



# State of New Jersey

2014-15

25-2290-003

## OVERVIEW

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ADELPHIA ELEMENTARY SCHOOL

495 ADELPHIA ROAD

FREEHOLD, NJ 07728

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

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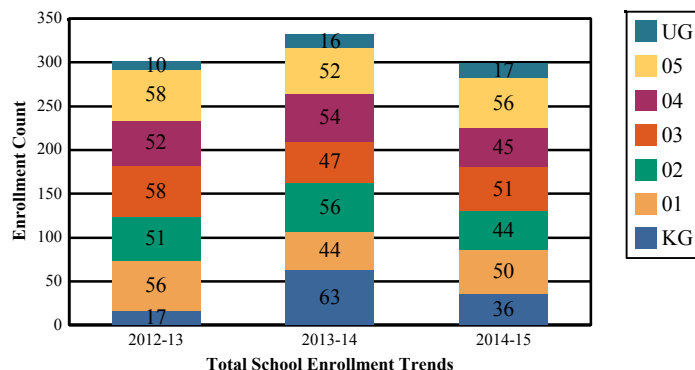
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### Enrollment by Grade

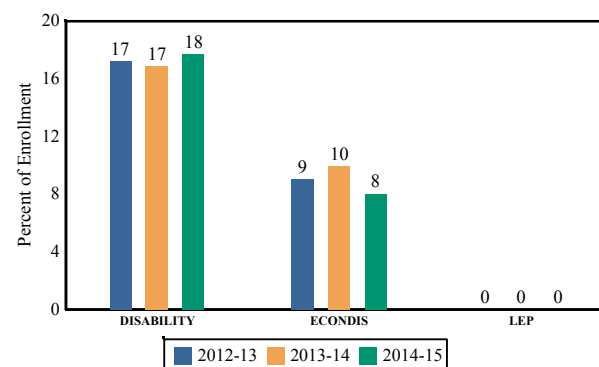
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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

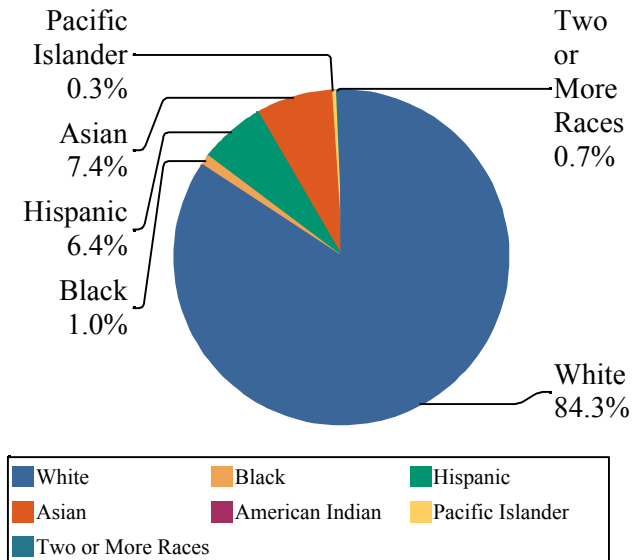
### Enrollment Trends by Program Participation

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

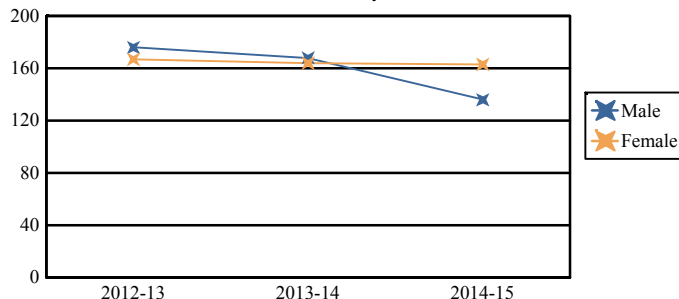
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	343
2013-14	332
2014-15	299

### 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	176	167
2013-14	168	164
2014-15	136	163

### Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	53	18%
Economically Disadvantaged Students	24	8.0%
English Language Learners	0	0.0%

### Language Diversity

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

2014-15	Percent
English	96.1%
Spanish	1.0%
Polish	1.0%
Korean	1.0%
Portuguese	0.3%
Russian	0.3%
Other	0.3%

### ACADEMIC ACHIEVEMENT

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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	67%	42	76
Math Met or Exceeded Expectation	57%		

### 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	139	66.9%	95%	86.7%	YES*
White	122	66.4%	95%	86.1%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
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.

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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	141	56.7%	95%	87.9%	YES*
White	124	55.7%	95%	87.5%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
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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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>

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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	46	772	744	2%	11%	13%	57%	17%	74%	44%
White	41	771	753	2%	12%	12%	56%	17%	73%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

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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	42	758	751	2%	19%	21%	33%	24%	57%	52%
White	36	755	758	3%	19%	22%	33%	22%	56%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

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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	51	759	751	6%	10%	16%	63%	6%	69%	53%
White	45	757	757	7%	9%	16%	64%	4%	69%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	12	721	723	25%	33%	17%	25%	0%	25%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%



**PARCC MATH - Performance Distribution - Grade - 03**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	46	766	746	0%	4%	26%	52%	17%	70%	46%
White	41	764	752	0%	5%	27%	54%	15%	68%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	26%

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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	43	748	744	2%	19%	33%	42%	5%	47%	42%
White	37	744	749	3%	22%	32%	43%	0%	43%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	11	722	724	9%	64%	9%	18%	0%	18%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	23%

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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	52	750	744	2%	19%	25%	46%	8%	54%	42%
White	46	749	749	2%	20%	24%	48%	7%	54%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	12	727	724	0%	58%	25%	17%	0%	17%	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

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

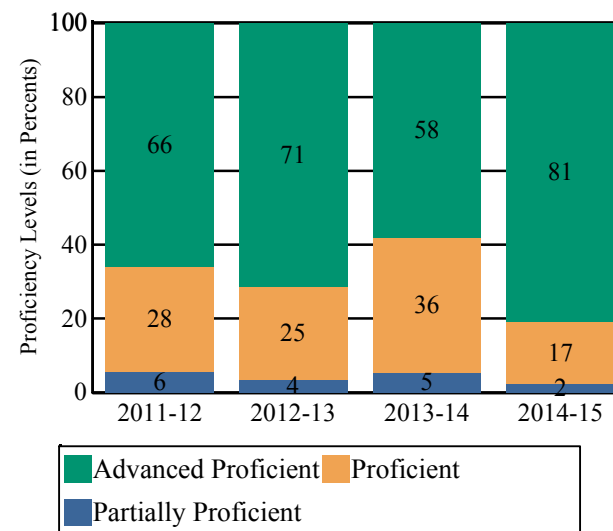
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	81%	17%	2%
White	81%	16%	3%
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.

**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

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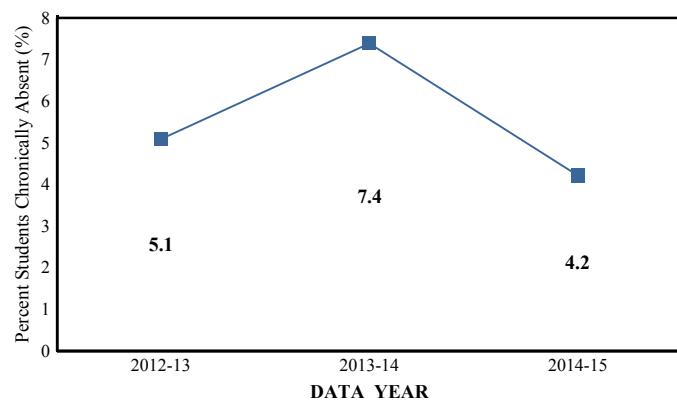
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly 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.

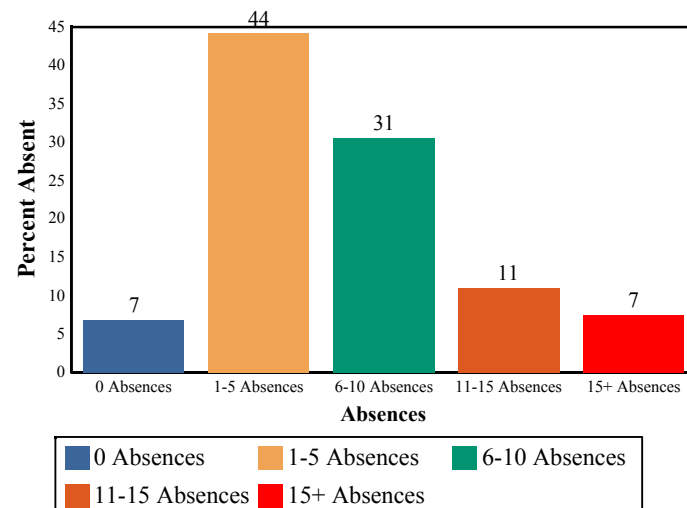


Chronic Absenteeism for 2014-15

4.22%

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

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. 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	45	18	29	35	YES
Student Growth on Math	39	22	18	35	YES
		20	24		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	4%	0%	0%
Partially Met	10%	2%	2%
Approached	11%	5%	1%
Met	18%	14%	18%
Exceeded	0%	4%	10%

#### Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	0%	0%
Partially Met	15%	4%	1%
Approached	11%	7%	9%
Met	17%	16%	12%
Exceeded	0%	1%	5%

**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

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the 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	850	850
75th	793	770
50th	770	743
25th	744	715
0th	693	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	49	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	837	850
75th	784	767
50th	766	745
25th	741	722
0th	703	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	45



### WITHIN SCHOOL ACHIEVEMENT GAP

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#### 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	829	850
75th	787	773
50th	757	750
25th	732	728
0th	696	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	55	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	819	850
75th	779	773
50th	762	751
25th	745	728
0th	665	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	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	808	850
75th	765	764
50th	748	742
25th	734	721
0th	693	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	806	850
75th	766	763
50th	751	743
25th	728	723
0th	694	650

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

## SCHOOL CLIMATE

MONMOUTH

HOWELL TWP

# State of New Jersey

2014-15

GRADE SPAN KG-05

25-2290-003

ADELPHIA ELEMENTARY SCHOOL

495 ADELPHIA ROAD

FREEHOLD, NJ 07728

### 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	6 Hrs. 0 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	150

#### SCHOOL PEER GROUP

MONMOUTH

HOWELL TWP

GRADE SPAN KG-05

ADELPHIA ELEMENTARY SCHOOL

495 ADELPHIA ROAD

FREEHOLD, NJ 07728

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES</u> <u>SPAN</u>	<u>ECONOMICALLY</u> <u>DISADVANTAGED</u>	<u>ENGLISH</u> <u>LANGUAGE</u> <u>LEARNERS</u>	<u>SPECIAL</u> <u>EDUCATION</u>
BERGEN	HILLSDALE BORO	ANN BLANCHE SMITH	03-2180-010	KG-04	9.1%	2.3%	14.7%
BERGEN	RUTHERFORD BORO	WASHINGTON SCHOOL	03-4600-110	01-03	9.3%	1.8%	8.6%
BERGEN	WESTWOOD REGIONAL	BROOKSIDE ELEMENTARY SCHOOL	03-5755-070	KG-05	10%	3.9%	9.7%
BURLINGTON	MEDFORD TWP	CHAIRVILLE ELEMENTARY SCHOOL	05-3080-030	KG-05	8.6%	0.5%	16.8%
BURLINGTON	MEDFORD TWP	HAINES SIXTH GRADE CENTER	05-3080-050	06	7.6%	0.6%	13.9%
CAMDEN	CHERRY HILL TWP	A. RUSSELL KNIGHT ELEMENTARY SCHOOL	07-0800-058	KG-05	8.5%	0.6%	14.5%
CAMDEN	CHERRY HILL TWP	BRET HARTE ELEMENTARY SCHOOL	07-0800-068	KG-05	7.1%	0%	15.5%
CAMDEN	CHERRY HILL TWP	RICHARD STOCKTON ELEMENTARY SCHOOL	07-0800-113	KG-05	9.1%	1%	19.6%
CAMDEN	CHERRY HILL TWP	WOODCREST ELEMENTARY SCHOOL	07-0800-130	KG-05	8.5%	0.3%	16.5%
CAMDEN	VOORHEES TWP	SIGNAL HILL SCHOOL	07-5400-095	PK-05	8.1%	0.9%	18.5%
ESSEX	BLOOMFIELD TWP	BROOKDALE ELEMENTARY	13-0410-060	PK-06	7.9%	0%	12%
ESSEX	BLOOMFIELD TWP	OAK VIEW ELEMENTARY	13-0410-140	PK-06	8.9%	1.1%	13.4%
ESSEX	MONTCLAIR TOWN	WATCHUNG ELEMENTARY SCHOOL	13-3310-170	KG-05	8.4%	0%	10.9%
ESSEX	NUTLEY TOWN	LINCOLN SCHOOL	13-3750-070	PK-06	9.7%	2.5%	25.6%
HUNTERDON	READINGTON TWP	THREE BRIDGES SCHOOL	19-4350-060	PK-03	8.4%	1.2%	12%
HUNTERDON	READINGTON TWP	WHITEHOUSE SCHOOL	19-4350-070	KG-03	8.8%	0.6%	14.9%
MIDDLESEX	EDISON TWP	WOODBROOK ELEMENTARY SCHOOL	23-1290-160	KG-05	7.5%	0.1%	3.7%
MIDDLESEX	OLD BRIDGE TWP	WALTER M. SCHIRRA ELEMENTARY SCHOOL	23-3845-165	KG-05	8.4%	0%	13.8%
MONMOUTH	HOWELL TWP	ADELPHIA ELEMENTARY SCHOOL	25-2290-003	KG-05	8%	0%	15.7%
MONMOUTH	MANALAPAN-ENGLISHTOWN REG	CLARK MILLS SCHOOL	25-2920-050	KG-05	7.5%	0.2%	12.4%
MONMOUTH	MIDDLETOWN TWP	MIDDLETOWN VILLAGE ELEMENTARY SCHOOL	25-3160-130	KG-05	8.2%	1.2%	19.4%
MONMOUTH	OCEANPORT BORO	WOLF HILL ELEMENTARY SCHOOL	25-3830-050	PK-04	8.5%	0.6%	16.1%

**SCHOOL PEER GROUP**

**MONMOUTH**

**HOWELL TWP**

**ADELPHIA ELEMENTARY SCHOOL**

**495 ADELPHIA ROAD**

**FREEHOLD, NJ 07728**

**GRADE SPAN**

**KG-05**

MONMOUTH	UPPER FREEHOLD REGIONAL	NEWELL ELEMENTARY SCHOOL	25-5310-060	PK-04	9%	2.1%	18.8%
MONMOUTH	WALL TWP	CENTRAL ELEMENTARY SCHOOL	25-5420-070	KG-05	8.5%	0%	15.4%
MORRIS	ROXBURY TWP	JEFFERSON ELEMENTARY SCHOOL	27-4560-065	KG-04	9.3%	2.1%	10.5%
PASSAIC	RINGWOOD BORO	DISTRICT ELEANOR G. HEWITT	31-4400-050	04-05	9%	0.4%	24.2%
SOMERSET	BRIDGEWATER-RARITAN REG	BRADLEY GARDENS ELEMENTARY SCHOOL	35-0555-040	KG-04	7.9%	0%	11%
SOMERSET	HILLSBOROUGH TWP	AUTEN ROAD INTERMEDIATE SCHOOL	35-2170-034	05-06	7.9%	0.4%	17.2%
UNION	SCOTCH PLAINS-FANWOOD REG	EVERGREEN SCHOOL	39-4670-090	PK-04	7.1%	0%	12.7%
UNION	SCOTCH PLAINS-FANWOOD REG	SCHOOL ONE	39-4670-070	PK-04	9.6%	2.5%	14.3%
WARREN	GREENWICH TWP	GREENWICH SCHOOL	41-1840-040	PK-05	8.2%	0.2%	11.6%



# State of New Jersey

2014-15

25-2290-005

ALDRICH ELEMENTARY SCHOOL

615 ALDRICH ROAD

HOWELL, NJ 07731-1936

## OVERVIEW

MONMOUTH

HOWELL TWP

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

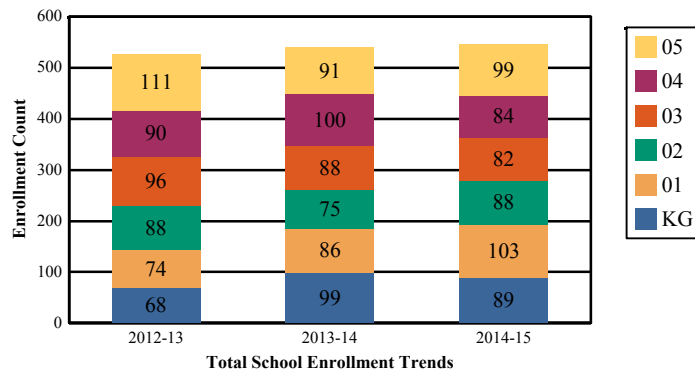
MONMOUTH  
HOWELL TWP

GRADE SPAN KG-05

25-2290-005  
ALDRICH ELEMENTARY SCHOOL  
615 ALDRICH ROAD  
HOWELL, NJ 07731-1936

### Enrollment by Grade

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



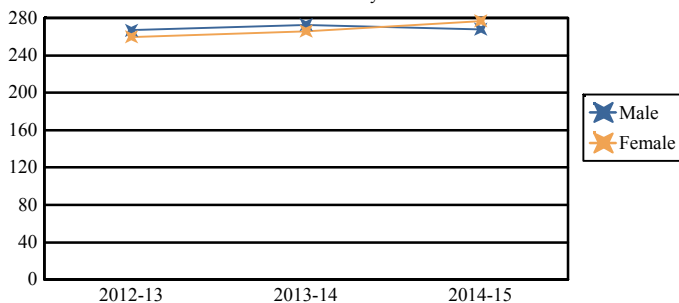
Total School Enrollment Trends

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

Total School Enrollment	
2012-13	527
2013-14	539
2014-15	545

### Enrollment by Gender

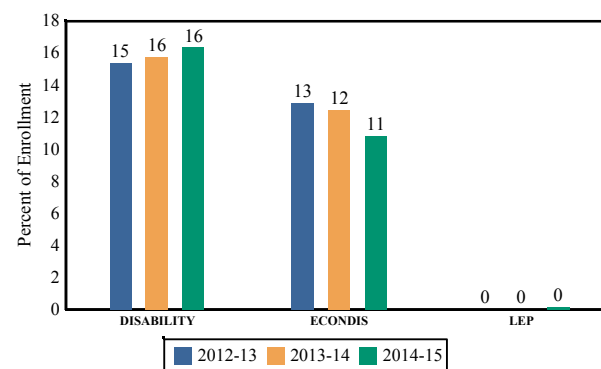
This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	267	260
2013-14	273	266
2014-15	268	277

### Enrollment Trends by Program Participation

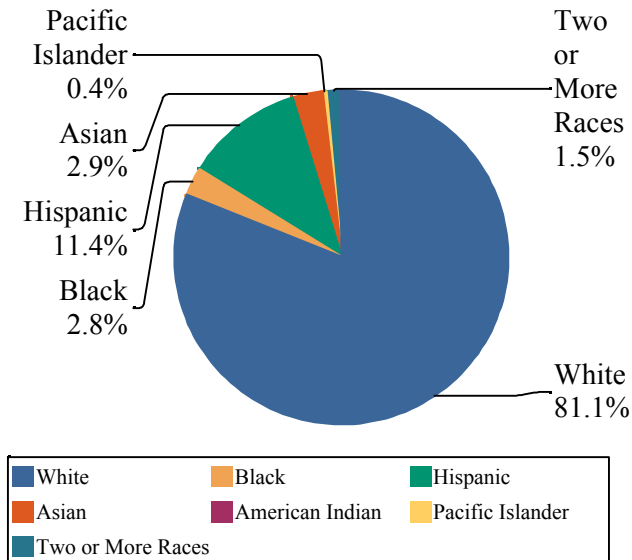
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	89	16%
Economically Disadvantaged Students	59	10.8%
English Language Learners	1	0.2%

### Enrollment by Ethnic/Racial Subgroup

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



### Language Diversity

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

2014-15	Percent
English	94.9%
Spanish	1.5%
Polish	0.6%
Russian	0.6%
Portuguese	0.4%
Pilipino	0.2%
Other	2.0%

#### ACADEMIC ACHIEVEMENT

MONMOUTH

HOWELL TWP

ALDRICH ELEMENTARY SCHOOL

615 ALDRICH ROAD

HOWELL, NJ 07731-1936

GRADE SPAN KG-05

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	53%	17	50
Math Met or Exceeded Expectation	48%		

#### 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	221	53.4%	95%	86.6%	YES*
White	176	52.3%	95%	85.3%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	37	21.6%	95%	86.7%	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

MONMOUTH  
HOWELL TWP

GRADE SPAN KG-05

ALDRICH ELEMENTARY SCHOOL  
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HOWELL, NJ 07731-1936

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	221	47.9%	95%	86.6%	YES*
White	176	47.2%	95%	85.3%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	37	24.3%	95%	86.7%	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

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

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



PARCC Performance Level

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

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

Five Performance Levels				
<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>

**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	71	761	744	1%	20%	27%	37%	15%	52%	44%
White	54	759	753	2%	17%	31%	39%	11%	50%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

ACADEMIC ACHIEVEMENT

MONMOUTH  
HOWELL TWP

GRADE SPAN KG-05

ALDRICH ELEMENTARY SCHOOL  
615 ALDRICH ROAD  
HOWELL, NJ 07731-1936

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	79	752	751	3%	11%	35%	39%	11%	51%	52%
White	65	753	758	2%	11%	37%	42%	9%	51%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	18	733	725	11%	17%	44%	28%	0%	28%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	13	737	734	8%	23%	31%	38%	0%	38%	31%

ACADEMIC ACHIEVEMENT

MONMOUTH  
HOWELL TWP

GRADE SPAN KG-05

ALDRICH ELEMENTARY SCHOOL  
615 ALDRICH ROAD  
HOWELL, NJ 07731-1936

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	71	754	751	1%	10%	31%	55%	3%	58%	53%
White	57	755	757	0%	11%	33%	53%	4%	56%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	-	-	723	-	-	-	-	-	-	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

**PARCC MATH - Performance Distribution - Grade - 03**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	71	755	746	3%	13%	24%	48%	13%	61%	46%
White	54	755	752	2%	13%	26%	46%	13%	59%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	26%

**PARCC MATH - Performance Distribution - Grade - 04**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	79	740	744	4%	28%	34%	30%	4%	34%	42%
White	65	740	749	3%	29%	35%	28%	5%	32%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	18	724	724	17%	44%	17%	22%	0%	22%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	13	728	730	8%	38%	38%	15%	0%	15%	23%

**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	71	751	744	3%	14%	32%	45%	6%	51%	42%
White	57	753	749	2%	14%	32%	46%	7%	53%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	11	732	724	9%	36%	36%	18%	0%	18%	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

MONMOUTH  
HOWELL TWP

GRADE SPAN KG-05

25-2290-005  
ALDRICH ELEMENTARY SCHOOL  
615 ALDRICH ROAD  
HOWELL, NJ 07731-1936

NJASK Results - Science Grade Level - 04

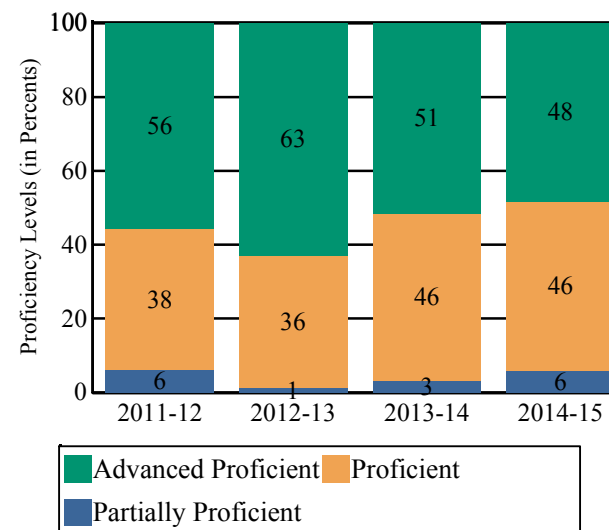
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	48%	46%	6%
White	51%	46%	3%
African American	-	-	-
Hispanic	46%	31%	23%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	25%	58%	17%
English Language Learners	-	-	-
Economically Disadvantaged Students	41%	53%	6%

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

MONMOUTH  
HOWELL TWP

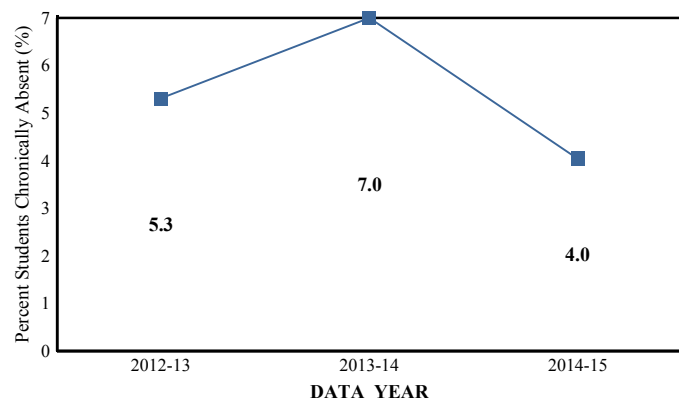
GRADE SPAN KG-05

25-2290-005  
ALDRICH ELEMENTARY SCHOOL  
615 ALDRICH ROAD  
HOWELL, NJ 07731-1936

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.

