

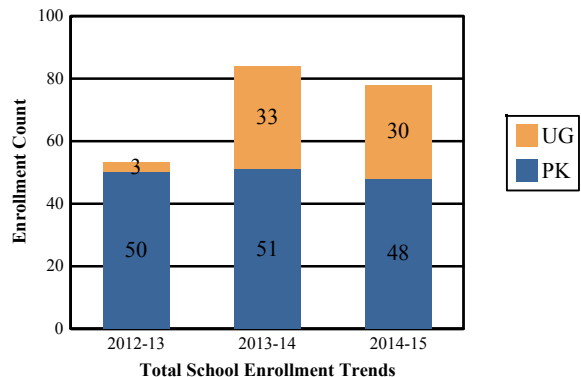
DEMOGRAPHIC INFORMATION

MONMOUTH
MATAWAN-ABERDEEN REGIONAL

GRADE SPAN PK

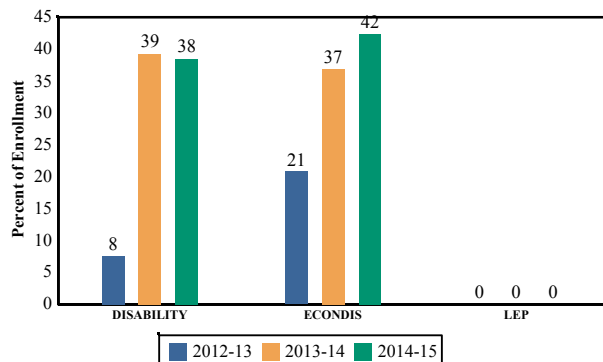
Enrollment by Grade

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



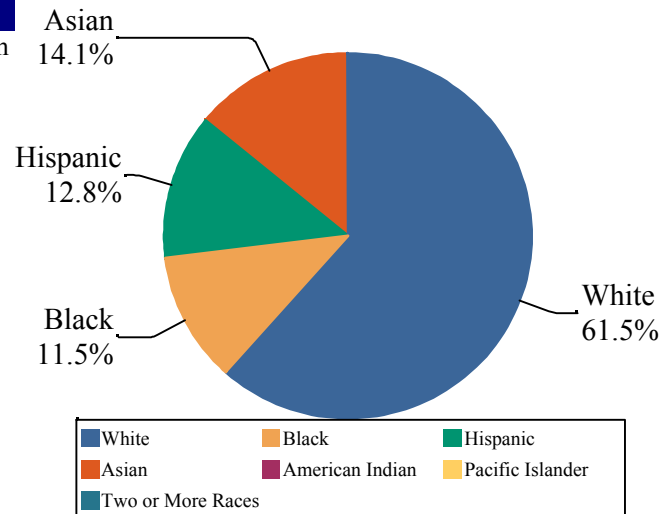
Enrollment Trends by Program Participation

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



Enrollment by Ethnic/Racial Subgroup

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



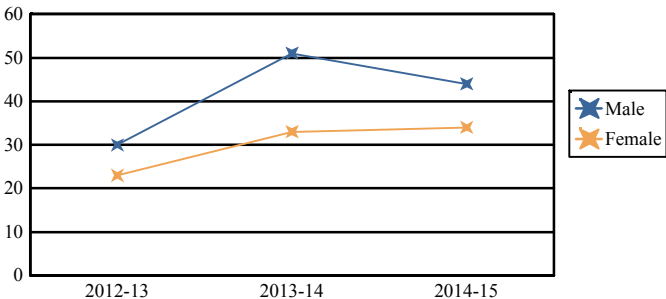
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade

Total School Enrollment

2012-13	53
2013-14	84
2014-15	78

Enrollment by Gender

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



Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	30	38%
Economically Disadvantaged Students	33	42.3%
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	91.4%
Spanish	5.4%
Polish	2.2%
Gujarati	1.1%

	Male	Female
2012-13	30	23
2013-14	51	33
2014-15	44	34

SCHOOL CLIMATE

MONMOUTH

MATAWAN-ABERDEEN REGIONAL

CAMBRIDGE PARK ELEMENTARY SCHOOL

ONE CREST WAY

ABERDEEN, NJ 07747

GRADE SPAN PK

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	Hrs. 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	

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	Hrs. Mins.
Shared Time	Hrs. 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	

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	13



State of New Jersey
2014-15

25-3040-050

MATAWAN REGIONAL HIGH SCHOOL
450 ATLANTIC AVENUE
ABERDEEN, NJ 07747-2398

OVERVIEW

MONMOUTH

MATAWAN-ABERDEEN REGIONAL

GRADE SPAN 09-12

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

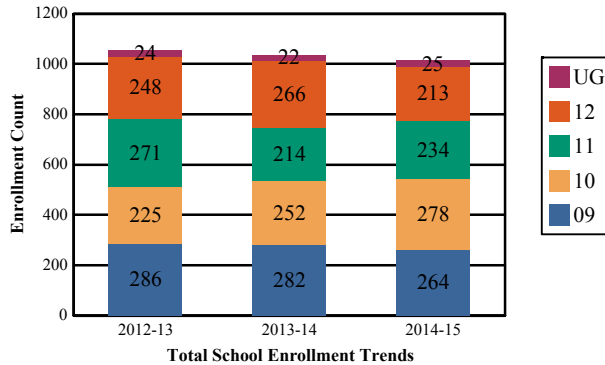
MONMOUTH
MATAWAN-ABERDEEN REGIONAL

GRADE SPAN 09-12

Enrollment by Ethnic/Racial Subgroup

Enrollment by Grade

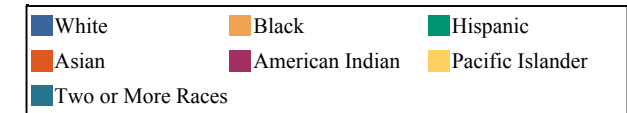
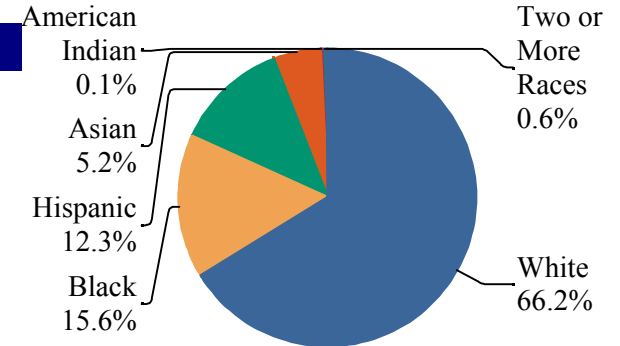
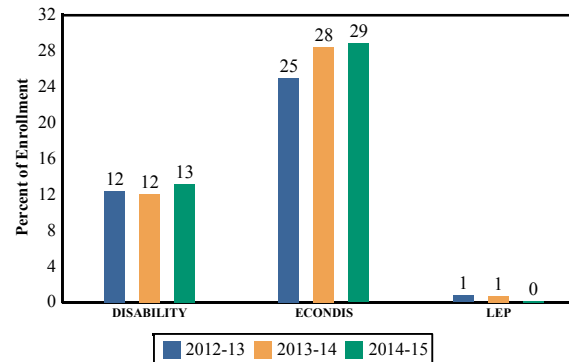
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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

Enrollment Trends by Program Participation

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

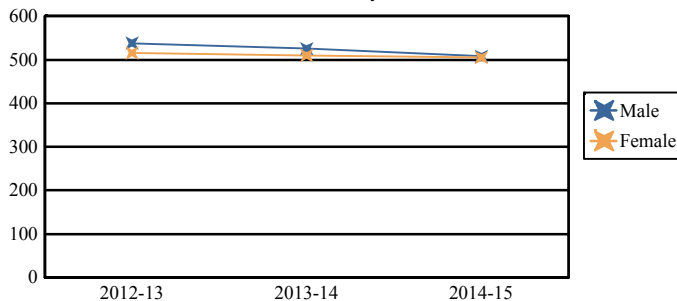


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	1,054
2013-14	1,035
2014-15	1,013

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	538	516
2013-14	526	510
2014-15	508	505

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	134	13%
Economically Disadvantaged Students	292	28.8%
English Language Learners	1	0.1%

Language Diversity

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

2014-15	Percent
English	97.4%
Spanish	0.6%
Arabic	0.5%
Russian	0.3%
Hindi	0.2%
Korean	0.1%
Other	0.8%

ACADEMIC ACHIEVEMENT

MONMOUTH

MATAWAN-ABERDEEN REGIONAL

GRADE SPAN 09-12

MATAWAN REGIONAL HIGH SCHOOL

450 ATLANTIC AVENUE

ABERDEEN, NJ 07747-2398

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

Academic Achievement	Schoolwide Performance	Peer Percentile	State Percentile
HS English Language Arts/Literacy Met or Exceeded Expectation	57%	87	82
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	350	57.1%	95%	66.2%	NO
White	240	60.1%	95%	69.4%	NO
African American	43	44.2%	95%	49.4%	NO
Hispanic	42	40.4%	95%	66.7%	NO
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	43	21%	95%	52.4%	NO
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	80	40.1%	95%	54.3%	NO

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	295	35.3%	95%	61.5%	NO
White	212	36.8%	95%	66.8%	NO
African American	31	19.4%	95%	39.2%	NO
Hispanic	33	30.3%	95%	57.1%	NO
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	59	25.4%	95%	45.9%	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
MATAWAN-ABERDEEN REGIONAL**

GRADE SPAN 09-12

**MATAWAN REGIONAL HIGH SCHOOL
450 ATLANTIC AVENUE
ABERDEEN, NJ 07747-2398**

Proficiency Outcomes - Biology

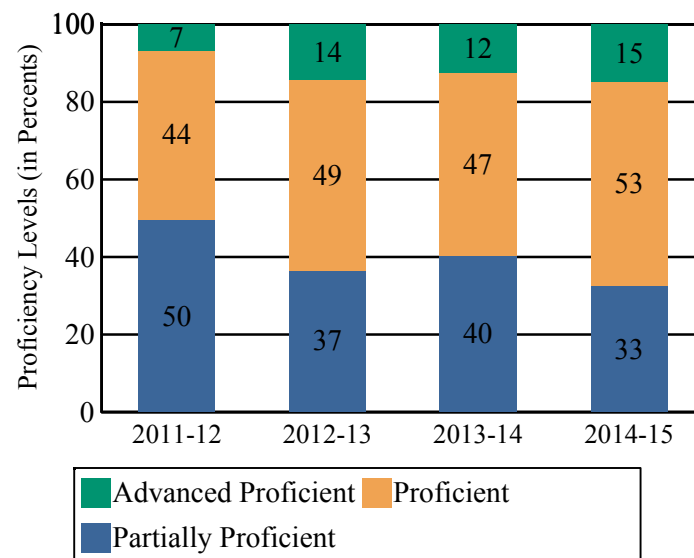
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCCT) in the latest school year.

Subgroups	Advanced	Proficient	Partially Proficient
Schoolwide	15%	53%	33%
White	17%	56%	27%
African American	8%	46%	46%
Hispanic	3%	50%	47%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	6%	42%	52%

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

Proficiency Trends - Biology

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



ACADEMIC ACHIEVEMENT

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GRADE SPAN 09-12

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

ACADEMIC ACHIEVEMENT

MONMOUTH

MATAWAN-ABERDEEN REGIONAL

GRADE SPAN 09-12

MATAWAN REGIONAL HIGH SCHOOL

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PARCC ELA Performance Distribution - Grade - 09

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	178	753	739	6%	16%	24%	44%	11%	55%	41%
White	123	757	746	4%	13%	24%	45%	14%	59%	47%
African American	20	741	723	5%	20%	35%	35%	5%	40%	23%
Hispanic	20	731	725	20%	35%	10%	35%	0%	35%	26%
American Indian	-	-	732	-	-	-	-	-	-	33%
Asian	14	766	765	0%	7%	14%	71%	7%	79%	68%
Two or More Races	-	-	731	-	-	-	-	-	-	36%
Students with Disability	15	724	706	13%	47%	13%	27%	0%	27%	9%
English Language Learners	-	-	693	-	-	-	-	-	-	5%
Economically Disadvantaged Students	42	740	724	10%	26%	26%	33%	5%	38%	24%

ACADEMIC ACHIEVEMENT

MONMOUTH

MATAWAN-ABERDEEN REGIONAL

GRADE SPAN 09-12

MATAWAN REGIONAL HIGH SCHOOL

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PARCC ELA Performance Distribution - Grade - 10

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	167	759	735	10%	10%	22%	39%	20%	59%	38%
White	114	760	741	6%	10%	22%	44%	18%	62%	43%
African American	22	752	717	18%	18%	18%	18%	27%	45%	22%
Hispanic	21	748	720	24%	5%	29%	29%	14%	43%	24%
American Indian	-	-	725	-	-	-	-	-	-	27%
Asian	-	-	763	-	-	-	-	-	-	62%
Two or More Races	-	-	729	-	-	-	-	-	-	34%
Students with Disability	-	-	698	-	-	-	-	-	-	8%
English Language Learners	-	-	685	-	-	-	-	-	-	4%
Economically Disadvantaged Students	37	745	718	24%	8%	27%	24%	16%	41%	23%

ACADEMIC ACHIEVEMENT

MONMOUTH

MATAWAN-ABERDEEN REGIONAL

GRADE SPAN 09-12

MATAWAN REGIONAL HIGH SCHOOL

450 ATLANTIC AVENUE

ABERDEEN, NJ 07747-2398

PARCC ELA Performance Distribution - Grade - 11

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	119	764	741	2%	9%	19%	50%	20%	70%	42%
White	82	768	745	1%	6%	18%	51%	23%	74%	46%
African American	14	750	727	0%	29%	21%	29%	21%	50%	27%
Hispanic	16	759	731	0%	6%	25%	63%	6%	69%	31%
American Indian	-	-	745	-	-	-	-	-	-	38%
Asian	-	-	765	-	-	-	-	-	-	64%
Two or More Races	-	-	738	-	-	-	-	-	-	38%
Students with Disability	13	729	712	0%	31%	38%	15%	15%	31%	16%
English Language Learners	-	-	703	-	-	-	-	-	-	6%
Economically Disadvantaged Students	35	757	730	3%	11%	23%	49%	14%	63%	30%

Advanced Placement/International Baccalaureate English Performance Distribution

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



Subject	Valid Scores	% Eligible for College Credit	Average Score Earned in the School	Average Score Earned in the State
AP ENG LANG	43	81.4%	3.44	3.36

