



# State of New Jersey

2014-15

25-1260-060

MARGARET L VETTER

3 GRANT AVENUE

EATONTOWN, NJ 07724-1399

## OVERVIEW

MONMOUTH

EATONTOWN BORO

GRADE SPAN KG-06

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

In particular, the School Performance Reports seek to:

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

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

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

**DEMOGRAPHIC INFORMATION**

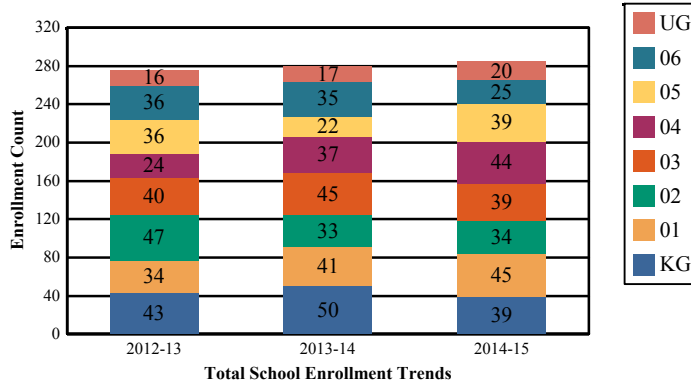
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**Enrollment by Grade**

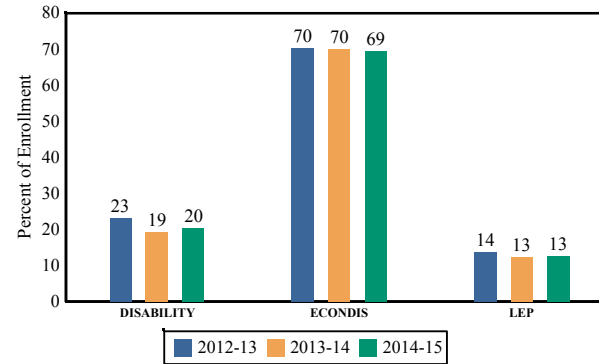
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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

**Enrollment Trends by Program Participation**

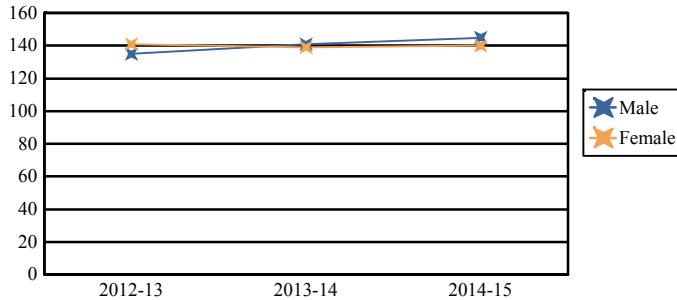
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Total School Enrollment	
2012-13	276
2013-14	280
2014-15	285

**Enrollment by Gender**

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

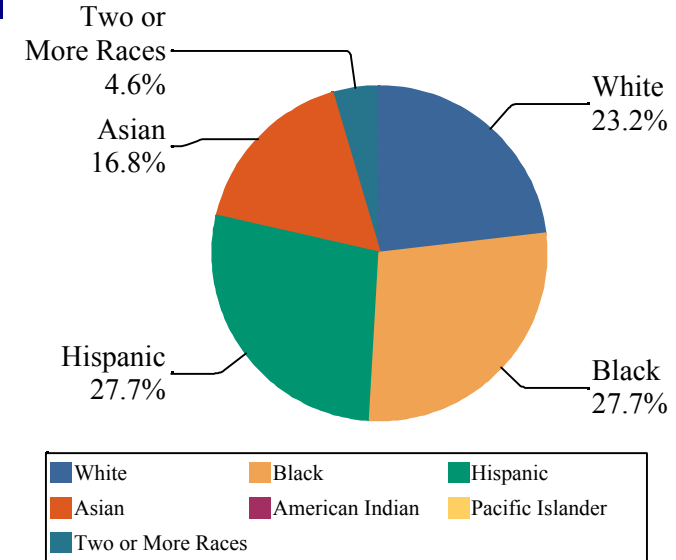


	Male	Female
2012-13	135	141
2013-14	141	139
2014-15	145	140

Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	58	20%
Economically Disadvantaged Students	198	69.5%
English Language Learners	36	12.6%

**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	60.8%
Spanish	16.6%
Vietnamese	7.4%
Portuguese	3.5%
Tagalog	1.8%
Telugu	1.8%
Other	8.1%

**ACADEMIC ACHIEVEMENT**

**MONMOUTH**

**EATONTOWN BORO**

**GRADE SPAN KG-06**

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	38%	36	24
Math Met or Exceeded Expectation	31%		

**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	117	37.6%	95%	94.5%	YES
White	-	-	--	--	--
African American	39	12.8%	95%	95.9%	YES
Hispanic	30	36.7%	95%	97.1%	-
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	77	28.6%	95%	94.8%	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	118	31.3%	95%	93.3%	YES*
White	-	-	--	--	--
African American	39	17.9%	95%	95.9%	YES
Hispanic	30	26.7%	95%	97.3%	-
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	30	13.3%	95%	94.1%	-
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	77	24.7%	95%	93%	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.

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

**PARCC ELA Performance Distribution - Grade - 03**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	36	725	744	19%	31%	28%	22%	0%	22%	44%
White	-	-	753	-	-	-	-	-	-	55%
African American	13	727	725	31%	15%	31%	23%	0%	23%	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	25	718	724	28%	32%	24%	16%	0%	16%	24%

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	33	752	751	0%	15%	27%	48%	9%	58%	52%
White	-	-	758	-	-	-	-	-	-	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	12	746	737	0%	17%	33%	50%	0%	50%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	23	749	734	0%	22%	30%	35%	13%	48%	31%

PARCC ELA Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	27	746	751	0%	22%	41%	33%	4%	37%	53%
White	-	-	757	-	-	-	-	-	-	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	-	-	723	-	-	-	-	-	-	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	14	746	734	0%	14%	50%	36%	0%	36%	31%

**ACADEMIC ACHIEVEMENT**

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EATONTOWN BORO**

**GRADE SPAN KG-06**

**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	21	739	749	10%	14%	43%	33%	0%	33%	50%
White	-	-	755	-	-	-	-	-	-	59%
African American	-	-	732	-	-	-	-	-	-	29%
Hispanic	-	-	736	-	-	-	-	-	-	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	-	-	770	-	-	-	-	-	-	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	-	-	718	-	-	-	-	-	-	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	15	728	733	13%	20%	53%	13%	0%	13%	30%

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	36	730	746	14%	28%	28%	31%	0%	31%	46%
White	-	-	752	-	-	-	-	-	-	56%
African American	13	723	728	31%	23%	15%	31%	0%	31%	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	12	719	727	25%	42%	17%	17%	0%	17%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	25	724	730	20%	40%	16%	24%	0%	24%	26%

**ACADEMIC ACHIEVEMENT**

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**GRADE SPAN KG-06**

**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	34	743	744	0%	35%	35%	18%	12%	29%	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	12	734	732	0%	33%	50%	17%	0%	17%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	23	739	730	0%	43%	26%	17%	13%	30%	23%

**ACADEMIC ACHIEVEMENT**

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**PARCC MATH - Performance Distribution - Grade - 05**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	27	744	744	0%	26%	44%	26%	4%	30%	42%
White	-	-	749	-	-	-	-	-	-	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	14	738	731	0%	36%	36%	29%	0%	29%	23%

**ACADEMIC ACHIEVEMENT**

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**GRADE SPAN KG-06**

**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	21	740	743	5%	19%	38%	38%	0%	38%	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	-	-	726	-	-	-	-	-	-	19%
Hispanic	-	-	731	-	-	-	-	-	-	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	-	-	768	-	-	-	-	-	-	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	-	-	718	-	-	-	-	-	-	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	15	730	729	7%	27%	53%	13%	0%	13%	23%

**ACADEMIC ACHIEVEMENT**

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**GRADE SPAN KG-06**

**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
<b>Reading</b>	<b>Grade 4</b>	State (NJ)	25	33	31	12
	<b>Grade 4</b>	Nation	31	33	27	9
	<b>Grade 8</b>	State (NJ)	20	39	35	6
	<b>Grade 8</b>	Nation	24	42	31	4
<b>Math</b>	<b>Grade 4</b>	State (NJ)	14	39	38	9
	<b>Grade 4</b>	Nation	18	42	33	7
	<b>Grade 8</b>	State (NJ)	21	32	30	16
	<b>Grade 8</b>	Nation	29	38	25	8

**ACADEMIC ACHIEVEMENT**

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

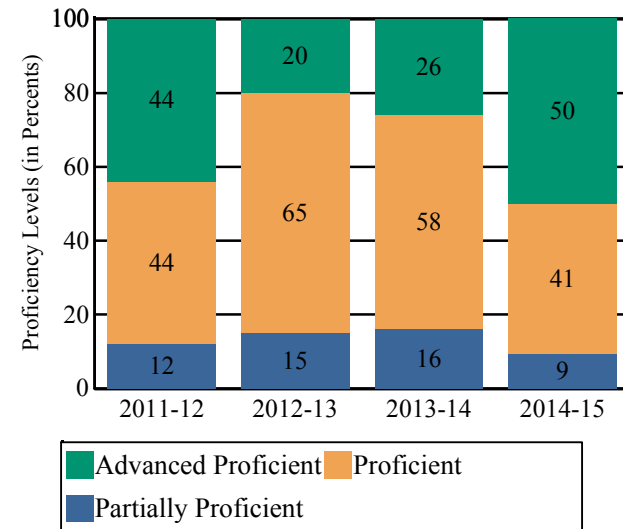
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	50%	41%	9%
White	-	-	-
African American	-	-	-
Hispanic	31%	46%	23%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	46%	42%	13%

