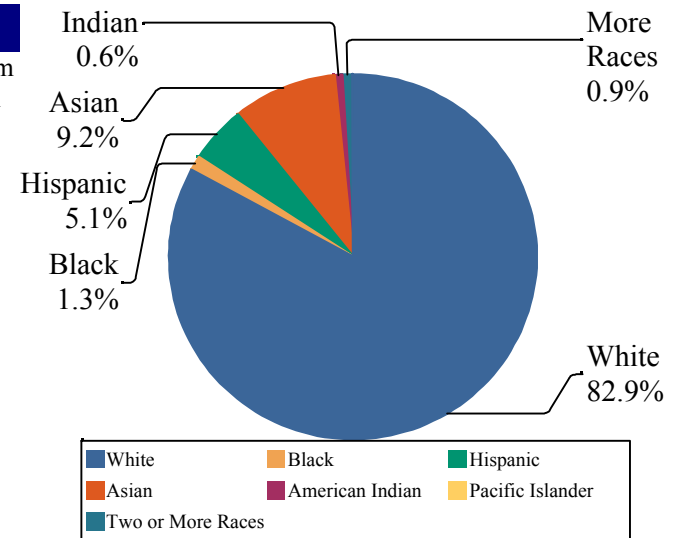
**Enrollment Trends by Program Participation**

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



**Enrollment by Ethnic/Racial Subgroup**

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



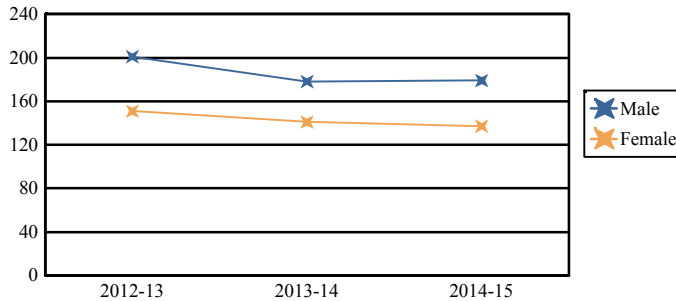
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade

**Total School Enrollment**

2012-13	352
2013-14	319
2014-15	316

**Enrollment by Gender**

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



**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	56	18%
Economically Disadvantaged Students	17	5.4%
English Language Learners	1	0.3%

**Language Diversity**

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

2014-15	Percent
English	99.7%
Urdu	0.3%

	Male	Female
2012-13	201	151
2013-14	178	141
2014-15	179	137

**SCHOOL CLIMATE**

MORRIS  
KINNELON BORO

GRADE SPAN PK-02

**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. 30 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	158

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/>.

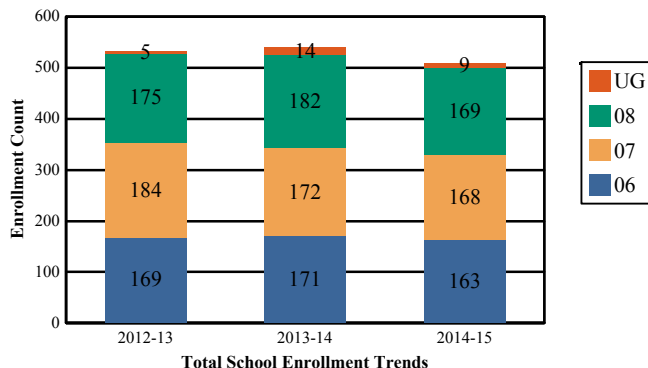
**DEMOGRAPHIC INFORMATION**

MORRIS  
KINNELON BORO

GRADE SPAN 06-08

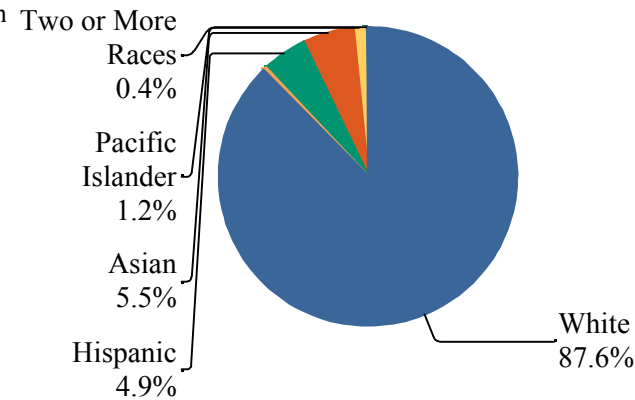
**Enrollment by Grade**

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



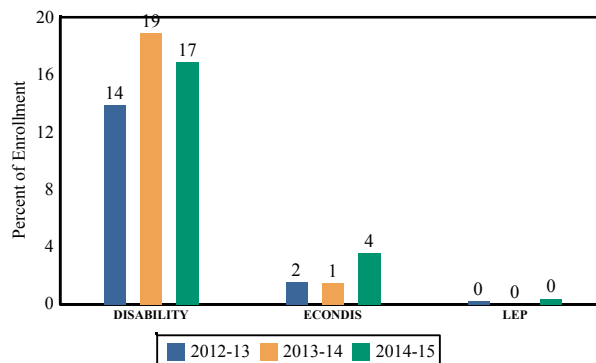
**Enrollment by Ethnic/Racial Subgroup**

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



**Enrollment Trends by Program Participation**

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



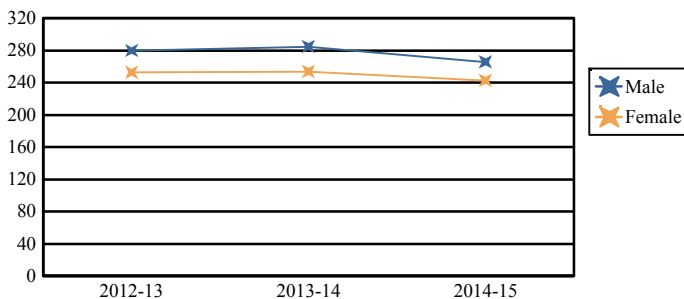
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