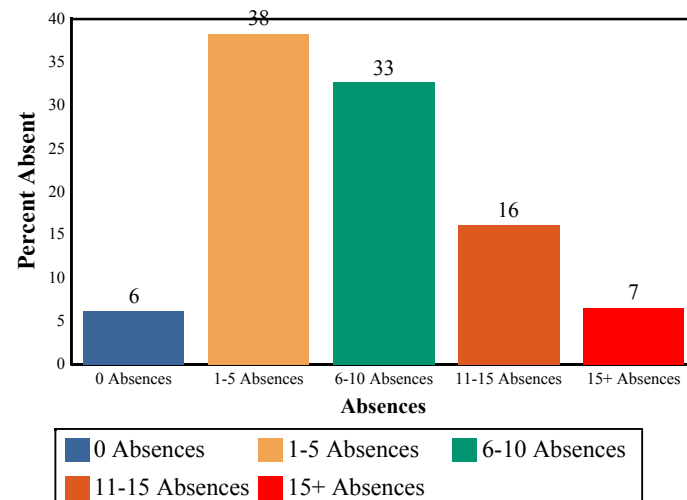


Chronic Absenteeism for 2014-15

4.04%

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

MONMOUTH

HOWELL TWP

ALDRICH ELEMENTARY SCHOOL

615 ALDRICH ROAD

HOWELL, NJ 07731-1936

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	45	28	29	35	YES
Student Growth on Math	41	18	23	35	YES
		23	26		100%

#### Student Growth

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

#### Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	0%	0%
Partially Met	10%	1%	0%
Approached	19%	7%	5%
Met	10%	17%	21%
Exceeded	0%	0%	8%

#### Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	4%	0%	0%
Partially Met	14%	5%	2%
Approached	15%	13%	4%
Met	8%	15%	16%
Exceeded	0%	0%	5%

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

MONMOUTH

HOWELL TWP

GRADE SPAN KG-05

ALDRICH ELEMENTARY SCHOOL

615 ALDRICH ROAD

HOWELL, NJ 07731-1936

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	849	850
75th	783	770
50th	750	743
25th	732	715
0th	694	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	51	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	828	850
75th	770	767
50th	754	745
25th	738	722
0th	686	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	45

#### WITHIN SCHOOL ACHIEVEMENT GAP

MONMOUTH

HOWELL TWP

GRADE SPAN KG-05

ALDRICH ELEMENTARY SCHOOL

615 ALDRICH ROAD

HOWELL, NJ 07731-1936

#### 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	770	773
50th	750	750
25th	734	728
0th	681	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	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	805	850
75th	772	773
50th	753	751
25th	739	728
0th	681	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	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	801	850
75th	760	764
50th	735	742
25th	721	721
0th	684	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	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	812	850
75th	773	763
50th	751	743
25th	731	723
0th	696	650

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

**SCHOOL CLIMATE**  
**MONMOUTH**  
**HOWELL TWP**

**State of New Jersey**  
**2014-15**

**GRADE SPAN KG-05**

**25-2290-005**  
**ALDRICH ELEMENTARY SCHOOL**  
**615 ALDRICH ROAD**  
**HOWELL, NJ 07731-1936**

**Length of School Day**

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

	School
<b>2014-15</b>	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
<b>2014-15</b>	0.9%

**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>	6 Hrs. 0 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>	13
<b>Administrators</b>	273

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES</u> <u>SPAN</u>	<u>ECONOMICALLY</u> <u>DISADVANTAGED</u>	<u>ENGLISH</u> <u>LANGUAGE</u> <u>LEARNERS</u>	<u>SPECIAL</u> <u>EDUCATION</u>
ATLANTIC	MARGATE CITY	WILLIAM H. ROSS III SCHOOL	01-3020-025	PK-04	10.1%	0%	14.1%
BERGEN	FORT LEE BORO	SCHOOL NO. 2	03-1550-070	PK-06	18.5%	8.7%	13.5%
BERGEN	LEONIA BORO	ANNA C. SCOTT ELEMENTARY SCHOOL	03-2620-060	PK-05	13.6%	6.4%	11.3%
BERGEN	MAHWAH TWP	JOYCE KILMER SCHOOL	03-2900-075	04-05	12.2%	1.8%	13.8%
BERGEN	MAHWAH TWP	LENAPE MEADOWS	03-2900-065	PK-03	15.5%	7.3%	10.6%
BERGEN	SADDLE BROOK TWP	SALOME H. LONG MEMORIAL SCHOOL	03-4610-090	KG-06	13.3%	1.4%	15.7%
BERGEN	WOOD-RIDGE BORO	CATHERINE E. DOYLE ELEMENTARY SCHOOL	03-5830-060	PK-03	13.1%	0.3%	17.8%
BURLINGTON	EVESHAM TWP	ROBERT B JAGGARD SCHOOL	05-1420-070	KG-05	14.7%	0.2%	21.6%
BURLINGTON	MOUNT LAUREL TWP	COUNTRYSIDE ELEMENTARY SCHOOL	05-3440-010	PK-04	13.7%	3.7%	14.2%
BURLINGTON	TABERNACLE TWP	TABERNACLE ELEMENTARY SCHOOL	05-5130-060	PK-04	11.8%	1.2%	14%
CAMDEN	CHERRY HILL TWP	JAMES F. COOPER ELEMENTARY SCHOOL	07-0800-083	KG-05	17.9%	1.5%	23.7%
CAMDEN	HADDON TWP	VAN SCIVER ELEMENTARY SCHOOL	07-1890-100	PK-05	16.4%	2.7%	19.4%
CAPE MAY	UPPER TWP	UPPER TOWNSHIP ELEMENTARY SCHOOL	09-5340-050	03-05	14.5%	0.2%	20.9%
GLOUCESTER	PITMAN BORO	ELWOOD KINDLE ELEMENTARY SCHOOL	15-4140-060	PK-05	10.6%	0%	15.4%
GLOUCESTER	SWEDESBORO-WOOLWICH	WALTER HILL SCHOOL	15-5120-060	06	13%	0.8%	17%
HUNTERDON	FLEMINGTON-RARITAN REG	READING-FLEMING INTERMEDIATE SCHOOL	19-1510-040	05-06	14.7%	0.8%	19.4%
MERCER	HAMILTON TWP	UNIVERSITY HEIGHTS ELEMENTARY SCHOOL	21-1950-250	PK-05	20.3%	1.4%	26.3%
MERCER	PRINCETON REGIONAL	RIVERSIDE SCHOOL	21-4255-090	PK-05	17.8%	5.2%	18.4%
MONMOUTH	FREEHOLD TWP	C. RICHARD APPELEGATE SCHOOL	25-1660-021	KG-05	10%	0.2%	15%
MONMOUTH	HOWELL TWP	ALDRICH ELEMENTARY SCHOOL	25-2290-005	KG-05	10.8%	0.2%	15.2%
MORRIS	LINCOLN PARK BORO	LINCOLN PARK ELEMENTARY SCHOOL	27-2650-035	PK-04	18.8%	9%	13.2%

**SCHOOL PEER GROUP**

**MONMOUTH**

**HOWELL TWP**

**ALDRICH ELEMENTARY SCHOOL**  
**615 ALDRICH ROAD**  
**HOWELL, NJ 07731-1936**

**GRADE SPAN KG-05**

MORRIS	PARSIPPANY-TROY HILLS TWP	<b>LAKE HIAWATHA ELEMENTARY SCHOOL</b>	27-3950-070	PK-05	17.4%	8%	12.5%
MORRIS	ROCKAWAY TWP	<b>CATHERINE A DWYER ELEMENTARY SCHOOL</b>	27-4490-019	KG-05	18.6%	9.4%	12.6%
OCEAN	ISLAND HEIGHTS BORO	<b>ISLAND HEIGHTS ELEMENTARY SCHOOL</b>	29-2350-050	KG-06	11.8%	0%	16.8%
PASSAIC	POMPTON LAKES BORO	<b>LINCOLN SCHOOL</b>	31-4230-070	PK-05	19.2%	5%	19.6%
PASSAIC	WEST MILFORD TWP	<b>APSHAWA ELEMENTARY SCHOOL</b>	31-5650-042	KG-06	16.5%	4.2%	16.9%
PASSAIC	WEST MILFORD TWP	<b>PARADISE KNOLL ELEMENTARY SCHOOL</b>	31-5650-080	KG-06	11.1%	0%	14.8%
SOMERSET	BRIDGEWATER-RARITAN REG	<b>HILLSIDE INTERMEDIATE SCHOOL</b>	35-0555-065	05-06	10.2%	0%	16.1%
UNION	SUMMIT CITY	<b>WASHINGTON ELEMENTARY SCHOOL</b>	39-5090-120	01-05	13.6%	5.9%	11.8%
UNION	UNION TWP	<b>WASHINGTON</b>	39-5290-140	PK-04	16.9%	9.1%	10%
WARREN	FRELINGHUYSEN TWP	<b>FRELINGHUYSEN TOWNSHIP ELEMENTARY SCHOOL</b>	41-1670-050	PK-06	12.1%	0%	16.2%





# State of New Jersey

2014-15

25-2290-010

## OVERVIEW

MONMOUTH

HOWELL TWP

GRADE SPAN KG-05

ARDENA ELEMENTARY SCHOOL

355 ADELPHIA ROAD

FARMINGDALE, NJ 07727-3528

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

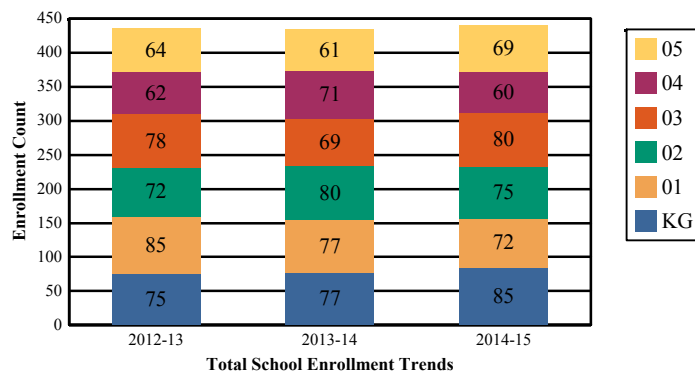
MONMOUTH  
HOWELL TWP

GRADE SPAN KG-05

25-2290-010  
ARDENA ELEMENTARY SCHOOL  
355 ADELPHIA ROAD  
FARMINGDALE, NJ 07727-3528

### Enrollment by Grade

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



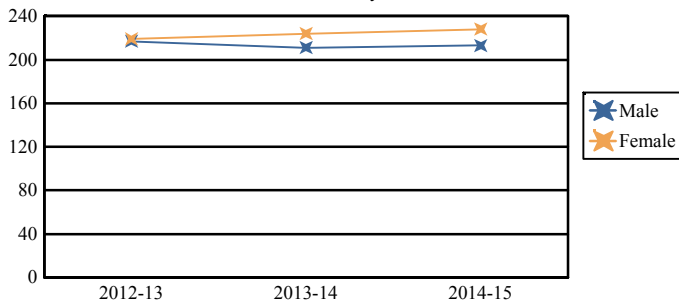
Total School Enrollment Trends

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

Total School Enrollment	
2012-13	436
2013-14	435
2014-15	441

### Enrollment by Gender

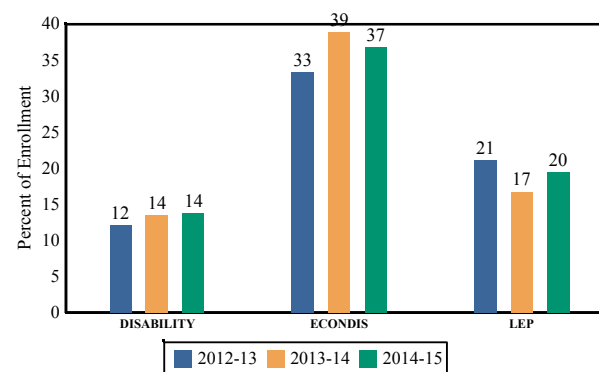
This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	217	219
2013-14	211	224
2014-15	213	228

### Enrollment Trends by Program Participation

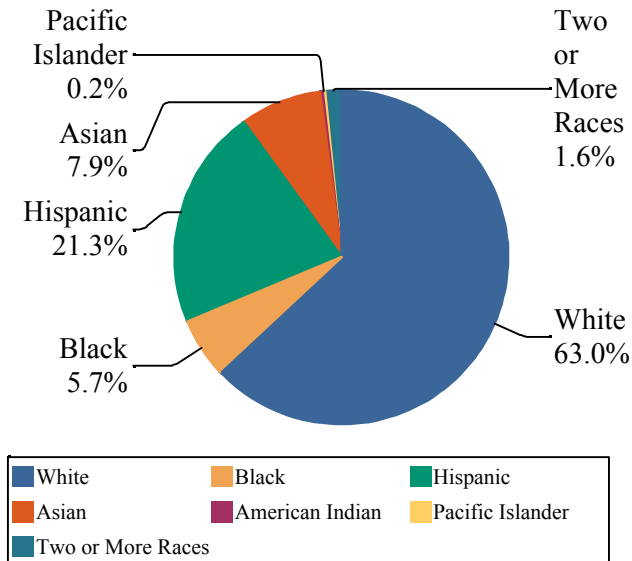
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



### Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	61	14%
Economically Disadvantaged Students	162	36.7%
English Language Learners	86	19.5%

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	75.6%
Spanish	15.5%
Chinese	1.6%
Russian	0.9%
Polish	0.7%
Ukrainian	0.7%
Other	5.0%

#### ACADEMIC ACHIEVEMENT

MONMOUTH

HOWELL TWP

GRADE SPAN KG-05

ARDENA ELEMENTARY SCHOOL

355 ADELPHIA ROAD

FARMINGDALE, NJ 07727-3528

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	52%	46	46
Math Met or Exceeded Expectation	35%		

#### 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	192	51.6%	95%	96.6%	YES
White	136	58.1%	95%	95.9%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	41	26.9%	95%	97.8%	YES
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	63	20.6%	95%	97.2%	YES

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

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

**ESEA Waiver - Math**

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	192	35.4%	95%	96.6%	YES
White	136	39.7%	95%	95.9%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	41	29.2%	95%	97.8%	YES
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	63	11.1%	95%	97.2%	YES

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

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



State of New Jersey  
2014-15

ACADEMIC ACHIEVEMENT

MONMOUTH  
HOWELL TWP

GRADE SPAN KG-05

25-2290-010  
ARDENA ELEMENTARY SCHOOL  
355 ADELPHIA ROAD  
FARMINGDALE, NJ 07727-3528

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 (Min. 650)	<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 (Max. 850)

**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	73	740	744	12%	19%	30%	34%	4%	38%	44%
White	50	743	753	6%	20%	36%	32%	6%	38%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	12	723	727	42%	25%	17%	17%	0%	17%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	14	728	718	29%	21%	29%	14%	7%	21%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

**PARCC ELA Performance Distribution - Grade - 04**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	54	752	751	9%	15%	17%	44%	15%	59%	52%
White	36	762	758	8%	8%	8%	53%	22%	75%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	14	722	725	29%	36%	14%	21%	0%	21%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	23	730	734	17%	22%	30%	30%	0%	30%	31%

**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	65	754	751	3%	17%	20%	54%	6%	60%	53%
White	50	759	757	2%	14%	18%	58%	8%	66%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	13	735	723	8%	46%	8%	31%	8%	38%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	19	735	734	5%	42%	26%	21%	5%	26%	31%



**PARCC MATH - Performance Distribution - Grade - 03**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	73	740	746	7%	25%	30%	36%	3%	38%	46%
White	50	743	752	4%	20%	38%	34%	4%	38%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	14	741	727	7%	36%	21%	29%	7%	36%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	21	723	730	14%	48%	24%	14%	0%	14%	26%

ACADEMIC ACHIEVEMENT

MONMOUTH  
HOWELL TWP

GRADE SPAN KG-05

ARDENA ELEMENTARY SCHOOL  
355 ADELPHIA ROAD  
FARMINGDALE, NJ 07727-3528

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	54	738	744	11%	20%	39%	28%	2%	30%	42%
White	36	747	749	0%	22%	42%	33%	3%	36%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	14	725	724	21%	50%	7%	21%	0%	21%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	23%

ACADEMIC ACHIEVEMENT

MONMOUTH  
HOWELL TWP

GRADE SPAN KG-05

ARDENA ELEMENTARY SCHOOL  
355 ADELPHIA ROAD  
FARMINGDALE, NJ 07727-3528

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	65	743	744	2%	26%	35%	34%	3%	37%	42%
White	50	747	749	0%	22%	34%	42%	2%	44%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	13	733	724	0%	62%	8%	31%	0%	31%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	19	728	731	5%	42%	42%	11%	0%	11%	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

MONMOUTH  
HOWELL TWP

GRADE SPAN KG-05

25-2290-010  
ARDENA ELEMENTARY SCHOOL  
355 ADELPHIA ROAD  
FARMINGDALE, NJ 07727-3528

NJASK Results - Science Grade Level - 04

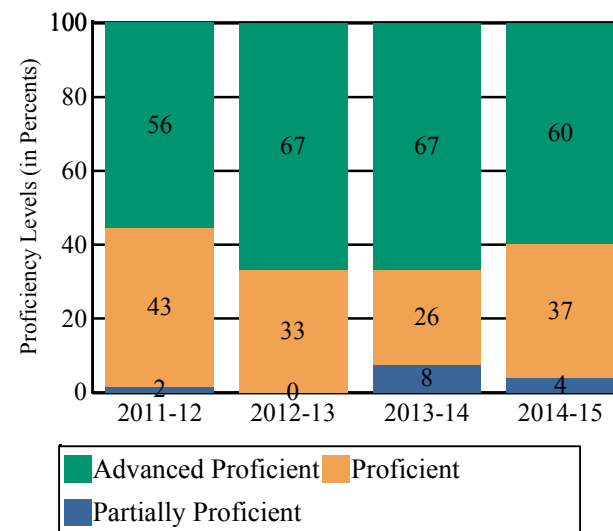
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	60%	37%	4%
White	67%	33%	0%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	36%	57%	7%
English Language Learners	-	-	-
Economically Disadvantaged Students	41%	50%	9%

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

MONMOUTH

HOWELL TWP

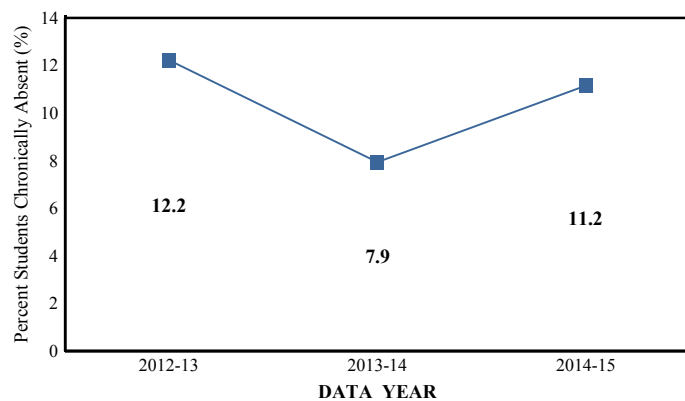
GRADE SPAN KG-05

25-2290-010  
ARDENA ELEMENTARY SCHOOL  
355 ADELPHIA ROAD  
FARMINGDALE, NJ 07727-3528

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.

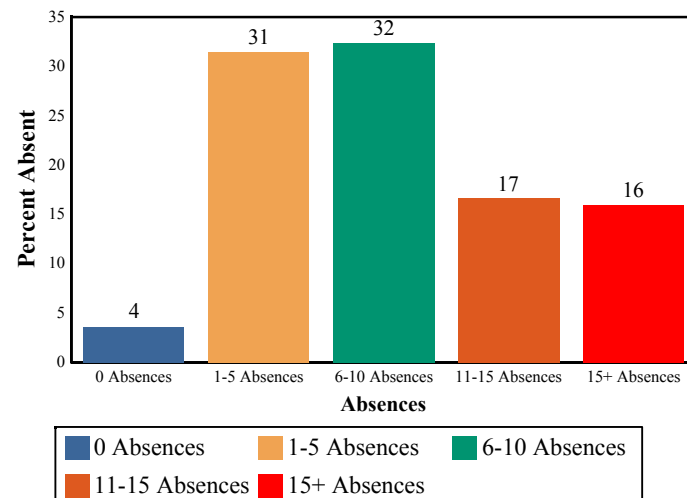


Chronic Absenteeism for 2014-15

11.16%

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

MONMOUTH

HOWELL TWP

ARDENA ELEMENTARY SCHOOL

355 ADELPHIA ROAD

FARMINGDALE, NJ 07727-3528

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	45	18	26	35	YES
Student Growth on Math	40	7	20	35	YES
		13	23		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	7%	0%	0%
Partially Met	8%	7%	1%
Approached	9%	7%	4%
Met	13%	18%	18%
Exceeded	0%	1%	10%

#### Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	7%	0%	0%
Partially Met	16%	8%	1%
Approached	13%	11%	11%
Met	8%	10%	12%
Exceeded	0%	0%	2%

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

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

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

### WITHIN SCHOOL ACHIEVEMENT GAP

MONMOUTH

HOWELL TWP

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	829	850
75th	755	770
50th	740	743
25th	713	715
0th	662	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	42	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	791	850
75th	758	767
50th	738	745
25th	720	722
0th	686	650

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



#### WITHIN SCHOOL ACHIEVEMENT GAP

MONMOUTH

HOWELL TWP

GRADE SPAN KG-05

ARDENA ELEMENTARY SCHOOL

355 ADELPHIA ROAD

FARMINGDALE, NJ 07727-3528

#### 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	825	850
75th	775	773
50th	754	750
25th	731	728
0th	673	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	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	813	850
75th	772	773
50th	757	751
25th	731	728
0th	691	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	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	803	850
75th	754	764
50th	731	742
25th	720	721
0th	677	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	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	802	850
75th	762	763
50th	742	743
25th	722	723
0th	693	650

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

**SCHOOL CLIMATE**  
**MONMOUTH**  
**HOWELL TWP**

**State of New Jersey**  
**2014-15**

**GRADE SPAN KG-05**

**25-2290-010**  
**ARDENA ELEMENTARY SCHOOL**  
**355 ADELPHIA ROAD**  
**FARMINGDALE, NJ 07727-3528**

**Length of School Day**

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

	School
<b>2014-15</b>	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
<b>2014-15</b>	3.4%

**Instructional Time**

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

<b>2014-15</b>	School
<b>Full Time</b>	6 Hrs. 0 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>	11
<b>Administrators</b>	221

#### SCHOOL PEER GROUP

MONMOUTH

HOWELL TWP

GRADE SPAN KG-05

ARDENA ELEMENTARY SCHOOL

355 ADELPHIA ROAD

FARMINGDALE, NJ 07727-3528

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	EAST RUTHERFORD BORO	MCKENZIE SCHOOL	03-1230-080	PK-04	31.1%	13.1%	12.8%
BERGEN	SADDLE BROOK TWP	FRANKLIN SCHOOL	03-4610-080	KG-06	32.3%	3.3%	19%
CAMDEN	CHERRY HILL TWP	JAMES JOHNSON ELEMENTARY SCHOOL	07-0800-085	KG-05	31.5%	12.4%	15.2%
CAMDEN	STRATFORD BORO	PARKVIEW ELEMENTARY SCHOOL	07-5080-045	PK-03	33.6%	8.3%	12.6%
CAPE MAY	WEST CAPE MAY BORO	WEST CAPE MAY ELEMENTARY SCHOOL	09-5610-050	PK-06	37.5%	6.2%	20%
HUDSON	JERSEY CITY	CORNELIA F. BRADFORD SCHOOL	17-2390-340	PK-05	33.9%	23.2%	3.4%
HUNTERDON	FLEMINGTON-RARITAN REG	FRANCIS A. DESMARES ELEMENTARY SCHOOL	19-1510-035	KG-04	33.1%	18.1%	7.2%
HUNTERDON	SOUTH HUNTERDON REGIONAL SCHOOL DISTRICT	LAMBERTVILLE PUBLIC SCHOOL	19-1376-020	PK-06	31.6%	7.4%	13.9%
MERCER	EAST WINDSOR REGIONAL	ETHEL MCKNIGHT ELEMENTARY SCHOOL	21-1245-055	KG-05	38.7%	17.4%	7.6%
MERCER	EAST WINDSOR REGIONAL	PERRY L. DREW ELEMENTARY SCHOOL	21-1245-075	KG-05	39.8%	13.6%	13.6%
MERCER	EAST WINDSOR REGIONAL	WALTER C. BLACK ELEMENTARY SCHOOL	21-1245-080	KG-05	31.4%	12.8%	6.4%
MERCER	LAWRENCE TWP	SLACKWOOD ELEMENTARY SCHOOL	21-2580-100	KG-03	37.2%	15.9%	11.4%
MIDDLESEX	OLD BRIDGE TWP	MADISON PARK ELEMENTARY SCHOOL	23-3845-120	KG-05	46.2%	12.8%	19%
MIDDLESEX	WOODBRIIDGE TWP	PENNSYLVANIA AVENUE SCHOOL	23-5850-260	KG-05	32%	21.1%	10.5%
MONMOUTH	EATONTOWN BORO	WOODMERE	25-1260-110	KG-06	36.6%	0%	29.4%
MONMOUTH	HOWELL TWP	ARDENA ELEMENTARY SCHOOL	25-2290-010	KG-05	36.7%	19.5%	13.2%
MONMOUTH	OCEAN TWP	WAYSIDE ELEMENTARY SCHOOL	25-3810-080	PK-04	36.6%	13.7%	17.9%
MONMOUTH	WALL TWP	WEST BELMAR ELEMENTARY SCHOOL	25-5420-080	KG-05	34.2%	15.1%	20.6%
MORRIS	MORRIS SCHOOL DISTRICT	NORMANDY PARK SCHOOL	27-3385-100	KG-05	37.2%	21.5%	9.8%
MORRIS	PARSIPPANY-TROY HILLS TWP	KNOLLWOOD ELEMENTARY SCHOOL	27-3950-065	KG-05	30.5%	21.4%	7.1%

**SCHOOL PEER GROUP**

**MONMOUTH**

**HOWELL TWP**

**ARDENA ELEMENTARY SCHOOL**

**355 ADELPHIA ROAD**

**FARMINGDALE, NJ 07727-3528**

		GRADE SPAN	KG-05				
OCEAN	BRICK TWP	<b>OSBORNVILLE ELEMENTARY SCHOOL</b>	29-0530-070	KG-05	47.9%	16.2%	20.3%
OCEAN	EAGLESWOOD TWP	<b>EAGLESWOOD ELEMENTARY SCHOOL</b>	29-1150-020	PK-06	35.3%	2.9%	24.2%
OCEAN	LONG BEACH ISLAND	<b>LONG BEACH ISLAND GRADE SCHOOL</b>	29-2760-050	03-06	32%	4.1%	26.2%
PASSAIC	CLIFTON CITY	<b>SCHOOL #14</b>	31-0900-190	KG-05	37.1%	16.2%	10.6%
SOMERSET	FRANKLIN TWP	<b>HILLCREST SCHOOL</b>	35-1610-100	PK-04	37.6%	17.3%	7.8%
UNION	LINDEN CITY	<b>NUMBER 6</b>	39-2660-130	PK-05	59.1%	35.4%	9.7%
UNION	LINDEN CITY	<b>NUMBER 9</b>	39-2660-160	PK-05	33%	20.5%	7.3%
UNION	ROSELLE PARK BORO	<b>ERNEST J. FINIZIO JR. - ALDENE SCHOOL</b>	39-4550-060	PK-05	34.9%	11.6%	13.4%
UNION	ROSELLE PARK BORO	<b>ROBERT GORDON ELEMENTARY SCHOOL</b>	39-4550-080	KG-05	44.4%	14.9%	17.1%
UNION	SUMMIT CITY	<b>JEFFERSON ELEMENTARY SCHOOL</b>	39-5090-090	01-05	39%	11.5%	13.3%
WARREN	HACKETTSTOWN	<b>HATCHERY HILL ELEMENTARY SCHOOL</b>	41-1870-070	PK-04	32.5%	6.5%	14.8%



# State of New Jersey

2014-15

25-2290-012

## OVERVIEW

MONMOUTH

HOWELL TWP

GRADE SPAN KG-05

GREENVILLE ELEMENTARY SCHOOL

210 RAMTOWN GREENVILLE ROAD

HOWELL, NJ 07731

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

In particular, the School Performance Reports seek to:

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

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

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

## DEMOGRAPHIC INFORMATION

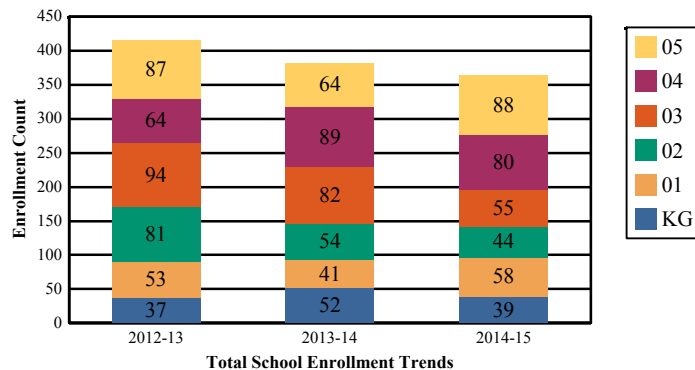
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### Enrollment by Grade

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



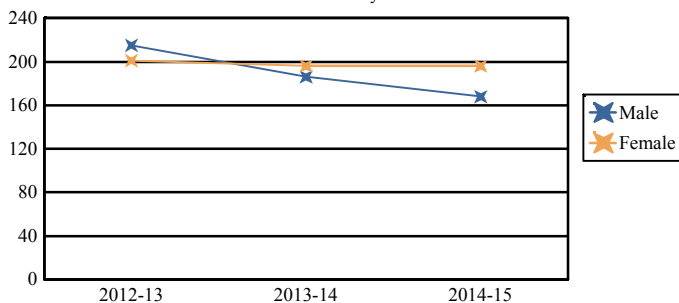
Total School Enrollment Trends

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

Total School Enrollment	
2012-13	416
2013-14	382
2014-15	364

### Enrollment by Gender

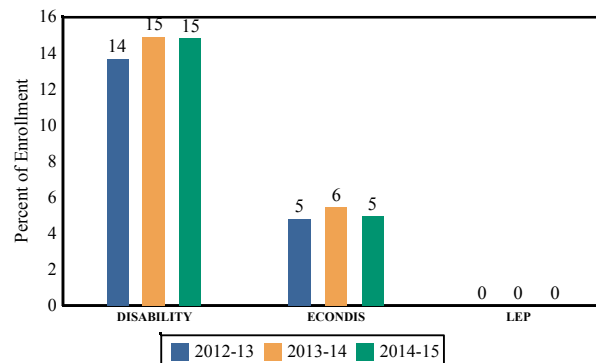
This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	215	201
2013-14	186	196
2014-15	168	196

### Enrollment Trends by Program Participation

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

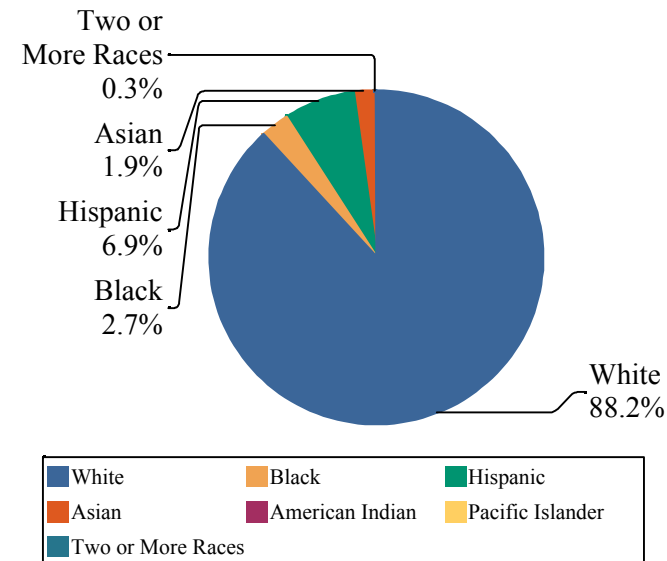


### Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	54	15%
Economically Disadvantaged Students	18	5.0%
English Language Learners	0	0.0%

### 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	95.6%
Spanish	1.9%
Chinese	0.8%
Polish	0.6%
Sign Languages	0.3%
Russian	0.3%
Other	0.6%

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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	68%	36	78
Math Met or Exceeded Expectation	54%		

#### 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	192	67.7%	95%	88.3%	YES*
White	173	67.7%	95%	87.6%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
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.