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

**NJASK Proficiency Trends - Science - Grade Level - 04**

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



**COLLEGE AND CAREER READINESS**

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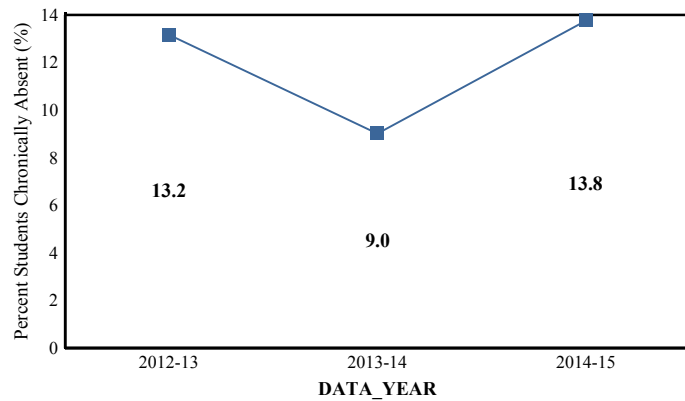
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly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

**Chronic Absenteeism Trend**

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

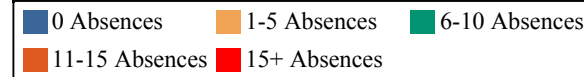
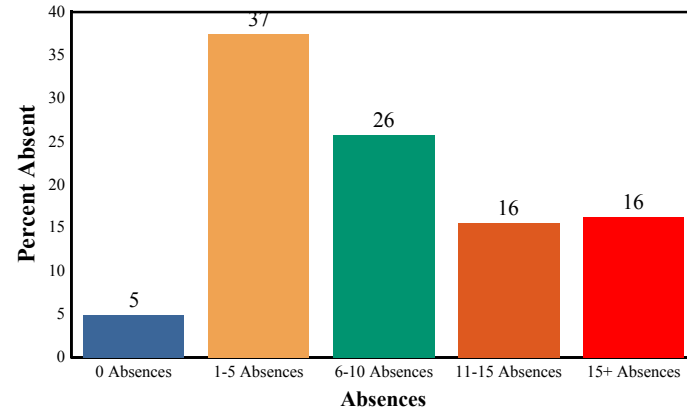


**Chronic Absenteeism for 2014-15**

**13.78%**

**Absenteeism**

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



**STUDENT GROWTH**

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**GRADE SPAN KG-06**

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	54	52	57	35	YES
Student Growth on Math	73	97	96	35	YES
		75	77		100%

**Student Growth**

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

**Language Arts**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	0%	0%
Partially Met	12%	3%	1%
Approached	12%	17%	10%
Met	4%	10%	23%
Exceeded	0%	1%	3%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	1%	0%	0%
Partially Met	10%	10%	4%
Approached	2%	10%	31%
Met	1%	5%	20%
Exceeded	0%	0%	5%

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

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

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

**WITHIN SCHOOL ACHIEVEMENT GAP**

**MONMOUTH  
EATONTOWN BORO**

**GRADE SPAN KG-06**

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	795	850
75th	749	770
50th	729	743
25th	703	715
0th	652	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	46	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	778	850
75th	751	767
50th	726	745
25th	708	722
0th	672	650

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

**WITHIN SCHOOL ACHIEVEMENT GAP**

MONMOUTH

EATONTOWN BORO

GRADE SPAN KG-06

**Grade Level - 04**

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

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

Percentile	School Scale Score	State Scale Score
99th	808	850
75th	768	773
50th	751	750
25th	733	728
0th	687	650

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

**Grade Level - 05**

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

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

Percentile	School Scale Score	State Scale Score
99th	801	850
75th	765	773
50th	746	751
25th	735	728
0th	705	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	30	45

**Grade Level - 04**

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

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

Percentile	School Scale Score	State Scale Score
99th	817	850
75th	751	764
50th	744	742
25th	717	721
0th	700	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	43

**Grade Level - 05**

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

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

Percentile	School Scale Score	State Scale Score
99th	795	850
75th	754	763
50th	742	743
25th	731	723
0th	705	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	23	40

**WITHIN SCHOOL ACHIEVEMENT GAP**

MONMOUTH

EATONTOWN BORO

GRADE SPAN KG-06

**Grade Level - 06**

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

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

Percentile	School Scale Score	State Scale Score
99th	786	850
75th	756	770
50th	743	749
25th	732	726
0th	666	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	24	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	776	850
75th	758	763
50th	737	742
25th	726	721
0th	690	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	42

**SCHOOL CLIMATE**

**MONMOUTH**

**EATONTOWN BORO**

GRADE SPAN KG-06

**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. 28 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. 38 Mins.
Shared Time	0 Hrs. 0 Mins.

**Student Expulsions**

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

	School
2014-15	0

**Student to Staff Ratio**

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

2014-15	School
Faculty	11
Administrators	285

**SCHOOL PEER GROUP**

**MONMOUTH**

**EATONTOWN BORO**

**GRADE SPAN KG-06**

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	GALLOWAY TWP	ARTHUR RANN ELEMENTARY SCHOOL	01-1690-015	KG-06	52.8%	3.7%	15.5%
ATLANTIC	GALLOWAY TWP	REEDS ROAD ELEMENTARY SCHOOL	01-1690-045	KG-06	53.2%	5.4%	15.3%
ATLANTIC	GALLOWAY TWP	ROLAND ROGERS ELEMENTARY SCHOOL	01-1690-046	KG-06	59.3%	4.2%	23.6%
ATLANTIC	MULLICA TWP	MULLICA TOWNSHIP PRIMARY SCHOOL	01-3480-020	PK-04	47%	0%	13.8%
BERGEN	BERGENFIELD BORO	HOOVER ELEMENTARY SCHOOL	03-0300-050	KG-05	54.2%	9.8%	10.8%
BERGEN	RIDGEFIELD PARK TWP	GRANT ELEMENTARY SCHOOL	03-4380-060	KG-06	49.3%	8.1%	3.8%
BURLINGTON	MOUNT HOLLY TWP	GERTRUDE C. FOLWELL ELEMENTARY SCHOOL	05-3430-050	03-05	61.6%	3.1%	23.9%
CAMDEN	COLLINGSWOOD BORO	THOMAS SHARP ELEMENTARY SCHOOL	07-0940-070	PK-05	53.3%	3%	16.8%
CAMDEN	GLOUCESTER TWP	ERIAL ELEMENTARY SCHOOL	07-1780-050	PK-05	44.9%	0%	13.5%
CAMDEN	GLOUCESTER TWP	GLOUCESTER TOWNSHIP ELEMENTARY SCHOOL	07-1780-070	KG-05	45.4%	0%	13.2%
CAPE MAY	CAPE MAY CITY	CAPE MAY CITY ELEMENTARY SCHOOL	09-0710-050	PK-06	49.7%	0%	17%
CHARTERS	COMPASS ACADEMY CS	COMPASS ACADEMY CHARTER SCHOOL	80-6089-976	KG-03	33.1%	0%	2.8%
CUMBERLANI	MILLVILLE CITY	MOUNT PLEASANT ELEMENTARY SCHOOL	11-3230-080	KG-05	50.4%	0%	18.5%
CUMBERLANI	UPPER DEERFIELD TWP	CHARLES F. SEABROOK SCHOOL	11-5300-050	PK-03	52.8%	7%	12.7%
CUMBERLANI	VINELAND CITY	PAULINE J. PETWAY ELEMENTARY SCHOOL	11-5390-270	KG-05	53.6%	6.1%	13.6%
ESSEX	BELLEVILLE TOWN	BELLEVILLE PS7	13-0250-070	PK-06	54.7%	6.5%	12.9%
GLOUCESTER	GLASSBORO	DORTHY L. BULLOCK SCHOOL	15-1730-065	01-03	50.3%	5.6%	13.2%
GLOUCESTER	WESTVILLE BORO	PARKVIEW ELEMENTARY SCHOOL	15-5740-040	PK-06	51.9%	2.2%	17.5%
HUDSON	JERSEY CITY	NICOLAUS COPERNICUS SCHOOL	17-2390-230	PK-05	69.1%	19.8%	10.8%
HUDSON	WEEHAWKEN TWP	THEODORE ROOSEVELT SCHOOL	17-5580-080	03-06	47%	4.7%	8.1%
MIDDLESEX	NORTH BRUNSWICK TWP	PARSONS	23-3620-090	PK-05	50%	6.8%	6.8%



State of New Jersey  
2014-15

**SCHOOL PEER GROUP**

**MONMOUTH**

**EATONTOWN BORO**

**GRADE SPAN KG-06**

**25-1260-060**  
**MARGARET L VETTER**  
**3 GRANT AVENUE**  
**EATONTOWN, NJ 07724-1399**

MONMOUTH	EATONTOWN BORO	MARGARET L VETTER	25-1260-060	KG-06	69.5%	12.6%	19%
MONMOUTH	HIGHLANDS BORO	HIGHLANDS ELEMENTARY SCHOOL	25-2160-050	PK-06	60.6%	2.9%	25.2%
MONMOUTH	NEPTUNE TWP	SUMMERFILED ELEMENTARY SCHOOL	25-3510-100	PK-05	47.7%	0.5%	17.2%
MORRIS	WHARTON BORO	MARIE V. DUFFY ELEMENTARY SCHOOL	27-5770-040	PK-05	58.2%	8.2%	17.4%
PASSAIC	WOODLAND PARK	BEATRICE GILMORE SCHOOL	31-5690-060	03-04	44.4%	2.9%	11.7%
SOMERSET	MANVILLE BORO	WESTON ELEMENTARY SCHOOL	35-3000-090	PK-03	49.5%	5.4%	12.9%
SUSSEX	NEWTON TOWN	MERRIAM AVENUE SCHOOL	37-3590-070	PK-04	53.2%	3.7%	15.9%
UNION	RAHWAY CITY	FRANKLIN ELEMENTARY SCHOOL	39-4290-080	PK-06	67.2%	15.2%	11.5%
UNION	UNION TWP	FRANKLIN ELEMENTARY	39-5290-100	PK-04	49.6%	7%	5.7%
WARREN	PHILLIPSBURG TOWN	GREEN STREET ELEMENTARY SCHOOL	41-4100-105	03-05	69.4%	4.2%	30.3%