**Total School Enrollment**

2012-13	533
2013-14	539
2014-15	509

**Enrollment by Gender**

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



**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	86	17%
Economically Disadvantaged Students	18	3.5%
English Language Learners	2	0.4%

**Language Diversity**

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

2014-15	Percent
English	99.2%
Tamil	0.2%
Spanish	0.2%
Polish	0.2%
Urdu	0.2%

	Male	Female
2012-13	280	253
2013-14	285	254
2014-15	266	243

**ACADEMIC ACHIEVEMENT**

**MORRIS  
KINNELON BORO**

**GRADE SPAN 06-08**

**PEARL R. MILLER MIDDLE SCHOOL  
117 KIEL AVENUE  
KINNELON, NJ 07405**

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	73%	55	88
Math Met or Exceeded Expectation	63%		

**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	465	73.1%	95%	93.8%	YES*
White	410	72.4%	95%	93.8%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	32	84.4%	95%	94.1%	-
Two or More Races	-	-	--	--	--
Students with Disability	84	39.3%	95%	95.5%	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**

MORRIS  
KINNELON BORO

GRADE SPAN 06-08

PEARL R. MILLER MIDDLE SCHOOL  
117 KIEL AVENUE  
KINNELON, NJ 07405

**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	465	62.8%	95%	93.8%	YES*
White	410	62.6%	95%	93.8%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	32	75%	95%	94.1%	-
Two or More Races	-	-	--	--	--
Students with Disability	84	33.4%	95%	95.5%	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.

**ACADEMIC ACHIEVEMENT**

MORRIS  
KINNELON BORO

GRADE SPAN 06-08

PEARL R. MILLER MIDDLE SCHOOL  
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KINNELON, NJ 07405

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

**ACADEMIC ACHIEVEMENT**

**MORRIS  
KINNELON BORO**

**GRADE SPAN 06-08**

**PEARL R. MILLER MIDDLE SCHOOL  
117 KIEL AVENUE  
KINNELON, NJ 07405**

**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	150	760	749	3%	11%	19%	51%	16%	67%	50%
White	126	759	755	3%	13%	19%	51%	14%	65%	59%
African American	-	-	732	-	-	-	-	-	-	29%
Hispanic	12	760	736	0%	8%	25%	50%	17%	67%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	11	784	770	0%	0%	0%	64%	36%	100%	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	25	734	718	12%	28%	28%	28%	4%	32%	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	733	-	-	-	-	-	-	30%

**ACADEMIC ACHIEVEMENT**

**MORRIS  
KINNELON BORO**

**GRADE SPAN 06-08**

**PEARL R. MILLER MIDDLE SCHOOL  
117 KIEL AVENUE  
KINNELON, NJ 07405**

**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	160	772	750	3%	7%	14%	43%	34%	77%	53%
White	139	771	757	3%	7%	14%	42%	33%	76%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	-	-	736	-	-	-	-	-	-	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	13	774	777	0%	8%	15%	38%	38%	77%	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	30	744	713	7%	30%	23%	27%	13%	40%	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	733	-	-	-	-	-	-	33%

**ACADEMIC ACHIEVEMENT**

**MORRIS  
KINNELON BORO**

**GRADE SPAN 06-08**

**PEARL R. MILLER MIDDLE SCHOOL  
117 KIEL AVENUE  
KINNELON, NJ 07405**

**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	155	769	750	4%	7%	14%	51%	24%	75%	53%
White	145	770	757	3%	6%	14%	52%	24%	76%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	-	-	735	-	-	-	-	-	-	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	-	-	778	-	-	-	-	-	-	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	29	748	713	10%	21%	24%	38%	7%	45%	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	-	-	732	-	-	-	-	-	-	34%

**ACADEMIC ACHIEVEMENT**

MORRIS  
KINNELON BORO

GRADE SPAN 06-08

PEARL R. MILLER MIDDLE SCHOOL  
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KINNELON, NJ 07405

**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	149	752	743	3%	12%	27%	53%	5%	58%	42%
White	125	751	749	3%	14%	26%	52%	5%	57%	50%
African American	-	-	726	-	-	-	-	-	-	19%
Hispanic	12	747	731	0%	8%	50%	33%	8%	42%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	11	770	768	0%	0%	9%	82%	9%	91%	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	25	732	718	12%	28%	28%	28%	4%	32%	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	-	-	729	-	-	-	-	-	-	23%

**ACADEMIC ACHIEVEMENT**

**MORRIS  
KINNELON BORO**

**GRADE SPAN 06-08**

**PEARL R. MILLER MIDDLE SCHOOL  
117 KIEL AVENUE  
KINNELON, NJ 07405**

**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	158	754	740	2%	9%	30%	53%	6%	59%	38%
White	138	753	745	2%	9%	30%	51%	7%	58%	46%
African American	-	-	725	-	-	-	-	-	-	17%
Hispanic	-	-	730	-	-	-	-	-	-	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	12	754	760	0%	8%	25%	67%	0%	67%	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	30	737	715	7%	30%	30%	30%	3%	33%	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	728	-	-	-	-	-	-	21%

**ACADEMIC ACHIEVEMENT**

**MORRIS  
KINNELON BORO**

**GRADE SPAN 06-08**

**PEARL R. MILLER MIDDLE SCHOOL  
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KINNELON, NJ 07405**

**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	81	742	726	5%	20%	32%	43%	0%	43%	24%
White	74	742	732	4%	20%	31%	45%	0%	45%	29%
African American	-	-	715	-	-	-	-	-	-	14%
Hispanic	-	-	721	-	-	-	-	-	-	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	-	-	744	-	-	-	-	-	-	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	22	726	705	5%	59%	23%	14%	0%	14%	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	-	-	719	-	-	-	-	-	-	17%