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

ACADEMIC ACHIEVEMENT

**MONMOUTH
MATAWAN-ABERDEEN REGIONAL**

GRADE SPAN 09-12

**MATAWAN REGIONAL HIGH SCHOOL
450 ATLANTIC AVENUE
ABERDEEN, NJ 07747-2398**

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	97	727	740	10%	36%	38%	15%	0%	15%	40%
White	63	728	746	11%	33%	40%	16%	0%	16%	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

MATAWAN-ABERDEEN REGIONAL

GRADE SPAN 09-12

MATAWAN REGIONAL HIGH SCHOOL

450 ATLANTIC AVENUE

ABERDEEN, NJ 07747-2398

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	116	735	728	7%	23%	38%	32%	0%	32%	21%
White	83	737	731	7%	19%	39%	35%	0%	35%	24%
African American	12	726	716	17%	25%	42%	17%	0%	17%	7%
Hispanic	17	734	718	0%	41%	29%	29%	0%	29%	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	27	730	718	11%	30%	37%	22%	0%	22%	8%

PARCC ALGEBRA II - Performance Distribution

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	153	736	721	12%	23%	27%	37%	1%	38%	24%
White	113	737	725	11%	23%	28%	37%	1%	38%	27%
African American	14	725	701	36%	14%	21%	29%	0%	29%	8%
Hispanic	12	732	706	17%	17%	25%	42%	0%	42%	10%
American Indian	-	-	720	-	-	-	-	-	-	23%
Asian	14	749	751	0%	36%	21%	36%	7%	43%	53%
Two or More Races	-	-	716	-	-	-	-	-	-	21%
Students with Disability	-	-	691	-	-	-	-	-	-	4%
English Language Learners	-	-	694	-	-	-	-	-	-	6%
Economically Disadvantaged Students	32	729	705	25%	22%	28%	22%	3%	25%	9%

COLLEGE AND CAREER READINESS

MONMOUTH

MATAWAN-ABERDEEN REGIONAL

GRADE SPAN 09-12

MATAWAN REGIONAL HIGH SCHOOL

450 ATLANTIC AVENUE

ABERDEEN, NJ 07747-2398

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

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

College and Career Readiness Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Percent of Students Participating in SAT or ACT	77%	48	39	80%	NO
Percent of Students Participating in PSAT or PLAN	95%	77	67	60%	YES
Percent of Students Scoring Above 1550 on SAT	40%	35	53	40%	YES
Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science	26%	68	63	35%	NO
Percent of AP Tests ≥ 3 or IB Test ≥ 4 in English, Math, Social Studies or Science	76%	71	67	75%	YES
Summary		60	58		60%

College Readiness Test Participation

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

2014-15 Percent of Students	School	Peer Avg.	State Avg.
Participating in SAT	77.0%	75.7%	79.1%
Participating in ACT	16.9%		25.2%
Participating in PSAT or PLAN	94.5%	82.5%	79.6%
Participating in Dual Enrollment	0.7%		14.9%

AP/IB Participation - 'Unique' Students

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

2014-15 Percent of Students Taking	School	Peer Avg.	State Avg.
One or More Course	29.3%	35.0%	36.3%
One or More Test	29.3%	28.3%	30.7%
At least one AP or IB Test in English, Math, Social Studies or Science	26.4%	23.9%	25.3%

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

COLLEGE AND CAREER READINESS

MONMOUTH

MATAWAN-ABERDEEN REGIONAL

MATAWAN REGIONAL HIGH SCHOOL

450 ATLANTIC AVENUE

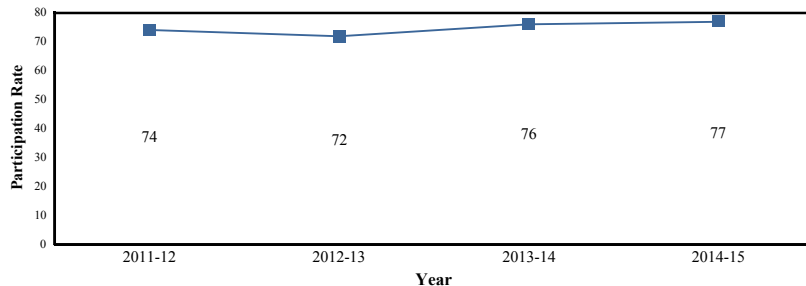
ABERDEEN, NJ 07747-2398

GRADE SPAN 09-12

Participation Trends - SAT Testing

Participation Trends - SAT Testing

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



AP /IB Test Results

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

2014-15	School	Peer Avg.	State Avg.
Percent of AP Tests \geq 3 or IB Test \geq 4	77.1%	72.0%	72.4%
Percent of Scores in AP \geq 3 or IB \geq 4 in English, Math, Social Studies or Science	76.3%	69.2%	69.7%

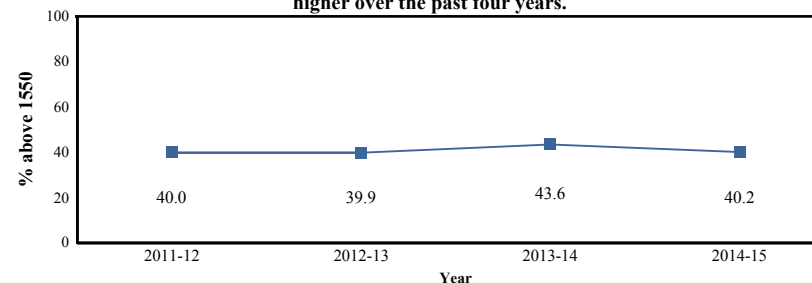
Scholastic Assessment Test (SAT) Results

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

2014-15	School	Peer Avg.	State Avg.
Percent of Students Scoring Above 1550 on SAT	40.2%	43.4%	43.8%

SAT Benchmark Trends

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



Composite SAT Score

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

2014-15	School	Peer Avg.	State Avg.
Composite SAT Score	1,484	1,534	1,508
Critical Reading	484	505	496
Mathematics	511	526	518
Writing	489	503	494

Composite SAT Score

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

2014-15	Critical Reading	Mathematics	Writing
75th Percentile	540	580	543
50th Percentile	485	510	490
25th Percentile	430	450	430

COLLEGE AND CAREER READINESS

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AP/IB Courses Offered

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

AP/IB Course Name	Students Enrolled	Students Tested
AP English Language and Composition	44	44
AP English Literature and Composition	35	35
AP Calculus AB	34	34
AP Calculus BC	29	29
AP U.S. History	18	17
AP Microeconomics	13	11
AP Statistics	12	9
AP Psychology	12	12
AP Chemistry	10	11
AP Computer Science A	6	4
AP Spanish Language	6	6
AP Biology	5	6
AP U.S. Government and Politics	5	5
AP Physics C	3	
AP Macroeconomics		12
AP Italian Language and Culture		3
AP Physics C: Electricity and Magnetism		3
AP Physics C: Mechanics		3

AP/IB Course Name	Students Enrolled	Students Tested
AP Art/History of Art		1
AP Comparative Government and Politics		1
AP Music Theory		1

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	8.3%	2.1%
Drama/Theater	3.2%	3.8%
Music	8.2%	17.8%
Visual Arts	37.9%	31.7%
Total: All Visual and Performing Arts	50.9%	49.9%

N/R - Data Not Reported

Participation in Career Readiness

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

Percent of Students Enrolled	School	State
Participating in CTE	3.2%	18.3%
Structured Learning Experience	11.2%	7.0%

N/R - Data Not Reported

GRADUATION AND POSTSECONDARY

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

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

Graduation & Post Secondary Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Targets	Met Target
Overall Graduation Rate	91%	33	38	78%	YES
Dropout Rate	0.2%	97	71	2%	YES
SUMMARY - Graduation & Post-Secondary		65	55		100%

Graduation Rate by Subgroup

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

	School	State Target
Schoolwide	91%	78%
White	90%	
African American	89%	
Hispanic	-	
American Indian	-	
Asian	-	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	76%	
English Language Learners	-	
Economically Disadvantaged Students	89%	

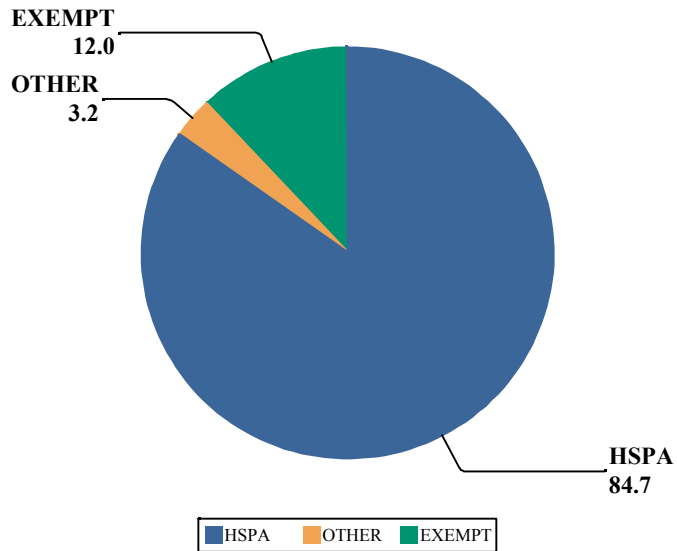
Dropout Rate by Subgroup

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

	School	State Target
Schoolwide	.2%	2%
White	.3%	
African American	0%	
Hispanic	0%	
American Indian	-	
Asian	0%	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	1.2%	
English Language Learners	-	
Economically Disadvantaged Students	.6%	

Graduation Pathway Rates

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



Extended Year Graduation Rate

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

Class of	4-year Rate	5-year Rate
2012	91%	93%
2013	91%	93%
2014	91%	93%
2015	91%	

Postsecondary Enrollment Rates

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

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

	Percent Enrolled	Percent in 2 Year	Percent in 4 Year
Statewide	78.5%	34.3%	64.7%
Schoolwide	87%	50.6%	49.4%
White	87.2%	52.8%	47.2%
African American	81%	58.8%	41.2%
Hispanic	-	-	-
Asian	-	-	-
American Indian	-	-	-
Native Hawaiian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	86.3%	60.3%	39.7%

WITHIN SCHOOL ACHIEVEMENT GAP

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GRADE SPAN 09-12

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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 broader than the state gap indicates that the school's range of student outcomes is larger than the state's.

Grade Level - 09

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

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

Percentile	School Scale Score	State Scale Score
99th	820	850
75th	774	766
50th	753	739
25th	729	710
0th	675	650

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

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

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

Percentile	School Scale Score	State Scale Score
99th	776	821
75th	740	762
50th	728	735
25th	710	711
0th	663	650

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

WITHIN SCHOOL ACHIEVEMENT GAP

MONMOUTH

MATAWAN-ABERDEEN REGIONAL

Grade Level - 10

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

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

Percentile	School Scale Score	State Scale Score
99th	850	850
75th	786	766
50th	759	733
25th	733	699
0th	673	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	53	67

Grade Level - 11

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

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

Percentile	School Scale Score	State Scale Score
99th	834	850
75th	783	768
50th	762	740
25th	740	711
0th	695	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	57

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PARCC GEO 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	778	793
75th	754	747
50th	737	726
25th	720	710
0th	670	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	37

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

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

Percentile	School Scale Score	State Scale Score
99th	805	813
75th	762	748
50th	734	718
25th	715	692
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	47	56

SCHOOL CLIMATE

MONMOUTH

MATAWAN-ABERDEEN REGIONAL

GRADE SPAN 09-12

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. 49 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	13.3%

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. 29 Mins.
Shared Time	3 Hrs. 8 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	203

SCHOOL PEER GROUP
MONMOUTH
MATAWAN-ABERDEEN REGIONAL

MATAWAN REGIONAL HIGH SCHOOL
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GRADE SPAN 09-12

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNER</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	MAINLAND REGIONAL	MAINLAND REGIONAL HIGH SCHOOL	01-2910-050	09-12	26.4%	0%	14.2%
BERGEN	FAIR LAWN BORO	FAIR LAWN HIGH SCHOOL	03-1450-050	09-12	12.8%	0.8%	16%
BURLINGTON	FLORENCE TWP	FLORENCE TOWNSHIP MEMORIAL HIGH SCHOOL	05-1520-050	09-12	24%	0.7%	9.9%
BURLINGTON	LENAPE REGIONAL	CHEROKEE HIGH SCHOOL	05-2610-040	09-12	11.9%	0.6%	17.8%
BURLINGTON	NORTHERN BURLINGTON REG	NORTHERN BURLINGTON COUNTY REGIONAL HIGH SCHOOL	05-3690-050	09-12	14.1%	0.5%	16.2%
CAMDEN	BLACK HORSE PIKE REGIONAL	HIGHLAND REGIONAL HIGH SCHOOL	07-0390-020	09-12	28.2%	0.1%	15%
CAMDEN	BLACK HORSE PIKE REGIONAL	TIMBER CREEK REGIONAL HIGH SCHOOL	07-0390-030	09-12	28.1%	0%	11.8%
CAMDEN	HADDON TWP	HADDON TOWNSHIP HIGH SCHOOL	07-1890-050	09-12	15.4%	1.1%	16.6%
CHARTERS	HOBOKEN CS	HOBOKEN CHARTER SCHOOL	80-6720-930	KG-12	26.8%	0%	13.2%
ESSEX	MONTCLAIR TOWN	MONTCLAIR HIGH SCHOOL	13-3310-050	09-12	18.8%	0.2%	16.6%
GLOUCESTER	DELSEA REGIONAL H.S DIST.	DELSEA REGIONAL HIGH SCHOOL	15-4940-050	09-12	26.7%	0.2%	11.5%
GLOUCESTER	WEST DEPTFORD TWP	WEST DEPTFORD HIGH SCHOOL	15-5620-050	09-12	26.6%	0.1%	16.9%
MIDDLESEX	EAST BRUNSWICK TWP	EAST BRUNSWICK HIGH SCHOOL	23-1170-050	10-12	14.6%	1.4%	11%
MIDDLESEX	MONROE TWP	MONROE TOWNSHIP HIGH SCHOOL	23-3290-005	09-12	11.6%	0.6%	16.2%
MONMOUTH	FREEHOLD REGIONAL	FREEHOLD BOROUGH HIGH SCHOOL	25-1650-050	09-12	19.3%	0%	17.6%
MONMOUTH	MANASQUAN BORO	MANASQUAN HIGH SCHOOL	25-2930-050	09-12	14.9%	0.8%	13%
MONMOUTH	MATAWAN-ABERDEEN REGIONAL	MATAWAN REGIONAL HIGH SCHOOL	25-3040-050	09-12	28.8%	0.1%	10%
MONMOUTH	MIDDLETOWN TWP	MIDDLETOWN HIGH SCHOOL NORTH	25-3160-050	09-12	15.9%	0.5%	14.1%
MORRIS	BUTLER BORO	BUTLER HIGH SCHOOL	27-0630-020	09-12	18.8%	0.9%	15%
OCEAN	BRICK TWP	BRICK TOWNSHIP MEMORIAL HIGH SCHOOL	29-0530-025	09-12	24.5%	0.1%	15.6%
OCEAN	POINT PLEASANT BORO	POINT PLEASANT BOROUGH HIGH SCHOOL	29-4210-030	09-12	15.9%	0.7%	15.2%