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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	192	53.7%	95%	88.3%	YES*
White	173	54.9%	95%	87.6%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
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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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>

**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	47	764	744	4%	11%	19%	53%	13%	66%	44%
White	43	766	753	5%	9%	19%	53%	14%	67%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

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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	69	759	751	4%	7%	20%	55%	13%	68%	52%
White	64	759	758	5%	8%	20%	53%	14%	67%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

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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	76	761	751	0%	11%	21%	61%	8%	68%	53%
White	66	760	757	0%	9%	23%	61%	8%	68%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	-	-	723	-	-	-	-	-	-	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

**PARCC MATH - Performance Distribution - Grade - 03**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	47	760	746	2%	4%	23%	64%	6%	70%	46%
White	43	761	752	2%	5%	21%	65%	7%	72%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	26%

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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	69	749	744	0%	17%	32%	49%	1%	51%	42%
White	64	750	749	0%	17%	31%	50%	2%	52%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	23%

**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	76	749	744	1%	12%	41%	41%	5%	46%	42%
White	66	749	749	2%	11%	41%	44%	3%	47%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	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



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NJASK Results - Science Grade Level - 04

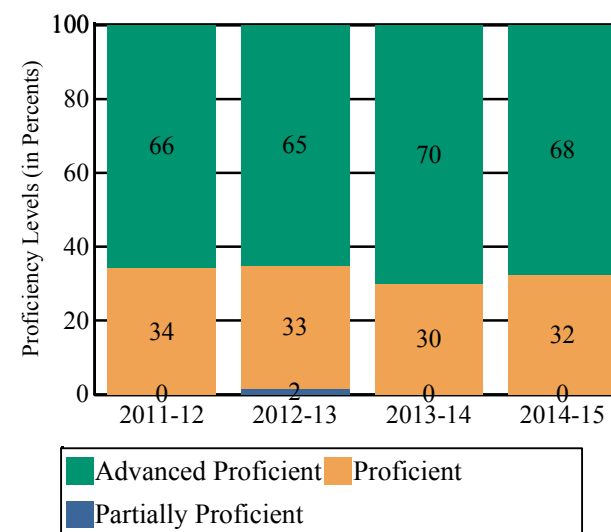
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	68%	32%	0%
White	71%	29%	0%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	50%	50%	0%
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**

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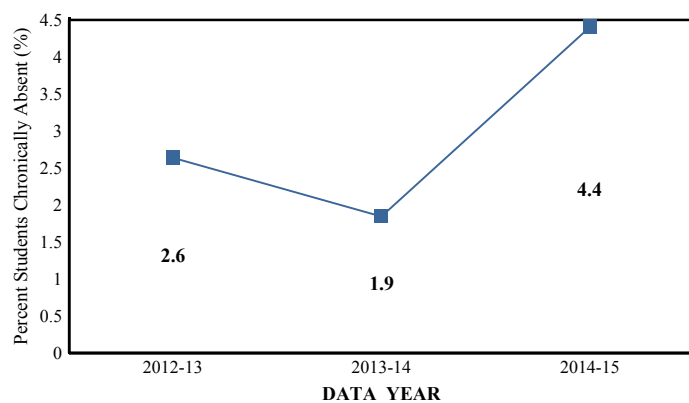
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly 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.

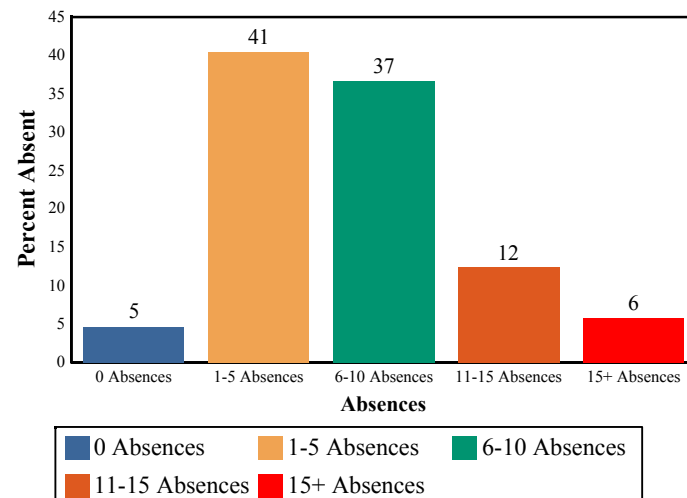


**Chronic Absenteeism for 2014-15**

**4.41%**

**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

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. 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	42	8	21	35	YES
Student Growth on Math	41	19	23	35	YES
		14	22		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	7%	1%	1%
Approached	12%	6%	3%
Met	20%	22%	16%
Exceeded	0%	4%	6%

#### Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	1%	0%	0%
Partially Met	10%	3%	3%
Approached	19%	11%	6%
Met	13%	15%	17%
Exceeded	0%	1%	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

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the 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	828	850
75th	793	770
50th	762	743
25th	739	715
0th	675	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	54	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	819	850
75th	771	767
50th	760	745
25th	749	722
0th	684	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	22	45

#### WITHIN SCHOOL ACHIEVEMENT GAP

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#### 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	836	850
75th	774	773
50th	761	750
25th	738	728
0th	674	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	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	814	850
75th	777	773
50th	761	751
25th	746	728
0th	703	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	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	792	850
75th	764	764
50th	750	742
25th	732	721
0th	701	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	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	799	850
75th	763	763
50th	747	743
25th	734	723
0th	696	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	29	40

### 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. 30 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>	0.3%

### 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>	6 Hrs. 0 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>	12
<b>Administrators</b>	182

#### SCHOOL PEER GROUP

MONMOUTH

HOWELL TWP

GRADE SPAN KG-05

GREENVILLE ELEMENTARY SCHOOL

210 RAMTOWN GREENVILLE ROAD

HOWELL, NJ 07731

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES</u> <u>PAN</u>	<u>ECONOMICALLY</u> <u>DISADVANTAGED</u>	<u>ENGLISH</u> <u>LANGUAGE</u> <u>LEARNERS</u>	<u>SPECIAL</u> <u>EDUCATION</u>
BERGEN	EMERSON BORO	PATRICK M VILLANO SCHOOL	03-1360-060	03-06	8.1%	5.1%	17.6%
BERGEN	FAIR LAWN BORO	RADBURN ELEMENTARY SCHOOL	03-1450-110	KG-05	8.7%	5.1%	23.3%
BERGEN	HILLSDALE BORO	MEADOWBROOK	03-2180-030	PK-04	5.9%	0.9%	21.5%
BERGEN	MAHWAH TWP	GEORGE WASHINGTON SCHOOL	03-2900-080	KG-03	6.7%	1.7%	15.7%
BERGEN	RAMSEY BORO	WESLEY D TISDALE ELEMENTARY SCHOOL	03-4310-080	PK-03	6.9%	4.1%	6.4%
BERGEN	RUTHERFORD BORO	LINCOLN SCHOOL	03-4600-070	KG-03	4.6%	0.2%	5.7%
BERGEN	WESTWOOD REGIONAL	WASHINGTON ELEMENTARY SCHOOL	03-5755-080	KG-05	5.7%	0.7%	10.7%
BURLINGTON	CHESTERFIELD TWP	CHESTERFIELD TOWNSHIP ELEMENTARY SCHOOL	05-0830-025	PK-06	5.6%	0.3%	10.8%
CAMDEN	HADDON HEIGHTS BORO	SEVENTH AVE	07-1880-090	KG-06	4.6%	0%	9.1%
CAMDEN	VOORHEES TWP	EDWARD T. HAMILTON	07-5400-020	KG-05	5.5%	1.2%	18.4%
CAMDEN	VOORHEES TWP	KRESSON SCHOOL	07-5400-055	KG-05	4.6%	0%	9.3%
CHARTERS	HATIKVAH INTERNATIONAL CS	HATIKVAH INTERNATIONAL CHARTER SCHOOL	80-6041-916	KG-05	7.4%	3%	10.7%
CHARTERS	THOMAS EDISON ENERGYSMART CS	THOMAS EDISON ENERGYSMART CHARTER SCHOOL	80-6081-967	KG-06	5.7%	2.4%	2.7%
HUNTERDON	READINGTON TWP	HOLLAND BROOK SCHOOL	19-4350-030	04-05	5.8%	1.1%	21.6%
MERCER	W WINDSOR-PLAINSBORO REG	MILLSTONE RIVER SCHOOL	21-5715-150	04-05	6.5%	1.9%	10.3%
MIDDLESEX	EAST BRUNSWICK TWP	WARNSDORFER ELEMENTARY SCHOOL	23-1170-138	KG-05	5.4%	0%	10.4%
MONMOUTH	HOWELL TWP	GREENVILLE ELEMENTARY SCHOOL	25-2290-012	KG-05	5%	0%	13.7%
MONMOUTH	MIDDLETOWN TWP	RIVER PLAZA ELEMENTARY SCHOOL	25-3160-160	KG-05	4.9%	0.6%	11.1%
MORRIS	MADISON BORO	TOREY J. SABATINI SCHOOL	27-2870-110	KG-05	5.5%	0.9%	12.2%
MORRIS	PARSIPPANY-TROY HILLS TWP	MOUNT TABOR ELEMENTARY SCHOOL	27-3950-100	KG-05	7.5%	4.1%	12.9%
MORRIS	ROXBURY TWP	KENNEDY ELEMENTARY SCHOOL DISTRICT	27-4560-067	KG-04	5.4%	0%	14.8%

**SCHOOL PEER GROUP**

**MONMOUTH**

**HOWELL TWP**

**GRADE SPAN**

**KG-05**

**GREENVILLE ELEMENTARY SCHOOL**

**210 RAMTOWN GREENVILLE ROAD**

**HOWELL, NJ 07731**

PASSAIC	RINGWOOD BORO	PETER COOPER SCHOOL	31-4400-055	KG-03	5.8%	1.2%	10%
PASSAIC	WAYNE TWP	ALBERT PAYSON TERHUNE ELEMENTARY	31-5570-078	KG-05	5.1%	0.5%	12.4%
PASSAIC	WAYNE TWP	JAMES FALLON ELEMENTARY SCHOOL	31-5570-085	KG-05	5.9%	0.6%	10.9%
SOMERSET	BRANCHBURG TWP	STONY BROOK SCHOOL	35-0510-060	04-05	6%	0.3%	18.9%
SOMERSET	BRIDGEWATER-RARITAN REG	MILLTOWN ELEMENTARY SCHOOL	35-0555-085	KG-04	4.7%	0%	11.2%
UNION	CLARK TWP	VALLEY ROAD SCHOOL	39-0850-040	KG-05	5.7%	0.9%	15.7%
UNION	CRANFORD TWP	LIVINGSTON AVENUE SCHOOL	39-0980-080	03-05	5.1%	0%	24.6%
UNION	SCOTCH PLAINS-FANWOOD REG	WILLIAM J. MCGINN	39-4670-105	KG-04	5.2%	0%	13%
UNION	SUMMIT CITY	LINCOLN-HUBBARD ELEMENTARY SCHOOL	39-5090-100	01-05	7.3%	4%	7.6%
UNION	WESTFIELD TOWN	MCKINLEY ELEMENTARY SCHOOL	39-5730-140	01-05	7%	3.2%	18.3%





# State of New Jersey

2014-15

25-2290-020

## OVERVIEW

MONMOUTH

HOWELL TWP

EDITH M. GRIEBLING ELEMENTARY SCHOOL

130 HAVENS BRIDGE ROAD

FARMINGDALE, NJ 07727-3542

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

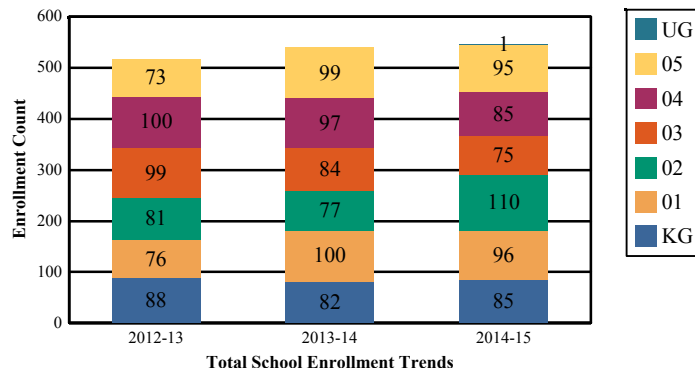
MONMOUTH  
HOWELL TWP

GRADE SPAN KG-05

25-2290-020  
EDITH M. GRIEBLING ELEMENTARY SCHOOL  
130 HAVENS BRIDGE ROAD  
FARMINGDALE, NJ 07727-3542

### Enrollment by Grade

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

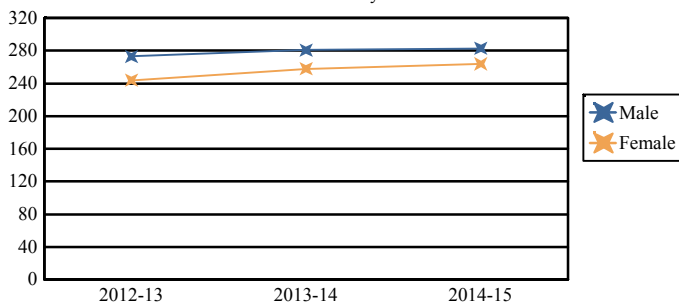


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	517
2013-14	539
2014-15	547

### Enrollment by Gender

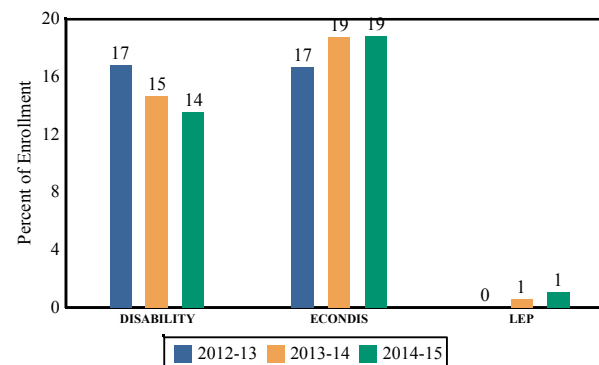
This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	273	244
2013-14	281	258
2014-15	283	264

### Enrollment Trends by Program Participation

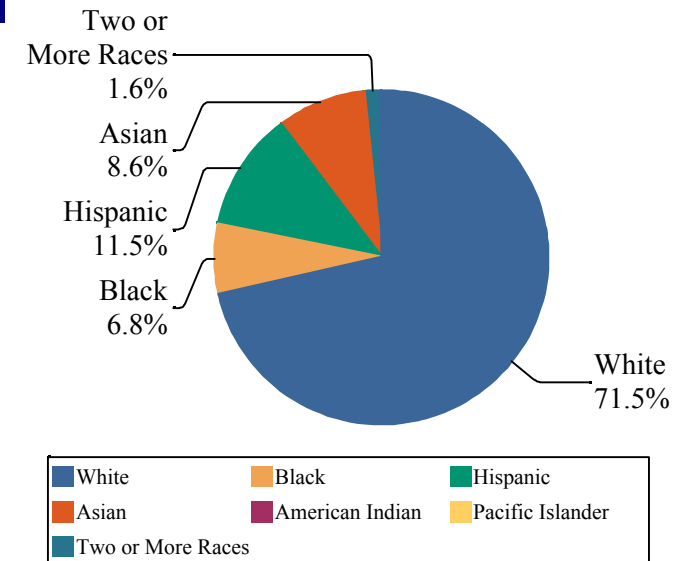
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	74	14%
Economically Disadvantaged Students	103	18.8%
English Language Learners	6	1.1%

### Enrollment by Ethnic/Racial Subgroup

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



### Language Diversity

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

2014-15	Percent
English	94.1%
Spanish	2.8%
Russian	0.6%
Hindi	0.4%
Urdu	0.4%
Portuguese	0.4%
Other	1.5%

#### ACADEMIC ACHIEVEMENT

MONMOUTH

HOWELL TWP

EDITH M. GRIEBLING ELEMENTARY SCHOOL

130 HAVENS BRIDGE ROAD

FARMINGDALE, NJ 07727-3542

GRADE SPAN KG-05

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%	88	75
Math Met or Exceeded Expectation	44%		

#### 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	221	66%	95%	90.9%	YES*
White	158	69%	95%	90.6%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	35	37.2%	95%	90%	YES*
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	37	51.3%	95%	93.2%	YES*

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

MONMOUTH  
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GRADE SPAN KG-05

EDITH M. GRIEBLING ELEMENTARY SCHOOL  
130 HAVENS BRIDGE ROAD  
FARMINGDALE, NJ 07727-3542

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	221	44.4%	95%	90.9%	YES*
White	158	48.1%	95%	90.6%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	35	28.6%	95%	90%	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	37	27%	95%	93.2%	YES*

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

MONMOUTH  
HOWELL TWP

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EDITH M. GRIEBLING ELEMENTARY SCHOOL  
130 HAVENS BRIDGE ROAD  
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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

MONMOUTH  
HOWELL TWP

EDITH M. GRIEBLING ELEMENTARY SCHOOL  
130 HAVENS BRIDGE ROAD  
FARMINGDALE, NJ 07727-3542

GRADE SPAN KG-05

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	64	761	744	3%	8%	19%	66%	5%	70%	44%
White	50	760	753	4%	10%	18%	62%	6%	68%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	11	739	718	9%	27%	18%	45%	0%	45%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

ACADEMIC ACHIEVEMENT

MONMOUTH  
HOWELL TWP

EDITH M. GRIEBLING ELEMENTARY SCHOOL  
130 HAVENS BRIDGE ROAD  
FARMINGDALE, NJ 07727-3542

GRADE SPAN KG-05

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	74	759	751	1%	7%	30%	49%	14%	62%	52%
White	55	761	758	0%	4%	31%	51%	15%	65%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	11	756	734	9%	18%	27%	18%	27%	45%	31%

ACADEMIC ACHIEVEMENT

MONMOUTH  
HOWELL TWP

EDITH M. GRIEBLING ELEMENTARY SCHOOL  
130 HAVENS BRIDGE ROAD  
FARMINGDALE, NJ 07727-3542

GRADE SPAN KG-05

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	83	758	751	2%	10%	22%	63%	4%	66%	53%
White	53	762	757	4%	4%	19%	70%	4%	74%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	13	752	737	0%	15%	31%	54%	0%	54%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	14	726	723	14%	36%	21%	29%	0%	29%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	21	750	734	0%	14%	33%	52%	0%	52%	31%



ACADEMIC ACHIEVEMENT

MONMOUTH  
HOWELL TWP

GRADE SPAN KG-05

EDITH M. GRIEBLING ELEMENTARY SCHOOL  
130 HAVENS BRIDGE ROAD  
FARMINGDALE, NJ 07727-3542

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	64	758	746	0%	13%	27%	50%	11%	61%	46%
White	50	755	752	0%	14%	30%	46%	10%	56%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	11	742	727	0%	45%	9%	45%	0%	45%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	26%

ACADEMIC ACHIEVEMENT

MONMOUTH  
HOWELL TWP

EDITH M. GRIEBLING ELEMENTARY SCHOOL  
130 HAVENS BRIDGE ROAD  
FARMINGDALE, NJ 07727-3542

GRADE SPAN KG-05

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	74	744	744	1%	24%	36%	36%	1%	38%	42%
White	55	745	749	2%	25%	29%	42%	2%	44%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	11	738	730	0%	55%	9%	27%	9%	36%	23%

ACADEMIC ACHIEVEMENT

MONMOUTH  
HOWELL TWP

GRADE SPAN KG-05

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PARCC MATH - Performance Distribution - Grade - 05

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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	83	744	744	1%	22%	40%	31%	6%	37%	42%
White	53	747	749	0%	19%	36%	38%	8%	45%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	13	741	733	0%	31%	46%	15%	8%	23%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	21	738	731	0%	29%	52%	14%	5%	19%	23%

ACADEMIC ACHIEVEMENT

MONMOUTH  
HOWELL TWP

GRADE SPAN KG-05

EDITH M. GRIEBLING ELEMENTARY SCHOOL  
130 HAVENS BRIDGE ROAD  
FARMINGDALE, NJ 07727-3542

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

MONMOUTH  
HOWELL TWP

GRADE SPAN KG-05

EDITH M. GRIEBLING ELEMENTARY SCHOOL  
130 HAVENS BRIDGE ROAD  
FARMINGDALE, NJ 07727-3542

NJASK Results - Science Grade Level - 04

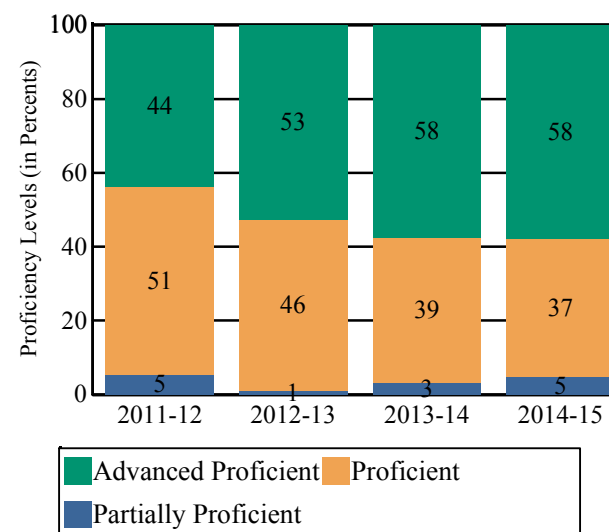
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	58%	37%	5%
White	61%	36%	3%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	31%	62%	8%
English Language Learners	-	-	-
Economically Disadvantaged Students	38%	46%	15%

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

MONMOUTH

HOWELL TWP

GRADE SPAN KG-05

EDITH M. GRIEBLING ELEMENTARY SCHOOL

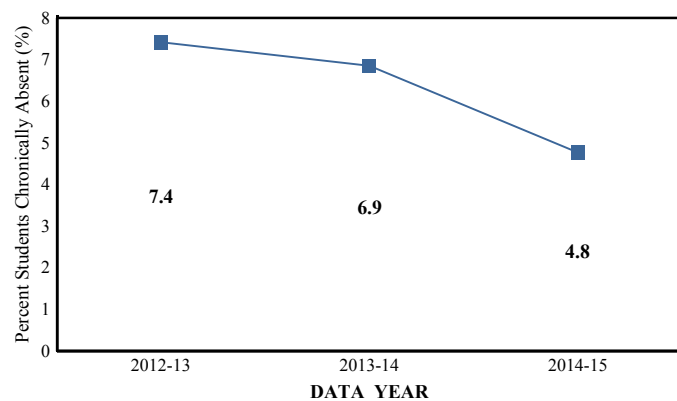
130 HAVENS BRIDGE ROAD

FARMINGDALE, NJ 07727-3542

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.

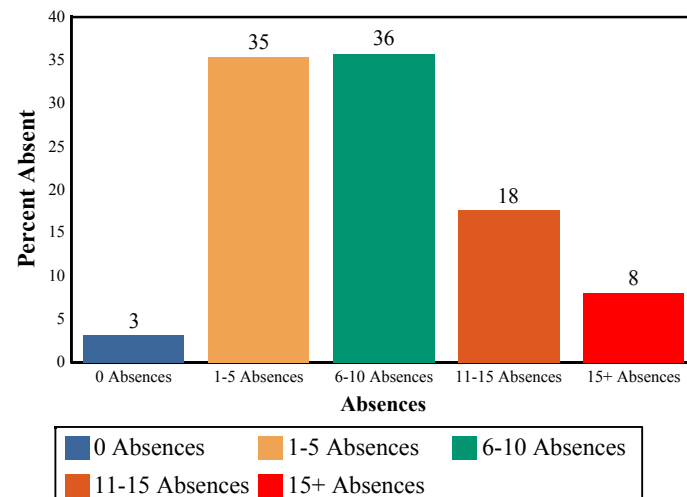


Chronic Absenteeism for 2014-15

4.77%

### 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

MONMOUTH

HOWELL TWP

EDITH M. GRIEBLING ELEMENTARY SCHOOL

130 HAVENS BRIDGE ROAD

FARMINGDALE, NJ 07727-3542

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	57	67	70	35	YES
Student Growth on Math	43	15	28	35	YES
		41	49		100%

#### Student Growth

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

#### Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	0%	0%
Partially Met	7%	1%	1%
Approached	10%	8%	7%
Met	9%	21%	26%
Exceeded	0%	0%	8%

#### Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	1%	0%	0%
Partially Met	14%	7%	1%
Approached	14%	17%	9%
Met	10%	10%	12%
Exceeded	0%	1%	2%

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

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

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

#### WITHIN SCHOOL ACHIEVEMENT GAP

MONMOUTH

HOWELL TWP

GRADE SPAN KG-05

EDITH M. GRIEBLING ELEMENTARY SCHOOL

130 HAVENS BRIDGE ROAD

FARMINGDALE, NJ 07727-3542

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	824	850
75th	780	770
50th	764	743
25th	746	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	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	796	850
75th	776	767
50th	763	745
25th	740	722
0th	704	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	45



#### WITHIN SCHOOL ACHIEVEMENT GAP

MONMOUTH

HOWELL TWP

GRADE SPAN KG-05

EDITH M. GRIEBLING ELEMENTARY SCHOOL

130 HAVENS BRIDGE ROAD

FARMINGDALE, NJ 07727-3542

#### 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	824	850
75th	777	773
50th	757	750
25th	738	728
0th	693	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	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	829	850
75th	776	773
50th	758	751
25th	741	728
0th	682	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	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	794	850
75th	761	764
50th	744	742
25th	725	721
0th	690	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	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	802	850
75th	756	763
50th	742	743
25th	728	723
0th	696	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	28	40

**SCHOOL CLIMATE**  
**MONMOUTH**  
**HOWELL TWP**

**State of New Jersey**  
**2014-15**

**GRADE SPAN KG-05**

**25-2290-020**

**EDITH M. GRIEBLING ELEMENTARY SCHOOL**  
**130 HAVENS BRIDGE ROAD**  
**FARMINGDALE, NJ 07727-3542**

**Length of School Day**

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

	School
<b>2014-15</b>	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
<b>2014-15</b>	1.1%

**Instructional Time**

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

<b>2014-15</b>	School
<b>Full Time</b>	6 Hrs. 0 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>	13
<b>Administrators</b>	547

**SCHOOL PEER GROUP**
**MONMOUTH**
**HOWELL TWP**
**EDITH M. GRIEBLING ELEMENTARY SCHOOL**
**130 HAVENS BRIDGE ROAD**
**FARMINGDALE, NJ 07727-3542**
**GRADE SPAN KG-05**

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES</u> <u>SPAN</u>	<u>ECONOMICALLY</u> <u>DISADVANTAGED</u>	<u>ENGLISH</u> <u>LANGUAGE</u> <u>LEARNERS</u>	<u>SPECIAL</u> <u>EDUCATION</u>
BERGEN	EDGEWATER BORO	ELEANOR VAN GELDER	03-1270-050	03-06	20%	5.5%	8.8%
BURLINGTON	BORDENTOWN REGIONAL	PETER MUSCHAL ELEMENTARY	05-0475-100	PK-03	19.3%	2.8%	10.8%
BURLINGTON	BURLINGTON TWP	FOUNTAIN WOODS ELEMENTARY SCHOOL	05-0620-037	03-05	27.9%	2.7%	20.4%
BURLINGTON	MOUNT LAUREL TWP	HILLSIDE ELEMENTARY SCHOOL	05-3440-050	PK-04	14.6%	0%	9.5%
BURLINGTON	SOUTHAMPTON TWP	SOUTHAMPTON TOWNSHIP SCHOOL #2	05-4930-060	03-05	23.8%	1.7%	17.4%
BURLINGTON	WESTAMPTON	HOLLY HILLS ELEMENTARY SCHOOL	05-5720-020	KG-04	25.1%	3.4%	16.4%
CAMDEN	VOORHEES TWP	OSAGE SCHOOL	07-5400-090	KG-05	20.6%	5.1%	9.9%
ESSEX	MONTCLAIR TOWN	NORTHEAST ELEMENTARY SCHOOL	13-3310-140	KG-05	18.4%	2.3%	11.6%
ESSEX	WEST ORANGE TOWN	GREGORY ELEMENTARY SCHOOL	13-5680-120	KG-05	24.2%	3.1%	17.6%
MERCER	LAWRENCE TWP	BEN FRANKLIN ELEMENTARY	21-2580-070	PK-03	17.7%	2.7%	9.9%
MIDDLESEX	EAST BRUNSWICK TWP	CHITTICK ELEMENTARY SCHOOL	23-1170-125	KG-05	16.8%	0%	12.3%
MIDDLESEX	MIDDLESEX BORO	HAZELWOOD ELEMENTARY SCHOOL	23-3140-065	PK-03	26.4%	5%	17.9%
MIDDLESEX	SOUTH BRUNSWICK TWP	GREENBROOK ELEMENTARY SCHOOL	23-4860-095	KG-05	25.5%	6%	15.6%
MIDDLESEX	WOODBRIIDGE TWP	OAK RIDGE HEIGHTS SCHOOL	23-5850-240	KG-05	11.3%	0%	4.7%
MIDDLESEX	WOODBRIIDGE TWP	ROBERT MASCENICK ELEMENTARY SCHOOL	23-5850-110	KG-05	14.4%	0.3%	6.8%
MONMOUTH	HAZLET TWP	COVE ROAD SCHOOL	25-2105-070	05-06	23.7%	0.5%	19%
MONMOUTH	HAZLET TWP	MIDDLE ROAD SCHOOL	25-2105-090	01-04	18.9%	0%	14.5%
MONMOUTH	HOWELL TWP	EDITH M. GRIEBLING ELEMENTARY SCHOOL	25-2290-020	KG-05	18.8%	1.1%	12.8%
MONMOUTH	TINTON FALLS	SWIMMING RIVER SCHOOL	25-5185-050	04-05	22.2%	1.5%	16.8%
OCEAN	BARNEGAT TWP	CECIL S COLLINS ELEMENTARY	29-0185-015	PK-05	22.2%	0.5%	17.7%
OCEAN	PLUMSTED TWP	DR. GERALD H. WOHRER ELEMENTARY SCHOOL	29-4190-050	02-05	23.6%	4.8%	12.7%

