



State of New Jersey

27-5770-030

A C MAC KINNON MIDDLE
137 E CENTRAL AVENUE
WHARTON, NJ 07885-2431

OVERVIEW

MORRIS
WHARTON BORO

GRADE SPAN 06-08

This school's academic performance is about average when compared to schools across the state. Additionally, its academic performance is high when compared to its peers. This school's college and career readiness is about average when compared to schools across the state. Additionally, its college and career readiness is very high when compared to its peers. This school's student growth performance is high when compared to schools across the state. Additionally, its student growth performance is very high when compared to its peers.

Performance Areas	Peer Rank (Percentile)	Statewide Rank (Percentile)	Percent of Targets Met
Academic Achievement	72	50	80%
College and Career Readiness	85	53	50%
Student Growth	94	76	100%

Improvement Status

N/A

Rationale

N/A

Very High Performance is defined as being equal to or above the 80.0th percentile.

High Performance is defined as being between the 60.0th and 79.9th percentiles.

Average Performance is defined as being between the 40.0th and 59.9th percentiles.

Lagging Performance is defined as being between the 20.0th and 39.9th percentiles.

Significantly Lagging Performance is defined as being equal to or below the 19.9th percentile.

Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

Academic Achievement

This school outperforms 50% of schools statewide as noted by its statewide percentile ranking and 72% of schools educating students with similar demographic characteristics as noted in its peer school percentile ranking in the performance area of Academic Achievement. Additionally, this school is meeting 80% of its performance targets in the area of Academic Achievement.



Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJ ASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

College and Career Readiness

This school outperforms 53% of schools statewide as noted by its statewide percentile ranking and 85% of schools educating students with similar demographic characteristics as noted in its peer school percentile ranking in the performance area of College and Career Readiness. Additionally, this school is meeting 50% of its performance targets in the area of College and Career Readiness.



College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in either seventh or eighth grade.

Student Growth

This school outperforms 76% of schools statewide as noted by its statewide percentile ranking and 94% of schools educating students with similar demographic characteristics as noted in its peer school percentile ranking in the performance area of Student Growth. Additionally, this school is meeting 100% percentage of its performance targets in the area of Student Growth.



Student Growth measures the performance of students from one year to the next on the New Jersey Assessment of Skills and Knowledge (NJ ASK) in Language Arts Literacy and Math when compared to students with a similar history of performance on NJ-ASK.



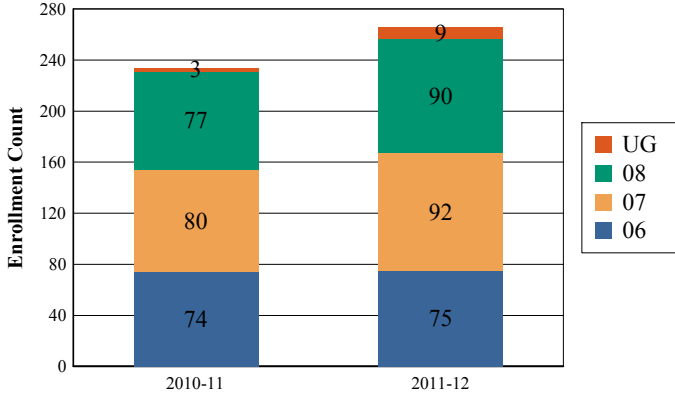
DEMOGRAPHIC INFORMATION

MORRIS
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Enrollment by Grade

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

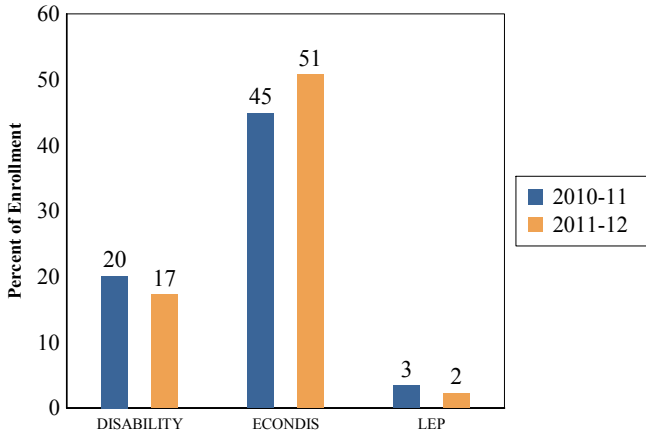


Total School Enrollment Trends

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

Total School Enrollment	
2010-11	234
2011-12	266

Enrollment Trends by Program Participation



Current Year Enrollment by Program Participation

2011-2012	Count of Students	% of Enrollment
Students with Disability	46	17%
Economically Disadvantaged Students	135	50.8%
Limited English Proficient Students	6	2.3%

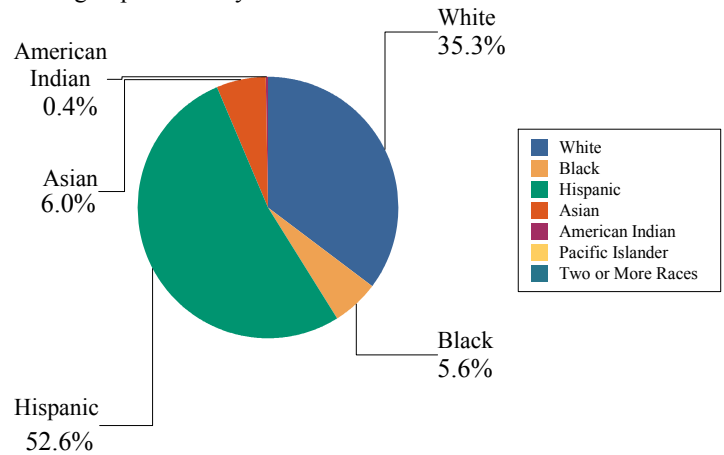
Language Diversity

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

2011-12	Percent
Spanish	50.8%
English	42.6%
Vietnamese	2.3%
Tagalog	1.6%
Chinese	1.2%
Bengali	0.8%
Other	0.8%

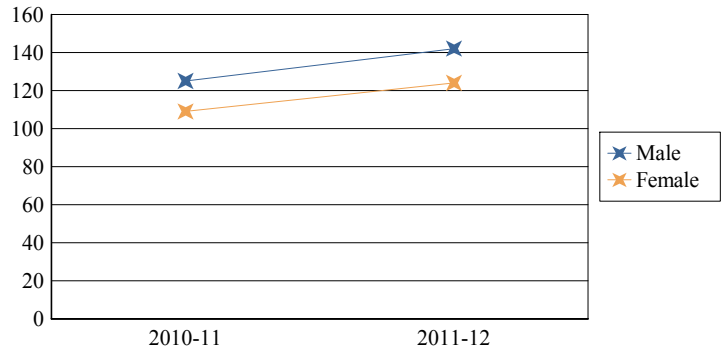
Enrollment by Ethnic/Racial Subgroup

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



Enrollment by Gender

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



	Male	Female
2010-11	125	109
2011-12	142	124



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Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math across multiple administrations of the assessment. The second column - Peer School Percentile Rank - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile rank of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile Rank - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile rank of 30 has a proficiency rate that is higher than 30% of all schools with HSPA scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentile ranks, the average of statewide percentile ranks and the percentage of statewide targets met.