**ACADEMIC ACHIEVEMENT**

MORRIS  
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GRADE SPAN 06-08

PEARL R. MILLER MIDDLE SCHOOL  
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**PARCC ALGEBRA I - Performance Distribution**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	76	785	740	0%	0%	0%	84%	16%	100%	40%
White	72	785	746	0%	0%	0%	86%	14%	100%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	-	-	769	-	-	-	-	-	-	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	-	-	725	-	-	-	-	-	-	21%

**ACADEMIC ACHIEVEMENT**

MORRIS  
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GRADE SPAN 06-08

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**PARCC GEOMETRY - Performance Distribution**

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

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

**ACADEMIC ACHIEVEMENT**

MORRIS  
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GRADE SPAN 06-08

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**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**

**MORRIS  
KINNELON BORO**

**GRADE SPAN 06-08**

**PEARL R. MILLER MIDDLE SCHOOL  
117 KIEL AVENUE  
KINNELON, NJ 07405**

**NJASK Results - Science Grade Level - 08**

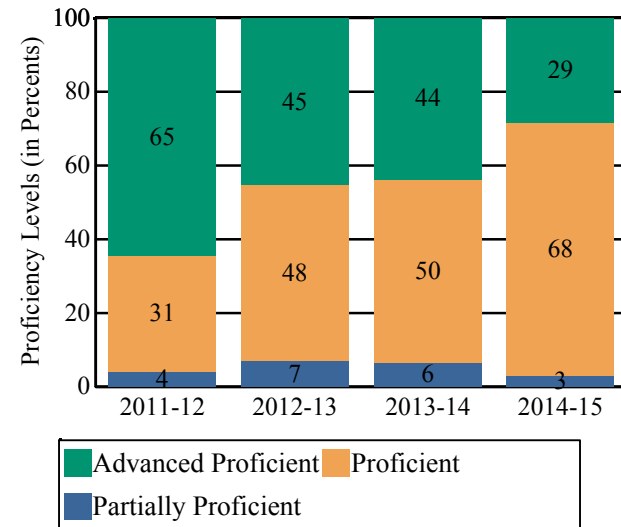
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	29%	68%	3%
White	30%	67%	3%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	14%	79%	7%
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

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.



**COLLEGE AND CAREER READINESS**

MORRIS  
KINNELON BORO

GRADE SPAN 06-08

PEARL R. MILLER MIDDLE SCHOOL  
117 KIEL AVENUE  
KINNELON, NJ 07405

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
83	77

**Algebra I Test Taking**

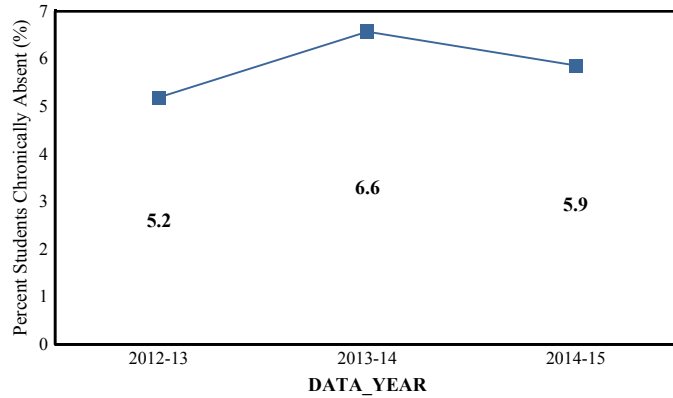
This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
100.0%	98.7%

- 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.

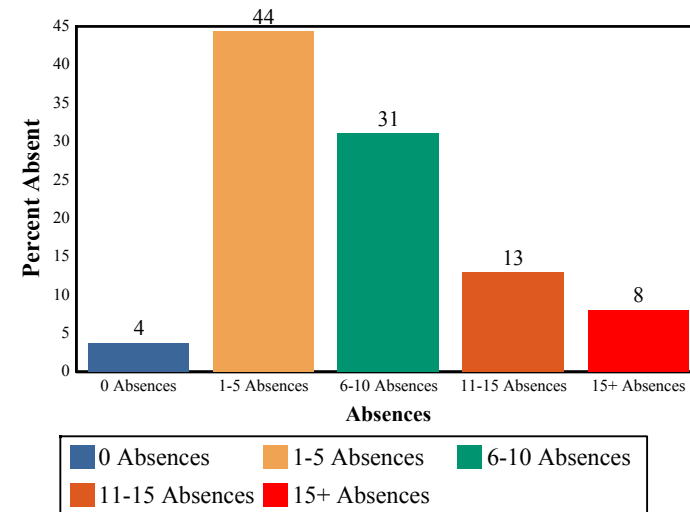


**Chronic Absenteeism for 2014-15**

**5.86%**

### 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	N/R	3.9%
Music	90.6%	66.0%
Visual Arts	95.0%	71.1%
<b>Total: All Visual and Performing Arts</b>	100.0%	89.8%

N/R - Data Not Reported

**STUDENT GROWTH**

MORRIS  
KINNELON BORO

PEARL R. MILLER MIDDLE SCHOOL  
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KINNELON, NJ 07405

GRADE SPAN 06-08

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in 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	50	52	52	35	YES
Student Growth on Math	45	39	39	35	YES
		46	46		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%	0%	0%
Partially Met	5%	1%	1%
Approached	9%	3%	3%
Met	14%	21%	13%
Exceeded	3%	7%	15%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	1%	0%
Partially Met	7%	3%	2%
Approached	15%	7%	7%
Met	13%	18%	21%
Exceeded	0%	2%	3%