**SCHOOL PEER GROUP**

**MONMOUTH**

**HOWELL TWP**

**EDITH M. GRIEBLING ELEMENTARY SCHOOL**

**130 HAVENS BRIDGE ROAD**

**FARMINGDALE, NJ 07727-3542**

**GRADE SPAN KG-05**

OCEAN	STAFFORD TWP	<b>MCKINLEY AVENUE ELEMENTARY SCHOOL</b>	29-5020-060	03-04	27%	0.5%	22.5%
OCEAN	STAFFORD TWP	<b>STAFFORD INTERMEDIATE SCHOOL</b>	29-5020-070	02-06	24.6%	0.6%	20.6%
OCEAN	TOMS RIVER REGIONAL	<b>NORTH DOVER ELEMENTARY SCHOOL</b>	29-5190-080	KG-05	16.5%	0%	11.5%
PASSAIC	HAWTHORNE BORO	<b>ROOSEVELT ELEMENTARY SCHOOL</b>	31-2100-080	KG-05	23.2%	2.3%	16.7%
PASSAIC	NORTH HALEDON BORO	<b>MEMORIAL ELEMENTARY SCHOOL</b>	31-3640-060	KG-04	17.6%	0.5%	12.6%
PASSAIC	WEST MILFORD TWP	<b>UPPER GREENWOOD LAKE ELEMENTARY SCHOOL</b>	31-5650-090	PK-06	23.2%	0%	19.6%
SUSSEX	SUSSEX-WANTAGE REGIONAL	<b>WANTAGE ELEMENTARY SCHOOL</b>	37-5100-070	03-05	26.3%	0.6%	21.2%
WARREN	BELVIDERE TOWN	<b>THIRD STREET ELEMENTARY SCHOOL</b>	41-0280-050	KG-03	27.5%	0%	24.2%
WARREN	FRANKLIN TWP	<b>FRANKLIN TOWNSHIP SCHOOL</b>	41-1620-050	PK-06	13.9%	0%	6.3%
WARREN	LOPATCONG TWP	<b>LOPATCONG ELEMENTARY SCHOOL</b>	41-2790-050	PK-04	15.9%	0.4%	9.4%



# State of New Jersey 2014-15

25-2290-025

## OVERVIEW

MONMOUTH  
HOWELL TWP

GRADE SPAN 06-08

HOWELL TOWNSHIP MIDDLE SCHOOL NORTH  
501 SQUANKUM YELLOWBROOK ROAD  
FARMINGDALE, NJ 07727

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

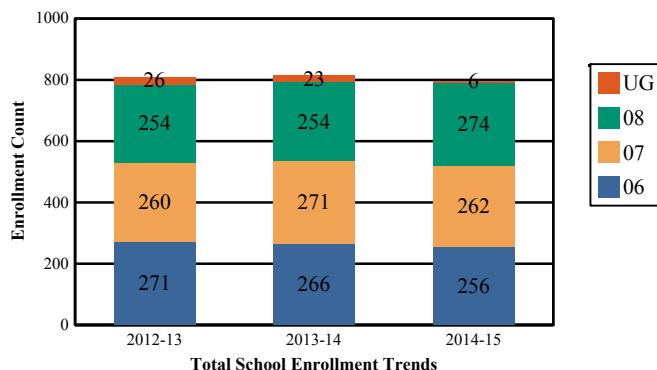
MONMOUTH  
HOWELL TWP

GRADE SPAN 06-08

25-2290-025  
HOWELL TOWNSHIP MIDDLE SCHOOL NORTH  
501 SQUANKUM YELLOWBROOK ROAD  
FARMINGDALE, NJ 07727

### Enrollment by Grade

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

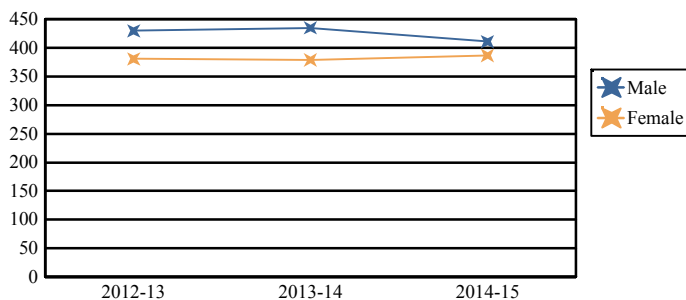


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	811
2013-14	814
2014-15	798

### Enrollment by Gender

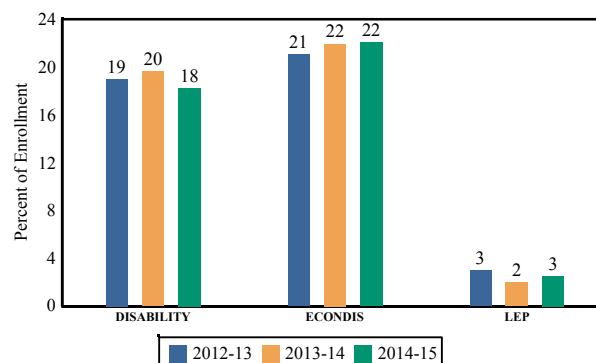
This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	430	381
2013-14	435	379
2014-15	411	387

### Enrollment Trends by Program Participation

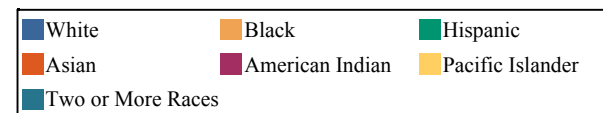
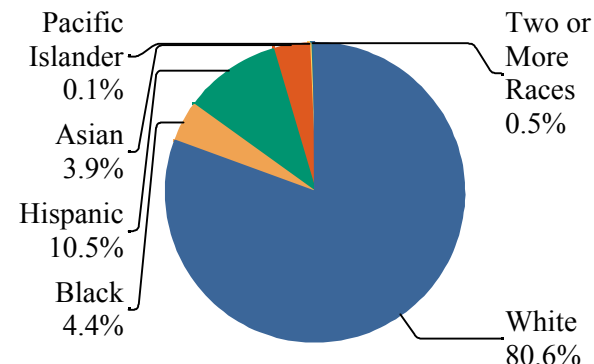
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	146	18%
Economically Disadvantaged Students	176	22.1%
English Language Learners	20	2.5%

### 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	91.5%
Spanish	5.0%
Vietnamese	0.6%
Russian	0.5%
Pilipino	0.5%
Albanian	0.4%
Other	1.5%

**ACADEMIC ACHIEVEMENT**

**MONMOUTH**  
**HOWELL TWP**

**GRADE SPAN 06-08**

**HOWELL TOWNSHIP MIDDLE SCHOOL NORTH**  
**501 SQUANKUM YELLOWBROOK ROAD**  
**FARMINGDALE, NJ 07727**

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	<b>58%</b>	<b>55</b>	<b>65</b>
Math Met or Exceeded Expectation	<b>37%</b>		

**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	632	57.9%	95%	82.9%	<b>NO</b>
White	508	61.6%	95%	81.7%	<b>NO</b>
African American	-	-	--	--	--
Hispanic	66	37.8%	95%	90.6%	<b>YES*</b>
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	122	16.4%	95%	83.3%	<b>NO</b>
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	132	34.9%	95%	81.3%	<b>NO</b>

**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

MONMOUTH  
HOWELL TWP

GRADE SPAN 06-08

HOWELL TOWNSHIP MIDDLE SCHOOL NORTH  
501 SQUANKUM YELLOWBROOK ROAD  
FARMINGDALE, NJ 07727

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	631	37.2%	95%	82.6%	NO
White	508	39.6%	95%	81.3%	NO
African American	-	-	--	--	--
Hispanic	65	23%	95%	89.8%	YES*
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	131	21.4%	95%	80.8%	NO

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

MONMOUTH  
HOWELL TWP

GRADE SPAN 06-08

HOWELL TOWNSHIP MIDDLE SCHOOL NORTH  
501 SQUANKUM YELLOWBROOK ROAD  
FARMINGDALE, NJ 07727

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**

**MONMOUTH  
HOWELL TWP**

**GRADE SPAN 06-08**

**HOWELL TOWNSHIP MIDDLE SCHOOL NORTH  
501 SQUANKUM YELLOWBROOK ROAD  
FARMINGDALE, NJ 07727**

**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	206	755	749	3%	13%	25%	44%	15%	59%	50%
White	161	757	755	3%	10%	24%	48%	16%	63%	59%
African American	12	742	732	0%	33%	33%	25%	8%	33%	29%
Hispanic	23	739	736	4%	26%	26%	39%	4%	43%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	-	-	770	-	-	-	-	-	-	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	43	727	718	9%	37%	30%	21%	2%	23%	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	50	738	733	4%	28%	36%	26%	6%	32%	30%

ACADEMIC ACHIEVEMENT

MONMOUTH  
HOWELL TWP

GRADE SPAN 06-08

HOWELL TOWNSHIP MIDDLE SCHOOL NORTH  
501 SQUANKUM YELLOWBROOK ROAD  
FARMINGDALE, NJ 07727

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	224	761	750	3%	10%	24%	42%	21%	63%	53%
White	184	763	757	2%	9%	22%	42%	24%	66%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	23	753	736	9%	4%	39%	39%	9%	48%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	-	-	777	-	-	-	-	-	-	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	39	727	713	15%	33%	36%	15%	0%	15%	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	41	743	733	5%	15%	44%	32%	5%	37%	33%

ACADEMIC ACHIEVEMENT

MONMOUTH  
HOWELL TWP

GRADE SPAN 06-08

HOWELL TOWNSHIP MIDDLE SCHOOL NORTH  
501 SQUANKUM YELLOWBROOK ROAD  
FARMINGDALE, NJ 07727

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	202	748	750	9%	17%	23%	42%	9%	50%	53%
White	163	751	757	9%	15%	21%	45%	10%	55%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	20	727	735	10%	35%	35%	20%	0%	20%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	-	-	778	-	-	-	-	-	-	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	40	716	713	25%	40%	25%	8%	3%	10%	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	41	731	732	17%	24%	22%	37%	0%	37%	34%

ACADEMIC ACHIEVEMENT

MONMOUTH  
HOWELL TWP

GRADE SPAN 06-08

HOWELL TOWNSHIP MIDDLE SCHOOL NORTH  
501 SQUANKUM YELLOWBROOK ROAD  
FARMINGDALE, NJ 07727

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	205	744	743	3%	22%	32%	39%	3%	42%	42%
White	161	745	749	2%	19%	35%	41%	3%	44%	50%
African American	12	725	726	8%	58%	17%	17%	0%	17%	19%
Hispanic	22	738	731	5%	32%	32%	27%	5%	32%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	-	-	768	-	-	-	-	-	-	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	-	-	718	-	-	-	-	-	-	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	49	731	729	6%	37%	37%	20%	0%	20%	23%

ACADEMIC ACHIEVEMENT

MONMOUTH  
HOWELL TWP

GRADE SPAN 06-08

HOWELL TOWNSHIP MIDDLE SCHOOL NORTH  
501 SQUANKUM YELLOWBROOK ROAD  
FARMINGDALE, NJ 07727

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	197	738	740	3%	23%	44%	30%	0%	30%	38%
White	160	739	745	3%	22%	44%	32%	0%	32%	46%
African American	-	-	725	-	-	-	-	-	-	17%
Hispanic	21	737	730	0%	24%	57%	19%	0%	19%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	-	-	760	-	-	-	-	-	-	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	40	719	715	10%	58%	23%	10%	0%	10%	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	41	733	728	5%	29%	41%	24%	0%	24%	21%

ACADEMIC ACHIEVEMENT

MONMOUTH  
HOWELL TWP

GRADE SPAN 06-08

HOWELL TOWNSHIP MIDDLE SCHOOL NORTH  
501 SQUANKUM YELLOWBROOK ROAD  
FARMINGDALE, NJ 07727

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	129	720	726	23%	35%	24%	18%	0%	18%	24%
White	99	723	732	21%	31%	25%	22%	0%	22%	29%
African American	-	-	715	-	-	-	-	-	-	14%
Hispanic	-	-	721	-	-	-	-	-	-	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	-	-	744	-	-	-	-	-	-	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	-	-	705	-	-	-	-	-	-	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	-	-	719	-	-	-	-	-	-	17%

ACADEMIC ACHIEVEMENT

MONMOUTH  
HOWELL TWP

GRADE SPAN 06-08

HOWELL TOWNSHIP MIDDLE SCHOOL NORTH  
501 SQUANKUM YELLOWBROOK ROAD  
FARMINGDALE, NJ 07727

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	78	754	740	1%	6%	31%	62%	0%	62%	40%
White	69	754	746	1%	4%	33%	61%	0%	61%	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

MONMOUTH  
HOWELL TWP

GRADE SPAN 06-08

HOWELL TOWNSHIP MIDDLE SCHOOL NORTH  
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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	22	760	728	0%	0%	23%	77%	0%	77%	21%
White	19	760	731	0%	0%	21%	79%	0%	79%	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

MONMOUTH  
HOWELL TWP

GRADE SPAN 06-08

HOWELL TOWNSHIP MIDDLE SCHOOL NORTH  
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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

MONMOUTH  
HOWELL TWP

GRADE SPAN 06-08

25-2290-025

HOWELL TOWNSHIP MIDDLE SCHOOL NORTH  
501 SQUANKUM YELLOWBROOK ROAD  
FARMINGDALE, NJ 07727

NJASK Results - Science Grade Level - 08

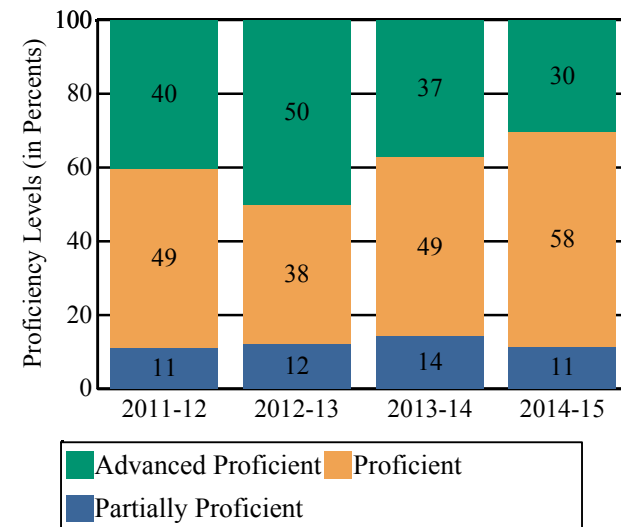
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	30%	58%	11%
White	34%	57%	10%
African American	15%	46%	38%
Hispanic	9%	74%	17%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	6%	59%	35%
English Language Learners	-	-	-
Economically Disadvantaged Students	11%	71%	18%

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**

MONMOUTH  
HOWELL TWP

GRADE SPAN 06-08

HOWELL TOWNSHIP MIDDLE SCHOOL NORTH  
501 SQUANKUM YELLOWBROOK ROAD  
FARMINGDALE, NJ 07727

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
90	80

**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%	62.5%

- Data Suppressed to protect the confidentiality of students

# COLLEGE AND CAREER READINESS

MONMOUTH  
HOWELL TWP

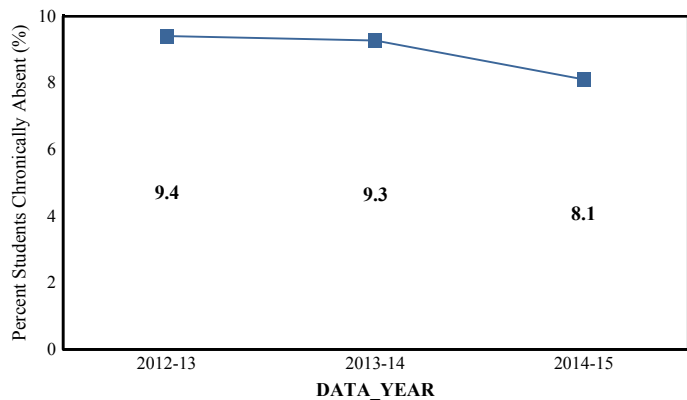
State of New Jersey  
2014-15

GRADE SPAN 06-08

25-2290-025  
HOWELL TOWNSHIP MIDDLE SCHOOL NORTH  
501 SQUANKUM YELLOWBROOK ROAD  
FARMINGDALE, NJ 07727

## Chronic Absenteeism Trend

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

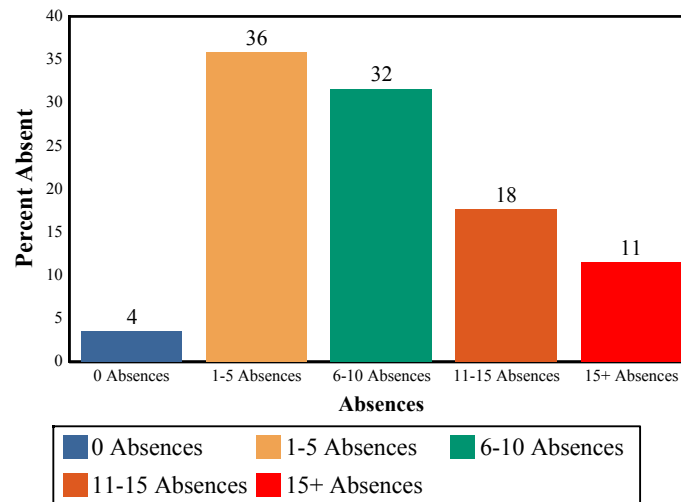


Chronic Absenteeism for 2014-15

8.11%

## 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.



**COLLEGE AND CAREER READINESS**

MONMOUTH  
HOWELL TWP

GRADE SPAN 06-08

HOWELL TOWNSHIP MIDDLE SCHOOL NORTH  
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FARMINGDALE, NJ 07727

**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	75.5%	66.0%
Visual Arts	77.2%	71.1%
Total: All Visual and Performing Arts	87.1%	89.8%

N/R - Data Not Reported

**STUDENT GROWTH**

**MONMOUTH**

**HOWELL TWP**

**GRADE SPAN 06-08**

**HOWELL TOWNSHIP MIDDLE SCHOOL NORTH**

**501 SQUANKUM YELLOWBROOK ROAD**

**FARMINGDALE, NJ 07727**

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	39	40	35	YES
Student Growth on Math	41	23	28	35	YES
		31	34		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	5%	0%	0%
Partially Met	9%	4%	1%
Approached	11%	8%	3%
Met	11%	16%	16%
Exceeded	1%	4%	11%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	7%	1%	0%
Partially Met	16%	6%	3%
Approached	15%	11%	7%
Met	8%	12%	12%
Exceeded	0%	0%	1%

**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**

**MONMOUTH  
HOWELL TWP**

**GRADE SPAN 06-08**

**HOWELL TOWNSHIP MIDDLE SCHOOL NORTH  
501 SQUANKUM YELLOWBROOK ROAD  
FARMINGDALE, NJ 07727**

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	816	850
75th	774	770
50th	754	749
25th	731	726
0th	673	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	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	795	850
75th	761	763
50th	741	742
25th	723	721
0th	671	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	42



**WITHIN SCHOOL ACHIEVEMENT GAP**

MONMOUTH  
HOWELL TWP

GRADE SPAN 06-08

25-2290-025  
HOWELL TOWNSHIP MIDDLE SCHOOL NORTH  
501 SQUANKUM YELLOWBROOK ROAD  
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**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	844	850
75th	780	776
50th	760	751
25th	740	724
0th	676	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	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	822	850
75th	773	777
50th	750	751
25th	724	723
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	49	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	774	850
75th	753	759
50th	740	740
25th	726	720
0th	650	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	741	748
50th	718	726
25th	704	704
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	44

# SCHOOL CLIMATE

MONMOUTH

HOWELL TWP

## State of New Jersey

2014-15

GRADE SPAN 06-08

25-2290-025

HOWELL TOWNSHIP MIDDLE SCHOOL NORTH

501 SQUANKUM YELLOWBROOK ROAD

FARMINGDALE, NJ 07727

### 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. 35 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	4.1%

### Instructional Time

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

2014-15	School
Full Time	5 Hrs. 38 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student Expulsions

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

	School
2014-15	0

### Student to Staff Ratio

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

2014-15	School
Faculty	11
Administrators	266

**SCHOOL PEER GROUP**

**MONMOUTH  
HOWELL TWP**

**GRADE SPAN 06-08**

**HOWELL TOWNSHIP MIDDLE SCHOOL NORTH  
501 SQUANKUM YELLOWBROOK ROAD  
FARMINGDALE, NJ 07727**

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	DUMONT BORO	HONISS ELEMENTARY\MIDDLE SCHOOL	03-1130-060	KG-08	17%	2%	9.9%
BERGEN	MAYWOOD BORO	MAYWOOD AVENUE SCHOOL	03-3060-060	PK-08	23.5%	1.9%	17%
BURLINGTON	BORDENTOWN REGIONAL	BORDENTOWN REGIONAL MIDDLE SCHOOL	05-0475-055	06-08	21.3%	2.9%	18%
BURLINGTON	BURLINGTON TWP	BURLINGTON TOWNSHIP MIDDLE SCHOOL AT SPRINGSIDE	05-0620-051	06-08	24.6%	1.1%	13.9%
BURLINGTON	WESTAMPTON	WESTAMPTON TOWNSHIP MIDDLE SCHOOL	05-5720-050	PK-08	22.9%	1.1%	13.8%
CAMDEN	BARRINGTON BORO	WOODLAND MIDDLE SCHOOL	07-0190-030	05-08	27.1%	0.8%	10.9%
CAMDEN	MERCHANTVILLE BORO	MERCHANTVILLE ELEMENTARY SCHOOL	07-3110-060	PK-08	27.5%	1.4%	15.5%
CAPE MAY	OCEAN CITY	OCEAN CITY INTERMEDIATE SCHOOL	09-3780-060	04-08	28.8%	0%	11.8%
CHARTERS	PHILLIP'S ACADEMY CHARTER SCHOOL	PHILLIP'S ACADEMY CHARTER SCHOOL	80-6094-968	KG-08	25.5%	0%	5.9%
ESSEX	SOUTH ORANGE-MAPLEWOOD	MAPLEWOOD MIDDLE SCHOOL	13-4900-040	06-08	25.1%	2.4%	14.5%
GLOUCESTER	LOGAN TWP	LOGAN MIDDLE SCHOOL	15-2750-300	06-08	21.8%	0%	7.7%
MERCER	LAWRENCE TWP	LAWRENCE MIDDLE SCHOOL	21-2580-050	07-08	24.6%	1.8%	14.1%
MIDDLESEX	EAST BRUNSWICK TWP	CHURCHILL JR HIGH SCHOOL	23-1170-055	08-09	16.2%	1.6%	10.7%
MIDDLESEX	EDISON TWP	JOHN ADAMS MIDDLE SCHOOL	23-1290-055	06-08	13.4%	0%	5.8%
MIDDLESEX	SPOTSWOOD BORO	SPOTSWOOD MEMORIAL MIDDLE SCHOOL	23-4970-090	06-08	21.8%	0.3%	9.8%
MONMOUTH	DEAL BORO	DEAL ELEMENTARY SCHOOL	25-1000-040	KG-08	11%	0%	4.9%
MONMOUTH	HOWELL TWP	HOWELL TOWNSHIP MIDDLE SCHOOL NORTH	25-2290-025	06-08	22.1%	2.5%	18.3%
MONMOUTH	MANASQUAN BORO	MANASQUAN ELEMENTARY SCHOOL	25-2930-060	PK-08	19.2%	3.2%	16.6%
MONMOUTH	OCEAN TWP	TOWNSHIP OF OCEAN INTERMEDIATE SCHOOL	25-3810-040	05-08	28.1%	2%	17.6%
MORRIS	LINCOLN PARK BORO	LINCOLN PARK MIDDLE SCHOOL	27-2650-040	PK-08	19.7%	1.5%	14.7%
OCEAN	JACKSON TWP	CHRISTA MCAULIFFE MIDDLE SCHOOL	29-2360-048	06-08	29.8%	1%	16.2%

**SCHOOL PEER GROUP**

**MONMOUTH  
HOWELL TWP**

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501 SQUANKUM YELLOWBROOK ROAD  
FARMINGDALE, NJ 07727**

OCEAN	LAVALLETTE BORO	LAVALLETTE ELEMENTARY SCHOOL	29-2550-050	KG-08	19.6%	0%	5.1%
OCEAN	POINT PLEASANT BEACH BORO	G. HAROLD ANTRIM ELEMENTARY SCHOOL	29-4220-060	PK-08	19.8%	2.6%	20.4%
OCEAN	TOMS RIVER REGIONAL	TOMS RIVER INTERMEDIATE SCHOOL NORTH	29-5190-063	06-08	28.4%	0.9%	14.5%
PASSAIC	TOTOWA BORO	WASHINGTON PARK SCHOOL	31-5200-060	03-08	27%	1%	14.8%
PASSAIC	WAYNE TWP	GEORGE WASHINGTON MIDDLE SCHOOL	31-5570-083	06-08	13.4%	2.9%	14.4%
SALEM	MANNINGTON TWP	MANNINGTON TOWNSHIP ELEMENTARY SCHOOL	33-2950-050	PK-08	28.6%	0%	10.2%
SUSSEX	STANHOPE BORO	VALLEY ROAD SCHOOL	37-5030-050	PK-08	17.6%	2.5%	16.4%
UNION	SUMMIT CITY	LAWTON C. JOHNSON SUMMIT MIDDLE SCHOOL	39-5090-060	06-08	14%	1.8%	10.9%
UNION	UNION TWP	KAWAMEEH MIDDLE SCHOOL	39-5290-070	06-08	28.3%	1.4%	13%
WARREN	HACKETTSTOWN	HACKETTSTOWN MIDDLE SCHOOL	41-1870-060	05-08	27%	2.6%	18.2%



# State of New Jersey 2014-15

25-2290-027

## OVERVIEW

MONMOUTH  
HOWELL TWP

GRADE SPAN 06-08

HOWELL TOWNSHIP MIDDLE SCHOOL SOUTH  
220 RAMTOWN-GREENVILLE ROAD  
HOWELL, NJ 07731

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

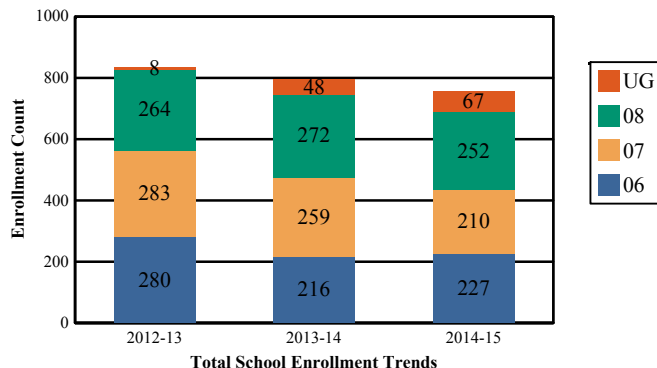
MONMOUTH  
HOWELL TWP

GRADE SPAN 06-08

25-2290-027  
HOWELL TOWNSHIP MIDDLE SCHOOL SOUTH  
220 RAMTOWN-GREENVILLE ROAD  
HOWELL, NJ 07731

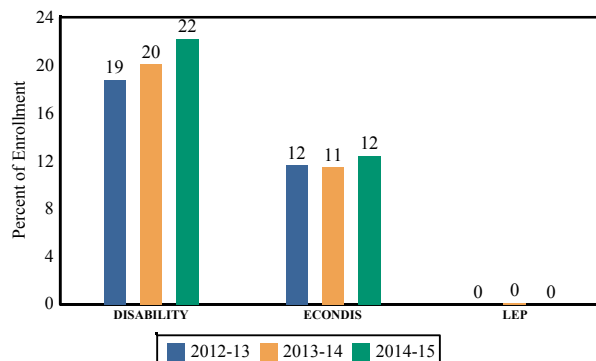
### Enrollment by Grade

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



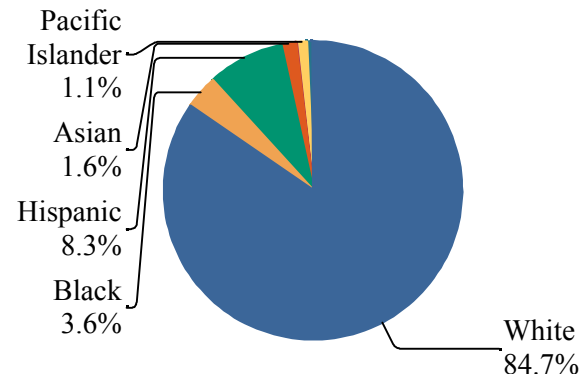
### Enrollment Trends by Program Participation

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.



