



# State of New Jersey

2014-15

25-1640-040

FREEHOLD LEARNING CENTER

30 DUTCH LANE RD.

FREEHOLD, NJ 07728-2212

## OVERVIEW

MONMOUTH

FREEHOLD BORO

GRADE SPAN PK-05

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

In particular, the School Performance Reports seek to:

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

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

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

**DEMOGRAPHIC INFORMATION**

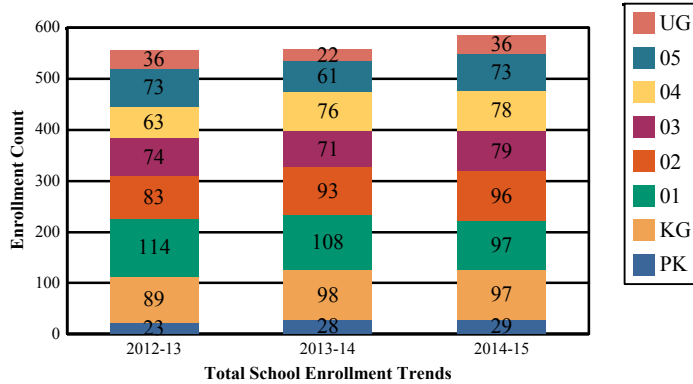
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**Enrollment by Grade**

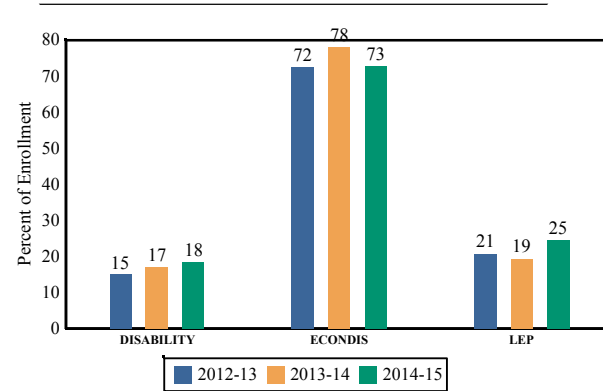
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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**

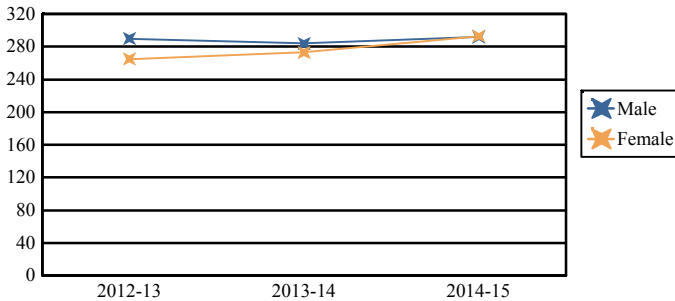
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Total School Enrollment	
2012-13	555
2013-14	557
2014-15	585

**Enrollment by Gender**

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

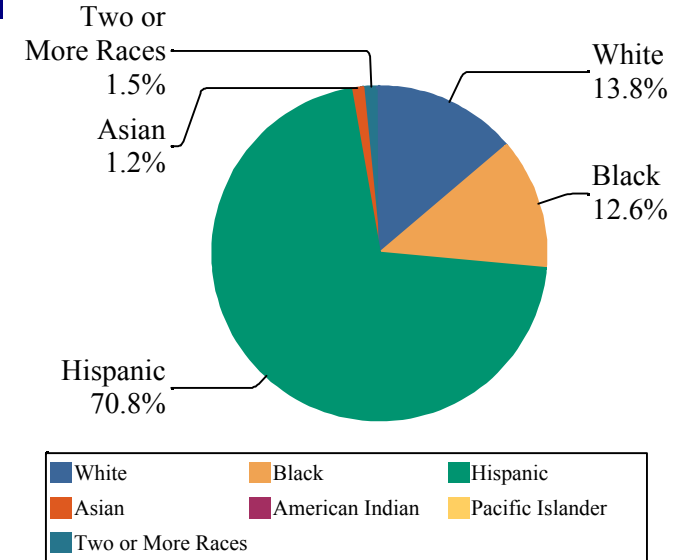


	Male	Female
2012-13	290	265
2013-14	284	273
2014-15	292	293

Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	107	18%
Economically Disadvantaged Students	426	72.8%
English Language Learners	144	24.6%