**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**

PEARL R. MILLER MIDDLE SCHOOL  
117 KIEL AVENUE  
KINNELON, NJ 07405

MORRIS  
KINNELON BORO

GRADE SPAN 06-08

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

**Grade Level - 06**

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

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

Percentile	School Scale Score	State Scale Score
99th	826	850
75th	781	770
50th	762	749
25th	741	726
0th	686	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	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	797	850
75th	769	763
50th	755	742
25th	738	721
0th	671	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	42

**WITHIN SCHOOL ACHIEVEMENT GAP**

MORRIS  
KINNELON BORO

GRADE SPAN 06-08

PEARL R. MILLER MIDDLE SCHOOL  
117 KIEL AVENUE  
KINNELON, NJ 07405

**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	846	850
75th	794	776
50th	770	751
25th	752	724
0th	657	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	42	52

**Grade Level - 08**

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

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

Percentile	School Scale Score	State Scale Score
99th	832	850
75th	792	777
50th	771	751
25th	748	723
0th	685	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	54

**Grade Level - 07**

**PARCC MATH 25th %ile vs 75th%ile**

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

Percentile	School Scale Score	State Scale Score
99th	798	850
75th	768	759
50th	757	740
25th	741	720
0th	664	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	27	39

**Grade Level - 08**

**PARCC MATH 25th %ile vs 75th%ile**

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

Percentile	School Scale Score	State Scale Score
99th	782	850
75th	758	748
50th	746	726
25th	726	704
0th	667	650

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

**SCHOOL CLIMATE**

**MORRIS  
KINNELON BORO**

**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
<b>2014-15</b>	6 Hrs. 45 Mins.

**Student Suspension Rate**

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

	School
<b>2014-15</b>	0.0%

**State of New Jersey  
2014-15**

**GRADE SPAN 06-08**

27-2460-065

**PEARL R. MILLER MIDDLE SCHOOL  
117 KIEL AVENUE  
KINNELON, NJ 07405**

**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
<b>Full Time</b>	5 Hrs. 50 Mins.
<b>Shared Time</b>	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
<b>2014-15</b>	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
<b>Faculty</b>	11
<b>Administrators</b>	255

**SCHOOL PEER GROUP**

**MORRIS  
KINNELON BORO**

**GRADE SPAN 06-08**

**PEARL R. MILLER MIDDLE SCHOOL  
117 KIEL AVENUE  
KINNELON, NJ 07405**

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	ALLENDALE BORO	<b>BROOKSIDE</b>	03-0040-010	04-08	0.7%	0.5%	10%
BERGEN	ALPINE BORO	<b>ALPINE ELEMENTARY SCHOOL</b>	03-0080-010	KG-08	0%	2.6%	14.8%
BERGEN	DEMAREST BORO	<b>DEMAREST MIDDLE SCHOOL</b>	03-1070-040	05-08	1.6%	0.9%	15.5%
BERGEN	ENGLEWOOD CLIFFS BORO	<b>UPPER SCHOOL</b>	03-1380-060	03-08	1.8%	0%	14.2%
BERGEN	NORWOOD BORO	<b>NORWOOD PUBLIC SCHOOL</b>	03-3740-020	KG-08	0.2%	2.1%	11.4%
BERGEN	PARAMUS BORO	<b>WEST BROOK MIDDLE SCHOOL</b>	03-3930-060	05-08	6.4%	0.3%	20.6%
BERGEN	RIDGEWOOD VILLAGE	<b>BENJAMIN FRANKLIN MIDDLE SCHOOL</b>	03-4390-060	06-08	1.1%	2%	14.8%
BERGEN	RIVER DELL REGIONAL	<b>RIVER DELL MIDDLE SCHOOL</b>	03-4405-060	07-08	0.2%	0.8%	12.2%
BERGEN	WOODCLIFF LAKE BORO	<b>WOODCLIFF MIDDLE SCHOOL</b>	03-5880-050	06-08	1.5%	0%	12.6%
BERGEN	WYCKOFF TWP	<b>DWIGHT D. EISENHOWER MIDDLE SCHOOL</b>	03-5920-025	06-08	1.4%	0.4%	14.1%
ESSEX	WEST ESSEX REGIONAL	<b>WEST ESSEX MIDDLE SCHOOL</b>	13-5630-070	07-08	3.6%	0%	13.6%
HUNTERDON	ALEXANDRIA TWP	<b>ALEXANDRIA MIDDLE SCHOOL</b>	19-0020-005	04-08	3.4%	0%	16.6%
HUNTERDON	CALIFON BORO	<b>CALIFON ELEMENTARY</b>	19-0670-030	PK-08	4.6%	0%	16.3%
HUNTERDON	CLINTON TWP	<b>CLINTON TOWNSHIP MIDDLE SCHOOL</b>	19-0920-050	07-08	4.1%	0.2%	17.2%
HUNTERDON	LEBANON TWP	<b>WOODGLEN SCHOOL</b>	19-2600-050	05-08	4.1%	0.6%	19.2%
HUNTERDON	TEWKSBURY TWP	<b>OLD TURNPIKE SCHOOL</b>	19-5180-030	PK-08	2%	0%	13%
MERCER	HOPEWELL VALLEY REGIONAL	<b>TIMBERLANE MIDDLE SCHOOL</b>	21-2280-075	06-08	2.7%	0.2%	13.4%
MONMOUTH	MIDDLETOWN TWP	<b>THOMPSON MIDDLE SCHOOL</b>	25-3160-057	06-08	4.1%	0%	15.7%
MORRIS	HARDING TOWNSHIP	<b>HARDING TOWNSHIP SCHOOL</b>	27-2010-050	PK-08	2.6%	0%	14.2%
<b>MORRIS</b>	<b>KINNELON BORO</b>	<b>PEARL R. MILLER MIDDLE SCHOOL</b>	<b>27-2460-065</b>	<b>06-08</b>	<b>3.5%</b>	<b>0.4%</b>	<b>16.9%</b>
MORRIS	LONG HILL TWP	<b>CENTRAL MIDDLE SCHOOL</b>	27-4000-030	06-08	1.9%	1%	15.9%
MORRIS	MENDHAM BORO	<b>MOUNTAIN VIEW</b>	27-3090-060	05-08	1.4%	0%	11.6%
MORRIS	MORRIS PLAINS BORO	<b>MORRIS PLAINS BOROUGH SCHOOL</b>	27-3380-020	03-08	3.2%	1%	16.1%
MORRIS	SCH DIST OF THE CHATHAMS	<b>CHATHAM MIDDLE SCHOOL</b>	27-0785-030	06-08	2.4%	0.3%	15.7%