Academic Achievement Indicators	Schoolwide Performance	Peer Rank (Percentile)	State Rank (Percentile)	Percent of Targets Met
NJASK Language Arts Proficiency and above	71%	80	54	60%
NJASK Math Proficiency and above	73%	64	46	100%
SUMMARY - Academic Achievement		72	50	80%

NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

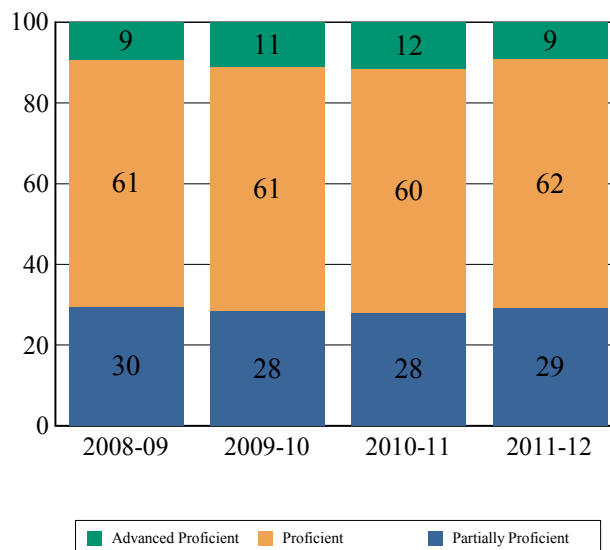
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	219	70.7	74.3	YES*
White	81	81.5	82.4	YES*
Black	-	-	-	--
Hispanic	114	62.3	68.3	YES*
American Indian	-	-	-	--
Asian	-	-	-	--
Two or More Races	-	-	-	--
Students with Disability	42	23.8	43	NO
Limited English Proficient Students	-	-	-	--
Economically Disadvantaged Students	107	57.9	68.3	NO

YES* = Met Progress Target(Confidence Interval Applied)

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

Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.





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NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

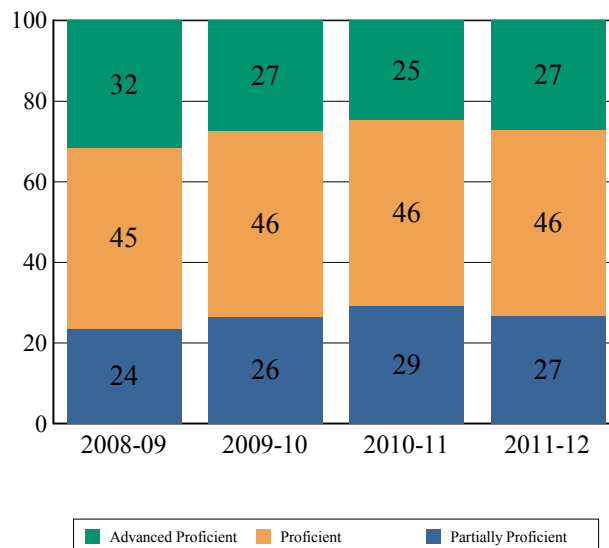
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	221	73.3	73.2	YES
White	81	85.1	83.2	YES
Black	-	-		--
Hispanic	115	61.7	66.4	YES*
American Indian	-	-		--
Asian	-	-		--
Two or More Races	-	-		--
Students with Disability	44	36.4	33.4	YES
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	109	58.7	62.4	YES*

YES* = Met Progress Target(Confidence Interval Applied)

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

Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.





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NJASK Results - Language Arts Literacy Grade Level - 06

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	9%	57%	34%
White	16%	76%	8%
Black	-	-	-
Hispanic	2%	49%	49%
American Indian	N/A	N/A	N/A
Asian	-	-	-
Two or More Races	N/A	N/A	N/A
Students w/ Disability	6%	6%	88%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	0%	46%	54%

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

NJASK Results - Language Arts Literacy Grade Level - 07

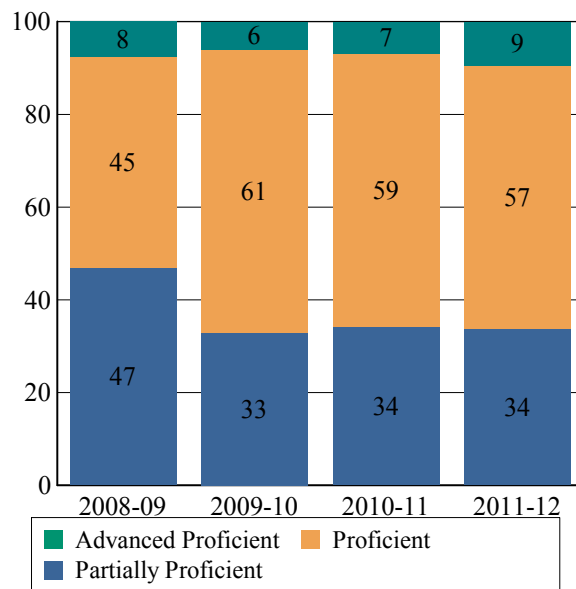
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	1%	57%	41%
White	4%	52%	44%
Black	-	-	-
Hispanic	0%	56%	44%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	N/A	N/A	N/A
Students w/ Disability	0%	31%	69%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	0%	56%	44%

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

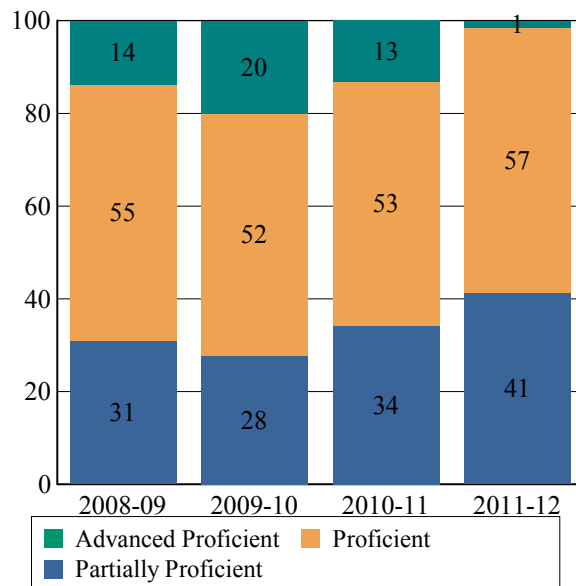
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 06

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



NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 07

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





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NJASK Results - Language Arts Literacy Grade Level - 08

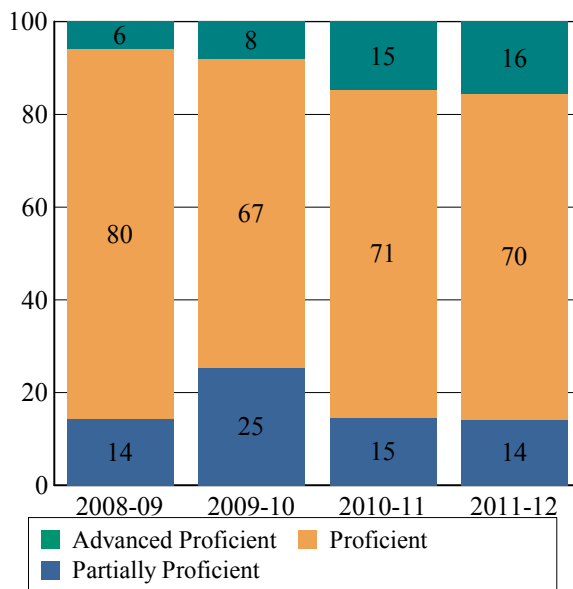
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	16%	70%	14%
White	23%	71%	6%
Black	-	-	-
Hispanic	10%	68%	22%
American Indian	N/A	N/A	N/A
Asian	-	-	-
Two or More Races	N/A	N/A	N/A
Students w/ Disability	0%	31%	69%
Limited English Proficient Students	N/A	N/A	N/A
Economically Disadvantaged Students	9%	65%	26%

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

NJASK Proficiency Trends - Language Arts Literacy - 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.