SCHOOL PEER GROUP

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OCEAN	SOUTHERN REGIONAL	SOUTHERN REGIONAL HIGH SCHOOL	29-4950-050	09-12	22.9%	0.4%	17.3%
OCEAN	TOMS RIVER REGIONAL	TOMS RIVER HIGH SCHOOL EAST	29-5190-030	09-12	22.1%	0.3%	11.5%
OCEAN	TOMS RIVER REGIONAL	TOMS RIVER HIGH SCHOOL NORTH	29-5190-040	09-12	23.6%	0.6%	10.6%
SALEM	PENNSVILLE	PENNSVILLE MEMORIAL HIGH SCHOOL	33-4075-050	09-12	24.6%	0.4%	16.6%
SALEM	WOODSTOWN-PILES GROVE REG	WOODSTOWN HIGH SCHOOL	33-5910-050	09-12	22.3%	0.6%	11.1%
SUSSEX	HIGH POINT REGIONAL	HIGH POINT REGIONAL HIGH SCHOOL	37-2165-030	09-12	13.9%	0.5%	16%
SUSSEX	LENAPE VALLEY REGIONAL	LENAPE VALLEY REGIONAL HIGH SCHOOL	37-2615-050	09-12	14.2%	1.1%	15.3%
SUSSEX	WALLKILL VALLEY REGIONAL	WALLKILL VALLEY REGIONAL HIGH SCHOOL DISTRICT	37-5435-060	09-12	17.9%	0%	20.3%
UNION	SPRINGFIELD TWP	JONATHAN DAYTON HIGH SCHOOL	39-5000-010	09-12	12.5%	1.4%	13.2%
WARREN	WARREN HILLS REGIONAL	WARREN HILLS REGIONAL HIGH SCHOOL	41-5465-050	09-12	18.7%	0.6%	14.3%

OVERVIEW

MONMOUTH

MATAWAN-ABERDEEN REGIONAL

GRADE SPAN 06-08

MATAWAN-ABERDEEN MIDDLE SCHOOL
469 MATAWAN AVENUE
CLIFFWOOD, NJ 07721-1295

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/>.

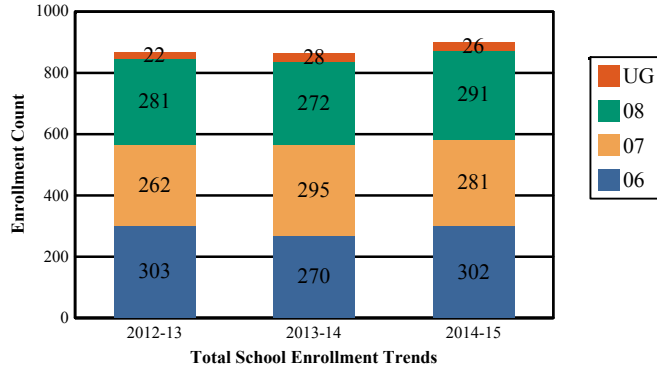
DEMOGRAPHIC INFORMATION

MONMOUTH
MATAWAN-ABERDEEN REGIONAL

GRADE SPAN 06-08

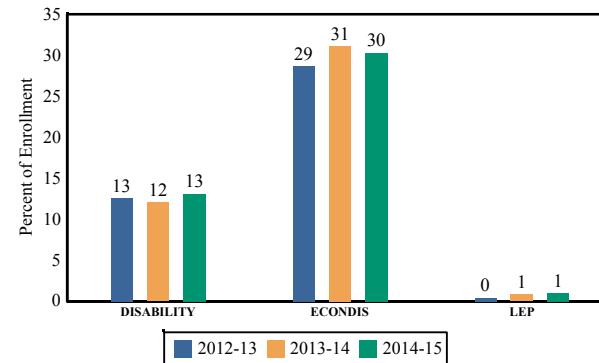
Enrollment by Grade

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



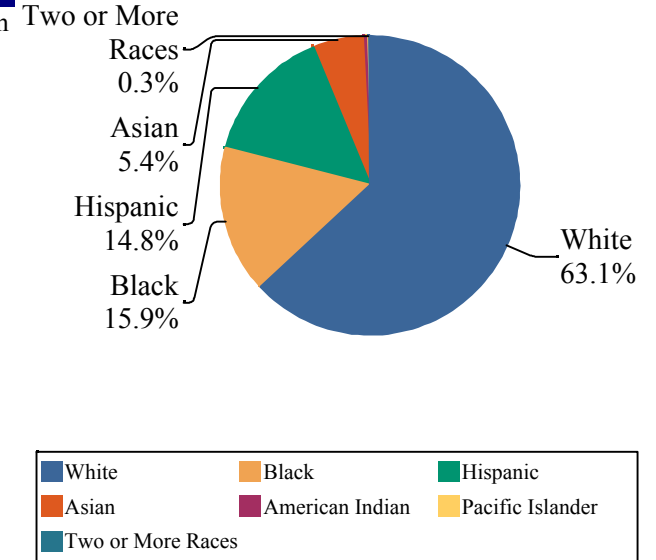
Enrollment Trends by Program Participation

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.

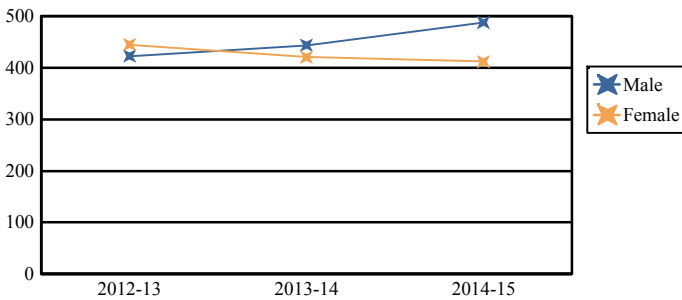


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	868
2013-14	865
2014-15	900

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	423	445
2013-14	444	421
2014-15	488	412

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	118	13%
Economically Disadvantaged Students	273	30.3%
English Language Learners	9	1.0%

Language Diversity

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

2014-15	Percent
English	94.9%
Spanish	2.9%
Arabic	0.3%
Gujarati	0.3%
Russian	0.3%
Pushto	0.2%
Other	1.1%

ACADEMIC ACHIEVEMENT

**MONMOUTH
MATAWAN-ABERDEEN REGIONAL**

GRADE SPAN 06-08

**MATAWAN-ABERDEEN MIDDLE SCHOOL
469 MATAWAN AVENUE
CLIFFWOOD, NJ 07721-1295**

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	61%	88	72
Math Met or Exceeded Expectation	56%		

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	697	60.7%	95%	80.6%	NO
White	439	64.4%	95%	79.7%	NO
African American	114	49.1%	95%	82.2%	NO
Hispanic	95	48.4%	95%	77.2%	NO
American Indian	-	-	--	--	--
Asian	44	79.5%	95%	95.9%	YES
Two or More Races	-	-	--	--	--
Students with Disability	86	21%	95%	76.7%	NO
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	192	44.3%	95%	79.8%	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

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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	694	55.6%	95%	80.4%	NO
White	438	59.6%	95%	79.5%	NO
African American	114	43%	95%	82.2%	NO
Hispanic	94	43.6%	95%	77.5%	NO
American Indian	-	-	--	--	--
Asian	44	75%	95%	95.9%	YES
Two or More Races	-	-	--	--	--
Students with Disability	82	18.3%	95%	73.3%	NO
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	188	40.9%	95%	78.4%	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
MATAWAN-ABERDEEN REGIONAL

GRADE SPAN 06-08

MATAWAN-ABERDEEN MIDDLE SCHOOL
469 MATAWAN AVENUE
CLIFFWOOD, NJ 07721-1295

PARCC Performance Level

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

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

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

ACADEMIC ACHIEVEMENT

**MONMOUTH
MATAWAN-ABERDEEN REGIONAL**

GRADE SPAN 06-08

**MATAWAN-ABERDEEN MIDDLE SCHOOL
469 MATAWAN AVENUE
CLIFFWOOD, NJ 07721-1295**

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	228	756	749	5%	11%	21%	49%	14%	64%	50%
White	143	759	755	4%	6%	20%	55%	15%	70%	59%
African American	30	751	732	3%	10%	37%	33%	17%	50%	29%
Hispanic	37	738	736	11%	30%	19%	35%	5%	41%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	16	773	770	0%	13%	0%	56%	31%	88%	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	27	712	718	26%	26%	11%	19%	19%	37%	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	60	743	733	10%	17%	23%	38%	12%	50%	30%

ACADEMIC ACHIEVEMENT

**MONMOUTH
MATAWAN-ABERDEEN REGIONAL**

GRADE SPAN 06-08

**MATAWAN-ABERDEEN MIDDLE SCHOOL
469 MATAWAN AVENUE
CLIFFWOOD, NJ 07721-1295**

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	232	753	750	12%	9%	20%	39%	20%	59%	53%
White	146	756	757	10%	10%	19%	39%	22%	61%	61%
African American	44	742	730	18%	5%	30%	39%	9%	48%	31%
Hispanic	28	751	736	18%	11%	14%	36%	21%	57%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	13	767	777	8%	8%	8%	38%	38%	77%	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	32	705	713	59%	6%	13%	13%	9%	22%	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	65	739	733	26%	5%	23%	31%	15%	46%	33%

ACADEMIC ACHIEVEMENT

**MONMOUTH
MATAWAN-ABERDEEN REGIONAL**

GRADE SPAN 06-08

**MATAWAN-ABERDEEN MIDDLE SCHOOL
469 MATAWAN AVENUE
CLIFFWOOD, NJ 07721-1295**

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	237	761	750	5%	11%	24%	39%	20%	59%	53%
White	150	766	757	4%	7%	26%	40%	23%	63%	61%
African American	40	749	730	8%	20%	23%	40%	10%	50%	31%
Hispanic	30	749	735	7%	23%	20%	33%	17%	50%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	15	769	778	0%	7%	20%	47%	27%	73%	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	-	-	713	-	-	-	-	-	-	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	67	741	732	12%	24%	27%	28%	9%	37%	34%

ACADEMIC ACHIEVEMENT

**MONMOUTH
MATAWAN-ABERDEEN REGIONAL**

GRADE SPAN 06-08

**MATAWAN-ABERDEEN MIDDLE SCHOOL
469 MATAWAN AVENUE
CLIFFWOOD, NJ 07721-1295**

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	228	751	743	1%	16%	28%	44%	11%	55%	42%
White	143	754	749	2%	10%	26%	50%	11%	62%	50%
African American	30	747	726	0%	30%	30%	30%	10%	40%	19%
Hispanic	37	737	731	0%	32%	38%	24%	5%	30%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	16	769	768	0%	6%	13%	63%	19%	81%	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	27	722	718	4%	41%	30%	11%	15%	26%	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	60	740	729	2%	28%	32%	32%	7%	38%	23%

ACADEMIC ACHIEVEMENT

MONMOUTH
MATAWAN-ABERDEEN REGIONAL

GRADE SPAN 06-08

MATAWAN-ABERDEEN MIDDLE SCHOOL
469 MATAWAN AVENUE
CLIFFWOOD, NJ 07721-1295

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	208	747	740	4%	12%	30%	52%	2%	54%	38%
White	130	750	745	4%	7%	32%	55%	2%	58%	46%
African American	42	738	725	7%	17%	38%	38%	0%	38%	17%
Hispanic	24	744	730	0%	29%	21%	46%	4%	50%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	11	758	760	0%	18%	0%	82%	0%	82%	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	30	712	715	23%	40%	13%	13%	10%	23%	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	60	735	728	10%	23%	25%	38%	3%	42%	21%

ACADEMIC ACHIEVEMENT

MONMOUTH
MATAWAN-ABERDEEN REGIONAL

GRADE SPAN 06-08

MATAWAN-ABERDEEN MIDDLE SCHOOL
469 MATAWAN AVENUE
CLIFFWOOD, NJ 07721-1295

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	168	738	726	10%	21%	32%	37%	1%	38%	24%
White	102	741	732	5%	23%	34%	38%	0%	38%	29%
African American	34	732	715	24%	15%	24%	38%	0%	38%	14%
Hispanic	22	732	721	14%	27%	27%	32%	0%	32%	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	57	733	719	14%	28%	26%	32%	0%	32%	17%

ACADEMIC ACHIEVEMENT

**MONMOUTH
MATAWAN-ABERDEEN REGIONAL**

GRADE SPAN 06-08

**MATAWAN-ABERDEEN MIDDLE SCHOOL
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CLIFFWOOD, NJ 07721-1295**

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	61	780	740	0%	0%	7%	79%	15%	93%	40%
White	41	779	746	0%	0%	10%	76%	15%	90%	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
MATAWAN-ABERDEEN REGIONAL**

GRADE SPAN 06-08

**MATAWAN-ABERDEEN MIDDLE SCHOOL
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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	29	793	728	0%	0%	0%	21%	79%	100%	21%
White	22	791	731	0%	0%	0%	23%	77%	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
MATAWAN-ABERDEEN REGIONAL**

GRADE SPAN 06-08

**MATAWAN-ABERDEEN MIDDLE SCHOOL
469 MATAWAN AVENUE
CLIFFWOOD, NJ 07721-1295**

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
MATAWAN-ABERDEEN REGIONAL**