**SCHOOL PEER GROUP**

**MORRIS  
KINNELON BORO**

**PEARL R. MILLER MIDDLE SCHOOL  
117 KIEL AVENUE  
KINNELON, NJ 07405**

**GRADE SPAN 06-08**

MORRIS	WASHINGTON TWP	LONG VALLEY MIDDLE SCHOOL	27-5520-035	06-08	4.2%	0.2%	19.4%
OCEAN	BAY HEAD BORO	BAY HEAD ELEMENTARY	29-0210-020	KG-08	0%	0%	5.4%
SOMERSET	BERNARDS TWP	WILLIAM ANNIN MIDDLE SCHOOL	35-0350-055	06-08	2.2%	0.5%	14.1%
UNION	BERKELEY HEIGHTS TWP	COLUMBIA MIDDLE SCHOOL	39-0310-030	06-08	2.2%	0.3%	11.7%
UNION	CRANFORD TWP	HILLSIDE AVENUE SCHOOL	39-0980-033	KG-08	6.9%	0.5%	25.2%
UNION	SCOTCH PLAINS-FANWOOD REG	TERRILL MIDDLE SCHOOL	39-4670-065	05-08	3.9%	0%	14.1%
UNION	WESTFIELD TOWN	THOMAS EDISON INTERMEDIATE SCHOOL	39-5730-070	06-08	4.2%	1.2%	18.4%



# State of New Jersey

2014-15

27-2460-070

## OVERVIEW

MORRIS

KINNELON BORO

STONYBROOK ELEMENTARY SCHOOL

118 BOONTON AVENUE

KINNELON, NJ 07405

GRADE SPAN KG-05

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

In particular, the School Performance Reports seek to:

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

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

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

**DEMOGRAPHIC INFORMATION**

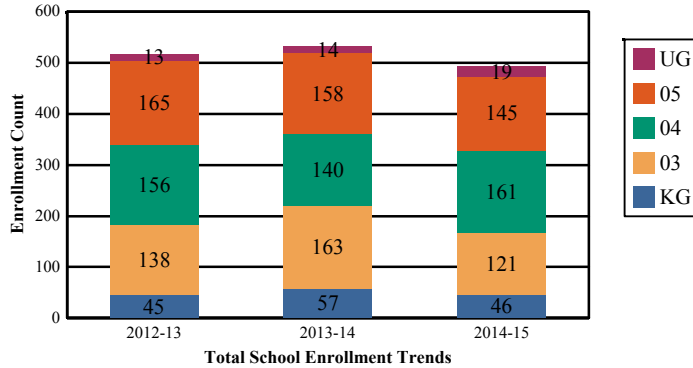
MORRIS  
KINNELON BORO

GRADE SPAN KG-05

27-2460-070  
STONYBROOK ELEMENTARY SCHOOL  
118 BOONTON AVENUE  
KINNELON, NJ 07405

**Enrollment by Grade**

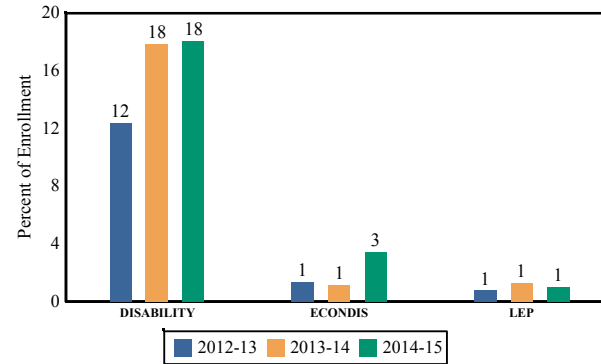
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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

**Enrollment Trends by Program Participation**

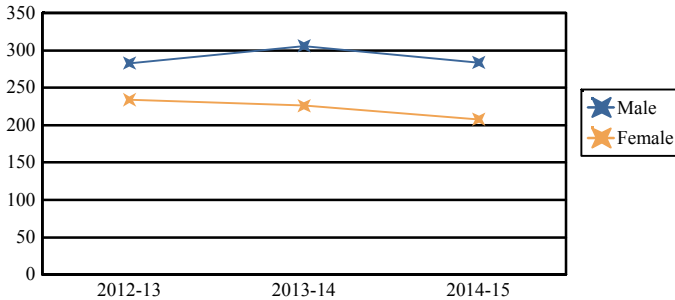
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Total School Enrollment	
2012-13	517
2013-14	532
2014-15	492