2011 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 2011 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/2013/naep/naep4read.html>

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

Proficiency Percentages

Grade 4 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	21.9	34.2	32.5	11.4
All Students	Nation	33.8	33.8	24.9	7.5

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<http://www.nj.gov/education/pr/2013/naep/naep8read.html>

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

Proficiency Percentages

Grade 8 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	15.8	39.5	38.6	6.2
All Students	Nation	25.3	43.0	28.6	3.0



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NJASK Results - Math Grade Level - 06

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	26%	55%	19%
White	36%	60%	4%
Black	-	-	-
Hispanic	12%	59%	29%
American Indian	N/A	N/A	N/A
Asian	-	-	-
Two or More Races	N/A	N/A	N/A
Students w/ Disability	0%	50%	50%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	16%	54%	30%

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

NJASK Results - Math Grade Level - 07

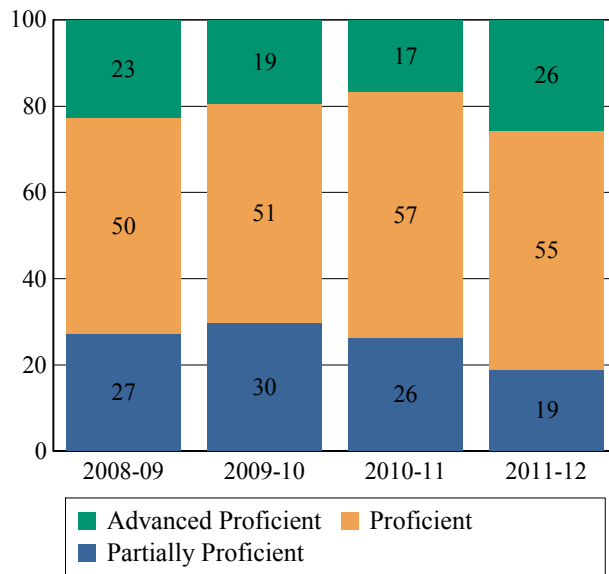
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	24%	44%	32%
White	28%	44%	28%
Black	-	-	-
Hispanic	9%	47%	44%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	N/A	N/A	N/A
Students w/ Disability	8%	31%	62%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	17%	42%	42%

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

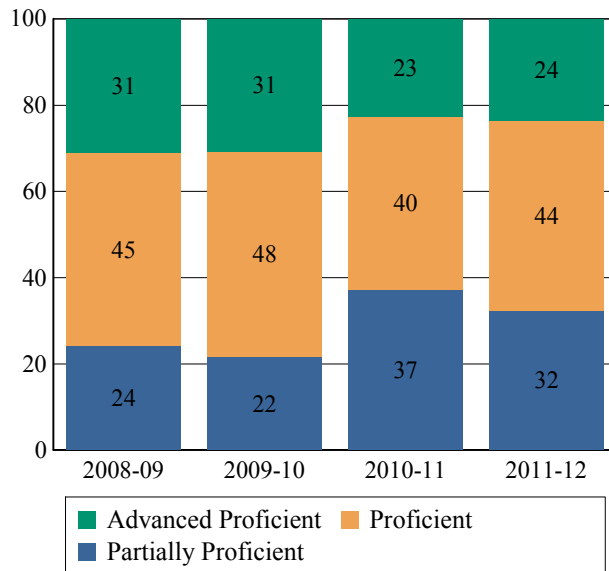
NJASK Proficiency Trends - Math - Grade Level - 06

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



NJASK Proficiency Trends - Math - Grade Level - 07

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





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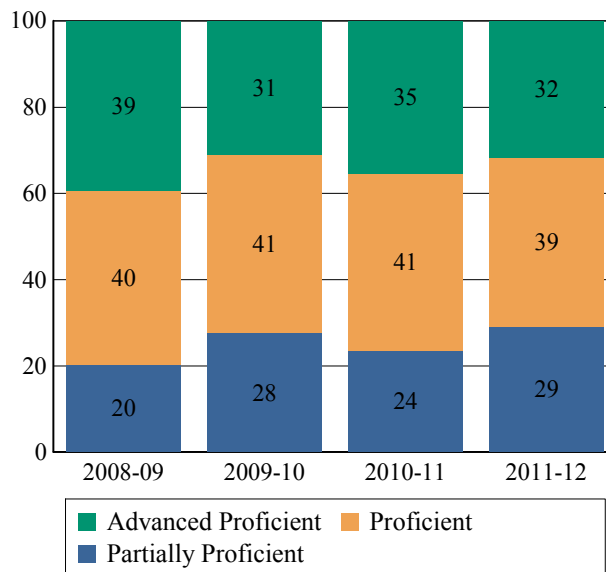
NJASK Results - Math Grade Level - 08

NJASK Proficiency Trends - Math - 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	32%	39%	29%
White	55%	32%	13%
Black	-	-	-
Hispanic	17%	40%	43%
American Indian	N/A	N/A	N/A
Asian	-	-	-
Two or More Races	N/A	N/A	N/A
Students w/ Disability	0%	20%	80%
Limited English Proficient Students	N/A	N/A	N/A
Economically Disadvantaged Students	14%	33%	53%

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



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

2011 National Assessment Educational Progress (NAEP)

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<http://www.nj.gov/education/pr/2013/naep/naep4math.html>

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

Proficiency Percentages

Grade 4 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	11.0	38.3	40.9	9.8
All Students	Nation	18.1	42.3	33.2	6.5

2011 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 2011 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/2013/naep/naep8math.html>

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

Proficiency Percentages

Grade 8 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	17.8	35.3	33.2	13.6
All Students	Nation	27.7	38.8	25.7	7.8



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NJASK Results - Science Grade Level - 08

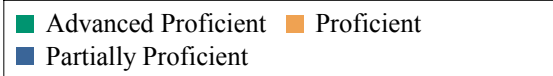
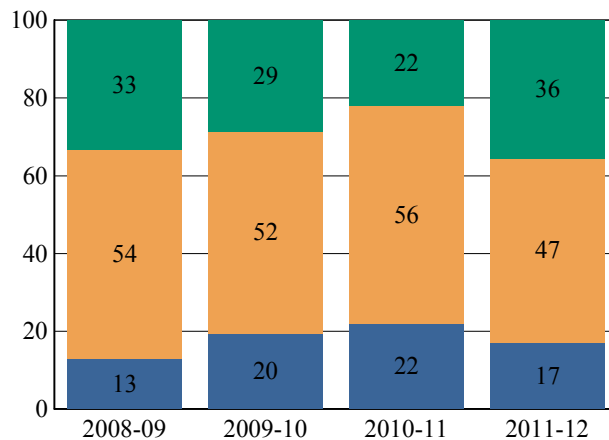
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	36%	47%	17%
White	53%	43%	3%
Black	-	-	-
Hispanic	24%	48%	29%
American Indian	N/A	N/A	N/A
Asian	-	-	-
Two or More Races	N/A	N/A	N/A
Students w/ Disability	15%	15%	69%
Limited English Proficient Students	N/A	N/A	N/A
Economically Disadvantaged Students	26%	41%	32%

Data is presented for subgroups when the count is high enough under NCLB 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.





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COLLEGE AND CAREER READINESS

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Students in both elementary and middles 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 success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. First, the table presents the percentage of students, as measured against the school’s enrollment in seventh and eighth grade, who were reported via NJSMART as being enrolled in Algebra I. The table also presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for more than 10% of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile Rank - indicates how the school’s performance compares to its group of peer schools. For example, a school whose peer school rank is 65 in Algebra I Enrollment has a higher Algebra I Enrollment than 65% of its peer group. The third column - Statewide Percentile Rank - 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 percentile ranks, the average of statewide percentile ranks and the percentage of statewide targets met.