**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
Spanish	59.0%
English	39.8%
Hindi	0.2%
Abkhazian	0.2%
Chinese	0.2%
Swahili	0.2%
Other	0.5%

**ACADEMIC ACHIEVEMENT**

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**GRADE SPAN PK-05**

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	39%	81	26
Math Met or Exceeded Expectation	35%		

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

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	232	39.2%	95%	99.2%	YES
White	35	54.3%	95%	100%	-
African American	36	41.7%	95%	100%	-
Hispanic	153	36.6%	95%	98.8%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	45	11.1%	95%	100%	YES
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	166	29.5%	95%	100%	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	232	35%	95%	99.2%	YES
White	35	48.6%	95%	100%	-
African American	36	36.1%	95%	100%	-
Hispanic	153	32%	95%	98.8%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	45	15.6%	95%	100%	YES
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	166	26.5%	95%	100%	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**

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**PARCC Performance Level**

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

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

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

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	86	732	744	23%	23%	20%	29%	5%	34%	44%
White	11	737	753	18%	18%	36%	18%	9%	27%	55%
African American	13	730	725	23%	31%	8%	38%	0%	38%	26%
Hispanic	61	732	727	23%	23%	20%	30%	5%	34%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	18	717	709	39%	17%	22%	22%	0%	22%	11%
Economically Disadvantaged Students	69	724	724	28%	26%	22%	22%	3%	25%	24%

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	72	749	751	7%	10%	39%	36%	8%	44%	52%
White	13	764	758	0%	15%	15%	54%	15%	69%	63%
African American	12	746	733	17%	8%	25%	42%	8%	50%	30%
Hispanic	43	746	737	7%	7%	49%	30%	7%	37%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	12	721	725	17%	42%	25%	17%	0%	17%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	51	741	734	10%	10%	47%	31%	2%	33%	31%

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**PARCC ELA Performance Distribution - Grade - 05**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	74	738	751	12%	28%	19%	39%	1%	41%	53%
White	11	750	757	9%	18%	9%	55%	9%	64%	62%
African American	11	742	734	9%	27%	27%	36%	0%	36%	31%
Hispanic	49	737	737	10%	33%	18%	39%	0%	39%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	13	707	723	31%	46%	8%	15%	0%	15%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	46	733	734	15%	30%	22%	33%	0%	33%	31%

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	86	730	746	17%	22%	30%	29%	1%	30%	46%
White	11	739	752	18%	0%	45%	36%	0%	36%	56%
African American	13	714	728	23%	46%	15%	15%	0%	15%	25%
Hispanic	61	732	733	16%	20%	31%	31%	2%	33%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	20	710	727	40%	30%	20%	10%	0%	10%	27%
English Language Learners	18	727	724	17%	28%	28%	28%	0%	28%	17%
Economically Disadvantaged Students	69	725	730	20%	26%	30%	22%	1%	23%	26%

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	72	744	744	3%	18%	43%	36%	0%	36%	42%
White	13	756	749	0%	15%	31%	54%	0%	54%	50%
African American	12	746	727	8%	17%	17%	58%	0%	58%	20%
Hispanic	43	739	732	2%	21%	53%	23%	0%	23%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	12	726	724	8%	33%	42%	17%	0%	17%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	51	739	730	4%	22%	45%	29%	0%	29%	23%

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	74	740	744	11%	27%	23%	34%	5%	39%	42%
White	11	750	749	0%	45%	0%	55%	0%	55%	49%
African American	11	739	728	18%	27%	18%	27%	9%	36%	21%
Hispanic	49	739	733	10%	24%	27%	33%	6%	39%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	13	720	724	31%	23%	23%	23%	0%	23%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	46	733	731	15%	26%	30%	24%	4%	28%	23%

**2015 National Assessment Educational Progress (NAEP)**

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

For subgroup outcomes, visit:

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

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

**Proficiency Percentages**

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

**ACADEMIC ACHIEVEMENT**

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

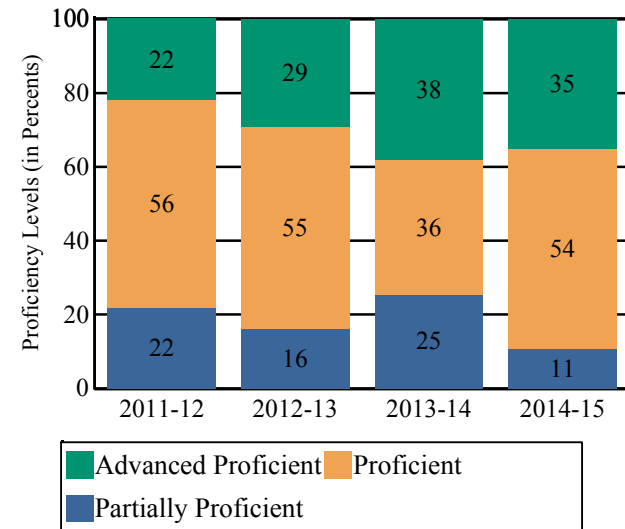
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	35%	54%	11%
White	46%	54%	0%
African American	46%	38%	15%
Hispanic	30%	57%	14%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	0%	85%	15%
English Language Learners	-	-	-
Economically Disadvantaged Students	29%	56%	15%

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

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

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



**COLLEGE AND CAREER READINESS**

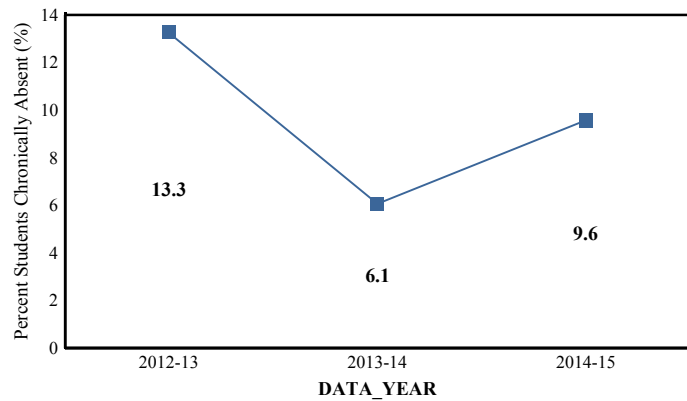
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**GRADE SPAN PK-05**

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

**Chronic Absenteeism Trend**

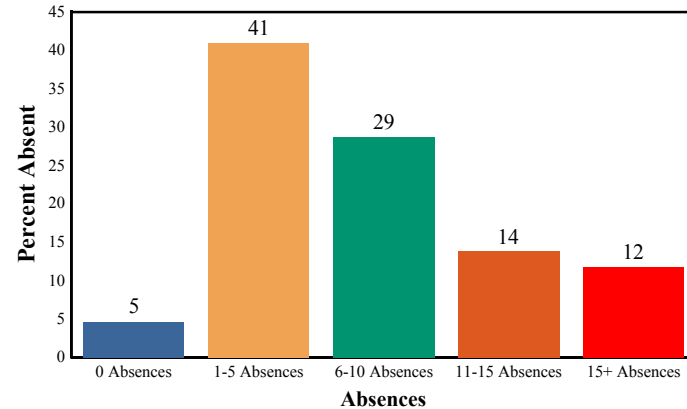
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



<b>Chronic Absenteeism for 2014-15</b>	<b>9.58%</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.



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

**STUDENT GROWTH**

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**GRADE SPAN PK-05**

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	56	80	67	35	YES
Student Growth on Math	53	67	53	35	YES
		74	60		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	9%	1%	0%
Partially Met	10%	6%	1%
Approached	9%	8%	12%
Met	4%	16%	19%
Exceeded	0%	1%	4%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	6%	1%	0%
Partially Met	12%	8%	3%
Approached	9%	12%	11%
Met	4%	15%	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**

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

**Grade Level - 03**

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

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

Percentile	School Scale Score	State Scale Score
99th	823	850
75th	762	770
50th	732	743
25th	703	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	59	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	789	850
75th	755	767
50th	730	745
25th	706	722
0th	656	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	49	45

**WITHIN SCHOOL ACHIEVEMENT GAP**

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**Grade Level - 04**

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

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

Percentile	School Scale Score	State Scale Score
99th	812	850
75th	770	773
50th	746	750
25th	735	728
0th	660	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	797	850
75th	764	773
50th	742	751
25th	715	728
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	49	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	791	850
75th	756	764
50th	742	742
25th	728	721
0th	674	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	28	43

**Grade Level - 05**

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

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

Percentile	School Scale Score	State Scale Score
99th	802	850
75th	763	763
50th	734	743
25th	715	723
0th	679	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	48	40

**SCHOOL CLIMATE**

**MONMOUTH**

**FREEHOLD BORO**

GRADE SPAN PK-05

**Length of School Day**

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

	School
2014-15	6 Hrs. 25 Mins.