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**

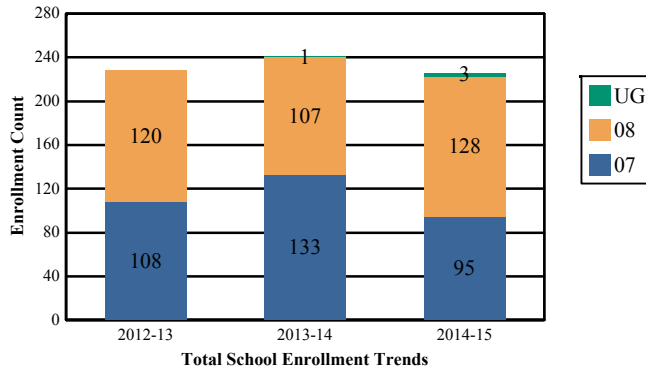
MONMOUTH  
EATONTOWN BORO

GRADE SPAN 07-08

25-1260-070  
MEMORIAL MIDDLE SCHOOL  
7 GRANT AVENUE  
EATONTOWN, NJ 07724-1398

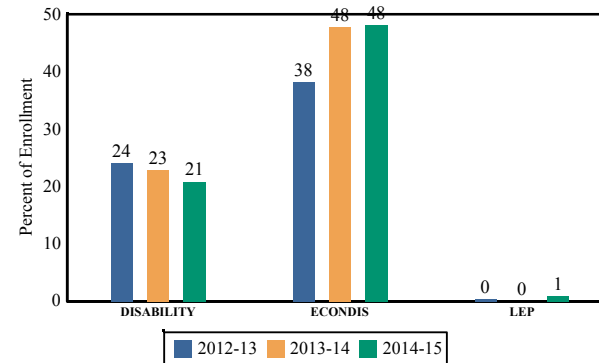
**Enrollment by Grade**

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



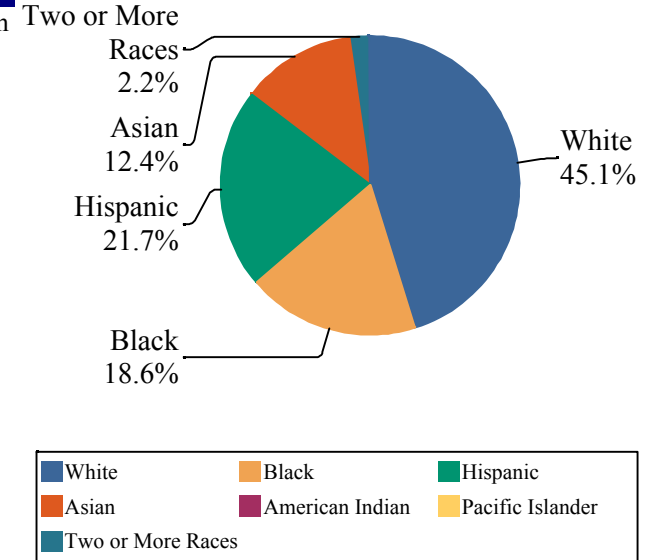
**Enrollment Trends by Program Participation**

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.

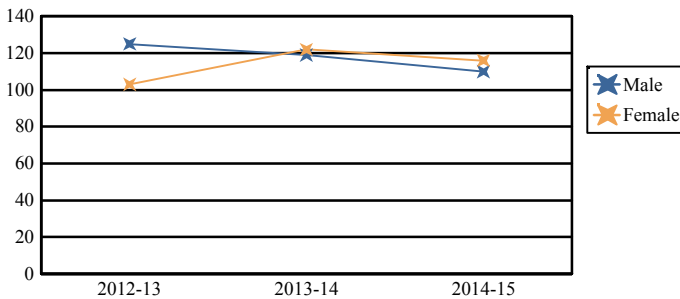


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	228
2013-14	241
2014-15	226

**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	125	103
2013-14	119	122
2014-15	110	116

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	47	21%
Economically Disadvantaged Students	109	48.2%
English Language Learners	2	0.9%

**Language Diversity**

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

2014-15	Percent
English	73.3%
Spanish	13.8%
Vietnamese	4.3%
Chinese	2.2%
Tagalog	1.7%
Gujarati	0.9%
Other	3.9%

**ACADEMIC ACHIEVEMENT**

**MONMOUTH  
EATONTOWN BORO**

**GRADE SPAN 07-08**

**MEMORIAL MIDDLE SCHOOL  
7 GRANT AVENUE  
EATONTOWN, NJ 07724-1398**

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	<b>61%</b>	<b>100</b>	<b>71</b>
Math Met or Exceeded Expectation	<b>35%</b>		

**ESEA Waiver - English Language Arts/Literacy**

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	183	60.6%	95%	83.8%	<b>YES*</b>
White	85	68.3%	95%	82.1%	<b>NO</b>
African American	33	30.3%	95%	83.3%	<b>YES*</b>
Hispanic	37	51.3%	95%	85.4%	<b>YES*</b>
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	37	10.8%	95%	79.6%	<b>NO</b>
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	82	50%	95%	81.5%	<b>NO</b>

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

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

**ESEA Waiver - Math**

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	184	34.8%	95%	84.3%	YES*
White	85	44.7%	95%	82.1%	NO
African American	34	14.7%	95%	85.4%	YES*
Hispanic	37	18.9%	95%	85.4%	YES*
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	83	18.1%	95%	82.4%	NO

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

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

**PARCC Performance Level**

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

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

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

**PARCC ELA Performance Distribution - Grade - 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	82	758	750	4%	15%	21%	35%	26%	61%	53%
White	39	765	757	5%	8%	21%	28%	38%	67%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	20	747	736	0%	30%	20%	45%	5%	50%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	13	774	777	0%	0%	15%	46%	38%	85%	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	17	726	713	12%	29%	47%	12%	0%	12%	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	39	747	733	5%	26%	18%	41%	10%	51%	33%

**ACADEMIC ACHIEVEMENT**

**MONMOUTH  
EATONTOWN BORO**

**GRADE SPAN 07-08**

**MEMORIAL MIDDLE SCHOOL  
7 GRANT AVENUE  
EATONTOWN, NJ 07724-1398**

**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	101	756	750	7%	13%	20%	43%	18%	60%	53%
White	46	761	757	7%	11%	13%	52%	17%	70%	61%
African American	24	736	730	13%	25%	29%	21%	13%	33%	31%
Hispanic	17	749	735	6%	12%	29%	41%	12%	53%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	11	786	778	0%	0%	9%	45%	45%	91%	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	20	710	713	30%	30%	30%	10%	0%	10%	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	43	748	732	9%	12%	30%	35%	14%	49%	34%

**ACADEMIC ACHIEVEMENT**

MONMOUTH  
EATONTOWN BORO

GRADE SPAN 07-08

**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	83	737	740	5%	22%	45%	28%	1%	29%	38%
White	39	742	745	0%	18%	41%	38%	3%	41%	46%
African American	-	-	725	-	-	-	-	-	-	17%
Hispanic	20	729	730	10%	25%	55%	10%	0%	10%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	13	751	760	0%	8%	46%	46%	0%	46%	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	-	-	715	-	-	-	-	-	-	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	40	730	728	10%	28%	50%	13%	0%	13%	21%

**ACADEMIC ACHIEVEMENT**

**MONMOUTH  
EATONTOWN BORO**

**GRADE SPAN 07-08**

**MEMORIAL MIDDLE SCHOOL  
7 GRANT AVENUE  
EATONTOWN, NJ 07724-1398**

**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	101	740	726	15%	18%	28%	37%	3%	40%	24%
White	46	750	732	2%	22%	28%	43%	4%	48%	29%
African American	24	718	715	42%	21%	17%	21%	0%	21%	14%
Hispanic	17	731	721	18%	12%	41%	29%	0%	29%	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	11	763	744	0%	0%	36%	55%	9%	64%	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	-	-	705	-	-	-	-	-	-	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	43	726	719	23%	23%	30%	23%	0%	23%	17%

**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  
EATONTOWN BORO

GRADE SPAN 07-08

25-1260-070  
MEMORIAL MIDDLE SCHOOL  
7 GRANT AVENUE  
EATONTOWN, NJ 07724-1398

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

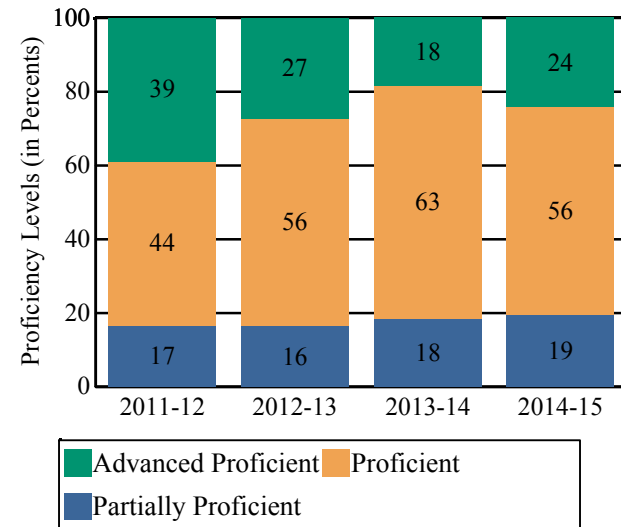
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	24%	56%	19%
White	31%	58%	12%
African American	12%	52%	36%
Hispanic	14%	59%	27%
American Indian	-	-	-
Asian	36%	64%	0%
Two or More Races	-	-	-
Students with Disability	7%	45%	48%
English Language Learners	-	-	-
Economically Disadvantaged Students	12%	64%	24%

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
0	0

### Algebra I Test Taking

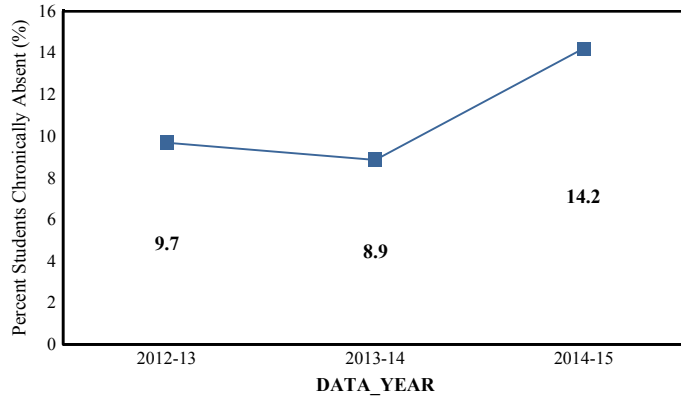
This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
0.0%	0.0%

- 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.