**Enrollment by Gender**

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

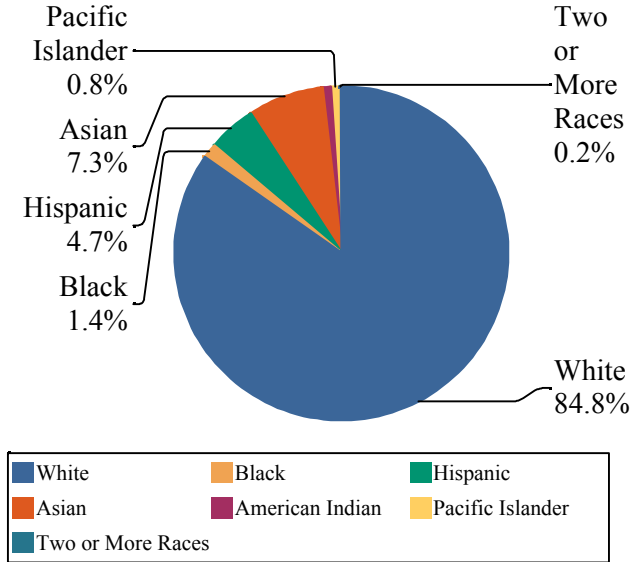


	Male	Female
2012-13	283	234
2013-14	306	226
2014-15	284	208

Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	89	18%
Economically Disadvantaged Students	17	3.5%
English Language Learners	5	1.0%

**Enrollment by Ethnic/Racial Subgroup**

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



**Language Diversity**

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

2014-15	Percent
English	98.4%
Spanish	0.4%
Tamil	0.4%
Arabic	0.2%
Chinese	0.2%
Hindi	0.2%
Other	0.2%

**ACADEMIC ACHIEVEMENT**

**MORRIS  
KINNELON BORO**

**GRADE SPAN KG-05**

**STONYBROOK ELEMENTARY SCHOOL  
118 BOONTON AVENUE  
KINNELON, NJ 07405**

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	66%	23	74
Math Met or Exceeded Expectation	60%		

**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	415	65.6%	95%	97.8%	YES
White	351	64.7%	95%	98.9%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	34	79.4%	95%	94.9%	-
Two or More Races	-	-	--	--	--
Students with Disability	83	34.9%	95%	97.7%	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**

MORRIS  
KINNELON BORO

GRADE SPAN KG-05

STONYBROOK ELEMENTARY SCHOOL  
118 BOONTON AVENUE  
KINNELON, NJ 07405

**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	415	59.8%	95%	97.8%	YES
White	351	58.4%	95%	98.9%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	34	79.4%	95%	94.9%	-
Two or More Races	-	-	--	--	--
Students with Disability	83	30.1%	95%	97.7%	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.

**ACADEMIC ACHIEVEMENT**

**MORRIS  
KINNELON BORO**

**GRADE SPAN KG-05**

**STONYBROOK ELEMENTARY SCHOOL  
118 BOONTON AVENUE  
KINNELON, NJ 07405**

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

**ACADEMIC ACHIEVEMENT**

MORRIS  
KINNELON BORO

GRADE SPAN KG-05

STONYBROOK ELEMENTARY SCHOOL  
118 BOONTON AVENUE  
KINNELON, NJ 07405

**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	122	754	744	7%	7%	29%	52%	5%	57%	44%
White	106	753	753	8%	7%	27%	54%	5%	58%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	25	730	718	28%	16%	24%	28%	4%	32%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

**ACADEMIC ACHIEVEMENT**

**MORRIS  
KINNELON BORO**

**GRADE SPAN KG-05**

**STONYBROOK ELEMENTARY SCHOOL  
118 BOONTON AVENUE  
KINNELON, NJ 07405**

**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	154	761	751	2%	6%	23%	56%	12%	69%	52%
White	128	759	758	2%	6%	25%	56%	10%	66%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	11	771	737	0%	0%	18%	73%	9%	82%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	36	746	725	6%	19%	33%	33%	8%	42%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

**ACADEMIC ACHIEVEMENT**

MORRIS  
KINNELON BORO

GRADE SPAN KG-05

STONYBROOK ELEMENTARY SCHOOL  
118 BOONTON AVENUE  
KINNELON, NJ 07405

**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	139	760	751	4%	5%	22%	60%	9%	69%	53%
White	117	759	757	4%	6%	21%	59%	9%	68%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	16	770	771	6%	0%	13%	69%	13%	81%	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	22	735	723	14%	18%	41%	27%	0%	27%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

**ACADEMIC ACHIEVEMENT**

MORRIS  
KINNELON BORO

GRADE SPAN KG-05

STONYBROOK ELEMENTARY SCHOOL  
118 BOONTON AVENUE  
KINNELON, NJ 07405

**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	122	755	746	2%	12%	27%	49%	9%	58%	46%
White	106	756	752	2%	12%	25%	52%	8%	60%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	25	732	727	12%	44%	24%	12%	8%	20%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	26%

**ACADEMIC ACHIEVEMENT**

MORRIS  
KINNELON BORO

GRADE SPAN KG-05

STONYBROOK ELEMENTARY SCHOOL  
118 BOONTON AVENUE  
KINNELON, NJ 07405

**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	154	755	744	3%	6%	31%	54%	6%	60%	42%
White	128	753	749	3%	7%	32%	52%	6%	58%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	11	766	732	0%	0%	18%	82%	0%	82%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	36	740	724	11%	17%	36%	33%	3%	36%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	23%

**ACADEMIC ACHIEVEMENT**

MORRIS  
KINNELON BORO

GRADE SPAN KG-05

STONYBROOK ELEMENTARY SCHOOL  
118 BOONTON AVENUE  
KINNELON, NJ 07405

**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	139	757	744	1%	14%	24%	50%	11%	60%	42%
White	117	756	749	2%	15%	26%	46%	11%	57%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	16	768	768	0%	6%	6%	75%	13%	88%	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	22	733	724	9%	36%	23%	32%	0%	32%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	731	-	-	-	-	-	-	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**