College and Career Readiness Indicators	School Performance	Peer Rank (Percentile)	Statewide Rank (Percentile)	Statewide Target	Met Target?
Students taking Algebra (%)	12%	77	29	20%	NO
Chronic Absenteeism (%)	4%	92	77	6%	YES
Summary		85	53		50%

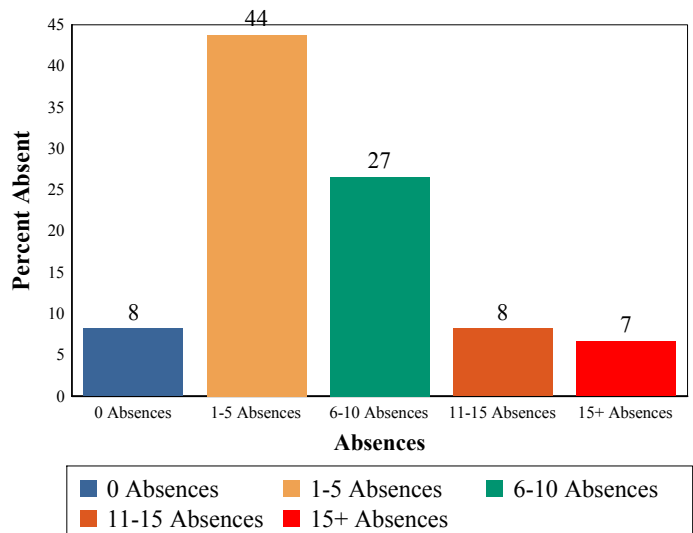
Algebra I

This table presents the percentage of seventh and eighth graders who were reported in the Algebra I course code in NJSMART and the percentage of those students who earned a C or higher in the course.

2011-12	School
Students taking Algebra I	12%
Algebra grade (C or better)	100%

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.





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STUDENT GROWTH

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

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math for all students in the school. The second column - Peer Rank - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Rank - 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 target.

The summary row presents the averages of the peer school percentile ranks, the averages of statewide percentile ranks, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Rank (Percentile)	Statewide Rank (Percentile)	Statewide Target	Met Target?
Student Growth on Language Arts	54	92	70	35	YES
Student Growth on Math	58	96	81	35	YES
		94	76		100%

Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

Language Arts

Math

	GROWTH		
	Low	Typical	High
Partially Proficient	14%	7%	6%
Proficient	17%	20%	26%
Advanced Proficient	1%	3%	6%

	GROWTH		
	Low	Typical	High
Partially Proficient	10%	10%	5%
Proficient	11%	17%	20%
Advanced Proficient	4%	7%	17%

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.



State of New Jersey

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WITHIN SCHOOL ACHIEVEMENT GAP

MORRIS
WHARTON BORO

GRADE SPAN 06-08

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the so-called 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 larger than the state's.

Grade Level - 06

NJ ASK 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	Scale Score
99th	272
75th	229
50th	208
25th	189
0th	151

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	34

Grade Level - 06

NJ ASK 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	Scale Score
99th	300
75th	245
50th	224
25th	201
0th	132

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	45	57

Grade Level - 07

NJ ASK 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	Scale Score
99th	270
75th	221
50th	207
25th	190
0th	132

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	44

Grade Level - 07

NJ ASK 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	Scale Score
99th	299
75th	250
50th	224
25th	193
0th	136

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	57	61



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WITHIN SCHOOL ACHIEVEMENT GAP

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GRADE SPAN 06-08

Grade Level - 08

NJ ASK 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	Scale Score
99th	272
75th	236
50th	222
25th	209
0th	150

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	27	33

Grade Level - 08

NJ ASK 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	Scale Score
99th	300
75th	252
50th	214
25th	190
0th	129

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	62	64



SCHOOL CLIMATE

**MORRIS
WHARTON BORO**

GRADE SPAN 06-08

27-5770-030

**A C MAC KINNON MIDDLE
137 E CENTRAL AVENUE
WHARTON, NJ 07885-2431**

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
2011-12	7 Hrs 5 Mins

Student Suspension Rate

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

	School
2011-12	6.0%

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.

2011-12	School
Full Time	6 Hrs 25 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
2011-12	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.

2011-12	School
Faculty	9.0
Administrators	266.0

SCHOOL PEER GROUP**A C MAC KINNON MIDDLE****27-5770-030**

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</u> <u>CODE</u>	<u>GRADE</u> <u>SPAN</u>	<u>FRPL</u>	<u>LEP</u>	<u>SpED</u>
ATLANTIC	GALLOWAY TWP	GALLOWAY TWP MIDDLE SCH	01-1690-016	07-08	44.1%	1.1%	17.9%
ATLANTIC	HAMILTON TWP	WILLIAM DAVIES MIDDLE SCH	01-1940-120	06-08	46.0%	1.7%	19.6%
ATLANTIC	SOMERS POINT CITY	JORDAN RD ELEM SCH	01-4800-055	KG-08	55.1%	2.3%	14.2%
BERGEN	HACKENSACK CITY	MIDDLE SCHOOL	03-1860-300	05-08	65.7%	5.1%	14.1%
BERGEN	TEANECK TWP	BENJAMIN FRANKLIN MIDDLE	03-5150-060	05-08	45.5%	1.1%	19.3%
BURLINGTON	BEVERLY CITY	BEVERLY SCHOOL	05-0380-025	PK-08	63.4%	5.5%	14.3%
CAMDEN	BROOKLAWN BORO	ALICE COSTELLO	07-0580-010	PK-08	51.5%	0.6%	16.0%
CAMDEN	CHERRY HILL TWP	JOHN A CARUSI MIDDLE SCH	07-0800-067	06-08	30.6%	0.0%	24.8%
CAMDEN	GLOUCESTER TWP	CHARLES W LEWIS	07-1780-035	06-08	46.3%	2.3%	17.7%
CAMDEN	WINSLOW TWP	WINSLOW TWP MIDDLE SCHOOL	07-5820-020	07-08	51.1%	0.5%	14.1%
CAPE MAY	MIDDLE TWP	MIDDLE TWP ELEM NO 4	09-3130-091	06-08	40.9%	0.7%	21.2%
CAPE MAY	NORTH WILDWOOD CITY	MARGARET MACE ELEM	09-3680-060	PK-08	52.2%	1.5%	17.0%
CHARTERS	JERSEY CITY GOLDEN DOOR	JERSEY CITY GOLDEN DOOR	80-6915-950	KG-08	68.7%	0.6%	8.8%
CUMBERLAND	DOWNE TWP	DOWNE TWP ELEMENTARY	11-1120-045	PK-08	47.4%	0.0%	14.6%
CUMBERLAND	MAURICE RIVER TWP	MAURICE RIVER TWP	11-3050-065	PK-08	41.2%	0.0%	17.3%
ESSEX	CITY OF ORANGE TWP	HEYWOOD AVE	13-3880-090	PK-07	65.3%	6.2%	16.8%
GLOUCESTER	CLAYTON BORO	CLAYTON MIDDLE	15-0860-045	06-08	50.7%	0.4%	13.7%
HUDSON	BAYONNE CITY	HORACE MANN NO 6	17-0220-060	PK-08	51.7%	1.2%	13.9%
HUDSON	BAYONNE CITY	JOHN M BAILEY NO 12	17-0220-040	PK-08	53.4%	0.0%	13.3%
HUDSON	BAYONNE CITY	LINCOLN NO 5	17-0220-070	PK-08	60.5%	0.7%	11.0%
HUDSON	BAYONNE CITY	PHILIP G VROOM NO 2	17-0220-090	PK-08	61.9%	1.4%	9.7%
MONMOUTH	EATONTOWN BORO	MEMORIAL	25-1260-070	07-08	41.0%	1.7%	23.0%
MORRIS	WHARTON BORO	A C MAC KINNON MIDDLE	27-5770-030	06-08	50.9%	2.3%	17.3%
OCEAN	CENTRAL REGIONAL	CENTRAL REGIONAL MIDDLE	29-0770-050	07-08	36.8%	0.4%	19.6%
UNION	HILLSIDE TWP	WALTER O KRUMBIEGEL	39-2190-085	06-08	62.4%	2.1%	10.3%



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OVERVIEW

MORRIS

WHARTON BORO

GRADE SPAN PK-05

This school's academic performance **significantly lags in comparison** to schools across the state. Additionally, its academic performance **lags in comparison** to its peers. This school's college and career readiness **lags in comparison** to schools across the state. Additionally, its college and career readiness **is high when compared** to its peers. This school's student growth performance **is about average when compared** to schools across the state. Additionally, its student growth performance **is high when compared** to its peers.