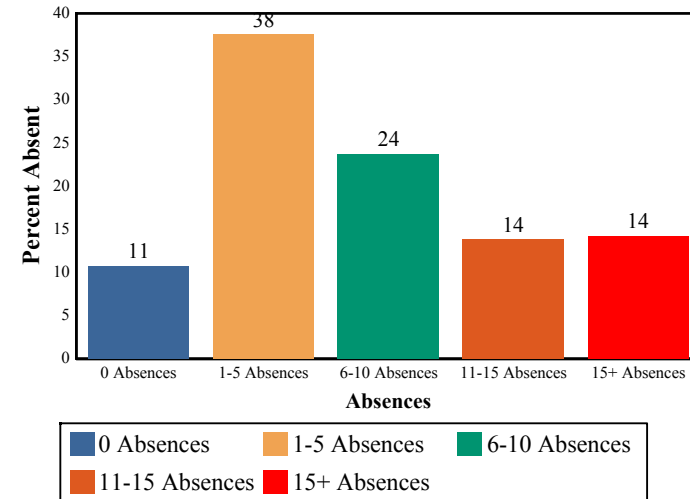


**Chronic Absenteeism for 2014-15**

**14.22%**

**Absenteeism**

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



**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%
<b>Total: All Visual and Performing Arts</b>	100.0%	89.8%

N/R - Data Not Reported

**STUDENT GROWTH**

MONMOUTH

EATONTOWN BORO

GRADE SPAN 07-08

MEMORIAL MIDDLE SCHOOL

7 GRANT AVENUE

EATONTOWN, NJ 07724-1398

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	52	84	59	35	YES
Student Growth on Math	27	7	4	35	NO
		46	32		50%

**Student Growth**

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

**Language Arts**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	4%	1%	0%
Partially Met	6%	4%	3%
Approached	6%	8%	6%
Met	11%	15%	13%
Exceeded	2%	4%	15%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	8%	1%	0%
Partially Met	13%	6%	2%
Approached	16%	13%	6%
Met	6%	11%	16%
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  
EATONTOWN BORO**

**GRADE SPAN 07-08**

**MEMORIAL MIDDLE SCHOOL  
7 GRANT AVENUE  
EATONTOWN, NJ 07724-1398**

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

**Grade Level - 07**

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

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

Percentile	School Scale Score	State Scale Score
99th	808	850
75th	784	776
50th	761	751
25th	733	724
0th	694	650

	Scale Score Gap - School	Scale Score Gap - State
<b>25th vs 75th Gap</b>	51	52

**Grade Level - 07**

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

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

Percentile	School Scale Score	State Scale Score
99th	780	850
75th	750	759
50th	736	740
25th	723	720
0th	681	650

	Scale Score Gap - School	Scale Score Gap - State
<b>25th vs 75th Gap</b>	27	39

**WITHIN SCHOOL ACHIEVEMENT GAP**

MONMOUTH  
EATONTOWN BORO

GRADE SPAN 07-08

**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	818	850
75th	782	777
50th	758	751
25th	734	723
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	48	54

**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	805	850
75th	761	748
50th	742	726
25th	712	704
0th	661	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	49	44

### 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. 29 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	5.8%

### 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. 32 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	9
Administrators	226

**SCHOOL PEER GROUP**

**MONMOUTH  
EATONTOWN BORO**

**GRADE SPAN 07-08**

**MEMORIAL MIDDLE SCHOOL  
7 GRANT AVENUE  
EATONTOWN, NJ 07724-1398**

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	GALLOWAY TWP	GALLOWAY TOWNSHIP MIDDLE SCHOOL	01-1690-016	07-08	53.3%	1%	17.1%
ATLANTIC	MULLICA TWP	MULLICA TOWNSHIP MIDDLE SCHOOL	01-3480-025	05-08	46.1%	0%	18.2%
ATLANTIC	WEYMOUTH TWP	WEYMOUTH TOWNSHIP ELEMENTARY SCHOOL	01-5760-020	PK-08	50.3%	0%	22.1%
BERGEN	TEANECK TWP	BENJAMIN FRANKLIN MIDDLE SCHOOL	03-5150-060	05-08	36%	0.4%	27.5%
BURLINGTON	BEVERLY CITY	BEVERLY CITY SCHOOL	05-0380-025	PK-08	67%	2.4%	17.9%
BURLINGTON	RIVERSIDE TWP	RIVERSIDE MIDDLE SCHOOL	05-4450-070	06-08	54.2%	1.8%	18.7%
BURLINGTON	WILLINGBORO TWP	WILLINGBORO MEMORIAL MIDDLE SCHOOL	05-5805-057	06-08	60.7%	0.6%	19.9%
CAMDEN	BERLIN TWP	DWIGHT D EISENHOWER MIDDLE SCHOOL	07-0340-030	04-08	38.2%	1.7%	25.3%
CAMDEN	BROOKLAWN BORO	ALICE COSTELLO ELEMENTARY SCHOOL	07-0580-010	PK-08	57.5%	0%	14.6%
CAMDEN	CLEMENTON BORO	CLEMENTON ELEMENTARY SCHOOL	07-0880-010	PK-08	62.7%	1.8%	16.2%
CAMDEN	GLOUCESTER TWP	CHARLES W. LEWIS MIDDLE SCHOOL	07-1780-035	06-08	56.4%	2.8%	22.6%
CAMDEN	MOUNT EPHRAIM BORO	RAYWOOD W. KERSHAW SCHOOL	07-3420-020	05-08	34.2%	0%	22.1%
CAMDEN	WINSLOW TWP	WINSLOW TOWNSHIP MIDDLE SCHOOL	07-5820-020	07-08	57.6%	0.3%	20.6%
CAPE MAY	LOWER CAPE MAY REGIONAL	RICHARD M. TEITELMAN MIDDLE SCHOOL	09-2820-060	07-08	53.6%	0.6%	23.5%
CAPE MAY	MIDDLE TWP	MIDDLE TOWNSHIP ELEMENTARY #4	09-3130-091	06-08	41%	0.4%	24.2%
CAPE MAY	WOODBINE BORO	WOODBINE ELEMENTARY SCHOOL	09-5840-050	PK-08	44.8%	1.1%	25%
CUMBERLAND	VINELAND CITY	ANTHONY ROSSI MIDDLE SCHOOL	11-5390-065	06-08	51.3%	2.5%	21.9%
GLOUCESTER	CLAYTON BORO	CLAYTON MIDDLE SCHOOL	15-0860-045	06-08	56.4%	2.3%	18.1%
GLOUCESTER	WEST DEPTFORD TWP	WEST DEPTFORD MIDDLE SCHOOL	15-5620-130	05-08	31.5%	0.5%	26.3%
HUDSON	BAYONNE CITY	HENRY E. HARRIS #1	17-0220-050	PK-08	59.1%	0%	16.3%
HUDSON	BAYONNE CITY	HORACE MANN #6	17-0220-060	PK-08	52.3%	0.3%	14.4%

**SCHOOL PEER GROUP**

MONMOUTH

EATONTOWN BORO

MEMORIAL MIDDLE SCHOOL

7 GRANT AVENUE

EATONTOWN, NJ 07724-1398

GRADE SPAN 07-08

HUDSON	BAYONNE CITY	JOHN M. BAILEY #12	17-0220-040	PK-08	65.5%	0%	14.6%
HUDSON	BAYONNE CITY	LINCOLN COMMUNITY SCHOOL #5	17-0220-070	PK-08	62.1%	0%	15.9%
HUDSON	BAYONNE CITY	WOODROW WILSON #10	17-0220-130	PK-08	66.5%	0%	11.3%
MERCER	EWING TWP	GILMORE J FISHER MIDDLE	21-1430-060	06-08	48.7%	2%	21%
MONMOUTH	EATONTOWN BORO	MEMORIAL MIDDLE SCHOOL	25-1260-070	07-08	48.2%	0.9%	20.8%
MONMOUTH	NEPTUNE TWP	NEPTUNE MIDDLE SCHOOL	25-3510-055	06-08	64%	1.7%	21.8%
OCEAN	CENTRAL REGIONAL	CENTRAL REGIONAL MIDDLE SCHOOL	29-0770-050	07-08	37.5%	0.4%	22%
OCEAN	LAKEHURST BORO	LAKEHURST ELEMENTARY SCHOOL	29-2500-050	PK-08	54.7%	1.8%	20%
OCEAN	PINELANDS REGIONAL	PINELANDS REGIONAL JUNIOR HIGH SCHOOL	29-4105-060	07-09	41.9%	0.8%	21.1%
UNION	RAHWAY CITY	RAHWAY 7TH & 8TH GRADE ACADEMY	39-4290-060	07-08	61.4%	3.3%	19.4%



State of New Jersey  
2014-15

OVERVIEW

MONMOUTH  
EATONTOWN BORO

GRADE SPAN PK-06

25-1260-080  
MEADOWBROOK  
65 WYCKOFF ROAD  
EATONTOWN, NJ 07724-1736

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**

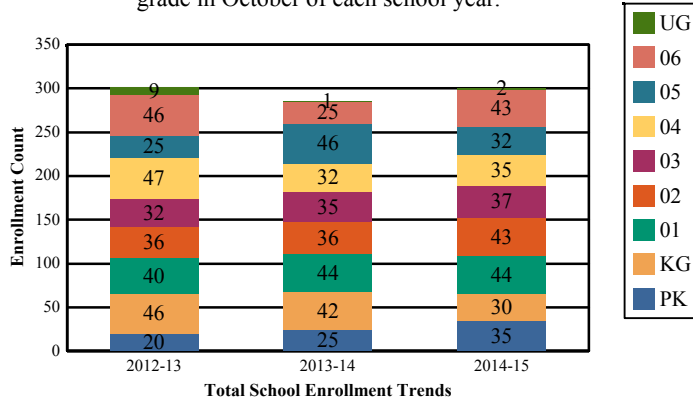
MONMOUTH  
EATONTOWN BORO

GRADE SPAN PK-06

25-1260-080  
MEADOWBROOK  
65 WYCKOFF ROAD  
EATONTOWN, NJ 07724-1736

**Enrollment by Grade**

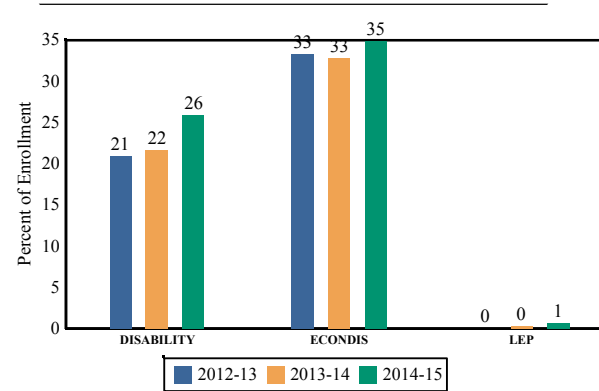
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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.