GRADE SPAN 06-08

**25-3040-053
MATAWAN-ABERDEEN MIDDLE SCHOOL
469 MATAWAN AVENUE
CLIFFWOOD, NJ 07721-1295**

NJASK Results - Science Grade Level - 08

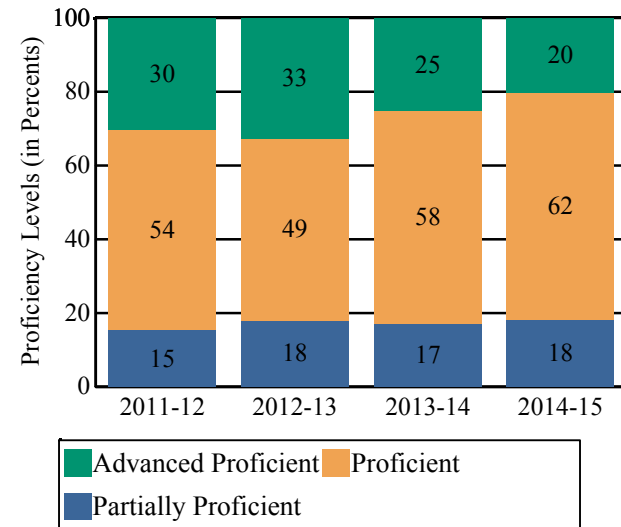
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	20%	62%	18%
White	24%	66%	11%
African American	15%	47%	38%
Hispanic	13%	61%	26%
American Indian	-	-	-
Asian	20%	73%	7%
Two or More Races	-	-	-
Students with Disability	0%	30%	70%
English Language Learners	-	-	-
Economically Disadvantaged Students	4%	63%	34%

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
71	63

Algebra I Test Taking

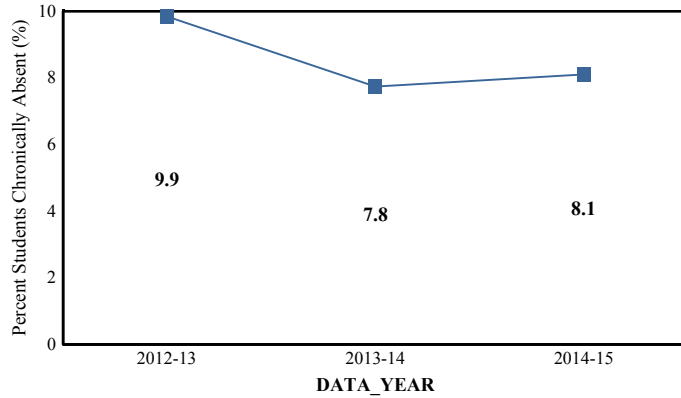
This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
98.6%	93.7%

- Data Suppressed to protect the confidentiality of students

Chronic Absenteeism Trend

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

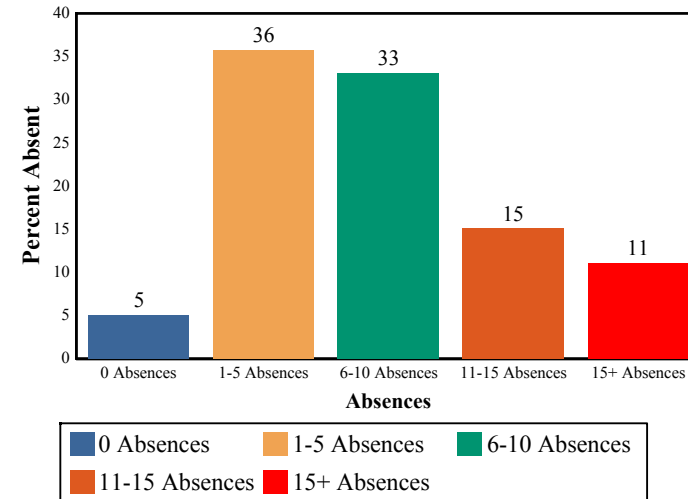


Chronic Absenteeism for 2014-15

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.



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	100.0%	66.0%
Visual Arts	100.0%	71.1%
Total: All Visual and Performing Arts	100.0%	89.8%

N/R - Data Not Reported

STUDENT GROWTH

MONMOUTH

MATAWAN-ABERDEEN REGIONAL

GRADE SPAN 06-08

MATAWAN-ABERDEEN MIDDLE SCHOOL
469 MATAWAN AVENUE
CLIFFWOOD, NJ 07721-1295

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	55	62	65	35	YES
Student Growth on Math	46	30	43	35	YES
		46	54		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	6%	1%	0%
Partially Met	6%	3%	1%
Approached	11%	6%	6%
Met	9%	13%	21%
Exceeded	1%	4%	12%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	4%	1%	0%
Partially Met	9%	4%	4%
Approached	14%	8%	8%
Met	11%	16%	19%
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

MATAWAN-ABERDEEN REGIONAL

GRADE SPAN 06-08

MATAWAN-ABERDEEN MIDDLE SCHOOL

469 MATAWAN AVENUE

CLIFFWOOD, NJ 07721-1295

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	814	850
75th	776	770
50th	759	749
25th	736	726
0th	671	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	44

Grade Level - 06

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	804	850
75th	769	763
50th	751	742
25th	732	721
0th	680	650

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

WITHIN SCHOOL ACHIEVEMENT GAP

MONMOUTH

MATAWAN-ABERDEEN REGIONAL

GRADE SPAN 06-08

MATAWAN-ABERDEEN MIDDLE SCHOOL
469 MATAWAN AVENUE
CLIFFWOOD, NJ 07721-1295

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	838	850
75th	777	776
50th	756	751
25th	729	724
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	48	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	837	850
75th	787	777
50th	760	751
25th	735	723
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	52	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	785	850
75th	765	759
50th	750	740
25th	733	720
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	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	791	850
75th	761	748
50th	737	726
25th	721	704
0th	670	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	44

SCHOOL CLIMATE

MONMOUTH

MATAWAN-ABERDEEN REGIONAL

MATAWAN-ABERDEEN MIDDLE SCHOOL

469 MATAWAN AVENUE

CLIFFWOOD, NJ 07721-1295

GRADE SPAN 06-08

Length of School Day

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

	School
2014-15	6 Hrs. 26 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	4.2%

Instructional Time

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

2014-15	School
Full Time	5 Hrs. 33 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

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

	School
2014-15	0

Student to Staff Ratio

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

2014-15	School
Faculty	12
Administrators	300

SCHOOL PEER GROUP

MONMOUTH

MATAWAN-ABERDEEN REGIONAL

GRADE SPAN 06-08

**MATAWAN-ABERDEEN MIDDLE SCHOOL
469 MATAWAN AVENUE
CLIFFWOOD, NJ 07721-1295**

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>
ATLANTIC	ABSECON CITY	EMMA C ATTALES	01-0010-050	05-08	46.3%	1.4%	10%
BERGEN	BERGENFIELD BORO	ROY W. BROWN MIDDLE SCHOOL	03-0300-075	06-08	41.5%	2.4%	14.9%
BERGEN	CLIFFSIDE PARK BORO	SCHOOL #6	03-0890-080	KG-08	57.8%	6.8%	17.2%
BERGEN	EAST RUTHERFORD BORO	ALFRED S. FAUST	03-1230-040	05-08	43.1%	2.3%	13.4%
BERGEN	ENGLEWOOD CITY	JANIS E. DISMUS MIDDLE SCHOOL	03-1370-076	07-08	60.9%	7.4%	13.4%
BERGEN	LYNDHURST TWP	LINCOLN SCHOOL	03-2860-090	04-08	30.3%	3.3%	18%
BERGEN	MOONACHIE BORO	ROBERT L. CRAIG SCHOOL	03-3350-060	PK-08	49.8%	5.3%	13%
BURLINGTON	EDGEWATER PARK TWP	SAMUEL M RIDGWAY MIDDLE SCHOOL	05-1280-070	05-08	39.3%	2.6%	15.2%
BURLINGTON	FLORENCE TWP	FLORENCE RIVERFRONT SCHOOL	05-1520-055	04-08	31.8%	0.7%	12.1%
CHARTERS	BENJAMIN BANNEKER PREP CS	BENJAMIN BANNEKER PREPARATORY CHARTER SCHOOL	80-6076-961	06-08	41.5%	0%	4.8%
CHARTERS	DR LENA EDWARDS ACADEMIC CS	DR LENA EDWARDS ACADEMIC CHARTER SCHOOL	80-6064-946	KG-08	40.6%	0%	3.8%
CHARTERS	LEARNING COMMUNITY CS	LEARNING COMMUNITY CHARTER SCHOOL	80-7115-960	PK-08	32%	0%	9.7%
CUMBERLANI	DEERFIELD TWP	DEERFIELD TOWNSHIP SCHOOL DISTRICT	11-1020-040	PK-08	49.4%	4.7%	14.6%
CUMBERLANI	HOPEWELL TWP	HOPEWELL CREST	11-2270-060	KG-08	34.9%	1.8%	11.7%
ESSEX	NEWARK CITY	IVY HILL ELEMENTARY SCHOOL	13-3570-565	PK-08	68.8%	10.3%	18.7%
HUDSON	BAYONNE CITY	NICHOLAS ORESKO #14	17-0220-140	PK-08	44.6%	0%	3.3%
HUDSON	NORTH BERGEN TWP	LINCOLN ELEMENTARY SCHOOL	17-3610-090	PK-08	66.9%	7.8%	12.1%
MIDDLESEX	DUNELLEN BORO	LINCOLN MIDDLE SCHOOL	23-1140-060	06-08	40.9%	2%	10.9%
MIDDLESEX	EDISON TWP	THOMAS JEFFERSON MIDDLE SCHOOL	23-1290-060	06-08	39.7%	3.4%	15.3%
MIDDLESEX	HIGHLAND PARK BORO	HIGHLAND PARK MIDDLE SCHOOL	23-2150-060	06-08	39.8%	3.2%	16.2%
MIDDLESEX	NORTH BRUNSWICK TWP	LINWOOD MIDDLE SCHOOL	23-3620-065	06-08	39.3%	2.8%	11.2%
MIDDLESEX	OLD BRIDGE TWP	CARL SANDBURG MIDDLE SCHOOL	23-3845-103	06-08	31.7%	2.4%	14.1%

SCHOOL PEER GROUP

MONMOUTH

MATAWAN-ABERDEEN REGIONAL

GRADE SPAN 06-08

MATAWAN-ABERDEEN MIDDLE SCHOOL
469 MATAWAN AVENUE
CLIFFWOOD, NJ 07721-1295

MIDDLESEX	PISCATAWAY TWP	THEODORE SCHOR MIDDLE SCHOOL	23-4130-057	06-08	39.5%	1.8%	10.9%
MIDDLESEX	SOUTH PLAINFIELD BORO	SOUTH PLAINFIELD MIDDLE SCHOOL	23-4910-053	07-08	30.6%	1%	15.3%
MONMOUTH	MATAWAN-ABERDEEN REGIONAL	MATAWAN-ABERDEEN MIDDLE SCHOOL	25-3040-053	06-08	30.3%	1%	13%
MORRIS	NETCONG BORO	NETCONG ELEMENTARY SCHOOL	27-3520-060	PK-08	37.5%	4.4%	18.2%
SALEM	OLDMANS TWP	OLDMANS TOWNSHIP SCHOOL	33-3860-010	KG-08	30.9%	0%	6%
SOMERSET	FRANKLIN TWP	FRANKLIN MIDDLE SCHOOL	35-1610-160	07-08	49.1%	4.6%	15.7%
SOMERSET	SOMERVILLE BORO	SOMERVILLE MIDDLE SCHOOL	35-4820-055	06-08	44.4%	3.2%	15.8%
SOMERSET	SOUTH BOUND BROOK	ROBERT MORRIS SCHOOL	35-4850-060	PK-08	46.9%	3.7%	10.9%
UNION	ROSELLE PARK BORO	ROSELLE PARK MIDDLE SCHOOL	39-4550-085	06-08	41.5%	4.9%	16%



State of New Jersey

2014-15

25-3040-060

OVERVIEW

MONMOUTH

MATAWAN-ABERDEEN REGIONAL

CLIFFWOOD ELEMENTARY SCHOOL

422 CLIFFWOOD AVENUE

CLIFFWOOD, NJ 07721-1195

GRADE SPAN KG-03

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

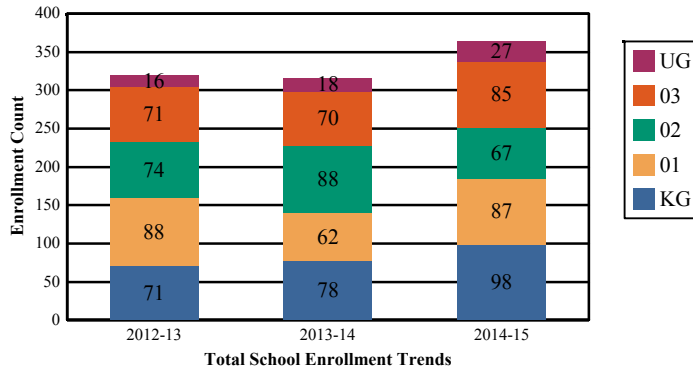
MONMOUTH

MATAWAN-ABERDEEN REGIONAL

GRADE SPAN KG-03

Enrollment by Grade

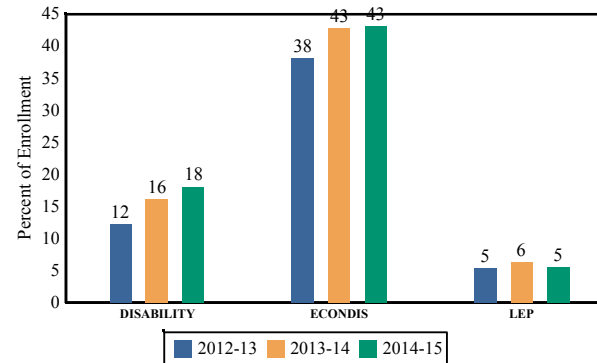
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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.