Performance Areas	Peer Rank (Percentile)	Statewide Rank (Percentile)	Percent of Targets Met
Academic Achievement	25	17	80%
College and Career Readiness	61	27	0%
Student Growth	65	44	100%

Improvement Status

N/A

Rationale

N/A

Very High Performance is defined as being equal to or above the 80.0th percentile.

High Performance is defined as being between the 60.0th and 79.9th percentiles.

Average Performance is defined as being between the 40.0th and 59.9th percentiles.

Lagging Performance is defined as being between the 20.0th and 39.9th percentiles.

Significantly Lagging Performance is defined as being equal to or below the 19.9th percentile.

Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

Academic Achievement

This school outperforms 17% of schools statewide as noted by its statewide percentile ranking and 25% of schools educating students with similar demographic characteristics as noted in its peer school percentile ranking in the performance area of Academic Achievement. Additionally, this school is meeting 80% of its performance targets in the area of Academic Achievement.



Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJ ASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

College and Career Readiness

This school outperforms 27% of schools statewide as noted by its statewide percentile ranking and 61% of schools educating students with similar demographic characteristics as noted in its peer school percentile ranking in the performance area of College and Career Readiness. Additionally, this school is meeting 0% of its performance targets in the area of College and Career Readiness.



College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in either seventh or eighth grade.

Student Growth

This school outperforms 44% of schools statewide as noted by its statewide percentile ranking and 65% of schools educating students with similar demographic characteristics as noted in its peer school percentile ranking in the performance area of Student Growth. Additionally, this school is meeting 100% percentage of its performance targets in the area of Student Growth.



Student Growth measures the performance of students from one year to the next on the New Jersey Assessment of Skills and Knowledge (NJ ASK) in Language Arts Literacy and Math when compared to students with a similar history of performance on NJ-ASK.



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DEMOGRAPHIC INFORMATION

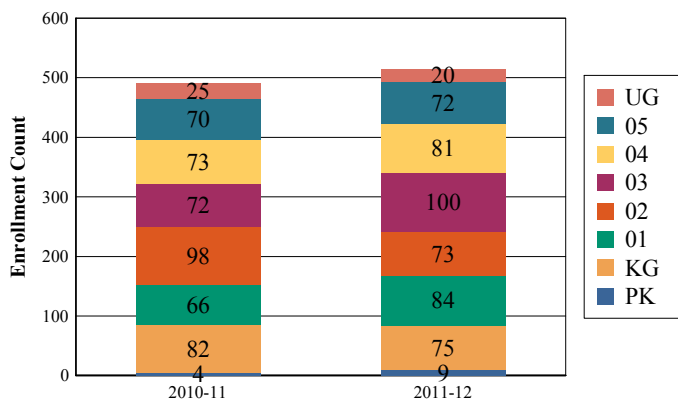
MORRIS

GRADE SPAN PK-05

WHARTON BORO

Enrollment by Grade

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



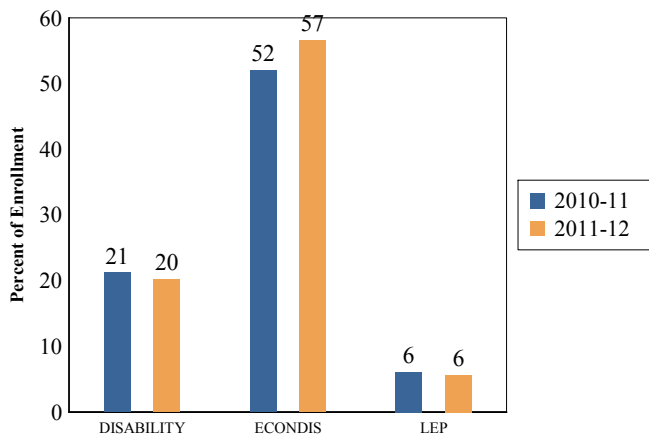
Total School Enrollment Trends

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

Total School Enrollment

School Year	Enrollment Count
2010-11	490
2011-12	514

Enrollment Trends by Program Participation



Current Year Enrollment by Program Participation

Program	Count of Students	% of Enrollment
Students with Disability	104	20%
Economically Disadvantaged Students	291	56.6%
Limited English Proficient Students	29	5.6%

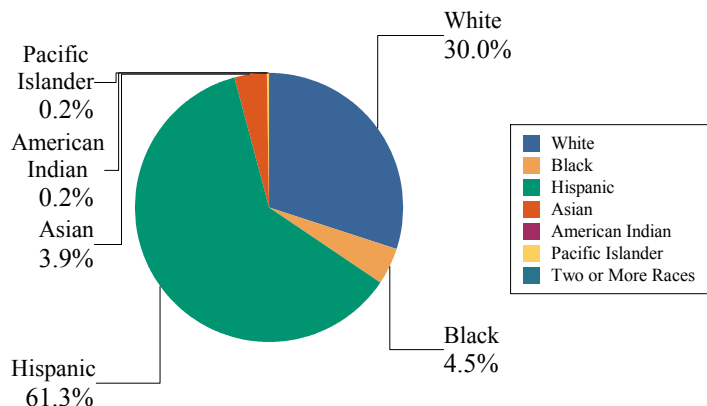
Language Diversity

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

Language	Percent
Spanish	58.6%
English	37.4%
Tagalog	0.8%
Vietnamese	0.8%
Chinese	0.6%
Ukrainian	0.6%
Other	1.2%

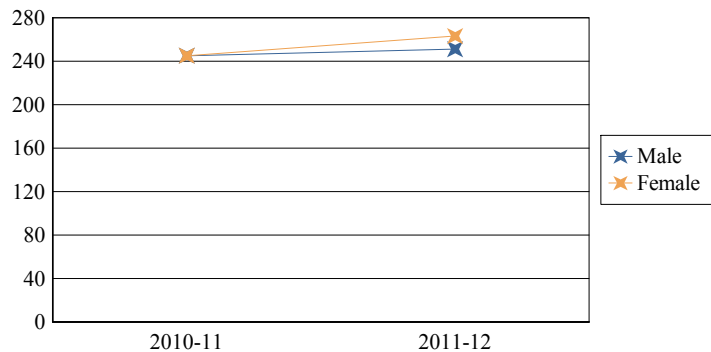
Enrollment by Ethnic/Racial Subgroup

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



Enrollment by Gender

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



School Year	Male	Female
2010-11	245	245
2011-12	251	263



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Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math across multiple administrations of the assessment. The second column - Peer School Percentile Rank - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile rank of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile Rank - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile rank of 30 has a proficiency rate that is higher than 30% of all schools with HSPA scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentile ranks, the average of statewide percentile ranks and the percentage of statewide targets met.

Academic Achievement Indicators	Schoolwide Performance	Peer Rank (Percentile)	State Rank (Percentile)	Percent of Targets Met
NJASK Language Arts Proficiency and above	52%	26	18	60%
NJASK Math Proficiency and above	71%	23	16	100%
SUMMARY - Academic Achievement		25	17	80%

NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

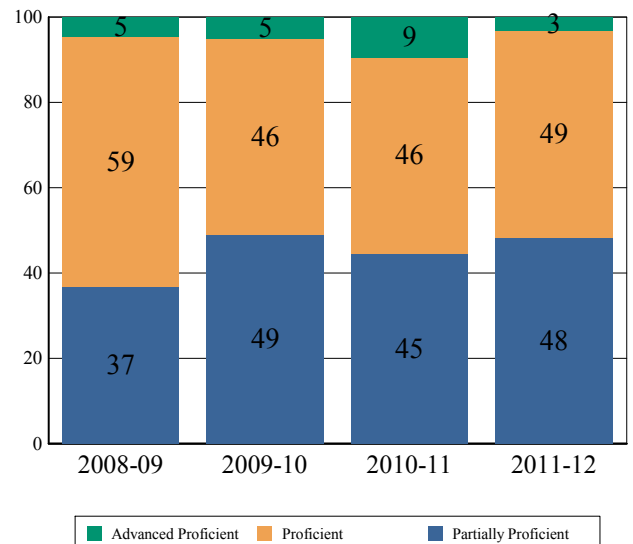
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	230	51.7	59.1	NO
White	84	66.7	79.7	NO
Black	-	-		--
Hispanic	127	41	46.8	YES*
American Indian	-	-		--
Asian	-	-		--
Two or More Races	-	-		--
Students with Disability	54	29.7	24.8	YES
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	126	43.7	44.5	YES*

YES* = Met Progress Target (Confidence Interval Applied)

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

Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.