**MORRIS  
KINNELON BORO**

**GRADE SPAN KG-05**

**STONYBROOK ELEMENTARY SCHOOL  
118 BOONTON AVENUE  
KINNELON, NJ 07405**

**NJASK Results - Science Grade Level - 04**

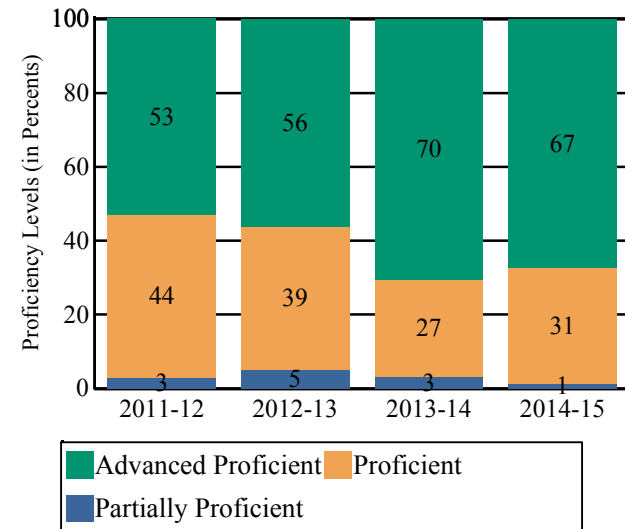
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	67%	31%	1%
White	65%	34%	2%
African American	-	-	-
Hispanic	92%	8%	0%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	56%	39%	6%
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

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**

MORRIS  
KINNELON BORO

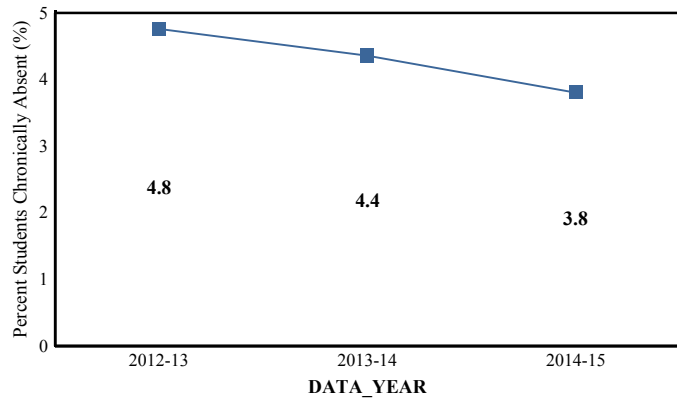
STONYBROOK ELEMENTARY SCHOOL  
118 BOONTON AVENUE  
KINNELON, NJ 07405

GRADE SPAN KG-05

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

**Chronic Absenteeism Trend**

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

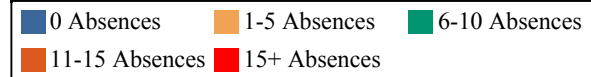
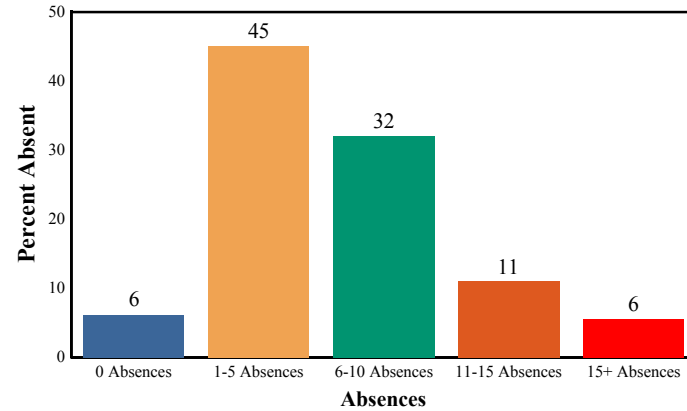


**Chronic Absenteeism for 2014-15**

**3.81%**

**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**

MORRIS

KINNELON BORO

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118 BOONTON AVENUE

KINNELON, NJ 07405

GRADE SPAN KG-05

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	46	7	30	35	YES
Student Growth on Math	54	28	56	35	YES
		18	43		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%	0%	0%
Partially Met	4%	2%	0%
Approached	14%	5%	3%
Met	18%	25%	16%
Exceeded	0%	3%	8%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	1%	1%	0%
Partially Met	5%	4%	1%
Approached	9%	11%	6%
Met	9%	21%	22%
Exceeded	0%	1%	8%

**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**

**MORRIS  
KINNELON BORO**

**STONYBROOK ELEMENTARY SCHOOL  
118 BOONTON AVENUE  
KINNELON, NJ 07405**

**GRADE SPAN KG-05**

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

**Grade Level - 03**

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

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

Percentile	School Scale Score	State Scale Score
99th	823	850
75th	774	770
50th	755	743
25th	734	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	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	829	850
75th	773	767
50th	758	745
25th	735	722
0th	692	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	45

**WITHIN SCHOOL ACHIEVEMENT GAP**

**MORRIS  
KINNELON BORO**

**STONYBROOK ELEMENTARY SCHOOL  
118 BOONTON AVENUE  
KINNELON, NJ 07405**

**GRADE SPAN KG-05**

**Grade Level - 04**

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

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

Percentile	School Scale Score	State Scale Score
99th	819	850
75th	779	773
50th	763	750
25th	744	728
0th	683	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	45

**Grade Level - 05**

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

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

Percentile	School Scale Score	State Scale Score
99th	817	850
75th	781	773
50th	761	751
25th	742	728
0th	677	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	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	812	850
75th	770	764
50th	758	742
25th	739	721
0th	650	650

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

**Grade Level - 05**

**PARCC MATH 25th %ile vs 75th%ile**

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

Percentile	School Scale Score	State Scale Score
99th	820	850
75th	778	763
50th	758	743
25th	736	723
0th	693	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	42	40

**SCHOOL CLIMATE**

**MORRIS**

**KINNELON BORO**

**STONYBROOK ELEMENTARY SCHOOL**

**118 BOONTON AVENUE**

**KINNELON, NJ 07405**

**GRADE SPAN KG-05**

**Length of School Day**

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

	School
<b>2014-15</b>	6 Hrs. 45 Mins.