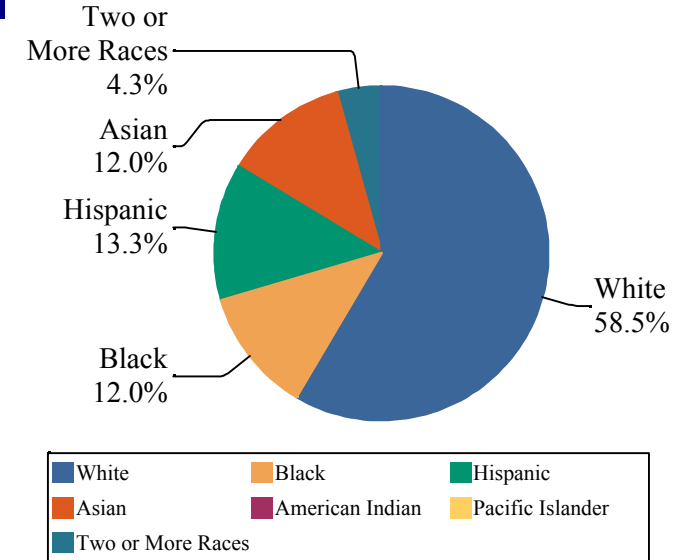
**Enrollment Trends by Program Participation**

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**

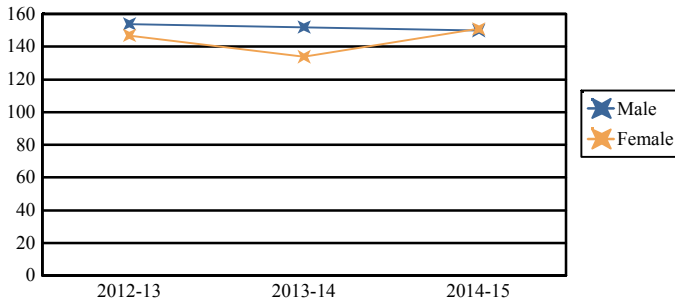
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	301
2013-14	286
2014-15	301

**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	154	147
2013-14	152	134
2014-15	150	151

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	78	26%
Economically Disadvantaged Students	105	34.9%
English Language Learners	2	0.7%

**Language Diversity**

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

2014-15	Percent
English	80.5%
Spanish	7.8%
Chinese	2.3%
Vietnamese	2.0%
Telugu	1.6%
Punjabi	1.3%
Other	4.6%

**ACADEMIC ACHIEVEMENT**

**MONMOUTH**

**EATONTOWN BORO**

**GRADE SPAN PK-06**

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	46%	52	37
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	113	46%	95%	83.6%	YES*
White	56	53.6%	95%	75.3%	NO
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	41	26.8%	95%	92.2%	YES*

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

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

**ACADEMIC ACHIEVEMENT**

**MONMOUTH  
EATONTOWN BORO**

**GRADE SPAN PK-06**

**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	113	55.7%	95%	83.6%	YES*
White	56	62.5%	95%	75.3%	NO
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	41	39%	95%	92.2%	YES*

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

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

**ACADEMIC ACHIEVEMENT**

MONMOUTH  
EATONTOWN BORO

GRADE SPAN PK-06

**PARCC Performance Level**

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

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

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

PARCC ELA Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	27	748	744	11%	15%	26%	44%	4%	48%	44%
White	13	759	753	0%	8%	31%	62%	0%	62%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

**ACADEMIC ACHIEVEMENT**

**MONMOUTH  
EATONTOWN BORO**

**GRADE SPAN PK-06**

**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	27	752	751	0%	4%	48%	44%	4%	48%	52%
White	11	756	758	0%	0%	36%	55%	9%	64%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	13	751	734	0%	0%	62%	38%	0%	38%	31%

**ACADEMIC ACHIEVEMENT**

**MONMOUTH  
EATONTOWN BORO**

**GRADE SPAN PK-06**

**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	22	748	751	5%	18%	36%	41%	0%	41%	53%
White	13	753	757	0%	15%	38%	46%	0%	46%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	-	-	723	-	-	-	-	-	-	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

**ACADEMIC ACHIEVEMENT**

**MONMOUTH  
EATONTOWN BORO**

**GRADE SPAN PK-06**

**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	37	745	749	3%	14%	38%	46%	0%	46%	50%
White	19	745	755	5%	5%	42%	47%	0%	47%	59%
African American	-	-	732	-	-	-	-	-	-	29%
Hispanic	-	-	736	-	-	-	-	-	-	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	-	-	770	-	-	-	-	-	-	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	-	-	718	-	-	-	-	-	-	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	13	735	733	0%	23%	54%	23%	0%	23%	30%

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	27	751	746	4%	19%	26%	44%	7%	52%	46%
White	13	756	752	0%	15%	23%	54%	8%	62%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	26%

**ACADEMIC ACHIEVEMENT**

**MONMOUTH  
EATONTOWN BORO**

**GRADE SPAN PK-06**

**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	27	750	744	0%	19%	30%	52%	0%	52%	42%
White	11	750	749	0%	18%	27%	55%	0%	55%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	13	744	730	0%	23%	38%	38%	0%	38%	23%

**ACADEMIC ACHIEVEMENT**

**MONMOUTH  
EATONTOWN BORO**

**GRADE SPAN PK-06**

**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	22	756	744	0%	5%	41%	41%	14%	55%	42%
White	13	757	749	0%	0%	46%	38%	15%	54%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	731	-	-	-	-	-	-	23%

**ACADEMIC ACHIEVEMENT**

**MONMOUTH  
EATONTOWN BORO**

**GRADE SPAN PK-06**

**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	37	752	743	0%	14%	24%	59%	3%	62%	42%
White	19	752	749	0%	11%	16%	74%	0%	74%	50%
African American	-	-	726	-	-	-	-	-	-	19%
Hispanic	-	-	731	-	-	-	-	-	-	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	-	-	768	-	-	-	-	-	-	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	-	-	718	-	-	-	-	-	-	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	13	745	729	0%	15%	38%	46%	0%	46%	23%

**ACADEMIC ACHIEVEMENT**

**MONMOUTH**

**EATONTOWN BORO**

**GRADE SPAN PK-06**

**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
<b>Reading</b>	<b>Grade 4</b>	State (NJ)	25	33	31	12
	<b>Grade 4</b>	Nation	31	33	27	9
	<b>Grade 8</b>	State (NJ)	20	39	35	6
	<b>Grade 8</b>	Nation	24	42	31	4
<b>Math</b>	<b>Grade 4</b>	State (NJ)	14	39	38	9
	<b>Grade 4</b>	Nation	18	42	33	7
	<b>Grade 8</b>	State (NJ)	21	32	30	16
	<b>Grade 8</b>	Nation	29	38	25	8

**ACADEMIC ACHIEVEMENT**

**MONMOUTH**

**EATONTOWN BORO**

**GRADE SPAN PK-06**

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

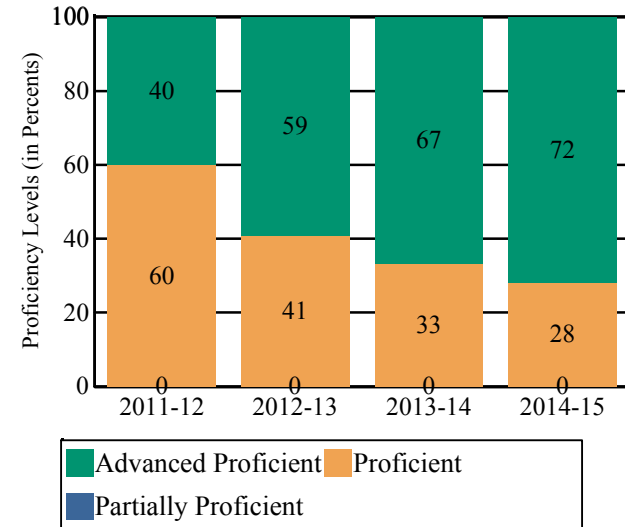
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	72%	28%	0%
White	81%	19%	0%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	62%	38%	0%
English Language Learners	-	-	-
Economically Disadvantaged Students	64%	36%	0%

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

**NJASK Proficiency Trends - Science - Grade Level - 04**

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



**COLLEGE AND CAREER READINESS**

**MONMOUTH**

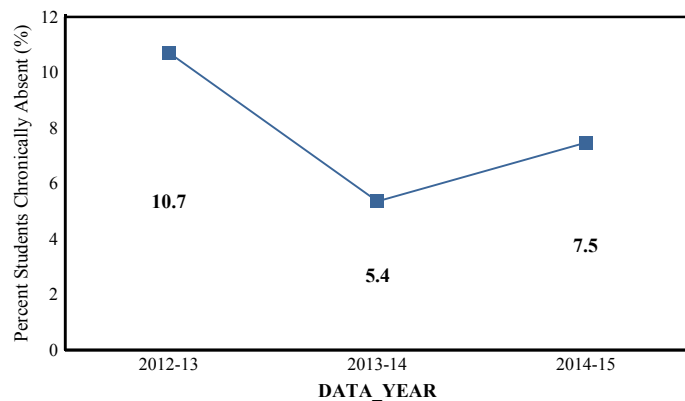
**EATONTOWN BORO**

**GRADE SPAN PK-06**

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

**Chronic Absenteeism Trend**

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

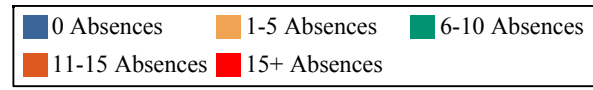
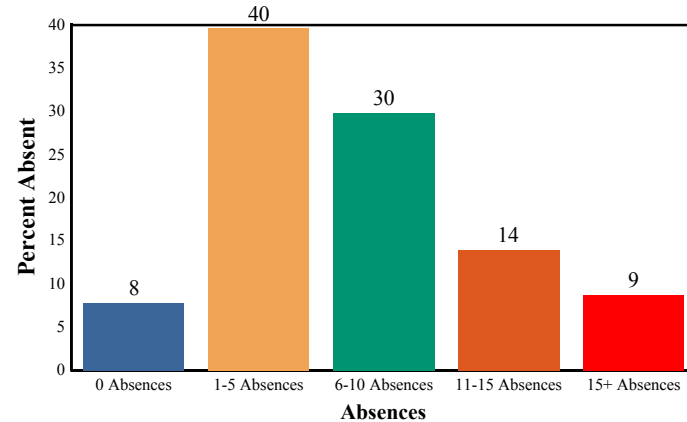