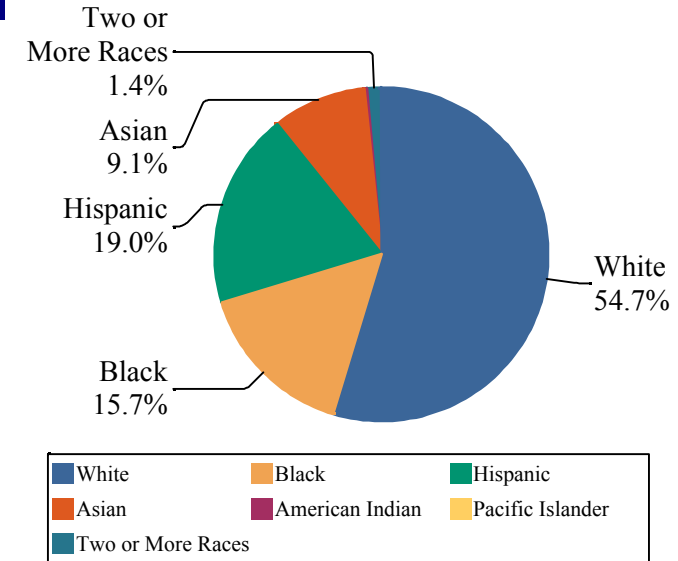
Enrollment Trends by Program Participation

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

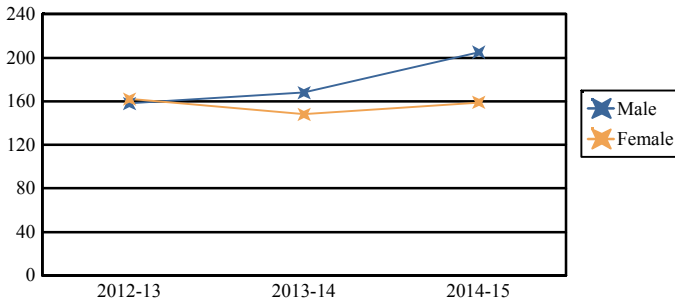
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	320
2013-14	316
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	158	162
2013-14	168	148
2014-15	205	159

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	66	18%
Economically Disadvantaged Students	157	43.1%
English Language Learners	20	5.5%

Language Diversity

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

2014-15	Percent
English	88.1%
Spanish	8.1%
Hindi	1.1%
Gujarati	0.6%
Malayalam	0.6%
Polish	0.3%
Other	1.4%

ACADEMIC ACHIEVEMENT

MONMOUTH

MATAWAN-ABERDEEN REGIONAL

GRADE SPAN KG-03

CLIFFWOOD ELEMENTARY SCHOOL
422 CLIFFWOOD AVENUE
CLIFFWOOD, NJ 07721-1195

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%	88	47
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	71	52.1%	95%	86.5%	YES*
White	36	47.2%	95%	84.4%	NO
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.

ACADEMIC ACHIEVEMENT

MONMOUTH

MATAWAN-ABERDEEN REGIONAL

GRADE SPAN KG-03

**CLIFFWOOD ELEMENTARY SCHOOL
422 CLIFFWOOD AVENUE
CLIFFWOOD, NJ 07721-1195**

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	70	57.2%	95%	85.4%	YES*
White	35	51.4%	95%	82.2%	NO
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.

PARCC Performance Level

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

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

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

ACADEMIC ACHIEVEMENT

MONMOUTH

MATAWAN-ABERDEEN REGIONAL

GRADE SPAN KG-03

CLIFFWOOD ELEMENTARY SCHOOL
422 CLIFFWOOD AVENUE
CLIFFWOOD, NJ 07721-1195

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	750	744	8%	21%	18%	46%	6%	52%	44%
White	36	742	753	8%	22%	22%	47%	0%	47%	55%
African American	14	745	725	21%	7%	7%	64%	0%	64%	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	19	718	718	26%	32%	21%	21%	0%	21%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	20	737	724	20%	25%	15%	40%	0%	40%	24%

ACADEMIC ACHIEVEMENT

MONMOUTH

MATAWAN-ABERDEEN REGIONAL

GRADE SPAN KG-03

**CLIFFWOOD ELEMENTARY SCHOOL
422 CLIFFWOOD AVENUE
CLIFFWOOD, NJ 07721-1195**

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	70	758	746	3%	11%	29%	44%	13%	57%	46%
White	35	751	752	6%	11%	31%	46%	6%	51%	56%
African American	14	752	728	0%	14%	21%	64%	0%	64%	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	19	736	727	11%	26%	21%	42%	0%	42%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	20	747	730	5%	15%	30%	40%	10%	50%	26%

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

Proficiency Percentages

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

COLLEGE AND CAREER READINESS

MONMOUTH

MATAWAN-ABERDEEN REGIONAL

CLIFFWOOD ELEMENTARY SCHOOL

422 CLIFFWOOD AVENUE

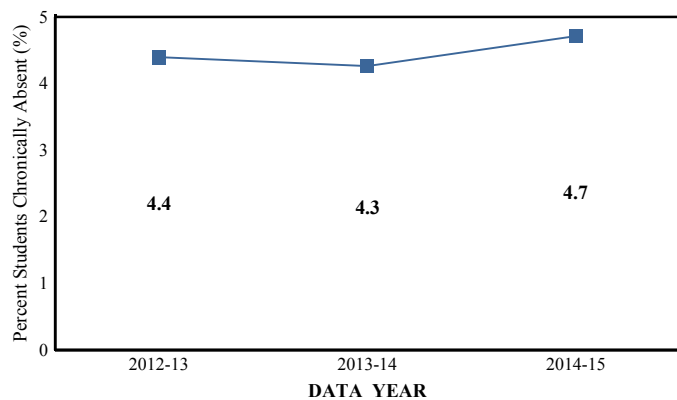
CLIFFWOOD, NJ 07721-1195

GRADE SPAN KG-03

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

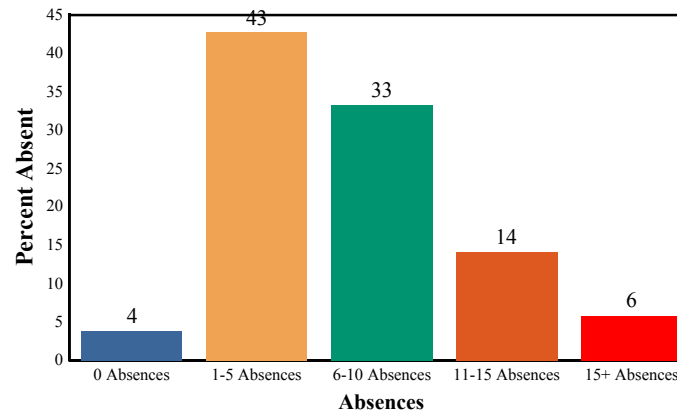
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



Chronic Absenteeism for 2014-15	4.72%
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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.



0 Absences	1-5 Absences	6-10 Absences
11-15 Absences	15+ Absences	

WITHIN SCHOOL ACHIEVEMENT GAP

MONMOUTH

MATAWAN-ABERDEEN REGIONAL

GRADE SPAN KG-03

**CLIFFWOOD ELEMENTARY SCHOOL
422 CLIFFWOOD AVENUE
CLIFFWOOD, NJ 07721-1195**

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	832	850
75th	768	770
50th	751	743
25th	723	715
0th	675	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	45	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	844	850
75th	772	767
50th	757	745
25th	737	722
0th	680	650

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

SCHOOL CLIMATE

MONMOUTH

MATAWAN-ABERDEEN REGIONAL

CLIFFWOOD ELEMENTARY SCHOOL

422 CLIFFWOOD AVENUE

CLIFFWOOD, NJ 07721-1195

GRADE SPAN KG-03

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. 15 Mins.

Student Suspension Rate

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

	School
2014-15	0.0%

Instructional Time

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

2014-15	School
Full Time	5 Hrs. 45 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

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

	School
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	364

SCHOOL PEER GROUP

**MONMOUTH
MATAWAN-ABERDEEN REGIONAL**

GRADE SPAN KG-03

**CLIFFWOOD ELEMENTARY SCHOOL
422 CLIFFWOOD AVENUE
CLIFFWOOD, NJ 07721-1195**

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>GRADESPAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	BUENA REGIONAL	JOHN C. MILANESI ELEMENTARY SCHOOL	01-0590-055	PK-03	56.7%	7.9%	24.6%
ATLANTIC	EGG HARBOR TWP	E. H. SLAYBAUGH ELEMENTARY SCHOOL	01-1310-035	PK-03	31.8%	1.8%	9.7%
ATLANTIC	HAMILTON TWP	GEORGE L. HESS EDUCATIONAL COMPLEX	01-1940-055	PK-05	38.2%	2.5%	13.8%
ATLANTIC	HAMMONTON TOWN	WARREN E. SOOY JR. ELEMENTARY SCHOOL	01-1960-055	PK-05	49.2%	9.5%	14.5%
BERGEN	BERGENFIELD BORO	WASHINGTON ELEMENTARY SCHOOL	03-0300-080	KG-05	38.9%	6.2%	8.8%
BERGEN	RIDGEFIELD PARK TWP	ROOSEVELT ELEMENTARY SCHOOL	03-4380-080	KG-06	35.4%	4.8%	8.3%
BERGEN	TEANECK TWP	JAMES RUSSELL LOWELL ELEMENTARY SCHOOL	03-5150-130	KG-04	38.1%	3%	14.9%
BURLINGTON	MAPLE SHADE TWP	RALPH J. STEINHAUER ELEMENTARY SCHOOL	05-3010-100	05-06	44.3%	2%	22.3%
CAMDEN	COLLINGSWOOD BORO	MARK NEWBIE ELEMENTARY SCHOOL	07-0940-060	KG-05	37.3%	0%	18.2%
CAMDEN	GLOUCESTER TWP	GLENDORA ELEMENTARY SCHOOL	07-1780-060	KG-05	35.8%	0%	16.1%
CAPE MAY	MIDDLE TWP	MIDDLE TOWNSHIP ELEMENTARY #2	09-3130-085	03-05	44%	2.3%	21.7%
ESSEX	BLOOMFIELD TWP	FRANKLIN ELEMENTARY	13-0410-130	PK-06	37.7%	5.6%	8.9%
GLOUCESTER	DEPTFORD TWP	GOOD INTENT ELEMENTARY SCHOOL	15-1100-090	02-06	44.6%	6%	16.5%
GLOUCESTER	FRANKLIN TWP	CAROLINE L. REUTTER SCHOOL	15-1590-070	05-06	38.2%	0.5%	16.5%
GLOUCESTER	FRANKLIN TWP	MAIN ROAD SCHOOL	15-1590-095	03-04	37.3%	1.2%	14.4%
GLOUCESTER	MONROE TWP	HOLLY GLEN ELEMENTARY SCHOOL	15-3280-075	KG-04	50.9%	8.7%	17.7%
MIDDLESEX	SAYREVILLE BORO	HARRY S. TRUMAN ELEMENTARY SCHOOL	23-4660-075	KG-03	33.7%	0.9%	11.6%
MIDDLESEX	SAYREVILLE BORO	WOODROW WILSON ELEMENTARY SCHOOL	23-4660-120	KG-03	36.1%	1.3%	14.4%
MONMOUTH	MATAWAN-ABERDEEN REGIONAL	CLIFFWOOD ELEMENTARY SCHOOL	25-3040-060	KG-03	43.1%	5.5%	15.4%



State of New Jersey
2014-15

25-3040-060

SCHOOL PEER GROUP

**MONMOUTH
MATAWAN-ABERDEEN REGIONAL**

**CLIFFWOOD ELEMENTARY SCHOOL
422 CLIFFWOOD AVENUE
CLIFFWOOD, NJ 07721-1195**

GRADE SPAN KG-03

OCEAN	BARNEGAT TWP	ROBERT L. HORBELT ELEMENTARY SCHOOL	29-0185-070	KG-05	36.7%	2%	14.2%
OCEAN	BERKELEY TWP	H & M POTTER SCHOOL	29-0320-040	PK-04	36.4%	0.4%	16.4%
OCEAN	BRICK TWP	EMMA HAVENS YOUNG ELEMENTARY SCHOOL	29-0530-035	KG-05	41.1%	5.8%	13.3%
OCEAN	LACEY TWP	FORKED RIVER ELEMENTARY SCHOOL	29-2480-050	KG-04	37.4%	3.2%	12.2%
OCEAN	MANCHESTER TWP	MANCHESTER TOWNSHIP ELEMENTARY SCHOOL	29-2940-043	KG-05	33%	0.2%	12.3%
OCEAN	TOMS RIVER REGIONAL	PINE BEACH ELEMENTARY SCHOOL	29-5190-090	KG-05	36.2%	4.1%	10.5%
OCEAN	TUCKERTON BORO	TUCKERTON ELEMENTARY SCHOOL	29-5220-050	PK-06	38.4%	1.2%	17.5%
PASSAIC	CLIFTON CITY	SCHOOL #5	31-0900-120	KG-05	42.4%	0.5%	22.1%
SALEM	PENNSVILLE	CENTRAL PARK ELEMENTARY SCHOOL	33-4075-060	02-03	36.4%	0.8%	16.2%
SALEM	PITTSGROVE TWP	OLIVET ELEMENTARY SCHOOL	33-4150-060	03-05	35.2%	0%	16%
SUSSEX	MONTAGUE TWP	MONTAGUE TOWNSHIP SCHOOL DISTRICT	37-3300-050	PK-06	42.2%	0%	23%
UNION	LINDEN CITY	NUMBER 1	39-2660-080	PK-05	58.6%	6.8%	29.3%



State of New Jersey

2014-15

25-3040-065

OVERVIEW

MONMOUTH

MATAWAN-ABERDEEN REGIONAL

LLOYD ROAD ELEMENTARY SCHOOL

401 LLOYD ROAD

ABERDEEN, NJ 07747-1800

GRADE SPAN 04-05

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

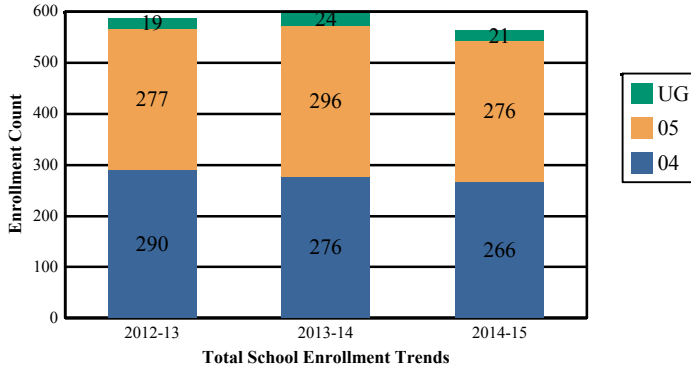
MONMOUTH

MATAWAN-ABERDEEN REGIONAL

GRADE SPAN 04-05

Enrollment by Grade

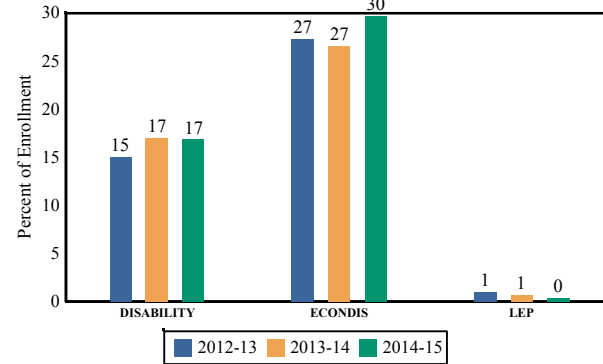
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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