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ACADEMIC ACHIEVEMENT

MORRIS

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GRADE SPAN PK-05

NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

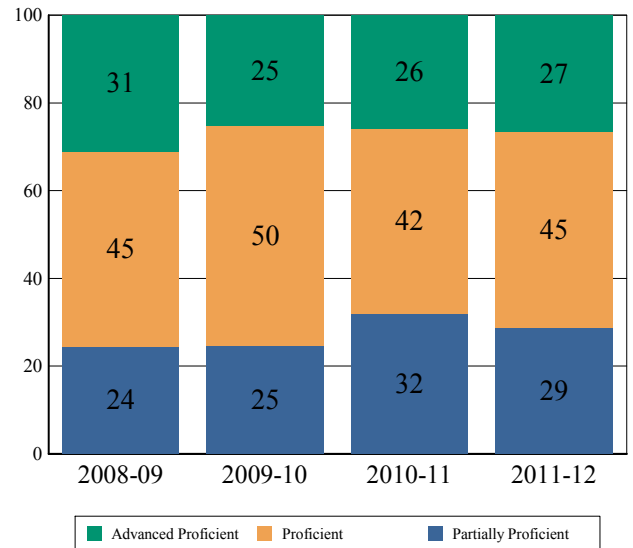
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	229	71.1	70.8	YES
White	84	77.3	83.5	YES*
Black	-	-		--
Hispanic	126	68.2	63.2	YES
American Indian	-	-		--
Asian	-	-		--
Two or More Races	-	-		--
Students with Disability	54	50	52.3	YES*
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	125	63.2	59.6	YES

YES* = Met Progress Target(Confidence Interval Applied)

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

Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.





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ACADEMIC ACHIEVEMENT

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GRADE SPAN PK-05

NJASK Results - Language Arts Literacy Grade Level - 03

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	1%	56%	43%
White	3%	65%	32%
Black	-	-	-
Hispanic	0%	51%	49%
American Indian	N/A	N/A	N/A
Asian	-	-	-
Two or More Races	N/A	N/A	N/A
Students w/ Disability	0%	45%	55%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	0%	49%	51%

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

NJASK Results - Language Arts Literacy Grade Level - 04

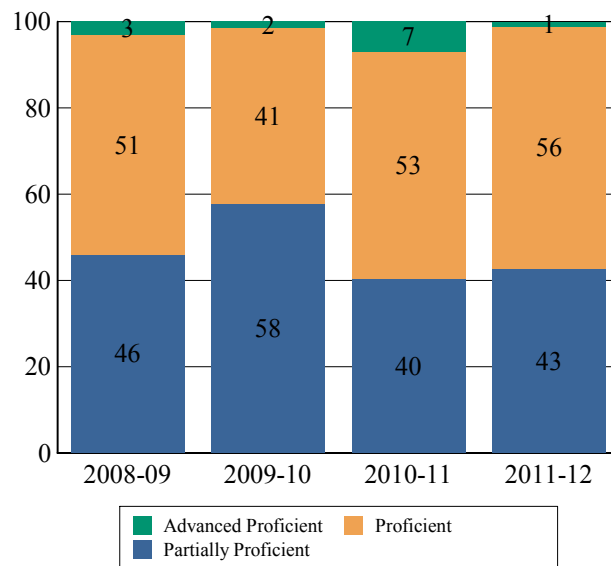
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	4%	46%	50%
White	10%	62%	29%
Black	-	-	-
Hispanic	2%	36%	62%
American Indian	N/A	N/A	N/A
Asian	-	-	-
Two or More Races	N/A	N/A	N/A
Students w/ Disability	7%	13%	80%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	2%	46%	51%

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

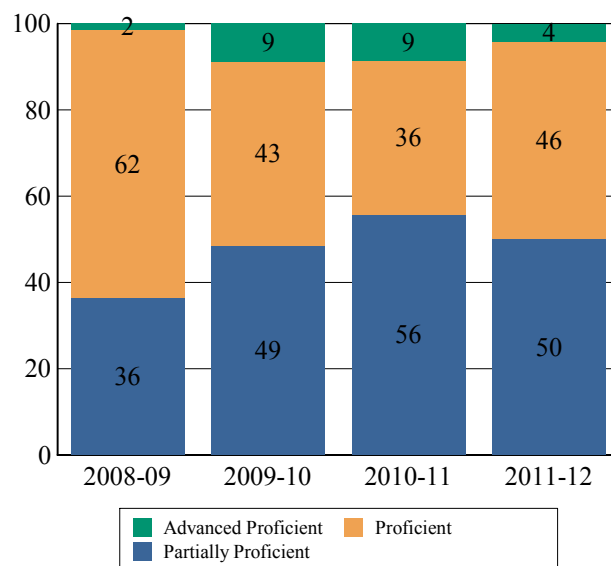
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 03

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



NJASK Proficiency Trends - Language Arts Literacy - 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.





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GRADE SPAN PK-05

NJASK Results - Language Arts Literacy Grade Level - 05

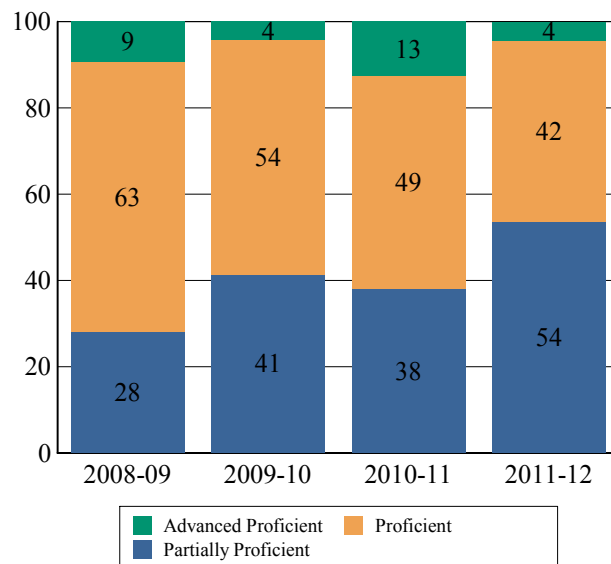
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	4%	42%	54%
White	4%	58%	38%
Black	-	-	-
Hispanic	3%	29%	69%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	N/A	N/A	N/A
Students w/ Disability	0%	18%	82%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	3%	26%	71%

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

NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 05

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



2011 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 2011 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/2013/naep/naep4read.html>

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

Proficiency Percentages

Grade 4 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	21.9	34.2	32.5	11.4
All Students	Nation	33.8	33.8	24.9	7.5

2011 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 2011 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/2013/naep/naep8read.html>

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

Proficiency Percentages

Grade 8 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	15.8	39.5	38.6	6.2
All Students	Nation	25.3	43.0	28.6	3.0



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GRADE SPAN PK-05

NJASK Results - Math Grade Level - 03

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

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	30%	44%	26%
White	30%	43%	27%
Black	-	-	-
Hispanic	28%	48%	24%
American Indian	N/A	N/A	N/A
Asian	-	-	-
Two or More Races	N/A	N/A	N/A
Students w/ Disability	18%	45%	36%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	24%	46%	30%