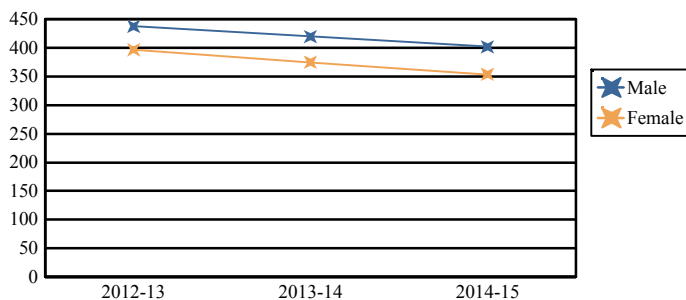
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

### Total School Enrollment

Year	Enrollment
2012-13	835
2013-14	795
2014-15	756

### 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

Program	Count of Students	% of Enrollment
Students with Disability	168	22%
Economically Disadvantaged Students	94	12.4%
English Language Learners	0	0.0%

### Language Diversity

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

2014-15	Percent
English	96.1%
Spanish	1.7%
Tagalog	0.4%
Gujarati	0.3%
French	0.3%
Philippine languages	0.1%
Other	1.1%

**ACADEMIC ACHIEVEMENT**

**MONMOUTH**  
**HOWELL TWP**

**GRADE SPAN 06-08**

**HOWELL TOWNSHIP MIDDLE SCHOOL SOUTH**  
**220 RAMTOWN-GREENVILLE ROAD**  
**HOWELL, NJ 07731**

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	<b>59%</b>	<b>62</b>	<b>67</b>
Math Met or Exceeded Expectation	<b>48%</b>		

**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	614	58.6%	95%	83.9%	<b>YES*</b>
White	519	57.2%	95%	83.4%	<b>YES*</b>
African American	-	-	--	--	--
Hispanic	51	66.7%	95%	89.8%	<b>YES*</b>
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	124	19.3%	95%	78.5%	<b>NO</b>
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	65	40%	95%	78.7%	<b>NO</b>

**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

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HOWELL TOWNSHIP MIDDLE SCHOOL SOUTH  
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HOWELL, NJ 07731

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	613	48.1%	95%	83.7%	YES*
White	518	47.9%	95%	83.2%	NO
African American	-	-	--	--	--
Hispanic	51	49.1%	95%	89.8%	YES*
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	124	12.1%	95%	78.5%	NO
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	64	29.7%	95%	77.5%	NO

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

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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

MONMOUTH  
HOWELL TWP

GRADE SPAN 06-08

HOWELL TOWNSHIP MIDDLE SCHOOL SOUTH  
220 RAMTOWN-GREENVILLE ROAD  
HOWELL, NJ 07731

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	209	758	749	3%	8%	25%	54%	11%	65%	50%
White	176	759	755	3%	7%	27%	51%	11%	63%	59%
African American	-	-	732	-	-	-	-	-	-	29%
Hispanic	19	756	736	0%	11%	11%	79%	0%	79%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	-	-	770	-	-	-	-	-	-	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	34	725	718	18%	32%	32%	15%	3%	18%	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	21	742	733	5%	19%	33%	33%	10%	43%	30%

ACADEMIC ACHIEVEMENT

MONMOUTH  
HOWELL TWP

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HOWELL TOWNSHIP MIDDLE SCHOOL SOUTH  
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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	195	754	750	6%	12%	24%	39%	19%	58%	53%
White	166	753	757	6%	13%	25%	37%	19%	56%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	13	757	736	0%	15%	23%	38%	23%	62%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	-	-	777	-	-	-	-	-	-	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	37	719	713	30%	11%	38%	14%	8%	22%	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	20	744	733	5%	20%	30%	25%	20%	45%	33%

ACADEMIC ACHIEVEMENT

MONMOUTH  
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HOWELL TOWNSHIP MIDDLE SCHOOL SOUTH  
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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	210	750	750	10%	12%	25%	42%	11%	53%	53%
White	177	751	757	8%	12%	27%	44%	10%	53%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	19	744	735	11%	5%	26%	47%	11%	58%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	-	-	778	-	-	-	-	-	-	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	53	716	713	30%	17%	34%	15%	4%	19%	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	24	727	732	29%	13%	25%	29%	4%	33%	34%

ACADEMIC ACHIEVEMENT

MONMOUTH  
HOWELL TWP

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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	209	750	743	2%	11%	33%	50%	4%	54%	42%
White	176	750	749	3%	10%	32%	51%	4%	55%	50%
African American	-	-	726	-	-	-	-	-	-	19%
Hispanic	19	746	731	0%	16%	42%	42%	0%	42%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	-	-	768	-	-	-	-	-	-	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	34	725	718	15%	26%	44%	15%	0%	15%	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	21	734	729	0%	33%	29%	38%	0%	38%	23%

ACADEMIC ACHIEVEMENT

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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	171	740	740	4%	18%	43%	35%	1%	36%	38%
White	146	739	745	4%	18%	44%	33%	1%	34%	46%
African American	-	-	725	-	-	-	-	-	-	17%
Hispanic	12	742	730	0%	25%	25%	50%	0%	50%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	-	-	760	-	-	-	-	-	-	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	36	715	715	19%	39%	31%	11%	0%	11%	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	18	734	728	6%	17%	56%	22%	0%	22%	21%

ACADEMIC ACHIEVEMENT

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HOWELL TOWNSHIP MIDDLE SCHOOL SOUTH  
220 RAMTOWN-GREENVILLE ROAD  
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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	132	727	726	23%	15%	33%	28%	2%	30%	24%
White	110	730	732	18%	15%	36%	29%	1%	30%	29%
African American	-	-	715	-	-	-	-	-	-	14%
Hispanic	14	724	721	36%	0%	21%	36%	7%	43%	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	-	-	744	-	-	-	-	-	-	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	52	701	705	54%	19%	17%	6%	4%	10%	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	21	706	719	52%	10%	19%	19%	0%	19%	17%

ACADEMIC ACHIEVEMENT

MONMOUTH  
HOWELL TWP

GRADE SPAN 06-08

HOWELL TOWNSHIP MIDDLE SCHOOL SOUTH  
220 RAMTOWN-GREENVILLE ROAD  
HOWELL, NJ 07731

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	82	764	740	1%	2%	17%	74%	5%	79%	40%
White	72	763	746	1%	3%	19%	71%	6%	76%	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

MONMOUTH  
HOWELL TWP

GRADE SPAN 06-08

HOWELL TOWNSHIP MIDDLE SCHOOL SOUTH  
220 RAMTOWN-GREENVILLE ROAD  
HOWELL, NJ 07731

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	19	774	728	0%	0%	5%	74%	21%	95%	21%
White	14	774	731	0%	0%	0%	79%	21%	100%	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

MONMOUTH  
HOWELL TWP

GRADE SPAN 06-08

HOWELL TOWNSHIP MIDDLE SCHOOL SOUTH  
220 RAMTOWN-GREENVILLE ROAD  
HOWELL, NJ 07731

**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

MONMOUTH  
HOWELL TWP

GRADE SPAN 06-08

25-2290-027

HOWELL TOWNSHIP MIDDLE SCHOOL SOUTH  
220 RAMTOWN-GREENVILLE ROAD  
HOWELL, NJ 07731

NJASK Results - Science Grade Level - 08

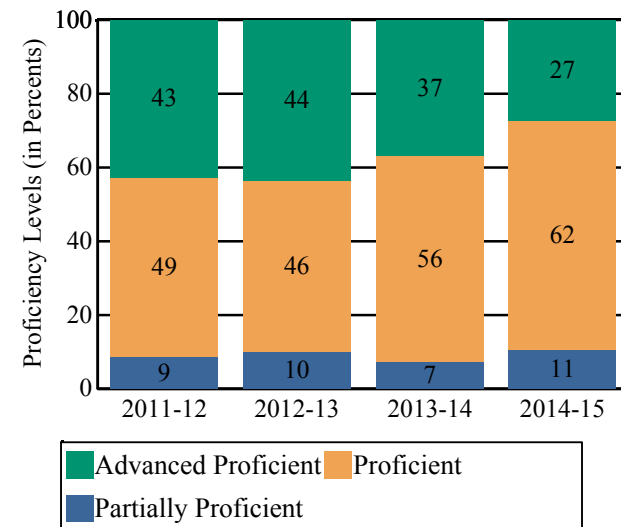
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	27%	62%	11%
White	28%	64%	8%
African American	-	-	-
Hispanic	14%	67%	19%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	3%	60%	37%
English Language Learners	-	-	-
Economically Disadvantaged Students	18%	50%	32%

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**

MONMOUTH  
HOWELL TWP

GRADE SPAN 06-08

HOWELL TOWNSHIP MIDDLE SCHOOL SOUTH  
220 RAMTOWN-GREENVILLE ROAD  
HOWELL, NJ 07731

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
97	82

**Algebra I Test Taking**

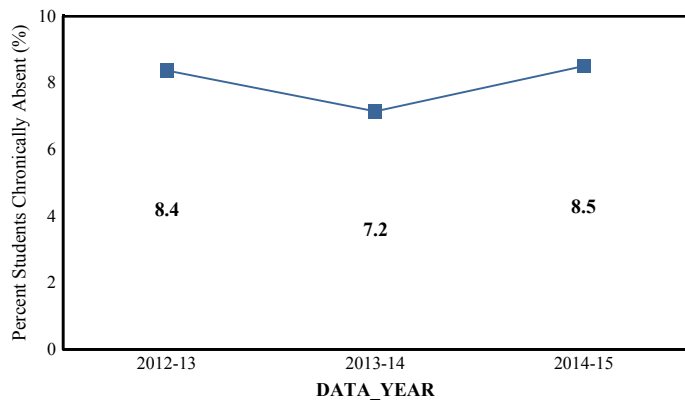
This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
95.9%	79.3%

- 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.

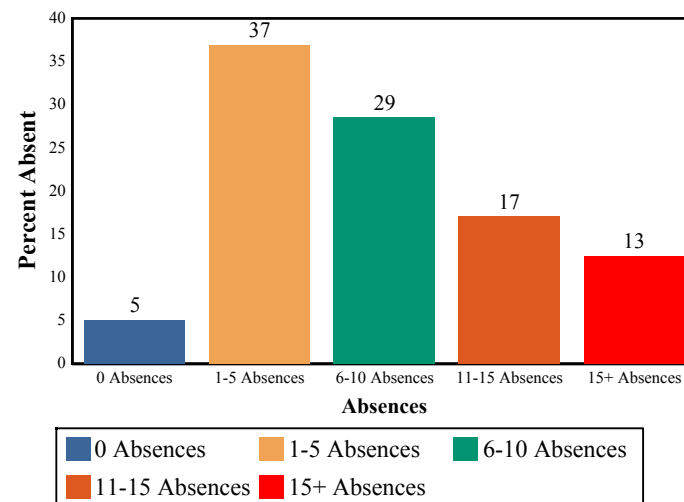


**Chronic Absenteeism for 2014-15**

**8.52%**

### 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.



**COLLEGE AND CAREER READINESS**

MONMOUTH  
HOWELL TWP

GRADE SPAN 06-08

HOWELL TOWNSHIP MIDDLE SCHOOL SOUTH  
220 RAMTOWN-GREENVILLE ROAD  
HOWELL, NJ 07731

**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	80.7%	66.0%
Visual Arts	79.5%	71.1%
Total: All Visual and Performing Arts	97.8%	89.8%

N/R - Data Not Reported

**STUDENT GROWTH**

**MONMOUTH**

**HOWELL TWP**

**GRADE SPAN 06-08**

**HOWELL TOWNSHIP MIDDLE SCHOOL SOUTH**

**220 RAMTOWN-GREENVILLE ROAD**

**HOWELL, NJ 07731**

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. 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	45	55	37	35	YES
Student Growth on Math	47	59	43	35	YES
		57	40		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	4%	1%	0%
Partially Met	9%	1%	1%
Approached	13%	8%	4%
Met	11%	17%	17%
Exceeded	1%	3%	8%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	6%	2%	0%
Partially Met	8%	4%	2%
Approached	17%	11%	8%
Met	7%	15%	17%
Exceeded	0%	1%	1%

**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**

**MONMOUTH**

**HOWELL TWP**

**GRADE SPAN 06-08**

**HOWELL TOWNSHIP MIDDLE SCHOOL SOUTH**

**220 RAMTOWN-GREENVILLE ROAD**

**HOWELL, NJ 07731**

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	818	850
75th	776	770
50th	760	749
25th	741	726
0th	679	650

Scale Score Gap - School	Scale Score Gap - State
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25th vs 75th Gap	35	44
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**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	798	850
75th	765	763
50th	752	742
25th	734	721
0th	673	650

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

25th vs 75th Gap	31	42
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**WITHIN SCHOOL ACHIEVEMENT GAP**

MONMOUTH  
HOWELL TWP

GRADE SPAN 06-08

25-2290-027  
HOWELL TOWNSHIP MIDDLE SCHOOL SOUTH  
220 RAMTOWN-GREENVILLE ROAD  
HOWELL, NJ 07731

**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	815	850
75th	777	776
50th	754	751
25th	732	724
0th	654	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	45	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	819	850
75th	777	777
50th	750	751
25th	726	723
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	51	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	778	850
75th	756	759
50th	740	740
25th	728	720
0th	658	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	28	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	780	850
75th	754	748
50th	734	726
25th	698	704
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	56	44

# SCHOOL CLIMATE

MONMOUTH

HOWELL TWP

## 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. 35 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	2.9%

# State of New Jersey

2014-15

GRADE SPAN 06-08

25-2290-027  
 HOWELL TOWNSHIP MIDDLE SCHOOL SOUTH  
 220 RAMTOWN-GREENVILLE ROAD  
 HOWELL, NJ 07731

## 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. 38 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	252

**SCHOOL PEER GROUP**

**MONMOUTH  
HOWELL TWP**

**GRADE SPAN 06-08**

**HOWELL TOWNSHIP MIDDLE SCHOOL SOUTH  
220 RAMTOWN-GREENVILLE ROAD  
HOWELL, NJ 07731**

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	FAIR LAWN BORO	MEMORIAL MIDDLE SCHOOL	03-1450-070	06-08	20.6%	0.2%	26.3%
BURLINGTON	EVESHAM TWP	FRANCES DEMASI MIDDLE SCHOOL	05-1420-040	06-08	11.2%	0.1%	17.5%
BURLINGTON	EVESHAM TWP	MARLTON MIDDLE	05-1420-060	06-08	14.8%	0.1%	22.5%
BURLINGTON	NORTHERN BURLINGTON REG	NORTHERN BURLINGTON COUNTY REGIONAL MIDDLE SCHOOL	05-3690-060	07-08	15.8%	0%	18.6%
BURLINGTON	SHAMONG TWP	INDIAN MILLS MEMORIAL SCHOOL	05-4740-055	05-08	10.8%	0%	16.1%
BURLINGTON	TABERNACLE TWP	KENNETH R. OLSON MIDDLE SCHOOL	05-5130-040	05-08	12.5%	0%	16.6%
BURLINGTON	WOODLAND TWP	CHATSWORTH ELEMENTARY SCHOOL	05-5890-030	PK-08	19.1%	0%	19.2%
CAMDEN	HADDON TWP	WILLIAM G. ROHRER MIDDLE SCHOOL	07-1890-110	06-08	18.4%	0%	21.3%
CHARTERS	SUSSEX COUNTY CS FOR TECHNOLOGY	SUSSEX COUNTY CHARTER SCHOOL FOR TECHNOLOGY	80-7850-960	06-08	20%	0%	24%
ESSEX	MONTCLAIR TOWN	RENAISSANCE MIDDLE SCHOOL AT THE RAND BUILDING	13-3310-165	06-08	13.8%	0%	21.7%
GLOUCESTER	PITMAN BORO	PITMAN MIDDLE SCHOOL	15-4140-075	06-08	10.7%	0%	19.5%
HUNTERDON	BLOOMSBURY BORO	BLOOMSBURY SCHOOL	19-0430-020	PK-08	14.6%	0%	24.1%
HUNTERDON	FRENCHTOWN BORO	FRENCHTOWN ELEMENTARY	19-1680-050	PK-08	14.7%	0%	17.2%
HUNTERDON	HIGH BRIDGE BORO	HIGH BRIDGE MIDDLE SCHOOL	19-2140-055	05-08	17.1%	0%	23%
MONMOUTH	FREEHOLD TWP	DWIGHT D. EISENHOWER SCHOOL	25-1660-024	06-08	10.5%	0%	15.3%
MONMOUTH	HOWELL TWP	HOWELL TOWNSHIP MEMORIAL MIDDLE SCHOOL	25-2290-045	06-08	11.6%	0%	17.6%
MONMOUTH	HOWELL TWP	HOWELL TOWNSHIP MIDDLE SCHOOL SOUTH	25-2290-027	06-08	12.4%	0%	22.2%
MONMOUTH	MIDDLETOWN TWP	BAYSHORE MIDDLE SCHOOL	25-3160-055	06-08	15.4%	0.2%	23.5%
MORRIS	BUTLER BORO	RICHARD BUTLER SCHOOL	27-0630-030	05-08	19.7%	1%	24%
MORRIS	JEFFERSON TWP	JEFFERSON TOWNSHIP MIDDLE SCHOOL	27-2380-045	06-08	13.5%	0%	16.3%
OCEAN	LACEY TWP	LACEY TOWNSHIO MIDDLE SCHOOL	29-2480-053	07-08	28.2%	0.3%	25.3%

**SCHOOL PEER GROUP**

**MONMOUTH  
HOWELL TWP**

**GRADE SPAN 06-08**

**HOWELL TOWNSHIP MIDDLE SCHOOL SOUTH  
220 RAMTOWN-GREENVILLE ROAD  
HOWELL, NJ 07731**

OCEAN	SOUTHERN REGIONAL	<b>SOUTHERN REGIONAL MIDDLE SCHOOL</b>	29-4950-060	07-08	24.8%	0.3%	23%
PASSAIC	RINGWOOD BORO	<b>MARTIN J. RYERSON SCHOOL</b>	31-4400-053	06-08	12.1%	0.2%	18.5%
PASSAIC	WEST MILFORD TWP	<b>MACOPIN MIDDLE SCHOOL</b>	31-5650-055	07-08	14.2%	0.5%	23.3%
SUSSEX	HAMBURG BORO	<b>HAMBURG SCHOOL</b>	37-1930-060	PK-08	23.7%	0%	21.4%
SUSSEX	HARDYSTON TWP	<b>HARDYSTON TOWNSHIP MIDDLE SCHOOL</b>	37-2030-030	05-08	10.1%	0%	22%
SUSSEX	HOPATCONG	<b>HOPATCONG MIDDLE SCHOOL</b>	37-2240-040	06-08	29.8%	0%	25.6%
SUSSEX	SUSSEX-WANTAGE REGIONAL	<b>SUSSEX MIDDLE SCHOOL</b>	37-5100-060	06-08	22.8%	0%	22.8%
SUSSEX	VERNON TWP	<b>GLEN MEADOW MIDDLE SCHOOL</b>	37-5360-025	07-08	18.6%	0%	18.4%
UNION	WINFIELD TWP	<b>WINFIELD TOWNSHIP</b>	39-5810-060	PK-08	16.3%	0%	18.8%
WARREN	BELVIDERE TOWN	<b>OXFORD STREET ELEMENTARY SCHOOL</b>	41-0280-030	04-08	17.3%	0%	19.4%



# State of New Jersey

2014-15

25-2290-030

## OVERVIEW

MONMOUTH

HOWELL TWP

GRADE SPAN PK-05

LAND O'PINES ELEMENTARY SCHOOL

81 WINDELER ROAD

HOWELL, NJ 07731-8700

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

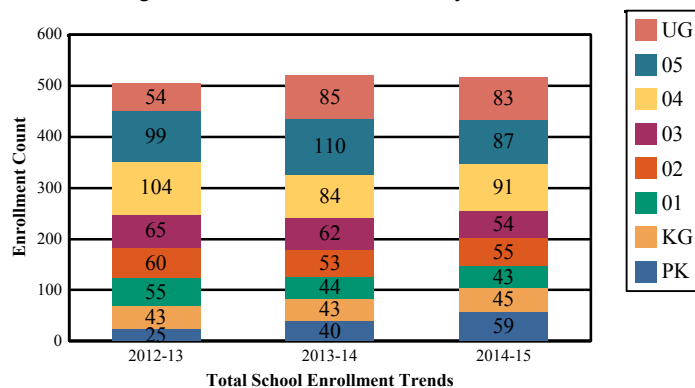
MONMOUTH  
HOWELL TWP

GRADE SPAN PK-05

25-2290-030  
LAND O' PINES ELEMENTARY SCHOOL  
81 WINDELER ROAD  
HOWELL, NJ 07731-8700

### Enrollment by Grade

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

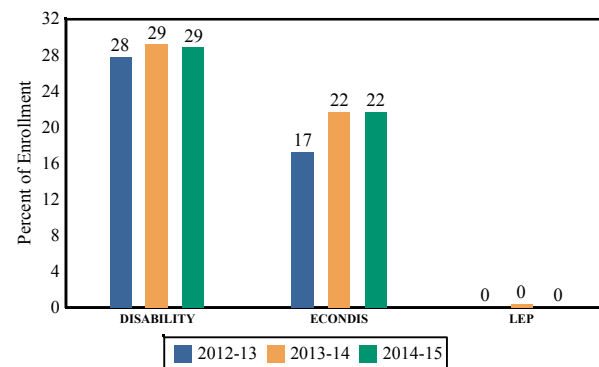


Total School Enrollment Trends

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

### Enrollment Trends by Program Participation

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

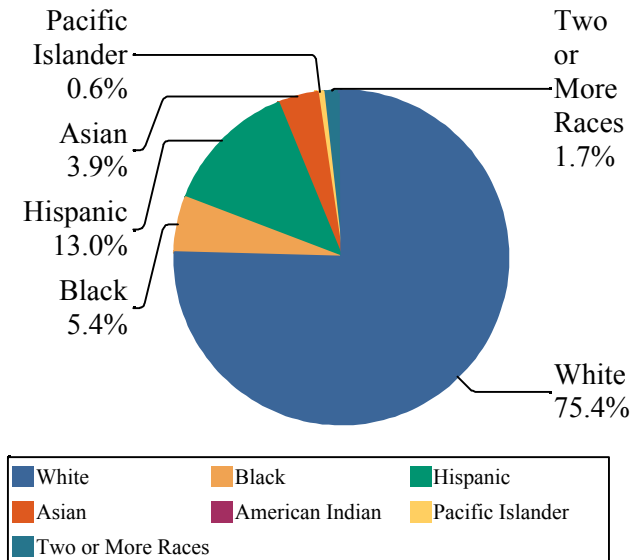


### Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	149	29%
Economically Disadvantaged Students	112	21.7%
English Language Learners	0	0.0%

### Enrollment by Ethnic/Racial Subgroup

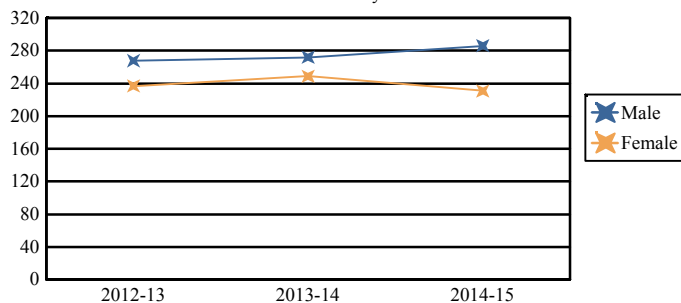
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	505
2013-14	521
2014-15	517

### 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	268	237
2013-14	272	249
2014-15	286	231

### Language Diversity

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

2014-15	Percent
English	94.3%
Spanish	2.7%
Russian	0.5%
Chinese	0.4%
Tagalog	0.4%
Vietnamese	0.4%
Other	1.4%

### ACADEMIC ACHIEVEMENT

MONMOUTH

HOWELL TWP

LAND O'PINES ELEMENTARY SCHOOL

81 WINDELER ROAD

HOWELL, NJ 07731-8700

GRADE SPAN PK-05

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	63%	78	69
Math Met or Exceeded Expectation	52%		

### 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	195	63.1%	95%	86.8%	YES*
White	141	68.8%	95%	84.1%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	45	28.8%	95%	88.9%	YES*
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	44	34%	95%	82.5%	NO

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

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GRADE SPAN PK-05

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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	195	51.8%	95%	86.8%	YES*
White	141	57.4%	95%	84.1%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	45	22.2%	95%	88.9%	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	44	27.3%	95%	82.5%	NO

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

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



PARCC Performance Level

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

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

Five Performance Levels				
<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>

**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	51	755	744	4%	24%	24%	39%	10%	49%	44%
White	39	760	753	3%	23%	21%	41%	13%	54%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	13	733	718	8%	54%	15%	15%	8%	23%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	15	741	724	7%	33%	33%	20%	7%	27%	24%

ACADEMIC ACHIEVEMENT

MONMOUTH  
HOWELL TWP

GRADE SPAN PK-05

LAND O'PINES ELEMENTARY SCHOOL  
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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	75	762	751	4%	11%	21%	43%	21%	64%	52%
White	53	764	758	4%	11%	19%	38%	28%	66%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	16	725	725	13%	38%	31%	19%	0%	19%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	18	737	734	11%	17%	33%	39%	0%	39%	31%

ACADEMIC ACHIEVEMENT

MONMOUTH  
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GRADE SPAN PK-05

LAND O'PINES ELEMENTARY SCHOOL  
81 WINDELER ROAD  
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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	69	772	751	0%	12%	16%	48%	25%	72%	53%
White	49	778	757	0%	4%	12%	53%	31%	84%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	12	747	737	0%	33%	42%	8%	17%	25%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	16	747	723	0%	44%	13%	38%	6%	44%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	11	744	734	0%	27%	36%	27%	9%	36%	31%

ACADEMIC ACHIEVEMENT

MONMOUTH  
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LAND O'PINES ELEMENTARY SCHOOL  
81 WINDELER ROAD  
HOWELL, NJ 07731-8700

GRADE SPAN PK-05

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	50	755	746	0%	14%	26%	54%	6%	60%	46%
White	38	758	752	0%	13%	24%	55%	8%	63%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	13	745	727	0%	31%	31%	38%	0%	38%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	15	744	730	0%	27%	27%	47%	0%	47%	26%

ACADEMIC ACHIEVEMENT

MONMOUTH  
HOWELL TWP

LAND O'PINES ELEMENTARY SCHOOL  
81 WINDELER ROAD  
HOWELL, NJ 07731-8700

GRADE SPAN PK-05

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	75	753	744	4%	15%	29%	47%	5%	52%	42%
White	53	755	749	4%	11%	26%	55%	4%	58%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	18	733	730	11%	22%	44%	22%	0%	22%	23%

ACADEMIC ACHIEVEMENT

MONMOUTH  
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LAND O' PINES ELEMENTARY SCHOOL  
81 WINDELER ROAD  
HOWELL, NJ 07731-8700

GRADE SPAN PK-05

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	70	753	744	1%	21%	31%	30%	16%	46%	42%
White	50	756	749	0%	18%	30%	34%	18%	52%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	12	734	733	8%	33%	42%	17%	0%	17%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	16	736	724	6%	50%	19%	13%	13%	25%	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

MONMOUTH  
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GRADE SPAN PK-05

25-2290-030  
LAND O'PINES ELEMENTARY SCHOOL  
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HOWELL, NJ 07731-8700

NJASK Results - Science Grade Level - 04

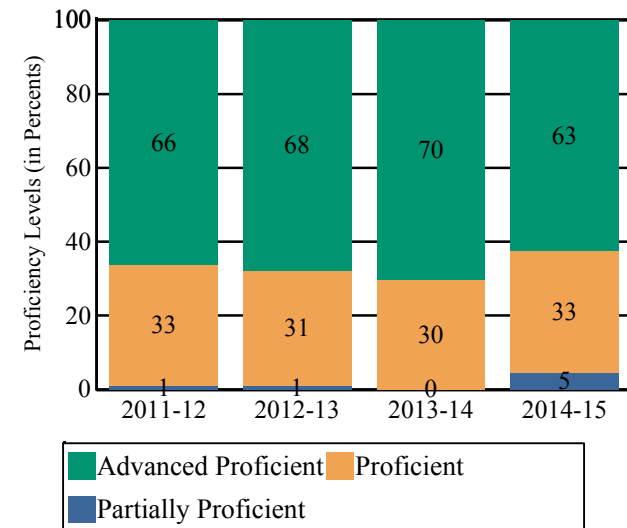
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	63%	33%	5%
White	70%	27%	3%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	32%	53%	16%
English Language Learners	-	-	-
Economically Disadvantaged Students	38%	54%	8%

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

MONMOUTH

HOWELL TWP

LAND O' PINES ELEMENTARY SCHOOL

81 WINDELER ROAD

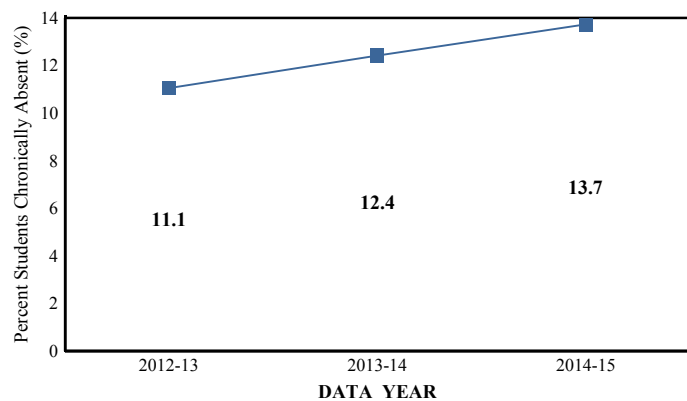
HOWELL, NJ 07731-8700

GRADE SPAN PK-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.