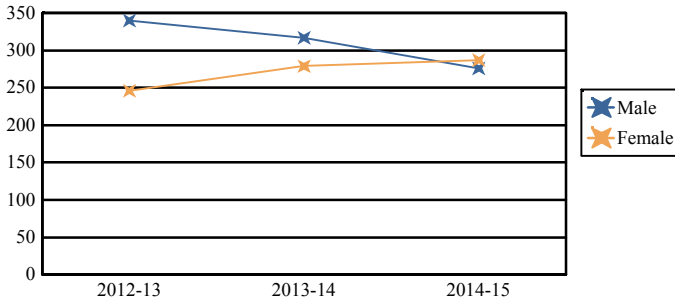
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Total School Enrollment	
2012-13	586
2013-14	596
2014-15	563

Enrollment by Gender

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

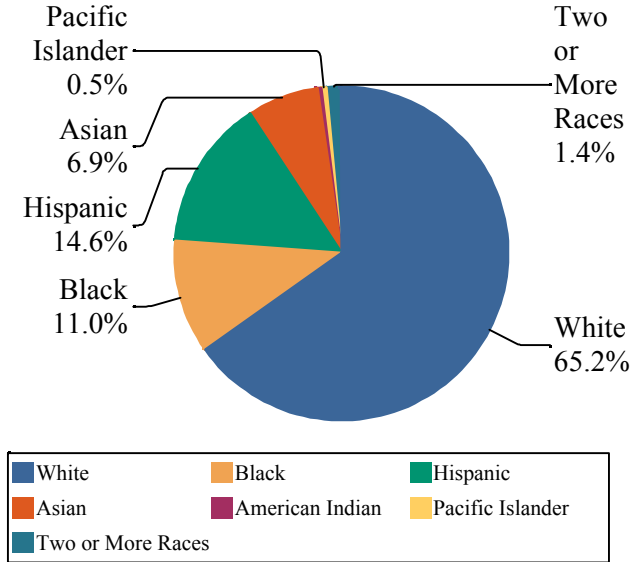


	Male	Female
2012-13	340	246
2013-14	317	279
2014-15	276	287

Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	95	17%
Economically Disadvantaged Students	167	29.7%
English Language Learners	2	0.4%

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	5.1%
Urdu	0.5%
Chinese	0.5%
Polish	0.5%
Russian	0.4%
Other	1.6%

ACADEMIC ACHIEVEMENT

MONMOUTH

MATAWAN-ABERDEEN REGIONAL

GRADE SPAN 04-05

LLOYD ROAD ELEMENTARY SCHOOL

401 LLOYD ROAD

ABERDEEN, NJ 07747-1800

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%	88	69
Math Met or Exceeded Expectation	56%		

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	482	63.1%	95%	88.6%	YES*
White	318	67.3%	95%	88.7%	YES*
African American	49	42.9%	95%	82.8%	YES*
Hispanic	67	46.3%	95%	90.4%	YES*
American Indian	-	-	--	--	--
Asian	42	81%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	86	29.1%	95%	90.8%	YES*
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	124	42%	95%	86%	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	475	56.2%	95%	87.4%	YES*
White	312	61.8%	95%	87.1%	YES*
African American	49	30.6%	95%	82.8%	YES*
Hispanic	66	39.4%	95%	89.2%	YES*
American Indian	-	-	--	--	--
Asian	42	71.4%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	85	30.6%	95%	89.8%	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	124	38.7%	95%	86%	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				
Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i>	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations <i>(Max. 850)</i>

ACADEMIC ACHIEVEMENT

MONMOUTH

MATAWAN-ABERDEEN REGIONAL

GRADE SPAN 04-05

LLOYD ROAD ELEMENTARY SCHOOL

401 LLOYD ROAD

ABERDEEN, NJ 07747-1800

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	239	761	751	3%	9%	22%	48%	18%	66%	52%
White	151	764	758	3%	6%	20%	49%	22%	71%	63%
African American	25	750	733	0%	24%	32%	36%	8%	44%	30%
Hispanic	40	752	737	5%	13%	33%	40%	10%	50%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	18	772	773	0%	6%	11%	61%	22%	83%	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	36	733	725	11%	22%	33%	33%	0%	33%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	66	748	734	8%	11%	39%	27%	15%	42%	31%

ACADEMIC ACHIEVEMENT

LLOYD ROAD ELEMENTARY SCHOOL
401 LLOYD ROAD
ABERDEEN, NJ 07747-1800

MONMOUTH

GRADE SPAN 04-05

MATAWAN-ABERDEEN REGIONAL

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	243	756	751	4%	13%	23%	53%	8%	60%	53%
White	167	759	757	3%	9%	24%	56%	8%	64%	62%
African American	24	742	734	8%	21%	29%	42%	0%	42%	31%
Hispanic	27	739	737	0%	41%	19%	33%	7%	41%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	24	769	771	4%	4%	13%	67%	13%	79%	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	50	722	723	16%	38%	20%	18%	8%	26%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	58	740	734	5%	28%	26%	38%	3%	41%	31%

ACADEMIC ACHIEVEMENT

**MONMOUTH
MATAWAN-ABERDEEN REGIONAL**

GRADE SPAN 04-05

**LLOYD ROAD ELEMENTARY SCHOOL
401 LLOYD ROAD
ABERDEEN, NJ 07747-1800**

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	237	754	744	1%	14%	28%	49%	7%	56%	42%
White	149	756	749	1%	12%	26%	56%	6%	62%	50%
African American	25	739	727	4%	28%	36%	28%	4%	32%	20%
Hispanic	40	748	732	3%	18%	38%	38%	5%	43%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	18	770	769	0%	6%	22%	44%	28%	72%	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	36	734	724	3%	33%	31%	19%	14%	33%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	66	746	730	3%	17%	38%	35%	8%	42%	23%

ACADEMIC ACHIEVEMENT

MONMOUTH

MATAWAN-ABERDEEN REGIONAL

GRADE SPAN 04-05

LLOYD ROAD ELEMENTARY SCHOOL

401 LLOYD ROAD

ABERDEEN, NJ 07747-1800

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	238	752	744	3%	14%	27%	44%	12%	56%	42%
White	163	755	749	2%	9%	28%	48%	13%	62%	49%
African American	24	731	728	17%	21%	33%	25%	4%	29%	21%
Hispanic	26	736	733	0%	46%	19%	35%	0%	35%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	24	769	768	0%	8%	21%	46%	25%	71%	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	49	727	724	10%	41%	20%	14%	14%	29%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	58	735	731	9%	26%	31%	31%	3%	34%	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

MATAWAN-ABERDEEN REGIONAL

GRADE SPAN 04-05

**LLOYD ROAD ELEMENTARY SCHOOL
401 LLOYD ROAD
ABERDEEN, NJ 07747-1800**

NJASK Results - Science Grade Level - 04

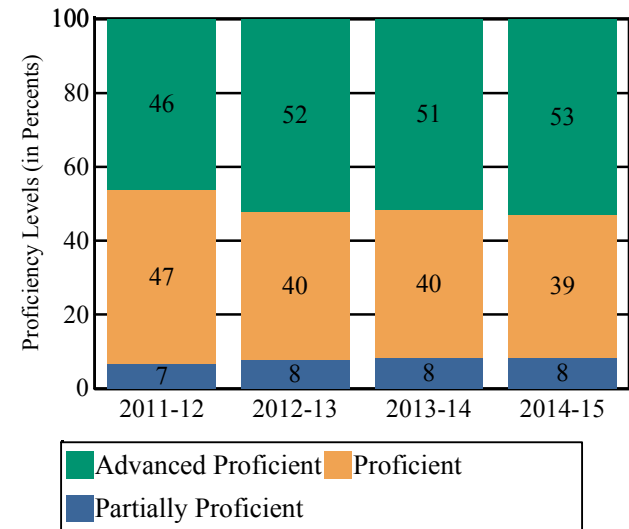
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	53%	39%	8%
White	57%	37%	6%
African American	27%	50%	23%
Hispanic	49%	41%	10%
American Indian	-	-	-
Asian	61%	33%	6%
Two or More Races	53%	41%	6%
Students with Disability	38%	46%	15%
English Language Learners	-	-	-
Economically Disadvantaged Students	40%	47%	14%

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

MATAWAN-ABERDEEN REGIONAL

LLOYD ROAD ELEMENTARY SCHOOL

401 LLOYD ROAD

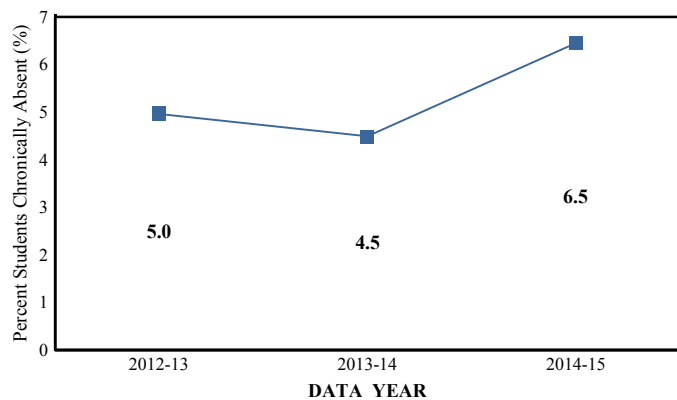
ABERDEEN, NJ 07747-1800

GRADE SPAN 04-05

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.

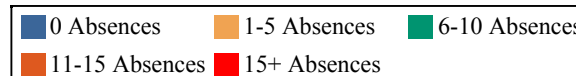
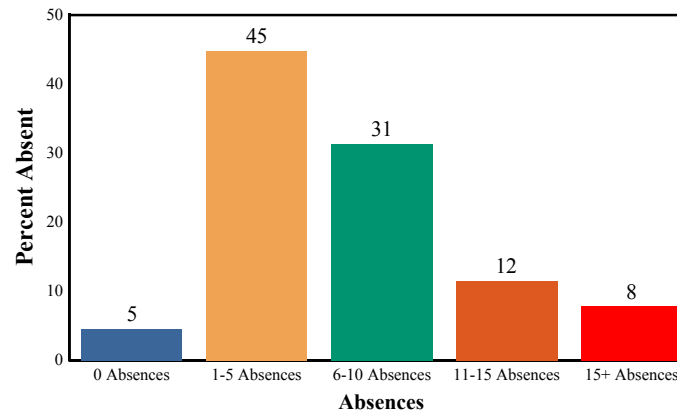


Chronic Absenteeism for 2014-15

6.45%

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

MATAWAN-ABERDEEN REGIONAL

GRADE SPAN 04-05

LLOYD ROAD ELEMENTARY SCHOOL

401 LLOYD ROAD

ABERDEEN, NJ 07747-1800

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	48	56	40	35	YES
Student Growth on Math	40	34	20	35	YES
		45	30		100%

Student Growth

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

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	3%	1%	0%
Partially Met	8%	3%	0%
Approached	10%	6%	6%
Met	15%	19%	17%
Exceeded	0%	4%	8%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	3%	0%	0%
Partially Met	11%	3%	1%
Approached	15%	8%	5%
Met	13%	20%	13%
Exceeded	0%	2%	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

LLOYD ROAD ELEMENTARY SCHOOL
401 LLOYD ROAD
ABERDEEN, NJ 07747-1800

MONMOUTH

GRADE SPAN 04-05

MATAWAN-ABERDEEN REGIONAL

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 - 04

Grade Level - 04

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

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.

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	780	773
50th	759	750
25th	736	728
0th	683	650

Percentile	School Scale Score	State Scale Score
99th	814	850
75th	775	764
50th	751	742
25th	732	721
0th	671	650

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

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

WITHIN SCHOOL ACHIEVEMENT GAP

MONMOUTH

MATAWAN-ABERDEEN REGIONAL

GRADE SPAN 04-05

Grade Level - 05

Grade Level - 05

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

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.

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	776	773
50th	758	751
25th	734	728
0th	675	650

Percentile	School Scale Score	State Scale Score
99th	804	850
75th	772	763
50th	752	743
25th	731	723
0th	664	650

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

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	40

SCHOOL CLIMATE

MONMOUTH

MATAWAN-ABERDEEN REGIONAL

GRADE SPAN 04-05

Length of School Day

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

	School
2014-15	6 Hrs. 15 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	2.8%

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. 45 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

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

	School
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	282

SCHOOL PEER GROUP

MONMOUTH

MATAWAN-ABERDEEN REGIONAL

GRADE SPAN 04-05

LLOYD ROAD ELEMENTARY SCHOOL

401 LLOYD ROAD

ABERDEEN, NJ 07747-1800

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	BERGENFIELD BORO	JEFFERSON ELEMENTARY SCHOOL	03-0300-060	KG-05	27.6%	5.1%	9.4%
CAMDEN	BARRINGTON BORO	AVON ELEMENTARY SCHOOL	07-0190-010	PK-04	27.5%	0%	12.4%
CAMDEN	HADDON TWP	CLYDE S. JENNINGS ELEMENTARY SCHOOL	07-1890-070	KG-05	23.1%	1%	11.5%
CAPE MAY	DENNIS TWP	DENNIS TOWNSHIP PRIMARY SCHOOL	09-1080-040	PK-03	27.1%	0%	15.1%
ESSEX	BLOOMFIELD TWP	DEMAREST ELEMENTARY	13-0410-100	PK-06	27.1%	3.3%	8.9%
ESSEX	WEST ORANGE TOWN	MOUNT PLEASANT ELEMENTARY SCHOOL	13-5680-140	KG-05	25.6%	4.1%	8.9%
HUDSON	SECAUCUS TOWN	CLARENDON NO 4	17-4730-065	PK-06	26.3%	1.4%	9.9%
HUNTERDON	SOUTH HUNTERDON REGIONAL SCHOOL DISTRICT	STOCKTON BOROUGH SCHOOL	19-1376-010	PK-06	28.1%	0%	14.3%
MERCER	HAMILTON TWP	LANGTREE ELEMENTARY SCHOOL	21-1950-185	PK-05	28.7%	3.2%	10.5%
MERCER	HAMILTON TWP	SUNNYBRAE ELEMENTARY SCHOOL	21-1950-245	PK-05	27.5%	0.6%	16.5%
MIDDLESEX	EDISON TWP	JAMES MONROE ELEMENTARY SCHOOL	23-1290-093	KG-05	21.4%	0.2%	6.3%
MIDDLESEX	EDISON TWP	MENLO PARK ELEMENTARY SCHOOL	23-1290-105	KG-05	17.9%	0%	5.4%
MIDDLESEX	MIDDLESEX BORO	WATCHUNG ELEMENTARY SCHOOL	23-3140-090	KG-03	28.6%	5.5%	6.5%
MIDDLESEX	NORTH BRUNSWICK TWP	LIVINGSTON PARK	23-3620-070	KG-05	29.3%	9.7%	6.4%
MIDDLESEX	PISCATAWAY TWP	KNOLLWOOD ELEMENTARY SCHOOL	23-4130-100	KG-03	24.2%	5.4%	6.7%
MIDDLESEX	PISCATAWAY TWP	MARTIN LUTHER KING ELEMENTARY SCHOOL	23-4130-105	04-05	28.1%	3.4%	11.5%
MIDDLESEX	SOUTH PLAINFIELD BORO	FRANKLIN ELEMENTARY SCHOOL	23-4910-060	KG-04	23.5%	0%	7.8%
MIDDLESEX	SOUTH PLAINFIELD BORO	GRANT ELEMENTARY SCHOOL	23-4910-070	05-06	28.4%	1.3%	14.5%
MIDDLESEX	SOUTH PLAINFIELD BORO	JOHN E RILEY ELEMENTARY SCHOOL	23-4910-058	KG-04	23.7%	0%	10.1%
MIDDLESEX	SOUTH PLAINFIELD BORO	ROOSEVELT ELEMENTARY SCHOOL	23-4910-080	PK-04	25.3%	1.6%	8.8%
MONMOUTH	MATAWAN-ABERDEEN REGIONAL	LLOYD ROAD ELEMENTARY SCHOOL	25-3040-065	04-05	29.7%	0.4%	16.9%