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

NJASK Results - Math Grade Level - 04

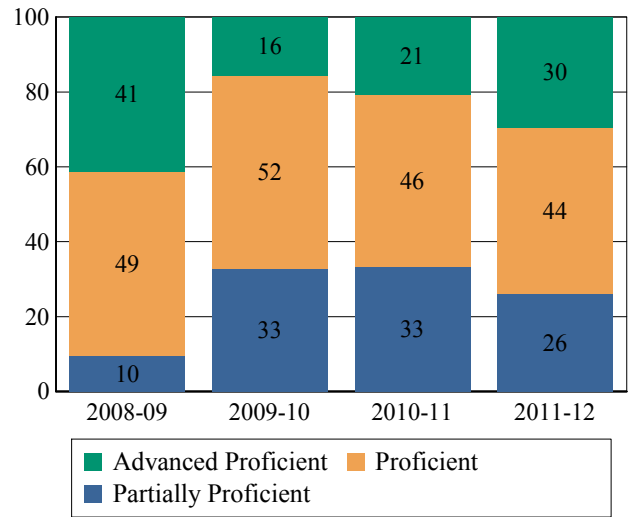
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	19%	50%	31%
White	29%	48%	24%
Black	-	-	-
Hispanic	13%	53%	33%
American Indian	N/A	N/A	N/A
Asian	-	-	-
Two or More Races	N/A	N/A	N/A
Students w/ Disability	13%	33%	53%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	12%	51%	37%

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

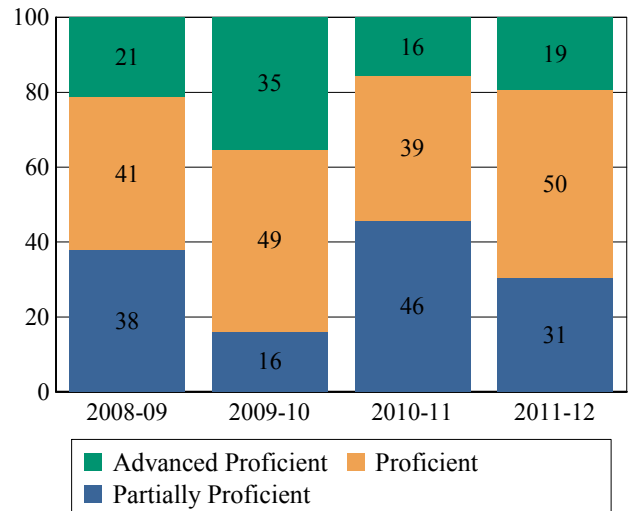
NJASK Proficiency Trends - Math - Grade Level - 03

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



NJASK Proficiency Trends - Math - 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.





State of New Jersey

27-5770-040

MARIE V DUFFY

137 E CENTRAL AVENUE

WHARTON, NJ 07885-2431

ACADEMIC ACHIEVEMENT

MORRIS

WHARTON BORO

GRADE SPAN PK-05

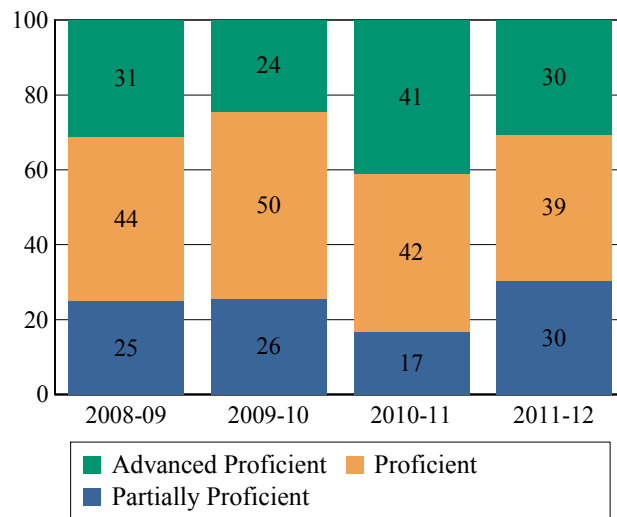
NJASK Results - Math Grade Level - 05

NJASK Proficiency Trends - Math - Grade Level - 05

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

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	30%	39%	30%
White	38%	46%	15%
Black	-	-	-
Hispanic	20%	40%	40%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	N/A	N/A	N/A
Students w/ Disability	12%	24%	65%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	15%	38%	47%

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



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

2011 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 2011 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/2013/naep/naep4math.html>

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

Proficiency Percentages

Grade 4 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	11.0	38.3	40.9	9.8
All Students	Nation	18.1	42.3	33.2	6.5

2011 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 2011 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/2013/naep/naep8math.html>

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

Proficiency Percentages

Grade 8 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	17.8	35.3	33.2	13.6
All Students	Nation	27.7	38.8	25.7	7.8



State of New Jersey

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ACADEMIC ACHIEVEMENT

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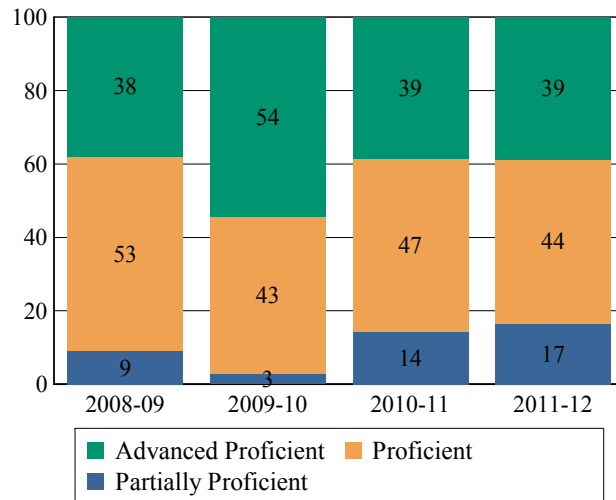
WHARTON BORO

GRADE SPAN PK-05

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	39%	44%	17%
White	57%	33%	10%
Black	-	-	-
Hispanic	31%	51%	18%
American Indian	N/A	N/A	N/A
Asian	-	-	-
Two or More Races	N/A	N/A	N/A
Students w/ Disability	33%	20%	47%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	29%	46%	24%
Data is presented for subgroups when the count is high enough under NCLB 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





State of New Jersey

COLLEGE AND CAREER READINESS

MORRIS
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GRADE SPAN PK-05

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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. First, the table presents the percentage of students, as measured against the school's enrollment in seventh and eighth grade, who were reported via NJSMART as being enrolled in Algebra I. The table also presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for more than 10% of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile Rank - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school rank is 65 in Algebra I Enrollment has a higher Algebra I Enrollment than 65% of its peer group. The third column - Statewide Percentile Rank - 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.

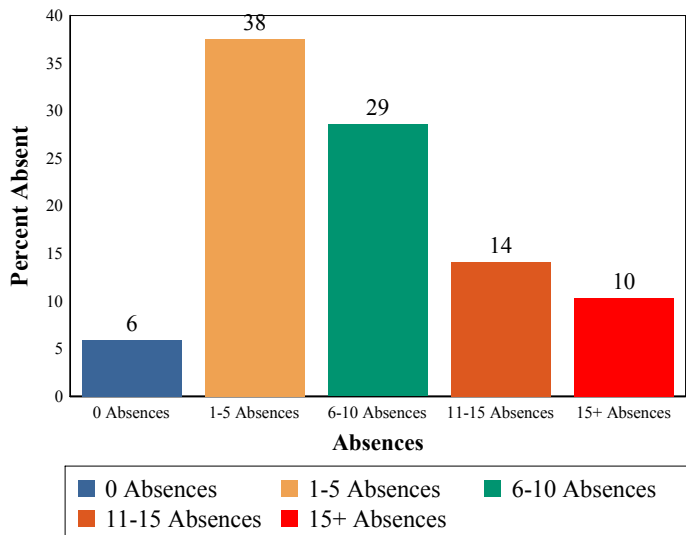
The Summary row presents the averages of the peer school percentile ranks, the average of statewide percentile ranks and the percentage of statewide targets met.