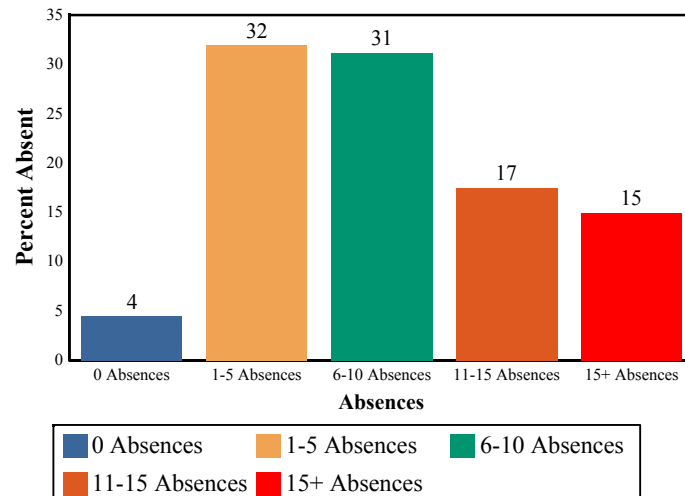


Chronic Absenteeism for 2014-15

13.73%

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

MONMOUTH

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LAND O'PINES ELEMENTARY SCHOOL

81 WINDELER ROAD

HOWELL, NJ 07731-8700

GRADE SPAN PK-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	53	61	54	35	YES
Student Growth on Math	40	18	20	35	YES
		40	37		100%

### Student Growth

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

#### Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	0%	0%
Partially Met	9%	1%	1%
Approached	11%	3%	3%
Met	14%	15%	17%
Exceeded	1%	7%	15%

#### Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	3%	0%	0%
Partially Met	14%	3%	1%
Approached	18%	9%	3%
Met	8%	23%	9%
Exceeded	0%	3%	7%

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

MONMOUTH

HOWELL TWP

GRADE SPAN PK-05

LAND O' PINES ELEMENTARY SCHOOL

81 WINDELER ROAD

HOWELL, NJ 07731-8700

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	841	850
75th	778	770
50th	746	743
25th	722	715
0th	667	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	56	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	821	850
75th	769	767
50th	755	745
25th	731	722
0th	707	650

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

#### WITHIN SCHOOL ACHIEVEMENT GAP

MONMOUTH

HOWELL TWP

GRADE SPAN PK-05

LAND O' PINES ELEMENTARY SCHOOL

81 WINDELER ROAD

HOWELL, NJ 07731-8700

#### 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	832	850
75th	786	773
50th	764	750
25th	737	728
0th	686	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	49	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	836	850
75th	798	773
50th	766	751
25th	750	728
0th	700	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	48	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	807	850
75th	776	764
50th	752	742
25th	729	721
0th	684	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	47	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	804	850
75th	780	763
50th	747	743
25th	728	723
0th	693	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	52	40

### 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. 30 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>	6 Hrs. 0 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>	12
<b>Administrators</b>	259

#### SCHOOL PEER GROUP

MONMOUTH  
HOWELL TWP

GRADE SPAN PK-05

LAND O'PINES ELEMENTARY SCHOOL  
81 WINDELER ROAD  
HOWELL, NJ 07731-8700

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES</u> <u>SPAN</u>	<u>ECONOMICALLY</u> <u>DISADVANTAGED</u>	<u>ENGLISH</u> <u>LANGUAGE</u> <u>LEARNERS</u>	<u>SPECIAL</u> <u>EDUCATION</u>
ATLANTIC	NORTHFIELD CITY	NORTHFIELD COMMUNITY ELEMENTARY SCHOOL	01-3720-057	PK-04	23.2%	2.1%	12.9%
BERGEN	WESTWOOD REGIONAL	BERKELEY ELEMENTARY	03-5755-060	KG-05	24.7%	9.4%	7%
BURLINGTON	BURLINGTON TWP	FOUNTAIN WOODS ELEMENTARY SCHOOL	05-0620-037	03-05	27.9%	2.7%	20.4%
BURLINGTON	MOUNT LAUREL TWP	LARCHMONT ELEMENTARY SCHOOL	05-3440-055	PK-04	28.3%	3.1%	19.2%
BURLINGTON	PEMBERTON TWP	FORT DIX ELEMENTARY SCHOOL	05-4050-110	PK-05	17%	2.3%	4.5%
CAMDEN	COLLINGSWOOD BORO	WILLIAM P TATEM ELEMENTARY SCHOOL	07-0940-080	KG-05	13.7%	0%	2.2%
CHARTERS	RIVERBANK CHARTER SCHOOL OF EXCELLE	RIVERBANK CHARTER SCHOOL OF EXCELLENCE	80-6026-908	KG-03	16%	0%	4.9%
ESSEX	MONTCLAIR TOWN	CHARLES H. BULLOCK SCHOOL	13-3310-060	KG-05	24.3%	0%	19.1%
ESSEX	MONTCLAIR TOWN	EDGEMONT ELEMENTARY SCHOOL	13-3310-110	KG-05	23.2%	2.9%	10%
ESSEX	MONTCLAIR TOWN	HILLSIDE ELEMENTARY SCHOOL	13-3310-123	03-05	22.9%	0%	16.1%
GLOUCESTER	LOGAN TWP	LOGAN TOWNSHIP ELEMENTARY SCHOOL	15-2750-040	02-05	22%	1.2%	13.9%
GLOUCESTER	MONROE TWP	RADIX ELEMENTARY	15-3280-095	PK-04	20.7%	0.1%	12.2%
GLOUCESTER	WEST DEPTFORD TWP	GREEN-FIELDS ELEMENTARY SCHOOL	15-5620-070	KG-04	29%	0.8%	21.7%
MIDDLESEX	EAST BRUNSWICK TWP	BOWNE-MUNRO ELEMENTARY SCHOOL	23-1170-060	KG-05	21.5%	0.5%	12.6%
MIDDLESEX	OLD BRIDGE TWP	MEMORIAL ELEMENTARY SCHOOL	23-3845-130	KG-05	26.1%	3.1%	15.8%
MIDDLESEX	OLD BRIDGE TWP	VIRGIL I. GRISSOM ELEMENTARY SCHOOL	23-3845-163	KG-05	18%	1%	7.8%
MIDDLESEX	WOODBRIIDGE TWP	MAWBAY STREET ELEMENTARY SCHOOL	23-5850-220	KG-05	18.9%	1.7%	9.2%
MONMOUTH	HOWELL TWP	LAND O'PINES ELEMENTARY SCHOOL	25-2290-030	PK-05	21.7%	0%	14%
MONMOUTH	MATAWAN-ABERDEEN REGIONAL	STRATHMORE ELEMENTARY SCHOOL	25-3040-080	KG-03	22.3%	4.3%	9.3%
MONMOUTH	OCEAN TWP	OCEAN TOWNSHIP ELEMENTARY SCHOOL	25-3810-060	PK-04	27.7%	5.4%	16.5%

**SCHOOL PEER GROUP**

**MONMOUTH**

**HOWELL TWP**

**LAND O' PINES ELEMENTARY SCHOOL**  
**81 WINDELER ROAD**  
**HOWELL, NJ 07731-8700**

**GRADE SPAN PK-05**

MONMOUTH	TINTON FALLS	MAHALA F. ATCHISON SCHOOL	25-5185-030	PK-03	22.3%	3.2%	8.7%
MORRIS	MOUNT OLIVE TWP	TINC RD. ELEMENTARY SCHOOL	27-3450-070	KG-05	25.2%	2.8%	12.8%
MORRIS	ROCKAWAY TWP	BIRCHWOOD ELEMENTARY SCHOOL	27-4490-010	KG-05	23.9%	0.7%	17.4%
OCEAN	TOMS RIVER REGIONAL	CEDAR GROVE ELEMENTARY SCHOOL	29-5190-065	KG-05	24.1%	2.9%	12.8%
PASSAIC	CLIFTON CITY	SCHOOL #9	31-0900-150	KG-05	29.3%	0.6%	22.7%
SALEM	PENNSVILLE	PENN BEACH ELEMENTARY SCHOOL	33-4075-078	04-05	29.1%	1%	21.1%
SUSSEX	VERNON TWP	CEDAR MOUNTAIN PRIMARY SCHOOL	37-5360-023	02-04	24.6%	0%	19.3%
SUSSEX	VERNON TWP	LOUNSBERRY HOLLOW MIDDLE SCHOOL	37-5360-030	05-06	24.1%	1%	17.6%
UNION	KENILWORTH BORO	WARREN G. HARDING ELEMENTARY SCHOOL	39-2420-050	PK-06	25.2%	5.6%	12.7%
UNION	UNION TWP	BATTLE HILL	39-5290-080	PK-04	26.5%	2.8%	18.4%
WARREN	KNOWLTON TWP	KNOWLTON TOWNSHIP BOARD OF EDUCATION	41-2470-040	PK-06	23.2%	0%	15.4%





# State of New Jersey

2014-15

25-2290-032

## OVERVIEW

MONMOUTH

HOWELL TWP

GRADE SPAN PK-05

NEWBURY ELEMENTARY SCHOOL

179 NEWBURY ROAD

HOWELL, NJ 07731-1813

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

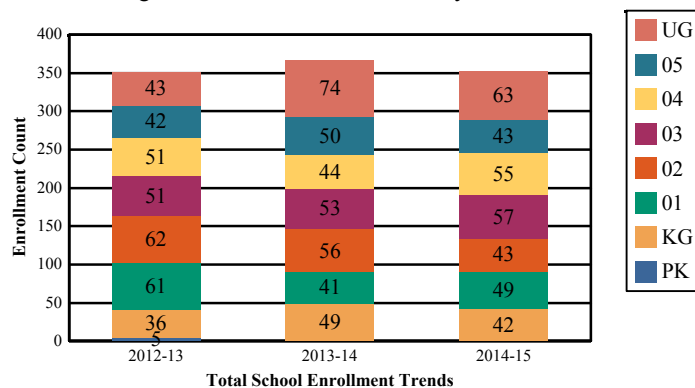
MONMOUTH  
HOWELL TWP

GRADE SPAN PK-05

25-2290-032  
NEWBURY ELEMENTARY SCHOOL  
179 NEWBURY ROAD  
HOWELL, NJ 07731-1813

### Enrollment by Grade

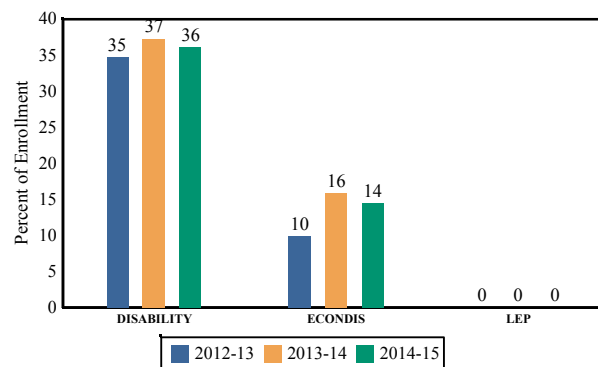
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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.

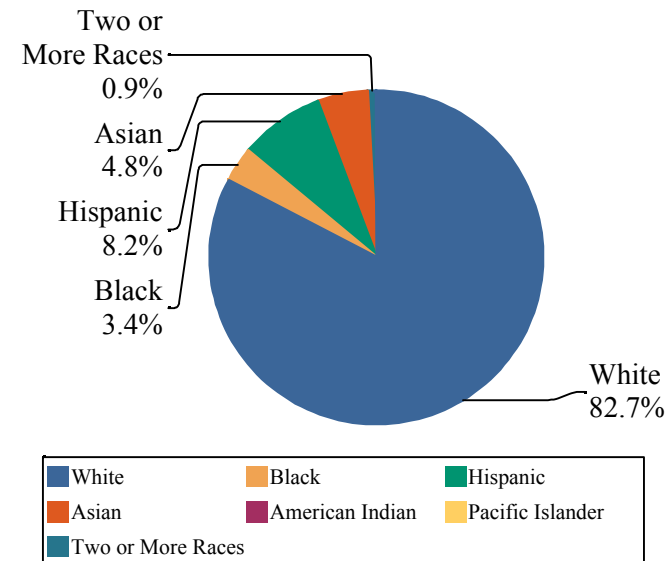
### Enrollment Trends by Program Participation

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



### Enrollment by Ethnic/Racial Subgroup

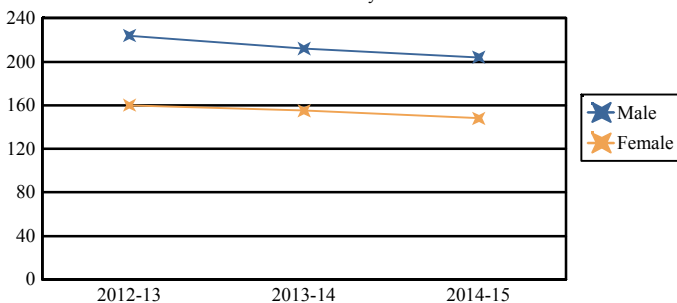
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	384
2013-14	367
2014-15	352

### 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	224	160
2013-14	212	155
2014-15	204	148

### Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	127	36%
Economically Disadvantaged Students	51	14.5%
English Language Learners	0	0.0%

### Language Diversity

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

2014-15	Percent
English	98.6%
Urdu	0.5%
Vietnamese	0.3%
Chinese	0.3%
Polish	0.3%

### ACADEMIC ACHIEVEMENT

MONMOUTH

HOWELL TWP

NEWBURY ELEMENTARY SCHOOL

179 NEWBURY ROAD

HOWELL, NJ 07731-1813

GRADE SPAN PK-05

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	56%	23	55
Math Met or Exceeded Expectation	52%		

### 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	143	56%	95%	88.4%	YES*
White	123	55.3%	95%	88.9%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	43	34.9%	95%	89.8%	YES*
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

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

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

ACADEMIC ACHIEVEMENT

MONMOUTH  
HOWELL TWP

GRADE SPAN PK-05

NEWBURY ELEMENTARY SCHOOL  
179 NEWBURY ROAD  
HOWELL, NJ 07731-1813

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	141	51.7%	95%	87.2%	YES*
White	121	53.7%	95%	87.5%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	41	24.4%	95%	85.7%	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.

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>

**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	53	752	744	8%	19%	21%	45%	8%	53%	44%
White	46	751	753	7%	20%	22%	46%	7%	52%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	14	705	718	29%	21%	14%	36%	0%	36%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

ACADEMIC ACHIEVEMENT

MONMOUTH  
HOWELL TWP

GRADE SPAN PK-05

NEWBURY ELEMENTARY SCHOOL  
179 NEWBURY ROAD  
HOWELL, NJ 07731-1813

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	51	751	751	4%	10%	39%	41%	6%	47%	52%
White	42	752	758	5%	7%	40%	40%	7%	48%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	16	731	725	6%	31%	38%	25%	0%	25%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

ACADEMIC ACHIEVEMENT

MONMOUTH  
HOWELL TWP

NEWBURY ELEMENTARY SCHOOL  
179 NEWBURY ROAD  
HOWELL, NJ 07731-1813

GRADE SPAN PK-05

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	39	765	751	3%	5%	21%	56%	15%	72%	53%
White	35	764	757	3%	6%	23%	51%	17%	69%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	13	741	723	8%	15%	31%	31%	15%	46%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%



PARCC MATH - Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	52	754	746	4%	13%	19%	52%	12%	63%	46%
White	45	755	752	2%	13%	20%	51%	13%	64%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	13	718	727	15%	38%	31%	8%	8%	15%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	26%

ACADEMIC ACHIEVEMENT

MONMOUTH  
HOWELL TWP

GRADE SPAN PK-05

NEWBURY ELEMENTARY SCHOOL  
179 NEWBURY ROAD  
HOWELL, NJ 07731-1813

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	51	739	744	4%	27%	31%	31%	6%	37%	42%
White	42	742	749	2%	24%	33%	33%	7%	40%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	16	716	724	13%	50%	19%	6%	13%	19%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	23%

ACADEMIC ACHIEVEMENT

MONMOUTH  
HOWELL TWP

GRADE SPAN PK-05

NEWBURY ELEMENTARY SCHOOL  
179 NEWBURY ROAD  
HOWELL, NJ 07731-1813

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	38	751	744	3%	16%	26%	39%	16%	55%	42%
White	34	750	749	3%	18%	24%	38%	18%	56%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	12	735	724	0%	42%	17%	17%	25%	42%	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

MONMOUTH  
HOWELL TWP

GRADE SPAN PK-05

NEWBURY ELEMENTARY SCHOOL  
179 NEWBURY ROAD  
HOWELL, NJ 07731-1813

NJASK Results - Science Grade Level - 04

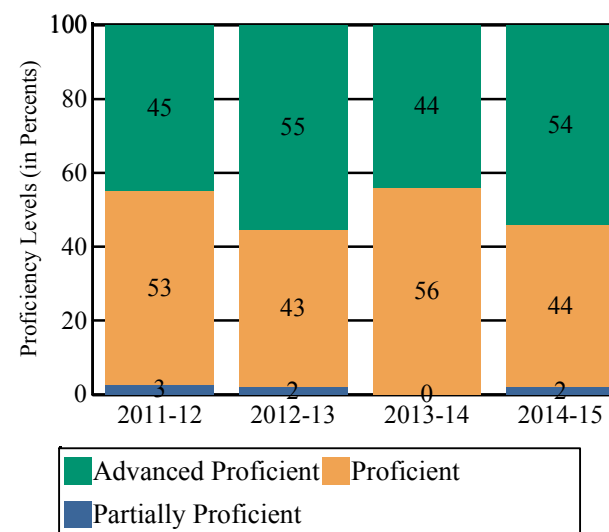
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	54%	44%	2%
White	62%	35%	3%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	43%	50%	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 - 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

MONMOUTH

HOWELL TWP

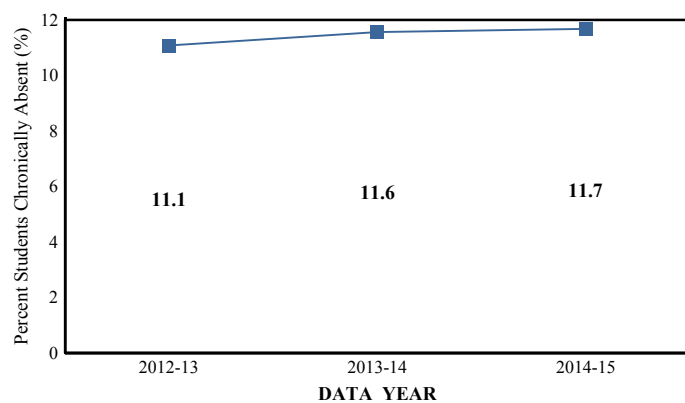
GRADE SPAN PK-05

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NEWBURY ELEMENTARY SCHOOL  
179 NEWBURY ROAD  
HOWELL, NJ 07731-1813

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.

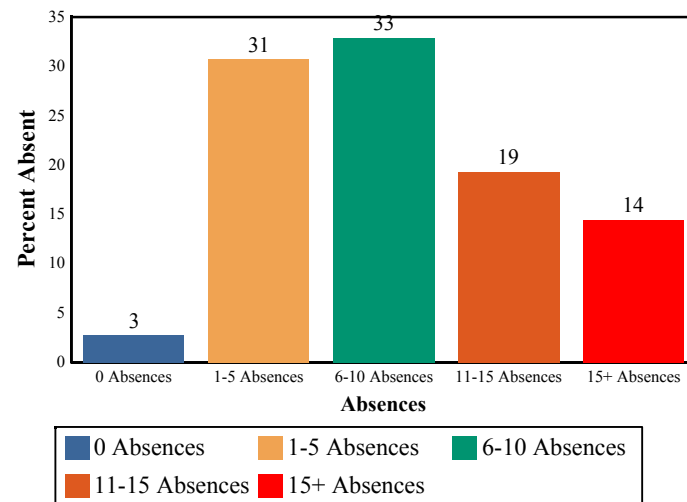


Chronic Absenteeism for 2014-15

11.68%

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

MONMOUTH

HOWELL TWP

NEWBURY ELEMENTARY SCHOOL

179 NEWBURY ROAD

HOWELL, NJ 07731-1813

GRADE SPAN PK-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	62	80	82	35	YES
Student Growth on Math	45	24	32	35	YES
		52	57		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	3%	3%	1%
Approached	7%	18%	10%
Met	7%	10%	26%
Exceeded	0%	1%	8%

#### Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	3%	0%	0%
Partially Met	15%	8%	3%
Approached	9%	14%	6%
Met	2%	22%	11%
Exceeded	0%	1%	5%

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

MONMOUTH

HOWELL TWP

GRADE SPAN PK-05

NEWBURY ELEMENTARY SCHOOL

179 NEWBURY ROAD

HOWELL, NJ 07731-1813

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	846	850
75th	786	770
50th	757	743
25th	731	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	55	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	812	850
75th	775	767
50th	756	745
25th	737	722
0th	650	650

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



#### WITHIN SCHOOL ACHIEVEMENT GAP

MONMOUTH

HOWELL TWP

GRADE SPAN PK-05

NEWBURY ELEMENTARY SCHOOL

179 NEWBURY ROAD

HOWELL, NJ 07731-1813

#### 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	801	850
75th	771	773
50th	746	750
25th	736	728
0th	689	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	821	850
75th	786	773
50th	761	751
25th	742	728
0th	698	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	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	802	850
75th	756	764
50th	738	742
25th	722	721
0th	682	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	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	804	850
75th	769	763
50th	753	743
25th	733	723
0th	692	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	40

**SCHOOL CLIMATE**  
**MONMOUTH**  
**HOWELL TWP**

**State of New Jersey**  
**2014-15**

**GRADE SPAN PK-05**

**25-2290-032**  
**NEWBURY ELEMENTARY SCHOOL**  
**179 NEWBURY ROAD**  
**HOWELL, NJ 07731-1813**

**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. 30 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>	1.1%

**Instructional Time**

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

<b>2014-15</b>	School
<b>Full Time</b>	6 Hrs. 0 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>	9
<b>Administrators</b>	176

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES</u> <u>SPAN</u>	<u>ECONOMICALLY</u> <u>DISADVANTAGED</u>	<u>ENGLISH</u> <u>LANGUAGE</u> <u>LEARNERS</u>	<u>SPECIAL</u> <u>EDUCATION</u>
BERGEN	FAIR LAWN BORO	JOHN A. FORREST ELEMENTARY SCHOOL	03-1450-085	KG-05	19%	7.2%	25.1%
BERGEN	FAIR LAWN BORO	WARREN POINT ELEMENTARY SCHOOL	03-1450-140	KG-05	14.3%	6.5%	18.3%
BERGEN	FORT LEE BORO	SCHOOL NO. 1	03-1550-060	KG-06	16%	12.8%	13.7%
BERGEN	FORT LEE BORO	SCHOOL NO. 3	03-1550-080	KG-06	14.8%	14%	8.4%
BERGEN	FORT LEE BORO	SCHOOL NO. 4	03-1550-090	KG-06	14.2%	14.2%	8.9%
BERGEN	MAYWOOD BORO	MEMORIAL	03-3060-070	PK-03	15.8%	9.1%	15.4%
BERGEN	NEW MILFORD BORO	BERTRAND F GIBBS ELEMENTARY SCHOOL	03-3550-070	KG-05	13.8%	5.6%	16.7%
BERGEN	OAKLAND BORO	DOGWOOD HILL ELEMENTARY SCHOOL	03-3760-040	PK-05	11%	1.4%	17.3%
BURLINGTON	BASS RIVER TWP	BASS RIVER TOWNSHIP ELEMENTARY SCHOOL	05-0200-050	PK-06	17.4%	2.6%	27.1%
BURLINGTON	EVESHAM TWP	FLORENCE V EVANS	05-1420-050	KG-05	11.8%	0%	20.8%
BURLINGTON	MEDFORD TWP	KIRBY'S MILL ELEMENTARY SCHOOL	05-3080-045	PK-05	14.5%	5.5%	19%
CAMDEN	CHERRY HILL TWP	JOSEPH D. SHARP ELEMENTARY SCHOOL	07-0800-100	KG-05	14.9%	6.8%	21.4%
ESSEX	CALDWELL-WEST CALDWELL	JEFFERSON ELEMENTARY SCHOOL	13-0660-070	KG-05	10.1%	3.7%	15.9%
GLOUCESTER	SWEDESBORO-WOOLWICH	GENERAL CHARLES G. HARKER SCHOOL	15-5120-080	03-05	11.7%	0.8%	19.2%
GLOUCESTER	WASHINGTON TWP	WEDGWOOD ELEMENTARY SCHOOL	15-5500-060	01-05	14.4%	0%	24.3%
MIDDLESEX	EAST BRUNSWICK TWP	CENTRAL ELEMENTARY SCHOOL	23-1170-070	KG-05	14.8%	8.7%	14.6%
MIDDLESEX	OLD BRIDGE TWP	ALAN B. SHEPARD ELEMENTARY SCHOOL	23-3845-082	KG-05	18.2%	9.5%	18.6%
MIDDLESEX	OLD BRIDGE TWP	M. SCOTT CARPENTER ELEMENTARY SCHOOL	23-3845-133	KG-05	12.8%	3.2%	18.2%
MONMOUTH	ATLANTIC HIGHLANDS BORO	ATLANTIC HIGHLANDS ELEMENTARY SCHOOL	25-0130-020	PK-06	10.1%	1.3%	19.1%
MONMOUTH	HOWELL TWP	NEWBURY ELEMENTARY SCHOOL	25-2290-032	PK-05	14.5%	0%	26.7%

**SCHOOL PEER GROUP**

**MONMOUTH**

**HOWELL TWP**

**NEWBURY ELEMENTARY SCHOOL**  
**179 NEWBURY ROAD**  
**HOWELL, NJ 07731-1813**

**GRADE SPAN PK-05**

MONMOUTH	MANALAPAN-ENGLISHTOWN REG	MILFORD BROOK SCHOOL	25-2920-063	KG-05	13.9%	9.9%	13.9%
MONMOUTH	MIDDLETOWN TWP	NAVESINK ELEMENTARY SCHOOL	25-3160-140	KG-05	10.8%	2%	19.3%
MONMOUTH	OCEAN TWP	WANAMASSA ELEMENTARY SCHOOL	25-3810-070	PK-04	10.8%	4.6%	16.7%
MORRIS	MOUNT OLIVE TWP	SANDSHORE RD. ELEMENTARY SCHOOL	27-3450-065	KG-05	10.2%	3.8%	19.1%
MORRIS	PARSIPPANY-TROY HILLS TWP	EASTLAKE ELEMENTARY SCHOOL	27-3950-062	PK-05	12.3%	13.3%	8.7%
MORRIS	PARSIPPANY-TROY HILLS TWP	INTERVALE ELEMENTARY SCHOOL	27-3950-064	KG-05	16.8%	15.8%	10.4%
MORRIS	PARSIPPANY-TROY HILLS TWP	TROY HILLS ELEMENTARY SCHOOL	27-3950-120	KG-05	12.1%	7.3%	13.7%
MORRIS	RANDOLPH TWP	FERNBROOK SCHOOL	27-4330-065	KG-05	17.9%	7.2%	18.8%
PASSAIC	WAYNE TWP	JOHN F KENNEDY ELEMENTARY SCHOOL	31-5570-087	KG-05	18.8%	14%	15.6%
SOMERSET	HILLSBOROUGH TWP	HILLSBOROUGH TOWNSHIP ELEMENTARY SCHOOL	35-2170-040	KG-04	10.2%	4.6%	15.5%
SOMERSET	HILLSBOROUGH TWP	WOODFERN ELEMENTARY SCHOOL	35-2170-080	KG-04	14.4%	5.1%	20.1%



# State of New Jersey

2014-15

25-2290-035

## OVERVIEW

MONMOUTH

HOWELL TWP

GRADE SPAN KG-05

RAMTOWN ELEMENTARY SCHOOL

216 RAMTOWN -GREENVILLE ROAD

HOWELL, NJ 07731-0216

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

MONMOUTH  
HOWELL TWP

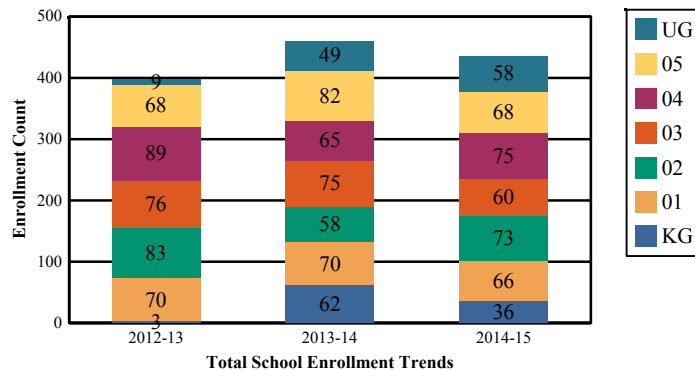
GRADE SPAN KG-05

25-2290-035

RAMTOWN ELEMENTARY SCHOOL  
216 RAMTOWN -GREENVILLE ROAD  
HOWELL, NJ 07731-0216

### Enrollment by Grade

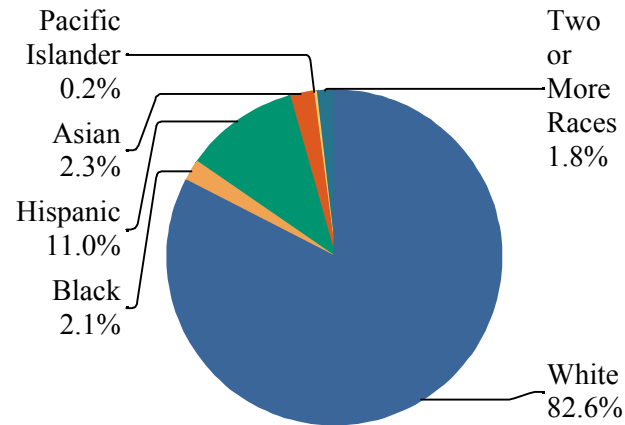
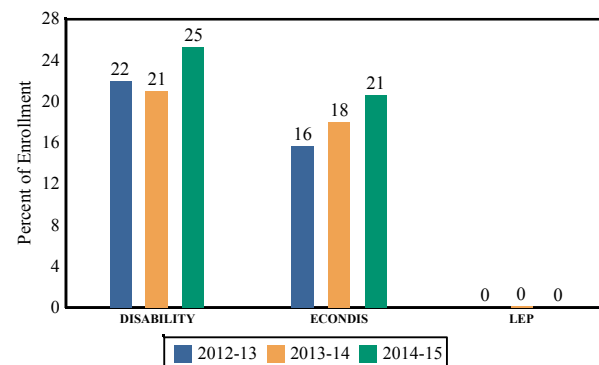
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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