**Chronic Absenteeism for 2014-15**

**7.47%**

**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

GRADE SPAN PK-06

EATONTOWN BORO

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	36	13	8	35	YES
Student Growth on Math	57	75	66	35	YES
		44	37		100%

**Student Growth**

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

**Language Arts**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	0%	0%
Partially Met	5%	6%	0%
Approached	26%	11%	4%
Met	13%	17%	14%
Exceeded	0%	1%	0%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	0%	0%	0%
Partially Met	4%	6%	2%
Approached	9%	9%	15%
Met	6%	23%	22%
Exceeded	0%	0%	4%

**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  
EATONTOWN BORO

GRADE SPAN PK-06

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	816	850
75th	767	770
50th	744	743
25th	716	715
0th	681	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	51	55

**Grade Level - 03**

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

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

Percentile	School Scale Score	State Scale Score
99th	792	850
75th	771	767
50th	743	745
25th	724	722
0th	676	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	47	45

**WITHIN SCHOOL ACHIEVEMENT GAP**

MONMOUTH

EATONTOWN BORO

GRADE SPAN PK-06

**Grade Level - 04**

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

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

Percentile	School Scale Score	State Scale Score
99th	790	850
75th	762	773
50th	750	750
25th	741	728
0th	710	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	21	45

**Grade Level - 05**

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

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

Percentile	School Scale Score	State Scale Score
99th	797	850
75th	764	773
50th	746	751
25th	731	728
0th	678	650

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

**Grade Level - 04**

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

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

Percentile	School Scale Score	State Scale Score
99th	788	850
75th	767	764
50th	750	742
25th	734	721
0th	708	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	43

**Grade Level - 05**

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

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

Percentile	School Scale Score	State Scale Score
99th	805	850
75th	771	763
50th	751	743
25th	733	723
0th	722	650

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

**WITHIN SCHOOL ACHIEVEMENT GAP**

MONMOUTH

EATONTOWN BORO

GRADE SPAN PK-06

**Grade Level - 06**

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

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

Percentile	School Scale Score	State Scale Score
99th	778	850
75th	758	770
50th	748	749
25th	734	726
0th	684	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	24	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	796	850
75th	763	763
50th	754	742
25th	738	721
0th	704	650

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

**SCHOOL CLIMATE**

**MONMOUTH**

**EATONTOWN BORO**

GRADE SPAN PK-06

**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. 28 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	0.3%

**Instructional Time**

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

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

**Student Expulsions**

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

	School
2014-15	0

**Student to Staff Ratio**

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

2014-15	School
Faculty	12
Administrators	301

**SCHOOL PEER GROUP**

**MONMOUTH**

**EATONTOWN BORO**

GRADE SPAN PK-06

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	EGG HARBOR TWP	<b>H. RUSSEL SWIFT ELEMENTARY SCHOOL</b>	01-1310-050	PK-03	32.3%	6.6%	9.5%
BERGEN	BERGENFIELD BORO	<b>FRANKLIN ELEMENTARY SCHOOL</b>	03-0300-040	KG-05	35%	4.6%	12.7%
BERGEN	WALLINGTON BORO	<b>FRANK W. GAVLAK ELEMENTARY SCHOOL</b>	03-5430-055	KG-06	34.9%	3.1%	14.3%
BURLINGTON	NORTH HANOVER TWP	<b>NORTH HANOVER TOWNSHIP UPPER ELEMENTARY SCHOOL</b>	05-3650-036	05-06	34.6%	0.4%	19.5%
CAMDEN	BERLIN TWP	<b>JOHN F KENNEDY ELEMENTARY SCHOOL</b>	07-0340-050	PK-03	33.4%	5.3%	13.2%
CAMDEN	GLOUCESTER TWP	<b>LORING-FLEMMING ELEMENTARY SCHOOL</b>	07-1780-090	KG-05	40.5%	7.7%	14.5%
CAMDEN	LAUREL SPRINGS BORO	<b>LAUREL SPRINGS SCHOOL</b>	07-2540-050	PK-06	36.5%	1.4%	18.7%
CAMDEN	MOUNT EPHRAIM BORO	<b>MARY BRAY ELEMENTARY SCHOOL</b>	07-3420-030	PK-04	32.4%	0.8%	17.2%
CAMDEN	RUNNEMEDE BORO	<b>ALINE BINGHAM ELEMENTARY SCHOOL</b>	07-4590-020	PK-03	34.3%	2.9%	17.5%
CAPE MAY	OCEAN CITY	<b>OCEAN CITY PRIMARY SCHOOL</b>	09-3780-070	KG-03	36.2%	8.1%	9.1%
CUMBERLANI	MILLVILLE CITY	<b>RIECK AVENUE ELEMENTARY SCHOOL</b>	11-3230-085	KG-05	58.2%	10.9%	27.6%
CUMBERLANI	UPPER DEERFIELD TWP	<b>ELIZABETH F. MOORE SCHOOL</b>	11-5300-060	04-05	54.9%	8.2%	27.2%
GLOUCESTER	MONROE TWP	<b>OAK KNOLL ELEMENTARY SCHOOL</b>	15-3280-090	KG-04	30.4%	0%	15.4%
MERCER	EWING TWP	<b>FRANCIS LORE ELEMENTARY SCHOOL</b>	21-1430-105	PK-05	32.8%	2.4%	14.5%
MIDDLESEX	CARTERET BORO	<b>PRIVATE NICHOLAS MINUE ELEMENTARY SCHOOL</b>	23-0750-057	PK-05	54.2%	20.6%	7.2%
MIDDLESEX	OLD BRIDGE TWP	<b>CHEESEQUAKE ELEMENTARY SCHOOL</b>	23-3845-105	KG-05	34%	6.9%	8%
MIDDLESEX	PISCATAWAY TWP	<b>GRANDVIEW ELEMENTARY SCHOOL</b>	23-4130-080	PK-03	32.6%	7.7%	5.9%
MIDDLESEX	SAYREVILLE BORO	<b>EMMA ARLETH ELEMENTARY SCHOOL</b>	23-4660-060	KG-03	36.1%	2.2%	17.5%
MIDDLESEX	SAYREVILLE BORO	<b>SAMSEL UPPER ELEMENTARY SCHOOL</b>	23-4660-085	PK-05	35.6%	1.4%	18.9%
MIDDLESEX	WOODBRIIDGE TWP	<b>WOODBINE AVENUE ELEMENTARY SCHOOL</b>	23-5850-320	KG-05	37%	12.6%	4.7%

**SCHOOL PEER GROUP**

MONMOUTH

EATONTOWN BORO

GRADE SPAN PK-06

MONMOUTH	EATONTOWN BORO	MEADOWBROOK	25-1260-080	PK-06	34.9%	0.7%	19.2%
MORRIS	MORRIS SCHOOL DISTRICT	SUSSEX AVENUE SCHOOL	27-3385-105	03-05	35.6%	2.5%	18.9%
OCEAN	BERKELEY TWP	BERKELEY TOWNSHIP ELEMENTARY SCHOOL	29-0320-025	05-06	34.6%	0%	21.6%
OCEAN	BRICK TWP	DRUM POINT ROAD ELEMENTARY SCHOOL	29-0530-030	KG-05	31.7%	0%	18.5%
OCEAN	BRICK TWP	LANES MILL ELEMENTARY SCHOOL	29-0530-045	KG-05	33.8%	0%	21.1%
OCEAN	LACEY TWP	LANOKA HARBOR ELEMENTARY SCHOOL	29-2480-060	KG-04	34.9%	1.1%	17.3%
OCEAN	OCEAN TWP	WARETOWN ELEMENTARY SCHOOL	29-3820-050	PK-03	31.9%	0%	16.7%
OCEAN	TOMS RIVER REGIONAL	JOSEPH A. CITTA ELEMENTARY SCHOOL	29-5190-067	KG-05	31.8%	4.7%	9.1%
SOMERSET	SOMERVILLE BORO	VAN DERVEER ELEMENTARY SCHOOL	35-4820-090	PK-05	37.8%	3.9%	17.8%
UNION	UNION TWP	CONNECTICUT FARMS	39-5290-090	PK-04	36.2%	7.2%	9.8%
WARREN	MANSFIELD TWP	MANSFIELD TOWNSHIP ELEMENTARY	41-2970-050	PK-06	30.3%	2.6%	13%



# State of New Jersey

2014-15

25-1260-110

WOODMERE

65 RALEIGH COURT

EATONTOWN, NJ 07724-2192

## OVERVIEW

MONMOUTH

EATONTOWN BORO

GRADE SPAN KG-06

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

In particular, the School Performance Reports seek to:

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

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

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

**DEMOGRAPHIC INFORMATION**

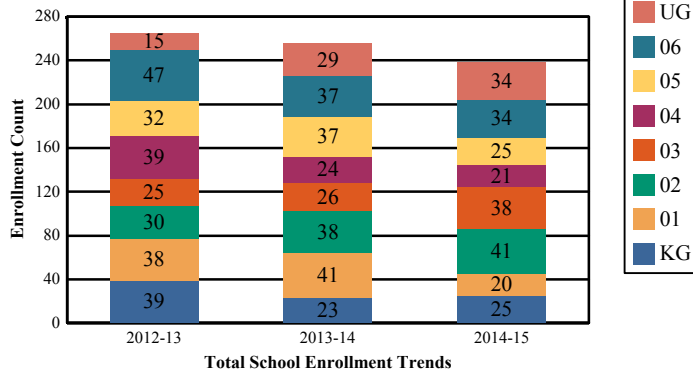
MONMOUTH  
EATONTOWN BORO

GRADE SPAN KG-06

**Enrollment by Ethnic/Racial Subgroup**

**Enrollment by Grade**

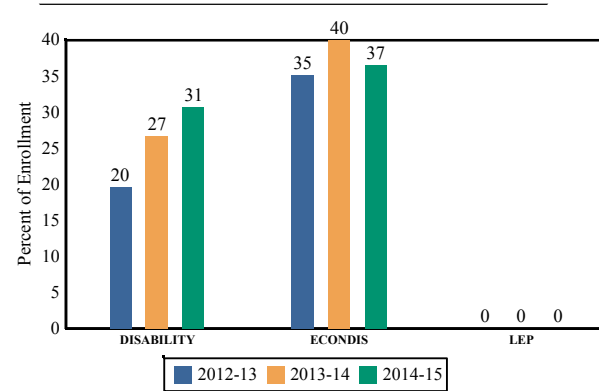
This graph presents the count of students who were 'on roll' by grade in October of each school year.