College and Career Readiness Indicators	School Performance	Peer Rank (Percentile)	Statewide Rank (Percentile)	Statewide Target	Met Target?
Chronic Absenteeism (%)	9%	61	27	6%	NO
Summary					0%

Chronic Absenteeism - Number of students in the most recent school year that missed 10% or more of the instructional days in the school year divided by the total number of students enrolled.

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.





State of New Jersey

STUDENT GROWTH
MORRIS
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GRADE SPAN PK-05

27-5770-040
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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in NJ ASK Language Arts Literacy and Math when compared to other students with a similar NJ ASK test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math for all students in the school. The second column - Peer Rank - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Rank - 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 target.

The summary row presents the averages of the peer school percentile ranks, the averages of statewide percentile ranks, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Rank (Percentile)	Statewide Rank (Percentile)	Statewide Target	Met Target?
Student Growth on Language Arts	51	70	44	35	YES
Student Growth on Math	50	60	43	35	YES
		65	44		100%

Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

Language Arts

	GROWTH		
	Low	Typical	High
Partially Proficient	24%	15%	9%
Proficient	9%	15%	25%
Advanced Proficient	1%	0%	3%

Math

	GROWTH		
	Low	Typical	High
Partially Proficient	20%	8%	2%
Proficient	11%	16%	17%
Advanced Proficient	3%	5%	19%

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.



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WITHIN SCHOOL ACHIEVEMENT GAP

MORRIS

GRADE SPAN PK-05

WHARTON BORO

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 so-called 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 larger than the state's.

Grade Level - 03

NJ ASK 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	Scale Score
99th	244
75th	216
50th	201
25th	188
0th	144

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

Grade Level - 04

NJ ASK 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	Scale Score
99th	256
75th	216
50th	200
25th	182
0th	125

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	31

Grade Level - 03

NJ ASK 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	Scale Score
99th	300
75th	250
50th	220
25th	193
0th	110

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	57	61

Grade Level - 04

NJ ASK 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	Scale Score
99th	300
75th	245
50th	215
25th	186
0th	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	59	56



State of New Jersey

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WITHIN SCHOOL ACHIEVEMENT GAP

MORRIS

WHARTON BORO

GRADE SPAN PK-05

Grade Level - 05

NJ ASK 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	Scale Score
99th	256
75th	218
50th	195
25th	181
0th	129

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	38

Grade Level - 05

NJ ASK 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	Scale Score
99th	289
75th	250
50th	213
25th	192
0th	140

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	58	56



State of New Jersey

27-5770-040

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SCHOOL CLIMATE

MORRIS

WHARTON BORO

GRADE SPAN PK-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
2011-12	6 Hrs 25 Mins

Student Suspension Rate

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

	School
2011-12	3.9%

Instructional Time

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

2011-12	School
Full Time	5 Hrs 31 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
2011-12	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.

2011-12	School
Faculty	11.2
Administrators	514.0

SCHOOL PEER GROUP**MARIE V DUFFY****27-5770-040**

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>GRADE SPAN</u>	<u>FRPL</u>	<u>LEP</u>	<u>SpED</u>
ATLANTIC	EGG HARBOR TWP	DR JOY MILLER ELEM SCH	01-1310-045	04-05	43.8%	1.7%	12.4%
ATLANTIC	GALLOWAY TWP	SMITHVILLE ELEM SCHOOL	01-1690-048	KG-06	45.7%	3.7%	12.2%
ATLANTIC	SOMERS POINT CITY	DAWES AVE ELEM SCH	01-4800-050	PK-06	61.9%	0.3%	20.3%
BERGEN	BOGOTA BORO	E ROY BIXBY	03-0440-030	PK-06	43.4%	6.5%	8.2%
BERGEN	ELMWOOD PARK	GILBERT AVENUE	03-1345-080	PK-05	39.2%	3.1%	9.5%
BERGEN	GARFIELD CITY	COLUMBUS SCHOOL NO 8	03-1700-060	KG-05	53.8%	4.5%	14.7%
BERGEN	GARFIELD CITY	WASHINGTON IRVING SCH NO 4	03-1700-120	KG-05	55.8%	4.4%	15.7%
BERGEN	GARFIELD CITY	WOODROW WILSON SCH NO 5	03-1700-130	KG-05	46.2%	11.8%	7.4%
BERGEN	LODI BOROUGH	WASHINGTON	03-2740-090	PK-05	47.2%	11.8%	8.0%
BURLINGTON	BURLINGTON CITY	WILBUR WATTS INTERMEDIATE	05-0600-085	03-06	61.4%	1.6%	21.3%
BURLINGTON	RIVERSIDE TWP	RIVERSIDE ELEM	05-4450-060	PK-05	53.1%	4.9%	15.1%
CAMDEN	BELLMAWR BORO	ETHEL M BURKE	07-0260-030	PK-04	40.5%	6.4%	7.8%
CAMDEN	GLOUCESTER TWP	BLACKWOOD	07-1780-020	PK-05	48.3%	0.0%	13.8%
CAMDEN	RUNNEMEDE BORO	DOWNING	07-4590-030	KG-03	44.0%	5.9%	9.5%
CHARTERS	INSTITUTE FOR EXCELLENCE CHARTER SCH	INSTITUTE FOR EXCELLENCE CHARTER SCHOOL	80-6027-909	KG-04	37.8%	0.0%	8.5%
CUMBERLAND	UPPER DEERFIELD TWP	CHARLES F SEABROOK SCHOOL	11-5300-050	PK-03	47.3%	8.3%	11.0%
ESSEX	BLOOMFIELD TWP	BERKELEY	13-0410-050	KG-06	47.9%	1.7%	13.7%
GLOUCESTER	DEPTFORD TWP	SHADY LANE	15-1100-140	KG-06	46.3%	0.2%	13.0%
MERCER	HAMILTON TWP	MCGALLIARD	21-1950-200	PK-05	38.7%	2.5%	9.1%
MIDDLESEX	NORTH BRUNSWICK TWP	PARSONS	23-3620-090	PK-05	45.3%	7.5%	8.7%
MIDDLESEX	PISCATAWAY TWP	GRANDVIEW	23-4130-080	PK-03	31.8%	4.5%	4.0%
MIDDLESEX	SAYREVILLE BORO	HARRY S TRUMAN	23-4660-075	KG-03	31.9%	0.4%	7.3%
MIDDLESEX	WOODBIDGE TWP	LAFAYETTE EST 25	23-5850-200	KG-05	40.1%	9.9%	4.5%
MIDDLESEX	WOODBIDGE TWP	WOODBINE AVENUE	23-5850-320	KG-05	38.7%	13.7%	1.7%
MONMOUTH	HIGHLANDS BORO	HIGHLANDS SCHOOL	25-2160-050	PK-06	48.9%	3.7%	12.2%
MORRIS	WHARTON BORO	MARIE V DUFFY	27-5770-040	PK-05	56.7%	5.6%	16.0%
OCEAN	BARNEGAT TWP	LILLIAN M DUNFEE ELEM	29-0185-010	KG-05	50.1%	0.5%	16.5%
OCEAN	LITTLE EGG HARBOR TWP	GEORGE MITCHELL ELEM SCH	29-2690-050	PK-06	37.5%	2.0%	8.0%
UNION	LINDEN CITY	NUMBER 8	39-2660-150	PK-05	42.1%	12.3%	6.0%
UNION	RAHWAY CITY	MADISON	39-4290-110	PK-05	45.9%	9.4%	8.1%
UNION	UNION TWP	HAMILTON SCHOOL	39-5290-300	05	41.7%	1.9%	10.7%