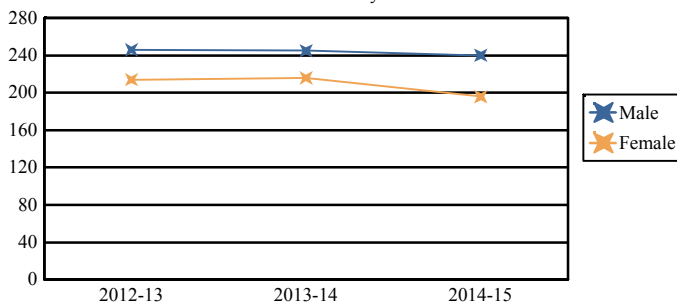
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Total School Enrollment	
2012-13	460
2013-14	461
2014-15	436

### Enrollment by Gender

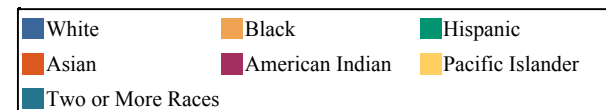
This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	246	214
2013-14	245	216
2014-15	240	196

### Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	110	25%
Economically Disadvantaged Students	90	20.6%
English Language Learners	0	0.0%



### Language Diversity

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

2014-15	Percent
English	95.0%
Spanish	2.3%
Polish	0.7%
Urdu	0.5%
Korean	0.2%
Chinese	0.2%
Other	1.1%

#### ACADEMIC ACHIEVEMENT

MONMOUTH

HOWELL TWP

GRADE SPAN KG-05

RAMTOWN ELEMENTARY SCHOOL

216 RAMTOWN -GREENVILLE ROAD

HOWELL, NJ 07731-0216

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	53%	26	49
Math Met or Exceeded Expectation	44%		

#### 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	188	53.2%	95%	87.3%	YES*
White	159	53.4%	95%	85.4%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	42	26.2%	95%	71.4%	NO
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	37	37.8%	95%	89.1%	YES*

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

MONMOUTH

HOWELL TWP

GRADE SPAN KG-05

RAMTOWN ELEMENTARY SCHOOL

216 RAMTOWN -GREENVILLE ROAD

HOWELL, NJ 07731-0216

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	187	44.3%	95%	86.9%	YES*
White	158	46.2%	95%	84.8%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	42	21.4%	95%	71.4%	NO
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	37	24.3%	95%	89.1%	YES*

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

MONMOUTH  
HOWELL TWP

GRADE SPAN KG-05

RAMTOWN ELEMENTARY SCHOOL  
216 RAMTOWN -GREENVILLE ROAD  
HOWELL, NJ 07731-0216

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>

**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	60	748	744	10%	18%	22%	47%	3%	50%	44%
White	52	748	753	12%	15%	23%	46%	4%	50%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	15	725	718	33%	20%	20%	27%	0%	27%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	14	728	724	14%	36%	21%	29%	0%	29%	24%

ACADEMIC ACHIEVEMENT

MONMOUTH  
HOWELL TWP

GRADE SPAN KG-05

RAMTOWN ELEMENTARY SCHOOL  
216 RAMTOWN -GREENVILLE ROAD  
HOWELL, NJ 07731-0216

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	62	757	751	6%	6%	26%	47%	15%	61%	52%
White	53	759	758	6%	8%	25%	47%	15%	62%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	12	719	725	33%	33%	8%	25%	0%	25%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

ACADEMIC ACHIEVEMENT

MONMOUTH  
HOWELL TWP

GRADE SPAN KG-05

RAMTOWN ELEMENTARY SCHOOL  
216 RAMTOWN -GREENVILLE ROAD  
HOWELL, NJ 07731-0216

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	66	743	751	12%	11%	29%	47%	2%	48%	53%
White	54	746	757	7%	11%	33%	46%	2%	48%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	15	710	723	47%	20%	7%	20%	7%	27%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	13	725	734	31%	15%	15%	38%	0%	38%	31%

ACADEMIC ACHIEVEMENT

MONMOUTH  
HOWELL TWP

GRADE SPAN KG-05

RAMTOWN ELEMENTARY SCHOOL  
216 RAMTOWN -GREENVILLE ROAD  
HOWELL, NJ 07731-0216

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	59	750	746	7%	12%	27%	49%	5%	54%	46%
White	51	751	752	6%	12%	27%	49%	6%	55%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	15	730	727	20%	33%	20%	27%	0%	27%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	14	731	730	14%	29%	29%	29%	0%	29%	26%

ACADEMIC ACHIEVEMENT

MONMOUTH  
HOWELL TWP

GRADE SPAN KG-05

RAMTOWN ELEMENTARY SCHOOL  
216 RAMTOWN -GREENVILLE ROAD  
HOWELL, NJ 07731-0216

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	62	747	744	3%	16%	39%	40%	2%	42%	42%
White	53	748	749	4%	15%	36%	43%	2%	45%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	23%

ACADEMIC ACHIEVEMENT

MONMOUTH  
HOWELL TWP

GRADE SPAN KG-05

RAMTOWN ELEMENTARY SCHOOL  
216 RAMTOWN -GREENVILLE ROAD  
HOWELL, NJ 07731-0216

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	66	740	744	6%	23%	33%	33%	5%	38%	42%
White	54	741	749	6%	20%	35%	35%	4%	39%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	15	723	724	13%	47%	13%	20%	7%	27%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	13	726	731	8%	46%	23%	23%	0%	23%	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

MONMOUTH  
HOWELL TWP

GRADE SPAN KG-05

25-2290-035  
RAMTOWN ELEMENTARY SCHOOL  
216 RAMTOWN -GREENVILLE ROAD  
HOWELL, NJ 07731-0216

NJASK Results - Science Grade Level - 04

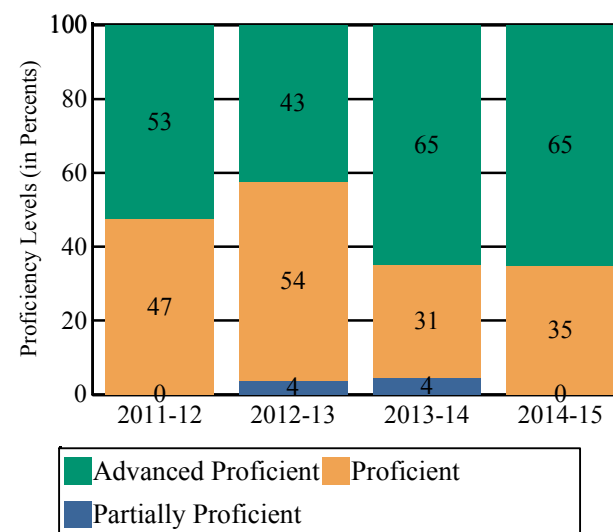
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	65%	35%	0%
White	62%	38%	0%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	44%	56%	0%
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

MONMOUTH  
HOWELL TWP

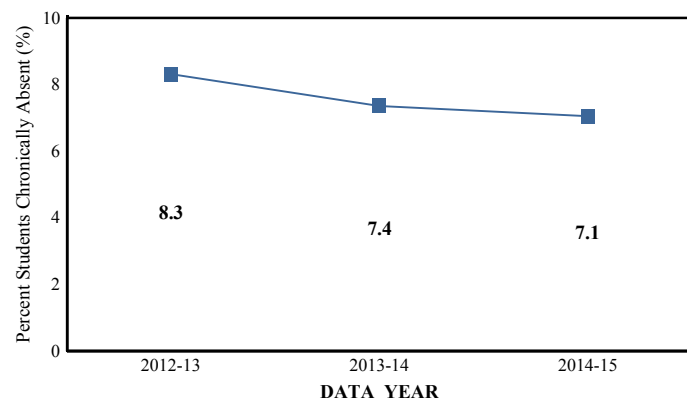
GRADE SPAN KG-05

25-2290-035  
RAMTOWN ELEMENTARY SCHOOL  
216 RAMTOWN -GREENVILLE ROAD  
HOWELL, NJ 07731-0216

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.

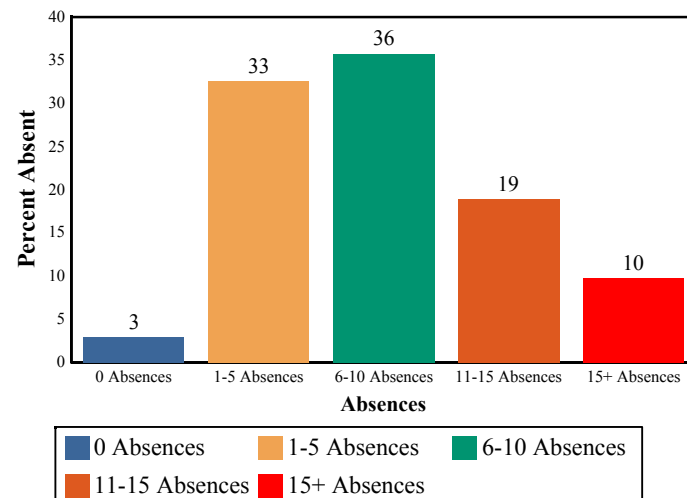


Chronic Absenteeism for 2014-15

7.06%

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

MONMOUTH

HOWELL TWP

GRADE SPAN KG-05

RAMTOWN ELEMENTARY SCHOOL

216 RAMTOWN -GREENVILLE ROAD

HOWELL, NJ 07731-0216

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. 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	32	14	5	35	NO
Student Growth on Math	41	27	23	35	YES
		21	14		50%

#### 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	10%	0%	0%
Partially Met	5%	3%	1%
Approached	16%	7%	4%
Met	20%	12%	16%
Exceeded	1%	1%	4%

#### Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	4%	0%	0%
Partially Met	12%	8%	2%
Approached	15%	15%	5%
Met	10%	13%	13%
Exceeded	0%	0%	2%

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

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

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

#### WITHIN SCHOOL ACHIEVEMENT GAP

MONMOUTH

HOWELL TWP

GRADE SPAN KG-05

RAMTOWN ELEMENTARY SCHOOL

216 RAMTOWN -GREENVILLE ROAD

HOWELL, NJ 07731-0216

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	825	850
75th	782	770
50th	749	743
25th	720	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	62	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	810	850
75th	774	767
50th	754	745
25th	730	722
0th	689	650

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

### WITHIN SCHOOL ACHIEVEMENT GAP

MONMOUTH

HOWELL TWP

GRADE SPAN KG-05

RAMTOWN ELEMENTARY SCHOOL

216 RAMTOWN -GREENVILLE ROAD

HOWELL, NJ 07731-0216

#### 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	758	750
25th	742	728
0th	674	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	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	791	850
75th	766	773
50th	748	751
25th	728	728
0th	675	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	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	811	850
75th	764	764
50th	745	742
25th	726	721
0th	690	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	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	797	850
75th	756	763
50th	742	743
25th	724	723
0th	679	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	40

**SCHOOL CLIMATE**  
**MONMOUTH**  
**HOWELL TWP**

**State of New Jersey**  
**2014-15**

**GRADE SPAN KG-05**

**25-2290-035**

**RAMTOWN ELEMENTARY SCHOOL**  
**216 RAMTOWN -GREENVILLE ROAD**  
**HOWELL, NJ 07731-0216**

**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. 30 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>	1.2%

**Instructional Time**

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

<b>2014-15</b>	School
<b>Full Time</b>	6 Hrs. 0 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>	11
<b>Administrators</b>	218

#### SCHOOL PEER GROUP

MONMOUTH

HOWELL TWP

GRADE SPAN KG-05

RAMTOWN ELEMENTARY SCHOOL

216 RAMTOWN -GREENVILLE ROAD

HOWELL, NJ 07731-0216

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES</u> <u>SPAN</u>	<u>ECONOMICALLY</u> <u>DISADVANTAGED</u>	<u>ENGLISH</u> <u>LANGUAGE</u> <u>LEARNERS</u>	<u>SPECIAL</u> <u>EDUCATION</u>
BERGEN	FAIR LAWN BORO	LYNCREST ELEMENTARY SCHOOL	03-1450-100	KG-05	16.6%	3.1%	13.1%
BERGEN	HASBROUCK HEIGHTS BORO	EUCLID ELEMENTARY SCHOOL	03-2080-060	PK-05	15%	2.1%	12.1%
BERGEN	NEW MILFORD BORO	BERKLEY STREET ELEMENTARY SCHOOL	03-3550-060	KG-05	20.2%	7.3%	12.2%
BURLINGTON	MOUNT LAUREL TWP	HARTFORD UPPER ELEMENTARY SCHOOL	05-3440-047	05-06	16.5%	0.6%	15.2%
BURLINGTON	SHAMONG TWP	INDIAN MILLS ELEMENTARY SCHOOL	05-4740-050	PK-04	12.3%	0%	10.3%
CAMDEN	AUDUBON BORO	MANSION AVENUE SCHOOL	07-0150-050	03-06	25.7%	1.6%	26.5%
CAMDEN	COLLINGSWOOD BORO	ZANE NORTH ELEMENTARY SCHOOL	07-0940-090	PK-05	14%	0%	12.2%
CAMDEN	HADDON TWP	STRAWBRIDGE ELEMENTARY SCHOOL	07-1890-090	KG-05	12.2%	0.5%	10.3%
CAMDEN	HADDON TWP	THOMAS A. EDISON ELEMENTARY SCHOOL	07-1890-060	PK-05	12.3%	0%	9.9%
ESSEX	SOUTH ORANGE-MAPLEWOOD	JEFFERSON ELEMENTARY SCHOOL	13-4900-090	03-05	13.9%	0%	13.3%
ESSEX	SOUTH ORANGE-MAPLEWOOD	TUSCAN ELEMENTARY	13-4900-150	KG-05	10.5%	0%	8.4%
GLOUCESTER	WASHINGTON TWP	HURFFVILLE ELEMENTARY SCHOOL	15-5500-040	01-05	20%	0%	20.2%
HUNTERDON	HIGH BRIDGE BORO	HIGH BRIDGE ELEMENTARY SCHOOL	19-2140-060	PK-04	14.9%	0.4%	14.2%
MERCER	HAMILTON TWP	ALEXANDER ELEMENTARY SCHOOL	21-1950-085	PK-05	15.7%	0.7%	13.8%
MIDDLESEX	EAST BRUNSWICK TWP	HAMMARSKJOLD MIDDLE SCHOOL	23-1170-056	06-07	16.9%	1.8%	13.9%
MIDDLESEX	EAST BRUNSWICK TWP	MEMORIAL ELEMENTARY SCHOOL	23-1170-120	KG-05	14.5%	0.4%	13%
MIDDLESEX	EDISON TWP	JAMES MADISON INTERMEDIATE SCHOOL	23-1290-090	03-05	11.8%	4%	5.6%
MIDDLESEX	OLD BRIDGE TWP	WILLIAM A. MILLER ELEMENTARY SCHOOL	23-3845-170	KG-05	20.7%	8.5%	10.6%
MIDDLESEX	SOUTH BRUNSWICK TWP	BRUNSWICK ACRES ELEMENTARY SCHOOL	23-4860-055	PK-05	14.4%	4.5%	6.8%
MONMOUTH	HOWELL TWP	RAMTOWN ELEMENTARY SCHOOL	25-2290-035	KG-05	20.6%	0%	21.6%
MONMOUTH	WEST LONG BRANCH BORO	BETTY MCELMON ELEMENTARY	25-5640-080	PK-03	14.1%	2.1%	11.1%

**SCHOOL PEER GROUP**

**MONMOUTH**

**HOWELL TWP**

**GRADE SPAN**

**KG-05**

**RAMTOWN ELEMENTARY SCHOOL**  
**216 RAMTOWN -GREENVILLE ROAD**  
**HOWELL, NJ 07731-0216**

MORRIS	PARSIPPANY-TROY HILLS TWP	ROCKAWAY MEADOW ELEMENTARY SCHOOL	27-3950-107	KG-05	22%	6.8%	14.8%
MORRIS	ROXBURY TWP	FRANKLIN ELEMENTARY SCHOOL DISTRICT	27-4560-060	KG-04	18.8%	6.1%	11.5%
OCEAN	BRICK TWP	HERBERTSVILLE ELEMENTARY SCHOOL	29-0530-040	KG-05	21.2%	0%	21.2%
OCEAN	POINT PLEASANT BORO	NELLIE F. BENNETT ELEMENTARY SCHOOL	29-4210-055	PK-05	14.6%	2.2%	11.6%
OCEAN	TOMS RIVER REGIONAL	HOOPER AVENUE ELEMENTARY SCHOOL	29-5190-075	KG-05	15.3%	0%	14.5%
PASSAIC	LITTLE FALLS TWP	LITTLE FALLS TOWNSHIP PUBLIC SCHOOL # 3	31-2700-070	03-04	19.5%	1.7%	18.4%
PASSAIC	WEST MILFORD TWP	MARSHALL HILL ELEMENTARY SCHOOL	31-5650-070	KG-06	13.3%	0%	11.2%
SUSSEX	HAMPTON TWP	MARIAN E. MCKEOWN ELEMENTARY SCHOOL	37-1980-050	KG-06	15.8%	0%	14.8%
SUSSEX	STILLWATER TWP	STILLWATER TOWNSHIP SCHOOL DISTRICT	37-5040-050	PK-06	17.2%	0%	16.4%
WARREN	WASHINGTON TWP	BRASS CASTLE SCHOOL	41-5530-040	PK-06	17.7%	0%	18.2%





# State of New Jersey

## 2014-15

### OVERVIEW

MONMOUTH  
HOWELL TWP

GRADE SPAN 06-08

25-2290-045  
HOWELL TOWNSHIP MEMORIAL MIDDLE SCHOOL  
485 ADELPHIA ROAD  
FREEHOLD, NJ 07728

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

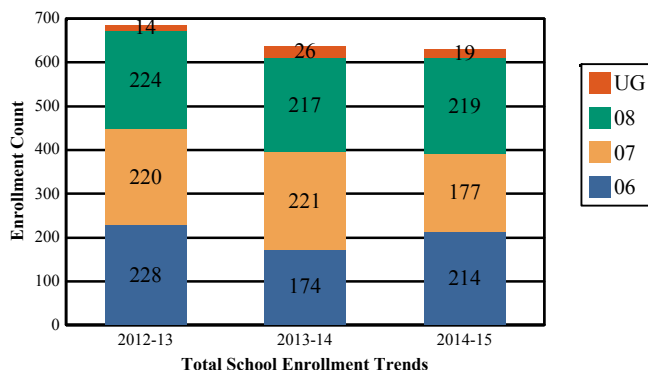
MONMOUTH  
HOWELL TWP

GRADE SPAN 06-08

25-2290-045  
HOWELL TOWNSHIP MEMORIAL MIDDLE SCHOOL  
485 ADELPHIA ROAD  
FREEHOLD, NJ 07728

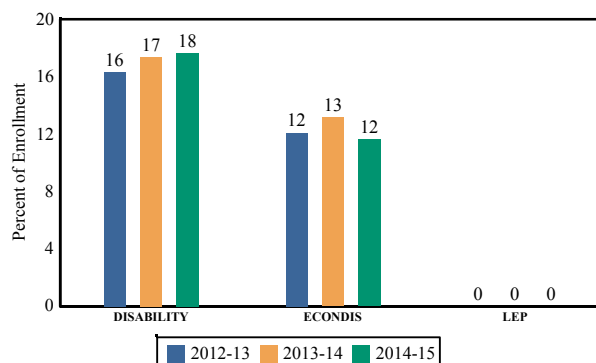
### Enrollment by Grade

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



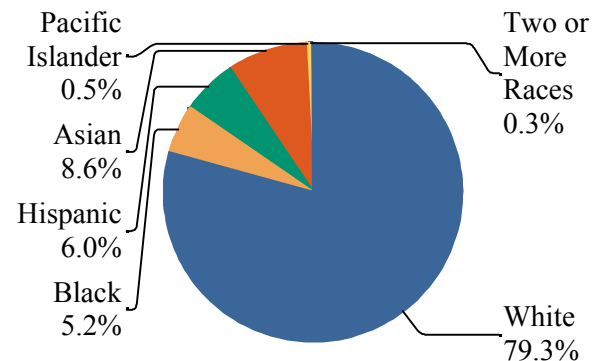
### Enrollment Trends by Program Participation

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.



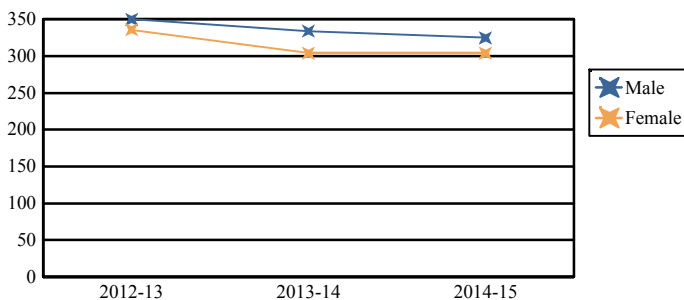
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

### Total School Enrollment

Year	Enrollment
2012-13	686
2013-14	638
2014-15	629

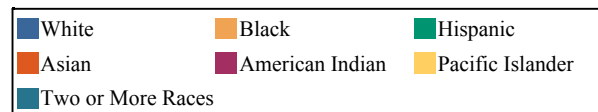
### Enrollment by Gender

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

Program	Count of Students	% of Enrollment
Students with Disability	111	18%
Economically Disadvantaged Students	73	11.6%
English Language Learners	0	0.0%



### Language Diversity

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

2014-15	Percent
English	94.4%
Spanish	1.5%
Chinese	1.0%
Urdu	0.5%
Pilipino	0.3%
Armenian	0.3%
Other	2.1%

	Male	Female
2012-13	350	336
2013-14	334	304
2014-15	325	304

**ACADEMIC ACHIEVEMENT**

**MONMOUTH**  
**HOWELL TWP**

**GRADE SPAN 06-08**

**HOWELL TOWNSHIP MEMORIAL MIDDLE SCHOOL**  
**485 ADELPHIA ROAD**  
**FREEHOLD, NJ 07728**

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and 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	<b>60%</b>	<b>78</b>	<b>69</b>
Math Met or Exceeded Expectation	<b>45%</b>		

**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	499	59.7%	95%	81.4%	<b>NO</b>
White	391	58.5%	95%	80%	<b>NO</b>
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	55	70.9%	95%	98.3%	<b>YES</b>
Two or More Races	-	-	--	--	--
Students with Disability	86	13.9%	95%	77%	<b>NO</b>
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	48	35.5%	95%	71.2%	<b>NO</b>

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

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

ESEA Waiver - Math

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	501	44.9%	95%	81.7%	NO
White	393	43.7%	95%	80.4%	NO
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	55	63.7%	95%	98.3%	YES
Two or More Races	-	-	--	--	--
Students with Disability	86	10.5%	95%	77%	NO
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	48	27.1%	95%	71.2%	NO

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

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

PARCC Performance Level

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

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

Five Performance Levels				
<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>

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	181	752	749	1%	13%	31%	48%	6%	54%	50%
White	140	750	755	1%	15%	33%	46%	5%	51%	59%
African American	-	-	732	-	-	-	-	-	-	29%
Hispanic	12	753	736	0%	0%	42%	58%	0%	58%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	19	762	770	0%	11%	32%	42%	16%	58%	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	-	-	718	-	-	-	-	-	-	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	18	735	733	6%	28%	50%	17%	0%	17%	30%

ACADEMIC ACHIEVEMENT

MONMOUTH  
HOWELL TWP

GRADE SPAN 06-08

HOWELL TOWNSHIP MEMORIAL MIDDLE SCHOOL  
485 ADELPHIA ROAD  
FREEHOLD, NJ 07728

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	142	759	750	4%	9%	22%	47%	18%	65%	53%
White	108	757	757	4%	9%	22%	46%	19%	65%	61%
African American	12	756	730	8%	17%	8%	58%	8%	67%	31%
Hispanic	-	-	736	-	-	-	-	-	-	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	16	776	777	0%	6%	19%	44%	31%	75%	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	24	725	713	17%	29%	38%	13%	4%	17%	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	15	756	733	0%	20%	13%	60%	7%	67%	33%

ACADEMIC ACHIEVEMENT

MONMOUTH

HOWELL TWP

GRADE SPAN 06-08

HOWELL TOWNSHIP MEMORIAL MIDDLE SCHOOL

485 ADELPHIA ROAD

FREEHOLD, NJ 07728

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	176	760	750	3%	11%	24%	42%	19%	61%	53%
White	143	758	757	3%	12%	24%	45%	15%	61%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	-	-	735	-	-	-	-	-	-	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	20	784	778	0%	0%	20%	30%	50%	80%	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	30	724	713	13%	30%	40%	13%	3%	17%	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	15	730	732	13%	33%	27%	20%	7%	27%	34%



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	182	746	743	2%	20%	40%	33%	5%	38%	42%
White	141	744	749	2%	21%	40%	34%	4%	38%	50%
African American	-	-	726	-	-	-	-	-	-	19%
Hispanic	12	748	731	0%	8%	58%	33%	0%	33%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	19	762	768	0%	16%	32%	26%	26%	53%	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	-	-	718	-	-	-	-	-	-	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	-	-	729	-	-	-	-	-	-	23%

ACADEMIC ACHIEVEMENT

MONMOUTH  
HOWELL TWP

GRADE SPAN 06-08

25-2290-045  
HOWELL TOWNSHIP MEMORIAL MIDDLE SCHOOL  
485 ADELPHIA ROAD  
FREEHOLD, NJ 07728

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	118	743	740	4%	15%	36%	43%	1%	44%	38%
White	92	742	745	4%	17%	36%	41%	1%	42%	46%
African American	11	746	725	9%	9%	18%	64%	0%	64%	17%
Hispanic	-	-	730	-	-	-	-	-	-	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	-	-	760	-	-	-	-	-	-	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	24	723	715	21%	42%	21%	13%	4%	17%	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	14	743	728	7%	14%	29%	50%	0%	50%	21%

**PARCC MATH - Performance Distribution - Grade - 08**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	100	728	726	9%	30%	44%	17%	0%	17%	24%
White	84	728	732	8%	31%	43%	18%	0%	18%	29%
African American	-	-	715	-	-	-	-	-	-	14%
Hispanic	-	-	721	-	-	-	-	-	-	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	-	-	744	-	-	-	-	-	-	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	-	-	705	-	-	-	-	-	-	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	-	-	719	-	-	-	-	-	-	17%

PARCC ALGEBRA I - Performance Distribution

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	81	768	740	1%	0%	15%	79%	5%	84%	40%
White	65	767	746	2%	0%	12%	85%	2%	86%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	11	774	769	0%	0%	27%	55%	18%	73%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	-	-	725	-	-	-	-	-	-	21%

PARCC GEOMETRY - Performance Distribution

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	20	764	728	0%	5%	5%	70%	20%	90%	21%
White	11	759	731	0%	9%	9%	73%	9%	82%	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%

### 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

MONMOUTH  
HOWELL TWP

GRADE SPAN 06-08

25-2290-045

HOWELL TOWNSHIP MEMORIAL MIDDLE SCHOOL  
485 ADELPHIA ROAD  
FREEHOLD, NJ 07728

NJASK Results - Science Grade Level - 08

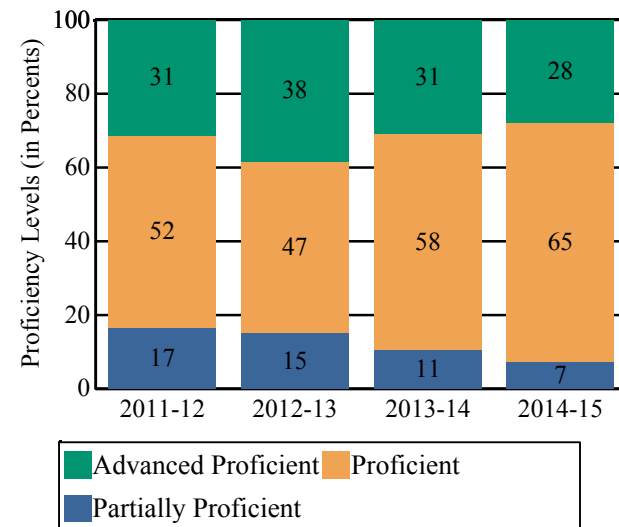
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	28%	65%	7%
White	24%	69%	7%
African American	-	-	-
Hispanic	27%	73%	0%
American Indian	-	-	-
Asian	70%	25%	5%
Two or More Races	-	-	-
Students with Disability	12%	60%	29%
English Language Learners	-	-	-
Economically Disadvantaged Students	17%	72%	11%

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

NJASK Proficiency Trends - Science - Grade Level - 08

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



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

### Algebra I Course Enrollment

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

Algebra I Enrollment Count	Algebra I PARCC Test Count
91	82

### 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.

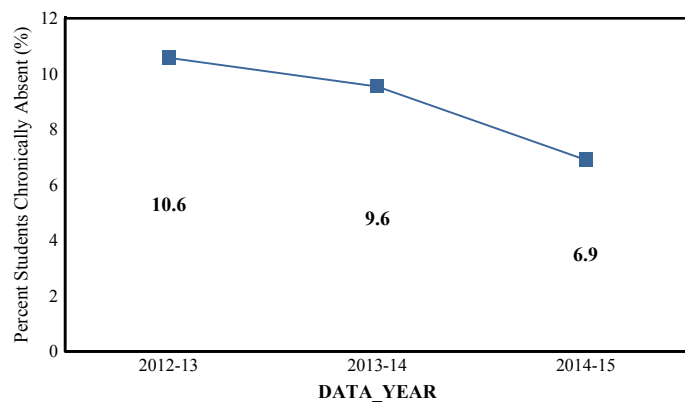
Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
98.9%	84.1%

- 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.