**Student Suspension Rate**

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

	School
2014-15	3.8%

**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. 35 Mins.
Shared Time	0 Hrs. 0 Mins.

**Student Expulsions**

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

	School
2014-15	0

**Student to Staff Ratio**

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

2014-15	School
Faculty	13
Administrators	294

**SCHOOL PEER GROUP**

**MONMOUTH  
FREEHOLD BORO**

**GRADE SPAN PK-05**

**FREEHOLD LEARNING CENTER  
30 DUTCH LANE RD.  
FREEHOLD, NJ 07728-2212**

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	GARFIELD CITY	ABRAHAM LINCOLN SCHOOL #6	03-1700-080	PK-05	79.3%	6%	16.4%
BERGEN	GARFIELD CITY	ROOSEVELT SCHOOL #7	03-1700-100	PK-05	75%	5.6%	10.3%
CAMDEN	LINDENWOLD BORO	LINDENWOLD SCHOOL FIVE	07-2670-050	KG-04	74.3%	18.3%	7.6%
CAMDEN	PENNSAUKEN TWP	A E BURLING ELEMENTARY SCHOOL	07-4060-104	KG-04	75.4%	0%	5.1%
CHARTERS	BELOVED COMMUNITY CHARTER SCHOOL	BELOVED COMMUNITY CHARTER SCHOOL	80-6082-963	KG-04	72.9%	12.2%	4.2%
CHARTERS	BURCH CHARTER SCHOOL OF EXCELLENCE	BURCH CHARTER SCHOOL OF EXCELLENCE	80-6022-990	KG-05	71.2%	0%	1.4%
CUMBERLANI	MILLVILLE CITY	SILVER RUN ELEMENTARY SCHOOL	11-3230-100	KG-05	83.3%	0.4%	18.8%
CUMBERLANI	VINELAND CITY	DR. WILLIAM MENNIES ELEMENTARY SCHOOL	11-5390-260	KG-05	77.5%	9.8%	10.8%
ESSEX	BELLEVILLE TOWN	BELLEVILLE PS9	13-0250-090	KG-05	71.6%	0%	2.1%
ESSEX	CITY OF ORANGE TWP	HEYWOOD AVENUE ELEMENTARY SCHOOL	13-3880-090	PK-07	78.5%	5.2%	14.6%
ESSEX	CITY OF ORANGE TWP	PARK AVENUE ELEMENTARY SCHOOL	13-3880-120	PK-07	81.9%	7.2%	16.1%
ESSEX	EAST ORANGE	GEORGE WASHINGTON CARVER INSTITUTE	13-1210-060	PK-05	79.6%	0.5%	12%
HUDSON	HARRISON TOWN	LINCOLN ELEMENTARY SCHOOL	17-2060-060	PK-03	78.1%	8.1%	8.6%
HUDSON	JERSEY CITY	REV. DR. ERCEL F. WEBB SCHOOL	17-2390-200	PK-05	83.3%	14.7%	18.4%
HUDSON	WEST NEW YORK TOWN	PUBLIC SCHOOL NUMBER TWO	17-5670-065	PK-06	79.1%	2.5%	13%
HUDSON	WEST NEW YORK TOWN	ROBERT MENENDEZ ELEMENTARY SCHOOL	17-5670-070	PK-06	81.2%	6%	15.2%
MERCER	HAMILTON TWP	GEORGE E. WILSON ELEMENTARY SCHOOL	21-1950-105	PK-05	74.1%	4.1%	9.1%
MERCER	HAMILTON TWP	GREENWOOD ELEMENTARY SCHOOL	21-1950-110	PK-05	79.4%	9.9%	11.8%
MONMOUTH	ASBURY PARK CITY	BARRACK OBAMA ELEMENTARY SCHOOL	25-0100-020	KG-05	75.1%	6.6%	9.6%
MONMOUTH	ASBURY PARK CITY	BRADLEY ELEMENTARY SCHOOL	25-0100-040	PK-05	83.3%	2.2%	19.1%
MONMOUTH	ASBURY PARK CITY	THURGOOD MARSHALL ELEMENTARY SCHOOL	25-0100-100	PK-05	80.9%	15.4%	17.7%