SCHOOL PEER GROUP

MONMOUTH

MATAWAN-ABERDEEN REGIONAL

LLOYD ROAD ELEMENTARY SCHOOL
401 LLOYD ROAD
ABERDEEN, NJ 07747-1800

GRADE SPAN 04-05

MONMOUTH	MATAWAN-ABERDEEN REGIONAL	RAVINE DRIVE ELEMENTARY SCHOOL	25-3040-075	KG-03	27%	3.7%	8.6%
MORRIS	MINE HILL TWP	CANFIELD AVENUE SCHOOL	27-3240-030	PK-06	24.7%	0.5%	12.5%
MORRIS	ROXBURY TWP	NIXON ELEMENTARY SCHOOL DISTRICT	27-4560-085	KG-04	27.9%	4.2%	8.1%
OCEAN	JACKSON TWP	LUCY N. HOLMAN ELEMENTARY SCHOOL	29-2360-046	KG-05	28.1%	0%	14.3%
OCEAN	JACKSON TWP	SWITLIK ELEMENTARY SCHOOL	29-2360-050	KG-05	24.7%	0%	10.2%
OCEAN	MANCHESTER TWP	WHITING ELEMENTARY SCHOOL	29-2940-060	KG-05	25.9%	0%	15.8%
OCEAN	TOMS RIVER REGIONAL	SILVER BAY ELEMENTARY SCHOOL	29-5190-095	KG-05	27%	0%	14.3%
PASSAIC	CLIFTON CITY	SCHOOL #2	31-0900-090	KG-05	29.6%	0.2%	16.1%
SOMERSET	BRIDGEWATER-RARITAN REG	JOHN F KENNEDY ELEMENTARY SCHOOL	35-0555-067	KG-04	23.8%	0%	10.8%
SOMERSET	FRANKLIN TWP	CONERLY ROAD SCHOOL	35-1610-055	PK-04	24.8%	0.7%	9.7%



State of New Jersey
2014-15

25-3040-075

OVERVIEW

MONMOUTH

MATAWAN-ABERDEEN REGIONAL

RAVINE DRIVE ELEMENTARY SCHOOL

170 RAVINE DRIVE

MATAWAN, NJ 07747-2800

GRADE SPAN KG-03

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.

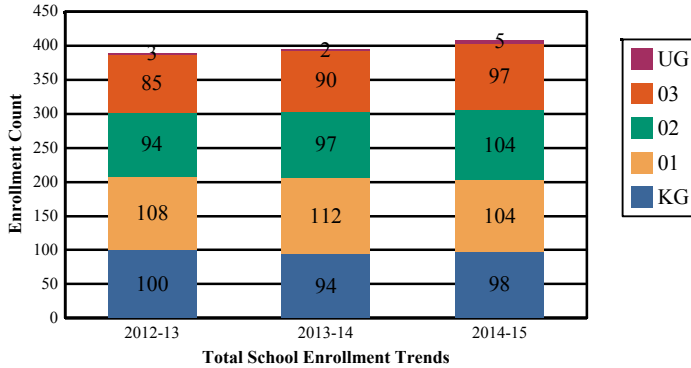
To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

**MONMOUTH
MATAWAN-ABERDEEN REGIONAL**

Enrollment by Grade

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

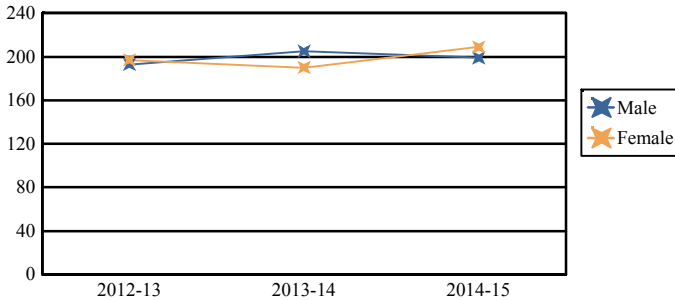


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	390
2013-14	395
2014-15	408

Enrollment by Gender

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

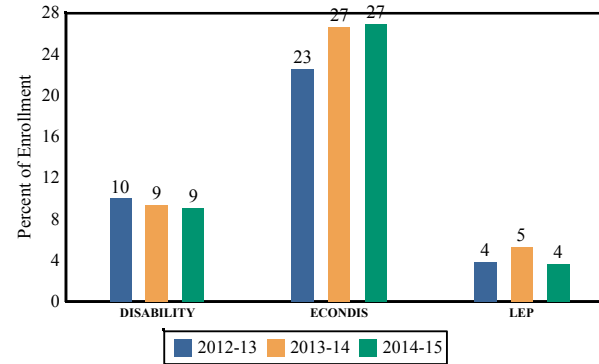


	Male	Female
2012-13	193	197
2013-14	205	190
2014-15	199	209

GRADE SPAN KG-03

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.

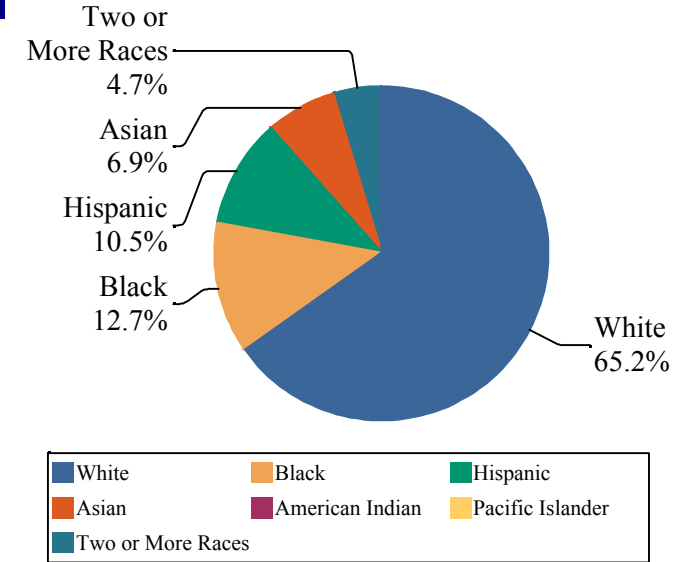


Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	37	9%
Economically Disadvantaged Students	110	27.0%
English Language Learners	15	3.7%

25-3040-075
RAVINE DRIVE ELEMENTARY SCHOOL
170 RAVINE DRIVE
MATAWAN, NJ 07747-2800

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	91.6%
Spanish	2.0%
Russian	1.2%
Chinese	0.7%
Urdu	0.7%
Arabic	0.7%
Other	3.0%

ACADEMIC ACHIEVEMENT

MONMOUTH

MATAWAN-ABERDEEN REGIONAL

GRADE SPAN KG-03

RAVINE DRIVE ELEMENTARY SCHOOL

170 RAVINE DRIVE

MATAWAN, NJ 07747-2800

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%	91	77
Math Met or Exceeded Expectation	76%		

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	79	67.1%	95%	84.8%	YES*
White	52	71.1%	95%	78.3%	NO
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.

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	79	76%	95%	84.7%	NO
White	52	82.7%	95%	79.4%	NO
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.

PARCC Performance Level

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

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

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

ACADEMIC ACHIEVEMENT

MONMOUTH

MATAWAN-ABERDEEN REGIONAL

GRADE SPAN KG-03

RAVINE DRIVE ELEMENTARY SCHOOL

170 RAVINE DRIVE

MATAWAN, NJ 07747-2800

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	79	771	744	3%	6%	24%	47%	20%	67%	44%
White	52	778	753	2%	4%	23%	44%	27%	71%	55%
African American	13	760	725	0%	15%	23%	54%	8%	62%	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	17	748	724	6%	18%	35%	35%	6%	41%	24%

ACADEMIC ACHIEVEMENT

**MONMOUTH
MATAWAN-ABERDEEN REGIONAL**

GRADE SPAN KG-03

**RAVINE DRIVE ELEMENTARY SCHOOL
170 RAVINE DRIVE
MATAWAN, NJ 07747-2800**

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	79	767	746	3%	5%	16%	57%	19%	76%	46%
White	52	772	752	2%	4%	12%	58%	25%	83%	56%
African American	13	750	728	0%	8%	46%	38%	8%	46%	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	17	747	730	6%	6%	35%	53%	0%	53%	26%

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

Proficiency Percentages

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

COLLEGE AND CAREER READINESS

MONMOUTH

MATAWAN-ABERDEEN REGIONAL

RAVINE DRIVE ELEMENTARY SCHOOL

170 RAVINE DRIVE

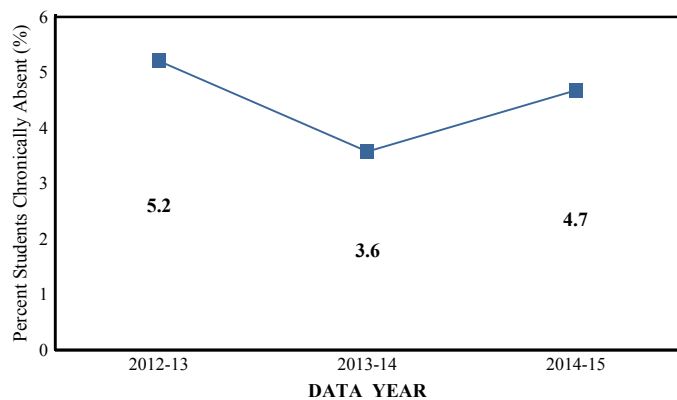
MATAWAN, NJ 07747-2800

GRADE SPAN KG-03

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

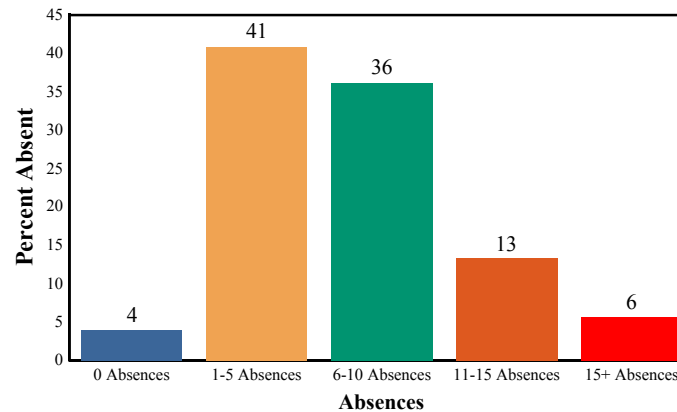
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



Chronic Absenteeism for 2014-15	4.68%
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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.



0 Absences	1-5 Absences	6-10 Absences
11-15 Absences	15+ Absences	

WITHIN SCHOOL ACHIEVEMENT GAP

MONMOUTH

MATAWAN-ABERDEEN REGIONAL

GRADE SPAN KG-03

RAVINE DRIVE ELEMENTARY SCHOOL

170 RAVINE DRIVE

MATAWAN, NJ 07747-2800

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	794	770
50th	765	743
25th	745	715
0th	672	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	831	850
75th	783	767
50th	763	745
25th	750	722
0th	695	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	45

SCHOOL CLIMATE

MONMOUTH

MATAWAN-ABERDEEN REGIONAL

GRADE SPAN KG-03

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. 15 Mins.