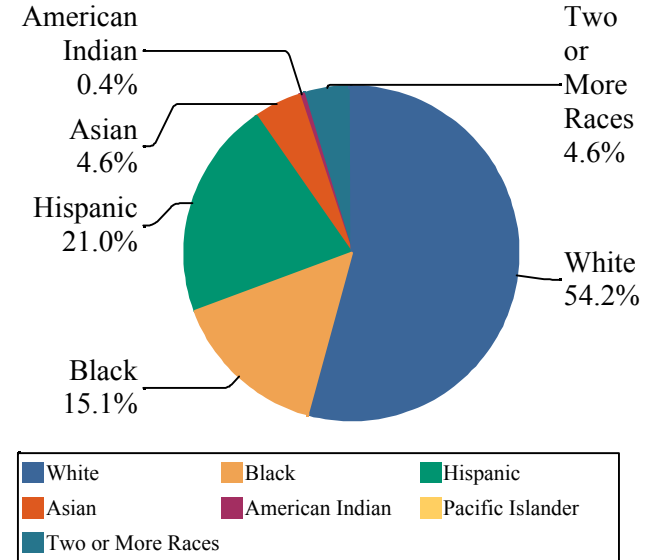
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

**Enrollment Trends by Program Participation**

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



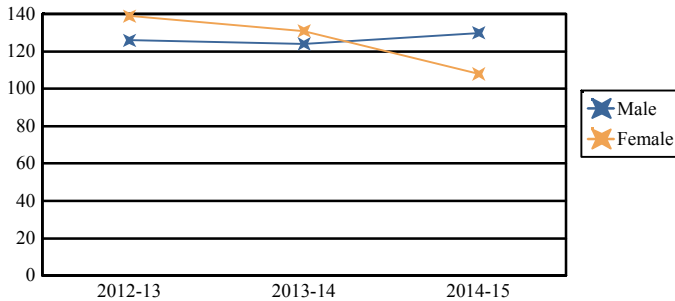
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	265
2013-14	255
2014-15	238

**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	126	139
2013-14	124	131
2014-15	130	108

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	73	31%
Economically Disadvantaged Students	87	36.6%
English Language Learners	0	0.0%

**Language Diversity**

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

2014-15	Percent
English	80.3%
Spanish	12.8%
Portuguese	1.7%
Creoles and pidgins	1.3%
Chinese	0.9%
Indonesian	0.9%
Other	2.1%

**ACADEMIC ACHIEVEMENT**

**MONMOUTH**

**EATONTOWN BORO**

**GRADE SPAN KG-06**

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	47%	26	38
Math Met or Exceeded Expectation	43%		

**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	120	46.7%	95%	93.6%	YES*
White	61	60.7%	95%	89.5%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	48	20.8%	95%	98.5%	YES

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

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

**ACADEMIC ACHIEVEMENT**

**MONMOUTH**

**EATONTOWN BORO**

**GRADE SPAN KG-06**

**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	120	43.3%	95%	93%	YES*
White	61	59%	95%	88.3%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	48	12.5%	95%	98.5%	YES

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

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

**ACADEMIC ACHIEVEMENT**

**MONMOUTH  
EATONTOWN BORO**

**GRADE SPAN KG-06**

**PARCC Performance Level**

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

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

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

**PARCC ELA Performance Distribution - Grade - 03**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	32	777	744	0%	6%	19%	56%	19%	75%	44%
White	18	792	753	0%	0%	17%	56%	28%	83%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

**ACADEMIC ACHIEVEMENT**

**MONMOUTH  
EATONTOWN BORO**

**GRADE SPAN KG-06**

**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	25	735	751	24%	20%	16%	28%	12%	40%	52%
White	13	753	758	8%	8%	23%	46%	15%	62%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	12	713	734	42%	33%	8%	17%	0%	17%	31%

**ACADEMIC ACHIEVEMENT**

**MONMOUTH  
EATONTOWN BORO**

**GRADE SPAN KG-06**

**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	23	753	751	13%	9%	22%	48%	9%	57%	53%
White	12	768	757	0%	8%	25%	50%	17%	67%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	-	-	723	-	-	-	-	-	-	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

**ACADEMIC ACHIEVEMENT**

**MONMOUTH  
EATONTOWN BORO**

**GRADE SPAN KG-06**

**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	40	736	749	10%	15%	53%	20%	3%	23%	50%
White	18	744	755	6%	6%	56%	28%	6%	33%	59%
African American	-	-	732	-	-	-	-	-	-	29%
Hispanic	-	-	736	-	-	-	-	-	-	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	-	-	770	-	-	-	-	-	-	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	-	-	718	-	-	-	-	-	-	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	20	729	733	15%	15%	60%	10%	0%	10%	30%

**ACADEMIC ACHIEVEMENT**  
**MONMOUTH**  
**EATONTOWN BORO**

GRADE SPAN KG-06

**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	32	774	746	0%	3%	16%	50%	31%	81%	46%
White	18	784	752	0%	0%	6%	50%	44%	94%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	26%

**ACADEMIC ACHIEVEMENT**

**MONMOUTH  
EATONTOWN BORO**

**GRADE SPAN KG-06**

**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	25	726	744	24%	28%	20%	28%	0%	28%	42%
White	13	741	749	8%	23%	23%	46%	0%	46%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	23%

PARCC MATH - Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	23	751	744	4%	17%	35%	30%	13%	43%	42%
White	12	761	749	0%	8%	42%	33%	17%	50%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	731	-	-	-	-	-	-	23%

**ACADEMIC ACHIEVEMENT**

**MONMOUTH  
EATONTOWN BORO**

**GRADE SPAN KG-06**

**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	40	737	743	3%	28%	48%	18%	5%	23%	42%
White	18	743	749	0%	11%	50%	33%	6%	39%	50%
African American	-	-	726	-	-	-	-	-	-	19%
Hispanic	-	-	731	-	-	-	-	-	-	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	-	-	768	-	-	-	-	-	-	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	-	-	718	-	-	-	-	-	-	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	-	-	729	-	-	-	-	-	-	23%

**ACADEMIC ACHIEVEMENT**

**MONMOUTH**

**EATONTOWN BORO**

**GRADE SPAN KG-06**

**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
<b>Reading</b>	<b>Grade 4</b>	State (NJ)	25	33	31	12
	<b>Grade 4</b>	Nation	31	33	27	9
	<b>Grade 8</b>	State (NJ)	20	39	35	6
	<b>Grade 8</b>	Nation	24	42	31	4
<b>Math</b>	<b>Grade 4</b>	State (NJ)	14	39	38	9
	<b>Grade 4</b>	Nation	18	42	33	7
	<b>Grade 8</b>	State (NJ)	21	32	30	16
	<b>Grade 8</b>	Nation	29	38	25	8

**ACADEMIC ACHIEVEMENT**

**MONMOUTH  
EATONTOWN BORO**

**GRADE SPAN KG-06**

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

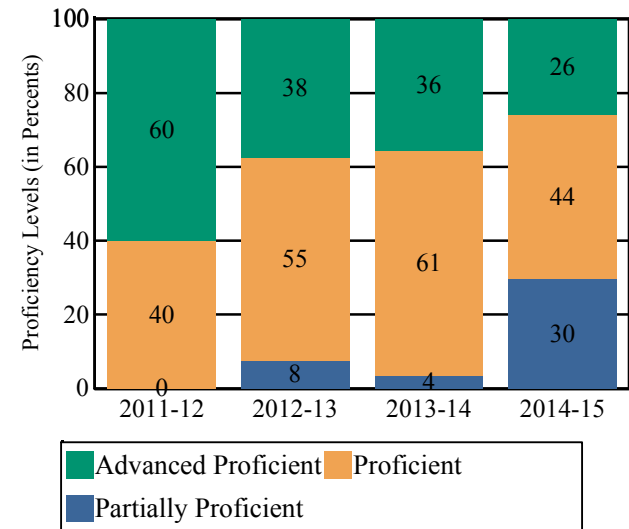
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	26%	44%	30%
White	43%	36%	21%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	0%	50%	50%
English Language Learners	-	-	-
Economically Disadvantaged Students	0%	62%	38%