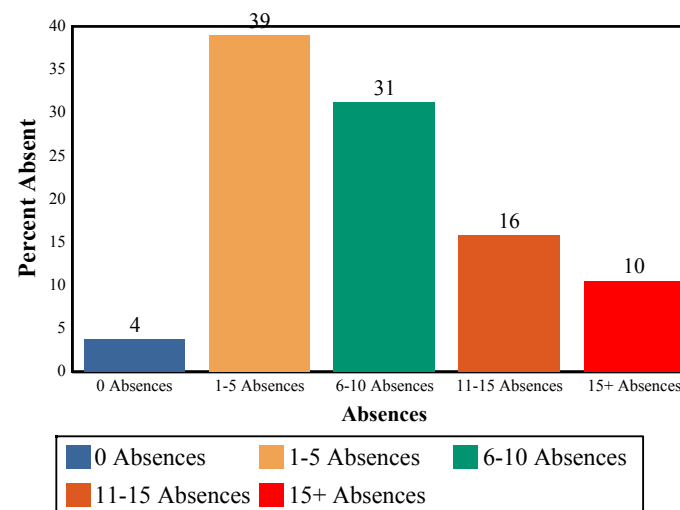


**Chronic Absenteeism for 2014-15**

**6.91%**

### 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	64.6%	66.0%
Visual Arts	83.9%	71.1%
Total: All Visual and Performing Arts	91.6%	89.8%

N/R - Data Not Reported

**STUDENT GROWTH**

**MONMOUTH**

**HOWELL TWP**

**GRADE SPAN 06-08**

**HOWELL TOWNSHIP MEMORIAL MIDDLE SCHOOL**

**485 ADELPHIA ROAD**

**FREEHOLD, NJ 07728**

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	45	55	37	35	YES
Student Growth on Math	37	36	18	35	YES
		46	28		100%

**Student Growth**

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

**Language Arts**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	1%	0%
Partially Met	8%	2%	0%
Approached	13%	8%	3%
Met	12%	21%	14%
Exceeded	1%	4%	9%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	4%	1%	0%
Partially Met	14%	5%	1%
Approached	18%	14%	8%
Met	9%	11%	13%
Exceeded	0%	1%	2%

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

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

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

**WITHIN SCHOOL ACHIEVEMENT GAP**

**MONMOUTH**

**HOWELL TWP**

**GRADE SPAN 06-08**

**HOWELL TOWNSHIP MEMORIAL MIDDLE SCHOOL**

**485 ADELPHIA ROAD**

**FREEHOLD, NJ 07728**

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	803	850
75th	771	770
50th	754	749
25th	733	726
0th	687	650

Scale Score Gap - School	Scale Score Gap - State
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25th vs 75th Gap	38	44
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**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	815	850
75th	762	763
50th	744	742
25th	730	721
0th	684	650

Scale Score Gap - School	Scale Score Gap - State
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25th vs 75th Gap	32	42
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**WITHIN SCHOOL ACHIEVEMENT GAP**

MONMOUTH  
HOWELL TWP

GRADE SPAN 06-08

25-2290-045  
HOWELL TOWNSHIP MEMORIAL MIDDLE SCHOOL  
485 ADELPHIA ROAD  
FREEHOLD, NJ 07728

**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	820	850
75th	780	776
50th	759	751
25th	744	724
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	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	834	850
75th	782	777
50th	759	751
25th	736	723
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	46	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	781	850
75th	759	759
50th	747	740
25th	729	720
0th	665	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	30	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	768	850
75th	747	748
50th	730	726
25th	713	704
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	44

# SCHOOL CLIMATE

MONMOUTH

HOWELL TWP

## State of New Jersey

2014-15

GRADE SPAN 06-08

25-2290-045

HOWELL TOWNSHIP MEMORIAL MIDDLE SCHOOL

485 ADELPHIA ROAD

FREEHOLD, NJ 07728

### 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. 35 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	1.3%

### 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. 38 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student Expulsions

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

	School
2014-15	0

### Student to Staff Ratio

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

2014-15	School
Faculty	11
Administrators	315

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	FAIR LAWN BORO	MEMORIAL MIDDLE SCHOOL	03-1450-070	06-08	20.6%	0.2%	26.3%
BURLINGTON	EVESHAM TWP	FRANCES DEMASI MIDDLE SCHOOL	05-1420-040	06-08	11.2%	0.1%	17.5%
BURLINGTON	EVESHAM TWP	MARLTON MIDDLE	05-1420-060	06-08	14.8%	0.1%	22.5%
BURLINGTON	NORTHERN BURLINGTON REG	NORTHERN BURLINGTON COUNTY REGIONAL MIDDLE SCHOOL	05-3690-060	07-08	15.8%	0%	18.6%
BURLINGTON	SHAMONG TWP	INDIAN MILLS MEMORIAL SCHOOL	05-4740-055	05-08	10.8%	0%	16.1%
BURLINGTON	TABERNACLE TWP	KENNETH R. OLSON MIDDLE SCHOOL	05-5130-040	05-08	12.5%	0%	16.6%
BURLINGTON	WOODLAND TWP	CHATSWORTH ELEMENTARY SCHOOL	05-5890-030	PK-08	19.1%	0%	19.2%
CAMDEN	HADDON TWP	WILLIAM G. ROHRER MIDDLE SCHOOL	07-1890-110	06-08	18.4%	0%	21.3%
CHARTERS	SUSSEX COUNTY CS FOR TECHNOLOGY	SUSSEX COUNTY CHARTER SCHOOL FOR TECHNOLOGY	80-7850-960	06-08	20%	0%	24%
ESSEX	MONTCLAIR TOWN	RENAISSANCE MIDDLE SCHOOL AT THE RAND BUILDING	13-3310-165	06-08	13.8%	0%	21.7%
GLOUCESTER	PITMAN BORO	PITMAN MIDDLE SCHOOL	15-4140-075	06-08	10.7%	0%	19.5%
HUNTERDON	BLOOMSBURY BORO	BLOOMSBURY SCHOOL	19-0430-020	PK-08	14.6%	0%	24.1%
HUNTERDON	FRENCHTOWN BORO	FRENCHTOWN ELEMENTARY	19-1680-050	PK-08	14.7%	0%	17.2%
HUNTERDON	HIGH BRIDGE BORO	HIGH BRIDGE MIDDLE SCHOOL	19-2140-055	05-08	17.1%	0%	23%
MONMOUTH	FREEHOLD TWP	DWIGHT D. EISENHOWER SCHOOL	25-1660-024	06-08	10.5%	0%	15.3%
MONMOUTH	HOWELL TWP	HOWELL TOWNSHIP MEMORIAL MIDDLE SCHOOL	25-2290-045	06-08	11.6%	0%	17.6%
MONMOUTH	HOWELL TWP	HOWELL TOWNSHIP MIDDLE SCHOOL SOUTH	25-2290-027	06-08	12.4%	0%	22.2%
MONMOUTH	MIDDLETOWN TWP	BAYSHORE MIDDLE SCHOOL	25-3160-055	06-08	15.4%	0.2%	23.5%
MORRIS	BUTLER BORO	RICHARD BUTLER SCHOOL	27-0630-030	05-08	19.7%	1%	24%
MORRIS	JEFFERSON TWP	JEFFERSON TOWNSHIP MIDDLE SCHOOL	27-2380-045	06-08	13.5%	0%	16.3%
OCEAN	LACEY TWP	LACEY TOWNSHIO MIDDLE SCHOOL	29-2480-053	07-08	28.2%	0.3%	25.3%

**SCHOOL PEER GROUP**

**MONMOUTH  
HOWELL TWP**

**GRADE SPAN 06-08**

**HOWELL TOWNSHIP MEMORIAL MIDDLE SCHOOL  
485 ADELPHIA ROAD  
FREEHOLD, NJ 07728**

OCEAN	SOUTHERN REGIONAL	<b>SOUTHERN REGIONAL MIDDLE SCHOOL</b>	29-4950-060	07-08	24.8%	0.3%	23%
PASSAIC	RINGWOOD BORO	<b>MARTIN J. RYERSON SCHOOL</b>	31-4400-053	06-08	12.1%	0.2%	18.5%
PASSAIC	WEST MILFORD TWP	<b>MACOPIN MIDDLE SCHOOL</b>	31-5650-055	07-08	14.2%	0.5%	23.3%
SUSSEX	HAMBURG BORO	<b>HAMBURG SCHOOL</b>	37-1930-060	PK-08	23.7%	0%	21.4%
SUSSEX	HARDYSTON TWP	<b>HARDYSTON TOWNSHIP MIDDLE SCHOOL</b>	37-2030-030	05-08	10.1%	0%	22%
SUSSEX	HOPATCONG	<b>HOPATCONG MIDDLE SCHOOL</b>	37-2240-040	06-08	29.8%	0%	25.6%
SUSSEX	SUSSEX-WANTAGE REGIONAL	<b>SUSSEX MIDDLE SCHOOL</b>	37-5100-060	06-08	22.8%	0%	22.8%
SUSSEX	VERNON TWP	<b>GLEN MEADOW MIDDLE SCHOOL</b>	37-5360-025	07-08	18.6%	0%	18.4%
UNION	WINFIELD TWP	<b>WINFIELD TOWNSHIP</b>	39-5810-060	PK-08	16.3%	0%	18.8%
WARREN	BELVIDERE TOWN	<b>OXFORD STREET ELEMENTARY SCHOOL</b>	41-0280-030	04-08	17.3%	0%	19.4%





# State of New Jersey

2014-15

25-2290-060

## OVERVIEW

MONMOUTH

HOWELL TWP

GRADE SPAN KG-05

TAUNTON ELEMENTARY SCHOOL

41 TAUNTON DRIVE

HOWELL, NJ 07731-2147

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

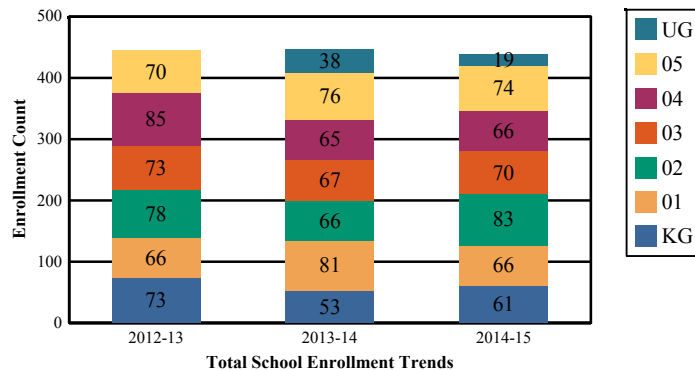
MONMOUTH  
HOWELL TWP

GRADE SPAN KG-05

25-2290-060  
TAUNTON ELEMENTARY SCHOOL  
41 TAUNTON DRIVE  
HOWELL, NJ 07731-2147

### Enrollment by Grade

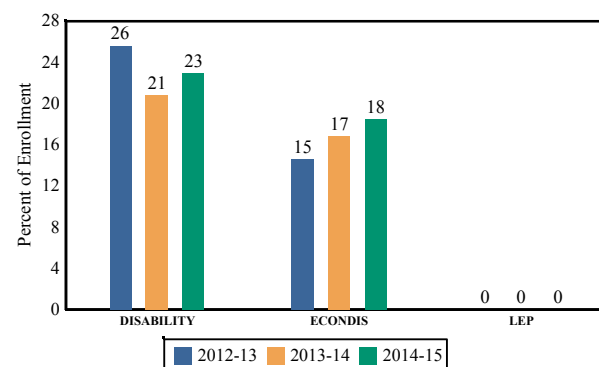
This graph presents the count of students who were 'on roll' by grade in October of each school year.



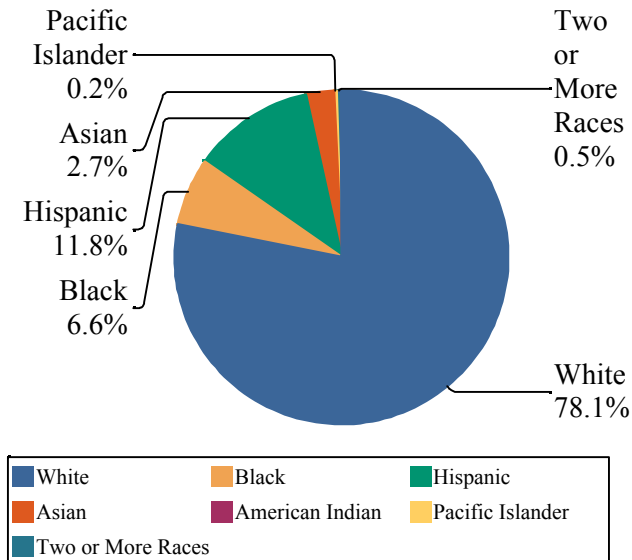
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

### 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.



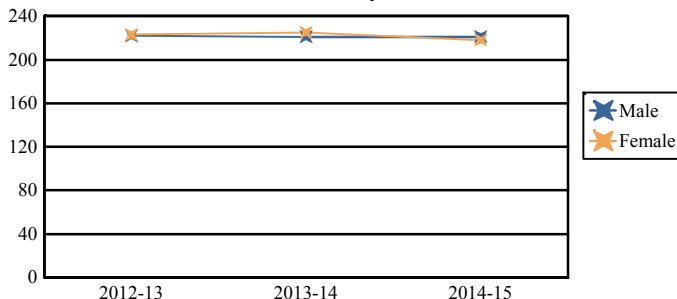
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	445
2013-14	446
2014-15	439

### 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	222	223
2013-14	221	225
2014-15	221	218

### Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	101	23%
Economically Disadvantaged Students	81	18.5%
English Language Learners	0	0.0%

### Language Diversity

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

2014-15	Percent
English	97.2%
Spanish	1.4%
Polish	0.5%
Russian	0.2%
Korean	0.2%
French	0.2%
Other	0.2%

#### ACADEMIC ACHIEVEMENT

MONMOUTH

HOWELL TWP

TAUNTON ELEMENTARY SCHOOL

41 TAUNTON DRIVE

HOWELL, NJ 07731-2147

GRADE SPAN KG-05

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	55%	33	52
Math Met or Exceeded Expectation	42%		

#### 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	187	54.5%	95%	85.8%	YES*
White	144	53.5%	95%	83.4%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	56	30.4%	95%	82.2%	NO
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	35	37.1%	95%	92.9%	YES*

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

MONMOUTH  
HOWELL TWP

GRADE SPAN KG-05

TAUNTON ELEMENTARY SCHOOL  
41 TAUNTON DRIVE  
HOWELL, NJ 07731-2147

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	185	42.1%	95%	84.9%	YES*
White	142	45.7%	95%	82.3%	NO
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	55	16.4%	95%	80.8%	NO
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	35	22.9%	95%	92.9%	YES*

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

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

PARCC Performance Level

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

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

Five Performance Levels				
<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>

**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	57	758	744	2%	16%	19%	58%	5%	63%	44%
White	46	759	753	2%	17%	17%	57%	7%	63%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	12	740	724	8%	25%	33%	33%	0%	33%	24%

ACADEMIC ACHIEVEMENT

MONMOUTH  
HOWELL TWP

GRADE SPAN KG-05

TAUNTON ELEMENTARY SCHOOL  
41 TAUNTON DRIVE  
HOWELL, NJ 07731-2147

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	66	751	751	6%	9%	29%	52%	5%	56%	52%
White	48	750	758	6%	8%	29%	54%	2%	56%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	23	734	725	13%	26%	22%	39%	0%	39%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

ACADEMIC ACHIEVEMENT

MONMOUTH  
HOWELL TWP

GRADE SPAN KG-05

TAUNTON ELEMENTARY SCHOOL  
41 TAUNTON DRIVE  
HOWELL, NJ 07731-2147

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	64	742	751	3%	27%	25%	45%	0%	45%	53%
White	50	742	757	2%	30%	26%	42%	0%	42%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	24	721	723	8%	50%	17%	25%	0%	25%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	13	726	734	8%	38%	15%	38%	0%	38%	31%



**PARCC MATH - Performance Distribution - Grade - 03**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	57	758	746	4%	16%	12%	54%	14%	68%	46%
White	46	759	752	4%	15%	11%	54%	15%	70%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	12	743	730	8%	17%	33%	42%	0%	42%	26%

ACADEMIC ACHIEVEMENT

MONMOUTH  
HOWELL TWP

GRADE SPAN KG-05

TAUNTON ELEMENTARY SCHOOL  
41 TAUNTON DRIVE  
HOWELL, NJ 07731-2147

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	64	741	744	3%	19%	48%	28%	2%	30%	42%
White	46	741	749	4%	17%	46%	33%	0%	33%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	22	725	724	9%	36%	41%	14%	0%	14%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	23%

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	64	735	744	6%	28%	34%	25%	6%	31%	42%
White	50	737	749	6%	24%	34%	30%	6%	36%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	24	719	724	17%	33%	29%	4%	17%	21%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	13	711	731	15%	54%	8%	0%	23%	23%	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

MONMOUTH  
HOWELL TWP

GRADE SPAN KG-05

25-2290-060  
TAUNTON ELEMENTARY SCHOOL  
41 TAUNTON DRIVE  
HOWELL, NJ 07731-2147

NJASK Results - Science Grade Level - 04

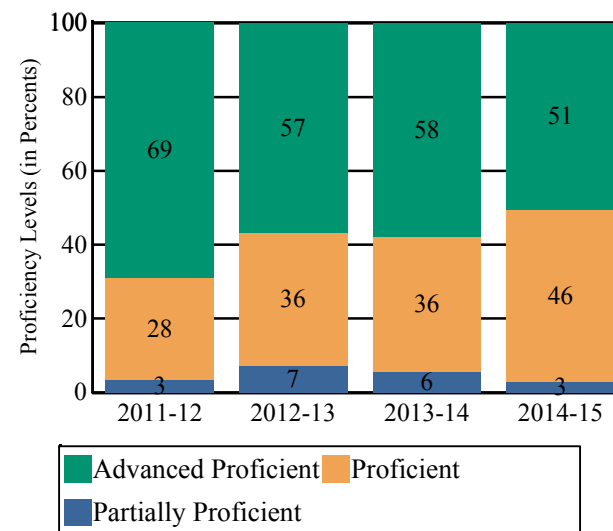
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	51%	46%	3%
White	50%	48%	2%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	40%	50%	10%
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

MONMOUTH

HOWELL TWP

TAUNTON ELEMENTARY SCHOOL

41 TAUNTON DRIVE

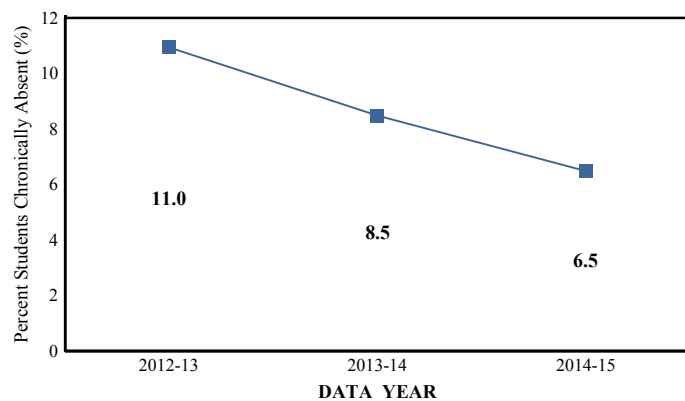
HOWELL, NJ 07731-2147

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.

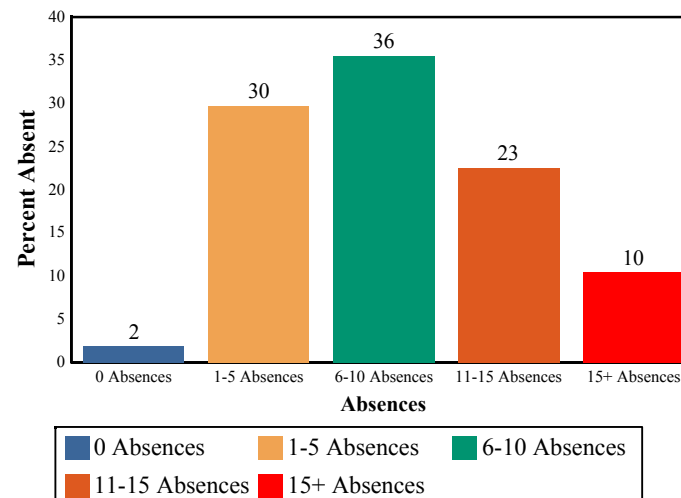


Chronic Absenteeism for 2014-15

6.50%

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

MONMOUTH

HOWELL TWP

TAUNTON ELEMENTARY SCHOOL

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HOWELL, NJ 07731-2147

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	45	30	26	35	YES
Student Growth on Math	37	7	14	35	YES
		19	20		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	5%	0%	0%
Partially Met	13%	5%	1%
Approached	16%	7%	4%
Met	10%	16%	20%
Exceeded	0%	0%	3%

#### Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	5%	0%	0%
Partially Met	18%	3%	3%
Approached	18%	17%	8%
Met	6%	10%	11%
Exceeded	0%	0%	1%

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

MONMOUTH

HOWELL TWP

GRADE SPAN KG-05

TAUNTON ELEMENTARY SCHOOL

41 TAUNTON DRIVE

HOWELL, NJ 07731-2147

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	825	850
75th	777	770
50th	759	743
25th	735	715
0th	689	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	42	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	825	850
75th	780	767
50th	759	745
25th	732	722
0th	695	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	48	45



#### WITHIN SCHOOL ACHIEVEMENT GAP

MONMOUTH

HOWELL TWP

GRADE SPAN KG-05

TAUNTON ELEMENTARY SCHOOL

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HOWELL, NJ 07731-2147

#### 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	804	850
75th	770	773
50th	754	750
25th	736	728
0th	662	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	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	802	850
75th	760	773
50th	745	751
25th	719	728
0th	690	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	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	799	850
75th	755	764
50th	742	742
25th	725	721
0th	693	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	30	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	781	850
75th	751	763
50th	734	743
25th	718	723
0th	678	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	40

## SCHOOL CLIMATE

MONMOUTH

HOWELL TWP

## State of New Jersey

2014-15

GRADE SPAN KG-05

25-2290-060

TAUNTON ELEMENTARY SCHOOL

41 TAUNTON DRIVE

HOWELL, NJ 07731-2147

### 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	6 Hrs. 0 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student Expulsions

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

	School
2014-15	0

### Student to Staff Ratio

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

2014-15	School
Faculty	13
Administrators	220

**SCHOOL PEER GROUP**

**MONMOUTH**

**HOWELL TWP**

**GRADE SPAN KG-05**

**TAUNTON ELEMENTARY SCHOOL**

**41 TAUNTON DRIVE**

**HOWELL, NJ 07731-2147**

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES</u> <u>SPAN</u>	<u>ECONOMICALLY</u> <u>DISADVANTAGED</u>	<u>ENGLISH</u> <u>LANGUAGE</u> <u>LEARNERS</u>	<u>SPECIAL</u> <u>EDUCATION</u>
BERGEN	DUMONT BORO	GRANT ELEMENTARY SCHOOL	03-1130-050	KG-05	14.4%	4.7%	10.5%
BERGEN	HASBROUCK HEIGHTS BORO	LINCOLN ELEMENTARY SCHOOL	03-2080-080	PK-05	16.8%	2.7%	15.3%
BERGEN	SADDLE BROOK TWP	HELEN I. SMITH SCHOOL	03-4610-085	KG-06	17%	2.5%	17.7%
BERGEN	WESTWOOD REGIONAL	WESTWOOD REGIONAL MIDDLE SCHOOL	03-5755-062	06-07	11.8%	0.5%	13.2%
BURLINGTON	BORDENTOWN REGIONAL	MAC FARLAND INTERMEDIATE	05-0475-090	04-05	19.8%	3.2%	20.2%
BURLINGTON	EVESHAM TWP	HELEN L BEELER	05-1420-055	KG-05	20.1%	0%	24.3%
BURLINGTON	LUMBERTON TWP	BOBBY'S RUN ELEMENTARY SCHOOL	05-2850-020	04-05	20.4%	0.9%	22.8%
BURLINGTON	SPRINGFIELD TWP	SPRINGFIELD TOWNSHIP SCHOOL DISTRICT	05-5010-050	KG-06	16.5%	0.4%	19.6%
CAMDEN	CHERRY HILL TWP	HORACE MANN ELEMENTARY SCHOOL	07-0800-075	KG-05	16.2%	1%	17.9%
GLOUCESTER	MANTUA TWP	J. MASON TOMLIN ELEMENTARY SCHOOL	15-2990-040	04-06	18.7%	0.2%	20.1%
GLOUCESTER	MANTUA TWP	SEWELL ELEMENTARY SCHOOL	15-2990-050	PK-03	11.3%	0.4%	13.1%
MERCER	HAMILTON TWP	MORGAN ELEMENTARY SCHOOL	21-1950-220	PK-05	19.5%	0.9%	21.2%
MERCER	HAMILTON TWP	ROBINSON ELEMENTARY SCHOOL	21-1950-225	PK-05	19.2%	2.6%	18.7%
MERCER	HAMILTON TWP	YARDVILLE ELEMENTARY SCHOOL	21-1950-260	PK-05	13.3%	2.9%	11.3%
MIDDLESEX	EAST BRUNSWICK TWP	LAWRENCE BROOK ELEMENTARY SCHOOL	23-1170-100	KG-05	21.3%	8%	13.8%
MIDDLESEX	WOODBRIIDGE TWP	INDIANA AVENUE ELEMENTARY SCHOOL	23-5850-160	KG-05	22.8%	12.5%	10%
MONMOUTH	FREEHOLD TWP	JOSEPH J CATENA SCHOOL	25-1660-020	KG-05	10.9%	0%	10.7%
MONMOUTH	FREEHOLD TWP	MARSHALL W. ERRICKSON SCHOOL	25-1660-025	KG-05	14.5%	0.2%	17.3%
MONMOUTH	HAZLET TWP	BEERS STREET SCHOOL	25-2105-060	05-06	17.3%	1.9%	16.5%
MONMOUTH	HOWELL TWP	TAUNTON ELEMENTARY SCHOOL	25-2290-060	KG-05	18.4%	0%	21.4%
MONMOUTH	MANALAPAN-ENGLISHTOWN REG	PINE BROOK SCHOOL	25-2920-075	06	11.6%	0.5%	13.2%

**SCHOOL PEER GROUP**

**MONMOUTH**

**HOWELL TWP**

**TAUNTON ELEMENTARY SCHOOL**

**41 TAUNTON DRIVE**

**HOWELL, NJ 07731-2147**

**GRADE SPAN**

**KG-05**

MONMOUTH	MANALAPAN-ENGLISHTOWN REG	<b>TAYLOR MILLS SCHOOL</b>	25-2920-090	KG-05	16.3%	0.7%	16.7%
MONMOUTH	MIDDLETOWN TWP	<b>BAYVIEW ELEMENTARY SCHOOL</b>	25-3160-060	KG-05	20.3%	0.5%	22%
OCEAN	POINT PLEASANT BORO	<b>OCEAN ROAD ELEMENTARY SCHOOL</b>	29-4210-060	PK-05	18.4%	5.3%	13.3%
PASSAIC	BLOOMINGDALE BORO	<b>SAMUEL R. DONALD ELEMENTARY SCHOOL</b>	31-0420-030	02-04	19.5%	3.1%	18.5%
PASSAIC	CLIFTON CITY	<b>SCHOOL #16</b>	31-0900-210	KG-05	27.4%	0.8%	31.1%
PASSAIC	POMPTON LAKES BORO	<b>LENOX SCHOOL</b>	31-4230-060	KG-05	18.5%	4.1%	16.1%
SOMERSET	HILLSBOROUGH TWP	<b>SUNNYMEAD ELEMENTARY SCHOOL</b>	35-2170-060	KG-04	18.1%	8%	10.1%
SUSSEX	HOPATCONG	<b>DURBAN AVENUE ELEMENTARY SCHOOL</b>	37-2240-035	04-05	21.7%	0%	26.4%
UNION	LINDEN CITY	<b>NUMBER 10</b>	39-2660-170	PK-05	21.4%	11.8%	8.6%
WARREN	BLAIRSTOWN TWP	<b>BLAIRSTOWN ELEMENTARY SCHOOL DISTRICT</b>	41-0400-030	PK-06	15.8%	0.2%	18.7%