**Student Suspension Rate**

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

	School
<b>2014-15</b>	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.

<b>2014-15</b>	School
<b>Full Time</b>	5 Hrs. 50 Mins.
<b>Shared Time</b>	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
<b>2014-15</b>	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.

<b>2014-15</b>	School
<b>Faculty</b>	14
<b>Administrators</b>	492

**SCHOOL PEER GROUP**

**MORRIS  
KINNELON BORO**

**GRADE SPAN KG-05**

**STONYBROOK ELEMENTARY SCHOOL  
118 BOONTON AVENUE  
KINNELON, NJ 07405**

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	RAMSEY BORO	JOHN Y DATER ELEMENTARY SCHOOL	03-4310-060	04-05	3.2%	1.1%	12.4%
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%
ESSEX	MILLBURN TWP	WYOMING SCHOOL	13-3190-120	KG-05	4.3%	2.8%	11.1%
HUNTERDON	BETHLEHEM TWP	THOMAS B. CONLEY ELEMENTARY SCHOOL	19-0370-070	PK-05	2.6%	0%	17.3%
HUNTERDON	FLEMINGTON-RARITAN REG	BARLEY SHEAF ELEMENTARY SCHOOL	19-1510-030	KG-04	2.3%	0%	13%
MERCER	HOPEWELL VALLEY REGIONAL	BEAR TAVERN ELEMENTARY SCHOOL	21-2280-035	PK-05	3.6%	1.3%	15.4%
MERCER	PRINCETON REGIONAL	LITTLEBROOK SCHOOL	21-4255-080	PK-05	7.7%	8%	13.6%
MERCER	ROBBINSVILLE TWP	SHARON SCHOOL	21-5510-050	PK-03	3.7%	1.4%	10.1%
MONMOUTH	MARLBORO TWP	FRANK DEFINO CENTRAL ELEMENTARY SCHOOL	25-3030-030	01-05	4.6%	2.6%	14.6%
MONMOUTH	MARLBORO TWP	FRANK J. DUGAN ELEMENTARY SCHOOL	25-3030-040	01-05	4.1%	2.6%	19.8%
MONMOUTH	MIDDLETOWN TWP	FAIRVIEW ELEMENTARY SCHOOL	25-3160-090	KG-05	6.6%	6.2%	9.2%
MONMOUTH	MIDDLETOWN TWP	LINCROFT ELEMENTARY SCHOOL	25-3160-120	KG-05	2.2%	0%	9.6%
MONMOUTH	MIDDLETOWN TWP	NUT SWAMP ELEMENTARY SCHOOL	25-3160-145	KG-05	3%	0.5%	9.9%
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	DENVILLE TWP	RIVERVIEW ELEMENTARY SCHOOL	27-1090-070	KG-05	2.6%	0%	17.8%
MORRIS	KINNELON BORO	STONYBROOK ELEMENTARY SCHOOL	27-2460-070	KG-05	3.5%	1%	17.5%
MORRIS	MONTVILLE TWP	VALLEY VIEW SCHOOL	27-3340-055	KG-05	3.8%	1%	20%

**SCHOOL PEER GROUP**

**MORRIS  
KINNELON BORO**

**STONYBROOK ELEMENTARY SCHOOL  
118 BOONTON AVENUE  
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**GRADE SPAN KG-05**

MORRIS	PARSIPPANY-TROY HILLS TWP	<b>NORTHVAIL ELEMENTARY SCHOOL</b>	27-3950-103	KG-05	9.6%	9.9%	9.3%
MORRIS	PEQUANNOCK TWP	<b>HILLVIEW SCHOOL</b>	27-4080-055	KG-05	2.9%	0%	18.4%
MORRIS	RANDOLPH TWP	<b>IRONIA SCHOOL</b>	27-4330-070	KG-05	3.6%	0.7%	14.1%
MORRIS	WASHINGTON TWP	<b>BENEDICT A. CUCINELLA SCHOOL</b>	27-5520-050	PK-05	4.4%	2.7%	17.5%
MORRIS	WASHINGTON TWP	<b>FLOCKTOWN-KOSSMANN ELEMENTARY SCHOOL</b>	27-5520-030	PK-05	4.6%	2%	14.6%
MORRIS	WASHINGTON TWP	<b>OLD FARMERS ROAD SCHOOL</b>	27-5520-040	KG-05	3.9%	2.2%	15.6%
SOMERSET	BERNARDS TWP	<b>CEDAR HILL SCHOOL</b>	35-0350-070	KG-05	2.6%	0.3%	14.6%
SOMERSET	BRIDGEWATER-RARITAN REG	<b>HAMILTON ELEMENTARY SCHOOL</b>	35-0555-063	KG-04	2.3%	0%	6.7%
UNION	NEW PROVIDENCE BORO	<b>ALLEN W. ROBERTS SCHOOL</b>	39-3560-055	PK-06	4%	1.4%	8.5%
UNION	WESTFIELD TOWN	<b>TAMAQUES ELEMENTARY SCHOOL</b>	39-5730-145	01-05	4.3%	2.7%	17.8%