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**

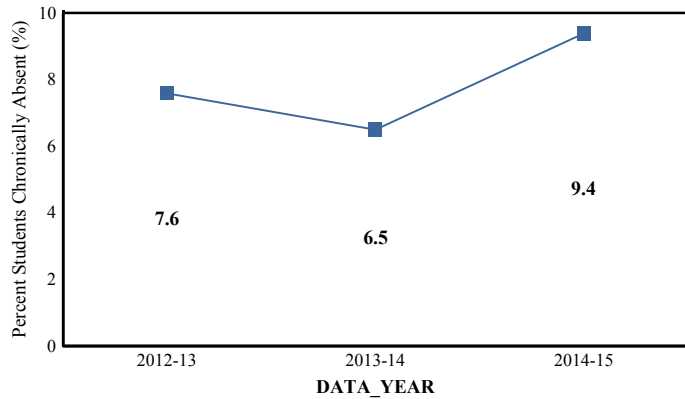
**MONMOUTH  
EATONTOWN BORO**

**GRADE SPAN KG-06**

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**

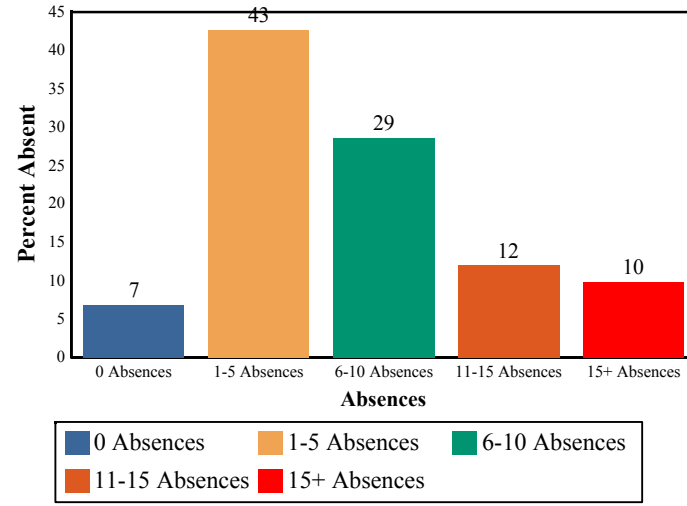
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



<b>Chronic Absenteeism for 2014-15</b>	<b>9.40%</b>
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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.



**STUDENT GROWTH**

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**GRADE SPAN KG-06**

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	39	11	13	35	YES
Student Growth on Math	57	58	66	35	YES
		35	40		100%

**Student Growth**

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

**Language Arts**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	15%	2%	0%
Partially Met	12%	1%	3%
Approached	10%	15%	9%
Met	9%	7%	13%
Exceeded	1%	0%	5%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	8%	1%	0%
Partially Met	14%	5%	7%
Approached	8%	16%	16%
Met	5%	4%	14%
Exceeded	0%	0%	4%

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

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

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

**WITHIN SCHOOL ACHIEVEMENT GAP**

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EATONTOWN BORO

GRADE SPAN KG-06

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	796	770
50th	767	743
25th	738	715
0th	669	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	58	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	847	850
75th	784	767
50th	760	745
25th	739	722
0th	715	650

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

**WITHIN SCHOOL ACHIEVEMENT GAP**

**MONMOUTH**

**EATONTOWN BORO**

**GRADE SPAN KG-06**

**Grade Level - 04**

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

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

Percentile	School Scale Score	State Scale Score
99th	803	850
75th	761	773
50th	730	750
25th	703	728
0th	669	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	58	45

**Grade Level - 05**

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

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

Percentile	School Scale Score	State Scale Score
99th	827	850
75th	776	773
50th	750	751
25th	724	728
0th	681	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	52	45

**Grade Level - 04**

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

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

Percentile	School Scale Score	State Scale Score
99th	789	850
75th	750	764
50th	723	742
25th	701	721
0th	677	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	49	43

**Grade Level - 05**

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

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

Percentile	School Scale Score	State Scale Score
99th	801	850
75th	777	763
50th	741	743
25th	727	723
0th	684	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	50	40

**WITHIN SCHOOL ACHIEVEMENT GAP**

MONMOUTH

EATONTOWN BORO

GRADE SPAN KG-06

**Grade Level - 06**

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

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

Percentile	School Scale Score	State Scale Score
99th	801	850
75th	747	770
50th	734	749
25th	726	726
0th	676	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	21	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	792	850
75th	745	763
50th	737	742
25th	723	721
0th	678	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	22	42

**SCHOOL CLIMATE**

**MONMOUTH**

**EATONTOWN BORO**

GRADE SPAN KG-06

**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. 28 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	0.8%

**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. 38 Mins.
Shared Time	0 Hrs. 0 Mins.

**Student Expulsions**

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

	School
2014-15	0

**Student to Staff Ratio**

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

2014-15	School
Faculty	9
Administrators	238

**SCHOOL PEER GROUP**

**MONMOUTH**

**EATONTOWN BORO**

GRADE SPAN **KG-06**

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	CLIFFSIDE PARK BORO	<b>SCHOOL #4</b>	03-0890-060	PK-06	44.6%	11.3%	18.3%
BERGEN	EAST RUTHERFORD BORO	<b>MCKENZIE SCHOOL</b>	03-1230-080	PK-04	31.1%	13.1%	12.8%
BERGEN	SADDLE BROOK TWP	<b>FRANKLIN SCHOOL</b>	03-4610-080	KG-06	32.3%	3.3%	19%
BERGEN	TEANECK TWP	<b>JOHN GREENLEAF WHITTIER ELEMENTARY SCHOOL</b>	03-5150-150	KG-04	36.7%	7%	17.2%
BERGEN	WALLINGTON BORO	<b>JEFFERSON ELEMENTARY SCHOOL</b>	03-5430-060	KG-03	32.9%	11.1%	6.7%
CAMDEN	STRATFORD BORO	<b>PARKVIEW ELEMENTARY SCHOOL</b>	07-5080-045	PK-03	33.6%	8.3%	12.6%
CAPE MAY	WEST CAPE MAY BORO	<b>WEST CAPE MAY ELEMENTARY SCHOOL</b>	09-5610-050	PK-06	37.5%	6.2%	20%
GLOUCESTER	DEPTFORD TWP	<b>OAK VALLEY ELEMENTARY SCHOOL</b>	15-1100-120	02-06	35.1%	0%	25.5%
GLOUCESTER	WASHINGTON TWP	<b>THOMAS HEFFERSON ELEMENTARY SCHOOL</b>	15-5500-028	01-05	33.5%	0%	23.7%
HUNTERDON	FLEMINGTON-RARITAN REG	<b>FRANCIS A. DESMARES ELEMENTARY SCHOOL</b>	19-1510-035	KG-04	33.1%	18.1%	7.2%
HUNTERDON	SOUTH HUNTERDON REGIONAL SCHOOL DISTRICT	<b>LAMBERTVILLE PUBLIC SCHOOL</b>	19-1376-020	PK-06	31.6%	7.4%	13.9%
MERCER	EAST WINDSOR REGIONAL	<b>ETHEL MCKNIGHT ELEMENTARY SCHOOL</b>	21-1245-055	KG-05	38.7%	17.4%	7.6%
MERCER	EAST WINDSOR REGIONAL	<b>PERRY L. DREW ELEMENTARY SCHOOL</b>	21-1245-075	KG-05	39.8%	13.6%	13.6%
MERCER	EAST WINDSOR REGIONAL	<b>WALTER C. BLACK ELEMENTARY SCHOOL</b>	21-1245-080	KG-05	31.4%	12.8%	6.4%
MERCER	LAWRENCE TWP	<b>SLACKWOOD ELEMENTARY SCHOOL</b>	21-2580-100	KG-03	37.2%	15.9%	11.4%
MIDDLESEX	OLD BRIDGE TWP	<b>MADISON PARK ELEMENTARY SCHOOL</b>	23-3845-120	KG-05	46.2%	12.8%	19%
<b>MONMOUTH</b>	<b>EATONTOWN BORO</b>	<b>WOODMERE</b>	<b>25-1260-110</b>	<b>KG-06</b>	<b>36.6%</b>	<b>0%</b>	<b>29.4%</b>
MONMOUTH	OCEAN TWP	<b>WAYSIDE ELEMENTARY SCHOOL</b>	25-3810-080	PK-04	36.6%	13.7%	17.9%
MORRIS	MORRIS SCHOOL DISTRICT	<b>ALEXANDER HAMILTON</b>	27-3385-060	03-05	35.8%	5.5%	17.7%
MORRIS	MORRIS SCHOOL DISTRICT	<b>THOMAS JEFFERSON SCHOOL</b>	27-3385-110	03-05	31.6%	5.1%	14.5%
OCEAN	BERKELEY TWP	<b>BAYVILLE ELEMENTARY SCHOOL</b>	29-0320-020	PK-04	35.8%	6.6%	16.2%



State of New Jersey  
2014-15

25-1260-110  
WOODMERE  
65 RALEIGH COURT  
EATONTOWN, NJ 07724-2192

**SCHOOL PEER GROUP**

MONMOUTH

EATONTOWN BORO

GRADE SPAN KG-06

OCEAN	BRICK TWP	<b>OSBORNVILLE ELEMENTARY SCHOOL</b>	29-0530-070	KG-05	47.9%	16.2%	20.3%
OCEAN	EAGLESWOOD TWP	<b>EAGLESWOOD ELEMENTARY SCHOOL</b>	29-1150-020	PK-06	35.3%	2.9%	24.2%
OCEAN	JACKSON TWP	<b>SYLVIA ROSENAUER ELEMENTARY SCHOOL</b>	29-2360-040	PK-05	34.6%	8.6%	12.5%
OCEAN	LONG BEACH ISLAND	<b>LONG BEACH ISLAND GRADE SCHOOL</b>	29-2760-050	03-06	32%	4.1%	26.2%
PASSAIC	CLIFTON CITY	<b>SCHOOL #14</b>	31-0900-190	KG-05	37.1%	16.2%	10.6%
SOMERSET	FRANKLIN TWP	<b>HILLCREST SCHOOL</b>	35-1610-100	PK-04	37.6%	17.3%	7.8%
UNION	ROSELLE PARK BORO	<b>ERNEST J. FINIZIO JR. - ALDENE SCHOOL</b>	39-4550-060	PK-05	34.9%	11.6%	13.4%
UNION	ROSELLE PARK BORO	<b>ROBERT GORDON ELEMENTARY SCHOOL</b>	39-4550-080	KG-05	44.4%	14.9%	17.1%
UNION	SUMMIT CITY	<b>JEFFERSON ELEMENTARY SCHOOL</b>	39-5090-090	01-05	39%	11.5%	13.3%
WARREN	HACKETTSTOWN	<b>HATCHERY HILL ELEMENTARY SCHOOL</b>	41-1870-070	PK-04	32.5%	6.5%	14.8%