Student Suspension Rate

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

	School
2014-15	0.0%

Instructional Time

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

2014-15	School
Full Time	5 Hrs. 45 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

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

	School
2014-15	0

Student to Staff Ratio

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

2014-15	School
Faculty	12
Administrators	408

SCHOOL PEER GROUP

MONMOUTH

MATAWAN-ABERDEEN REGIONAL

GRADE SPAN KG-03

RAVINE DRIVE ELEMENTARY SCHOOL

170 RAVINE DRIVE

MATAWAN, NJ 07747-2800

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	BERGENFIELD BORO	JEFFERSON ELEMENTARY SCHOOL	03-0300-060	KG-05	27.6%	5.1%	9.4%
CAMDEN	BARRINGTON BORO	AVON ELEMENTARY SCHOOL	07-0190-010	PK-04	27.5%	0%	12.4%
CAMDEN	GLOUCESTER TWP	CHEWS ELEMENTARY SCHOOL	07-1780-040	PK-05	29.2%	0.1%	14%
CAPE MAY	DENNIS TWP	DENNIS TOWNSHIP PRIMARY SCHOOL	09-1080-040	PK-03	27.1%	0%	15.1%
ESSEX	BLOOMFIELD TWP	DEMAREST ELEMENTARY	13-0410-100	PK-06	27.1%	3.3%	8.9%
ESSEX	WEST ORANGE TOWN	MOUNT PLEASANT ELEMENTARY SCHOOL	13-5680-140	KG-05	25.6%	4.1%	8.9%
HUDSON	SECAUCUS TOWN	CLARENDON NO 4	17-4730-065	PK-06	26.3%	1.4%	9.9%
HUNTERDON	SOUTH HUNTERDON REGIONAL SCHOOL DISTRICT	STOCKTON BOROUGH SCHOOL	19-1376-010	PK-06	28.1%	0%	14.3%
MERCER	HAMILTON TWP	LANGTREE ELEMENTARY SCHOOL	21-1950-185	PK-05	28.7%	3.2%	10.5%
MERCER	HAMILTON TWP	SUNNYBRAE ELEMENTARY SCHOOL	21-1950-245	PK-05	27.5%	0.6%	16.5%
MIDDLESEX	EDISON TWP	JAMES MONROE ELEMENTARY SCHOOL	23-1290-093	KG-05	21.4%	0.2%	6.3%
MIDDLESEX	EDISON TWP	MENLO PARK ELEMENTARY SCHOOL	23-1290-105	KG-05	17.9%	0%	5.4%
MIDDLESEX	MIDDLESEX BORO	WATCHUNG ELEMENTARY SCHOOL	23-3140-090	KG-03	28.6%	5.5%	6.5%
MIDDLESEX	NORTH BRUNSWICK TWP	JOHN ADAMS	23-3620-060	PK-05	27.8%	3.7%	7.6%
MIDDLESEX	NORTH BRUNSWICK TWP	LIVINGSTON PARK	23-3620-070	KG-05	29.3%	9.7%	6.4%
MIDDLESEX	PISCATAWAY TWP	MARTIN LUTHER KING ELEMENTARY SCHOOL	23-4130-105	04-05	28.1%	3.4%	11.5%
MIDDLESEX	SOUTH PLAINFIELD BORO	FRANKLIN ELEMENTARY SCHOOL	23-4910-060	KG-04	23.5%	0%	7.8%
MIDDLESEX	SOUTH PLAINFIELD BORO	GRANT ELEMENTARY SCHOOL	23-4910-070	05-06	28.4%	1.3%	14.5%
MIDDLESEX	SOUTH PLAINFIELD BORO	JOHN E RILEY ELEMENTARY SCHOOL	23-4910-058	KG-04	23.7%	0%	10.1%
MIDDLESEX	SOUTH PLAINFIELD BORO	ROOSEVELT ELEMENTARY SCHOOL	23-4910-080	PK-04	25.3%	1.6%	8.8%
MONMOUTH	MATAWAN-ABERDEEN REGIONAL	LLOYD ROAD ELEMENTARY SCHOOL	25-3040-065	04-05	29.7%	0.4%	16.9%

SCHOOL PEER GROUP

MONMOUTH

MATAWAN-ABERDEEN REGIONAL

RAVINE DRIVE ELEMENTARY SCHOOL
170 RAVINE DRIVE
MATAWAN, NJ 07747-2800

GRADE SPAN KG-03

MONMOUTH	MATAWAN-ABERDEEN REGIONAL	RAVINE DRIVE ELEMENTARY SCHOOL	25-3040-075	KG-03	27%	3.7%	8.6%
MORRIS	MINE HILL TWP	CANFIELD AVENUE SCHOOL	27-3240-030	PK-06	24.7%	0.5%	12.5%
MORRIS	ROXBURY TWP	NIXON ELEMENTARY SCHOOL DISTRICT	27-4560-085	KG-04	27.9%	4.2%	8.1%
OCEAN	JACKSON TWP	LUCY N. HOLMAN ELEMENTARY SCHOOL	29-2360-046	KG-05	28.1%	0%	14.3%
OCEAN	JACKSON TWP	SWITLIK ELEMENTARY SCHOOL	29-2360-050	KG-05	24.7%	0%	10.2%
OCEAN	MANCHESTER TWP	WHITING ELEMENTARY SCHOOL	29-2940-060	KG-05	25.9%	0%	15.8%
OCEAN	TOMS RIVER REGIONAL	SILVER BAY ELEMENTARY SCHOOL	29-5190-095	KG-05	27%	0%	14.3%
PASSAIC	CLIFTON CITY	SCHOOL #2	31-0900-090	KG-05	29.6%	0.2%	16.1%
SOMERSET	BRIDGEWATER-RARITAN REG	JOHN F KENNEDY ELEMENTARY SCHOOL	35-0555-067	KG-04	23.8%	0%	10.8%
SOMERSET	FRANKLIN TWP	CONERLY ROAD SCHOOL	35-1610-055	PK-04	24.8%	0.7%	9.7%



State of New Jersey

2014-15

25-3040-080

OVERVIEW

MONMOUTH

MATAWAN-ABERDEEN REGIONAL

STRATHMORE ELEMENTARY SCHOOL

282 CHURCH STREET

ABERDEEN, NJ 07747-1599

GRADE SPAN KG-03

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.

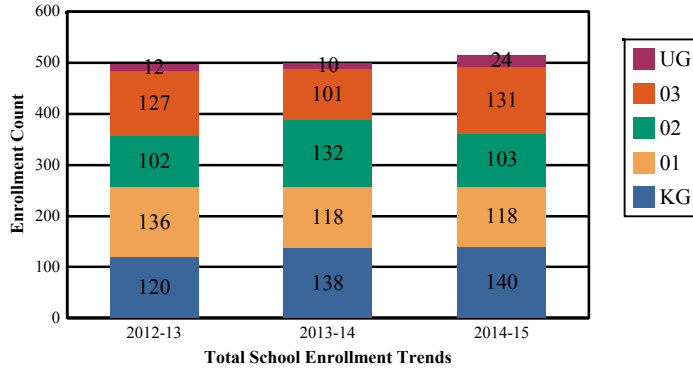
To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

**MONMOUTH
MATAWAN-ABERDEEN REGIONAL**

Enrollment by Grade

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

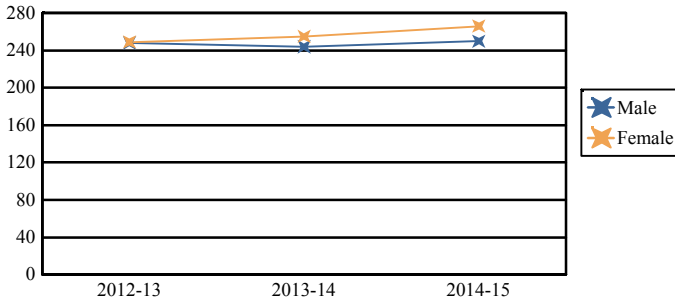


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	497
2013-14	499
2014-15	516

Enrollment by Gender

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

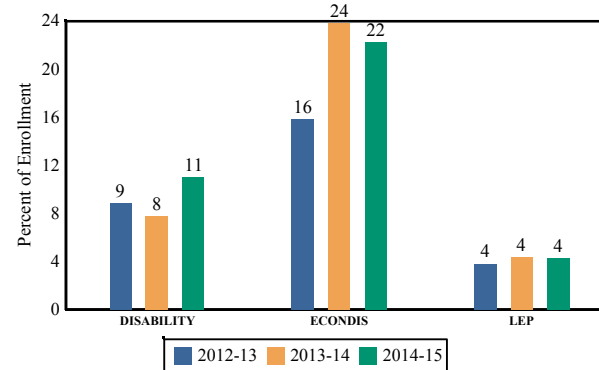


	Male	Female
2012-13	248	249
2013-14	244	255
2014-15	250	266

GRADE SPAN KG-03

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.



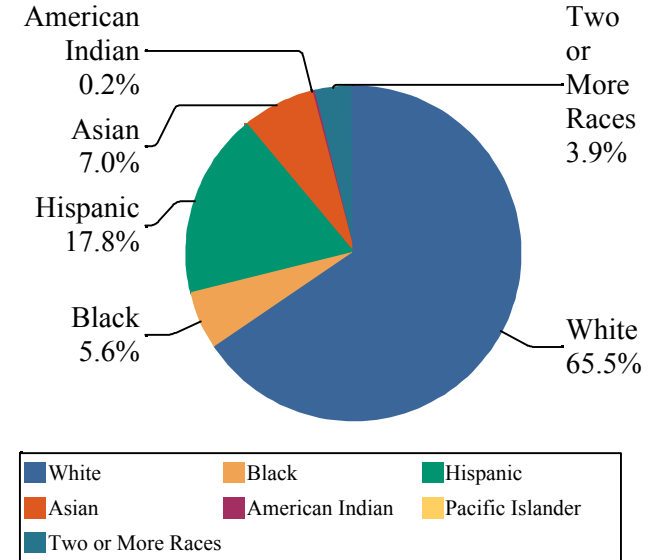
Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	57	11%
Economically Disadvantaged Students	115	22.3%
English Language Learners	22	4.3%

25-3040-080
STRATHMORE ELEMENTARY SCHOOL
282 CHURCH STREET
ABERDEEN, NJ 07747-1599

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	87.9%
Spanish	8.0%
Chinese	1.6%
Vietnamese	0.8%
Gujarati	0.4%
Urdu	0.2%
Other	1.2%

ACADEMIC ACHIEVEMENT

MONMOUTH

MATAWAN-ABERDEEN REGIONAL

GRADE SPAN KG-03

STRATHMORE ELEMENTARY SCHOOL

282 CHURCH STREET

ABERDEEN, NJ 07747-1599

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	59%	71	61
Math Met or Exceeded Expectation	65%		

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	125	59.2%	95%	95.6%	YES
White	90	64.5%	95%	94.9%	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.

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	124	65.3%	95%	94.8%	YES
White	89	68.6%	95%	93.9%	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.

PARCC Performance Level

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

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

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

PARCC ELA Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	125	761	744	10%	10%	20%	45%	14%	59%	44%
White	90	766	753	10%	8%	18%	49%	16%	64%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	20	723	727	20%	25%	30%	25%	0%	25%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	24	735	718	25%	25%	17%	21%	13%	33%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	22	726	724	23%	9%	32%	36%	0%	36%	24%

ACADEMIC ACHIEVEMENT

MONMOUTH

MATAWAN-ABERDEEN REGIONAL

GRADE SPAN KG-03

STRATHMORE ELEMENTARY SCHOOL

282 CHURCH STREET

ABERDEEN, NJ 07747-1599

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	124	759	746	3%	11%	20%	50%	15%	65%	46%
White	89	763	752	2%	10%	19%	51%	18%	69%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	20	734	733	10%	20%	30%	40%	0%	40%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	24	744	727	8%	29%	21%	25%	17%	42%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	21	746	730	5%	14%	19%	62%	0%	62%	26%

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

Proficiency Percentages

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

COLLEGE AND CAREER READINESS

MONMOUTH

MATAWAN-ABERDEEN REGIONAL

STRATHMORE ELEMENTARY SCHOOL

282 CHURCH STREET

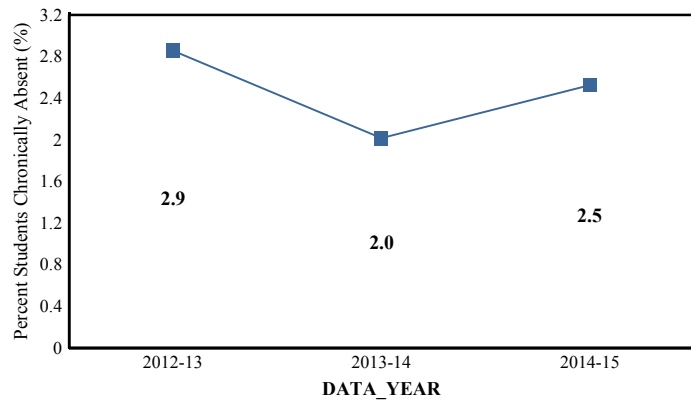
ABERDEEN, NJ 07747-1599

GRADE SPAN KG-03

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

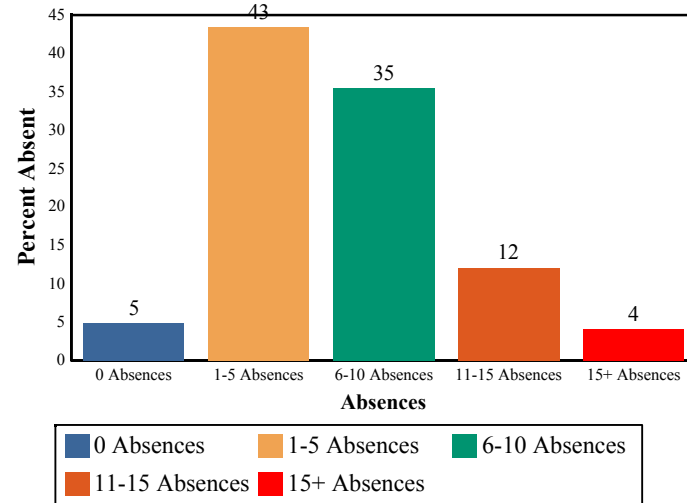
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



Chronic Absenteeism for 2014-15	2.53%
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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.



WITHIN SCHOOL ACHIEVEMENT GAP

MONMOUTH

MATAWAN-ABERDEEN REGIONAL

STRATHMORE ELEMENTARY SCHOOL

282 CHURCH STREET

ABERDEEN, NJ 07747-1599

GRADE SPAN KG-03

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	758	743
25th	732	715
0th	658	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	61	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	850	850
75th	779	767
50th	761	745
25th	736	722
0th	650	650

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

SCHOOL CLIMATE

MONMOUTH

MATAWAN-ABERDEEN REGIONAL

GRADE SPAN KG-03

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. 15 Mins.

Student Suspension Rate

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

	School
2014-15	0.0%

Instructional Time

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

2014-15	School
Full Time	5 Hrs. 45 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

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

	School
2014-15	0

Student to Staff Ratio

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

2014-15	School
Faculty	14
Administrators	516

SCHOOL PEER GROUP

MONMOUTH

MATAWAN-ABERDEEN REGIONAL

GRADE SPAN KG-03

STRATHMORE ELEMENTARY SCHOOL

282 CHURCH STREET

ABERDEEN, NJ 07747-1599

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>
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 EXCELLENCE	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	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	WOODBRIE TWP	MAWBIE 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%
MONMOUTH	TINTON FALLS	MAHALA F. ATCHISON SCHOOL	25-5185-030	PK-03	22.3%	3.2%	8.7%



State of New Jersey
2014-15

25-3040-080

SCHOOL PEER GROUP

STRATHMORE ELEMENTARY SCHOOL
282 CHURCH STREET
ABERDEEN, NJ 07747-1599

MONMOUTH
MATAWAN-ABERDEEN REGIONAL

GRADE SPAN KG-03

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	SUSSEX-WANTAGE REGIONAL	WANTAGE ELEMENTARY SCHOOL	37-5100-070	03-05	26.3%	0.6%	21.2%
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%