**SCHOOL PEER GROUP**

MONMOUTH  
FREEHOLD BORO

GRADE SPAN PK-05

MONMOUTH	FREEHOLD BORO	FREEHOLD LEARNING CENTER	25-1640-040	PK-05	72.8%	24.6%	14.2%
MONMOUTH	FREEHOLD BORO	PARK AVENUE ELEMENTARY SCHOOL	25-1640-070	PK-05	72.7%	25.3%	11.4%
MONMOUTH	LONG BRANCH CITY	A A ANASTASIA ELEMENTARY SCHOOL	25-2770-065	KG-05	81.8%	3.3%	15.2%
MONMOUTH	LONG BRANCH CITY	GREGORY ELEMENTARY SCHOOL	25-2770-110	01-05	78.8%	4%	15.6%
MORRIS	DOVER TOWN	ACADEMY STREET ELEMENTARY SCHOOL	27-1110-050	PK-06	76.1%	0.3%	8.9%
PASSAIC	CLIFTON CITY	SCHOOL #17	31-0900-230	KG-05	78.1%	12.4%	14.6%
PASSAIC	PATERSON CITY	SCHOOL 1	31-4010-050	PK-05	82.4%	9%	19.7%
SOMERSET	NORTH PLAINFIELD BORO	STONY BROOK SCHOOL	35-3670-090	KG-04	84.2%	0%	18.5%
UNION	HILLSIDE TWP	HURDEN LOOKER SCHOOL	39-2190-080	03-04	71.9%	11.9%	9.7%
UNION	ROSELLE BORO	WASHINGTON ELEMENTARY SCHOOL	39-4540-050	01-04	71.2%	6.7%	6.7%

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**

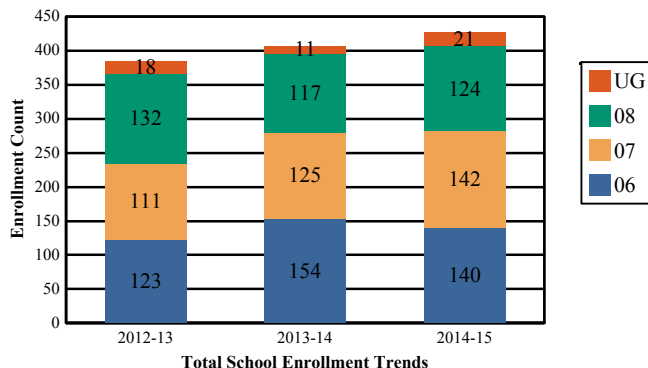
MONMOUTH  
FREEHOLD BORO

GRADE SPAN 06-08

25-1640-060  
FREEHOLD INTERMEDIATE SCHOOL  
280 PARK AVENUE  
FREEHOLD, NJ 07728-2096

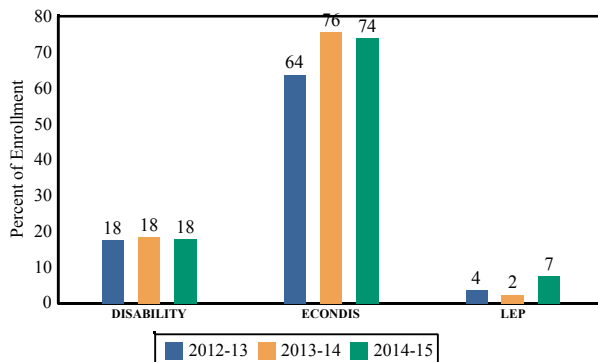
**Enrollment by Grade**

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



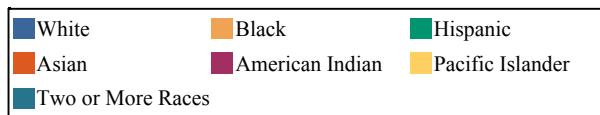
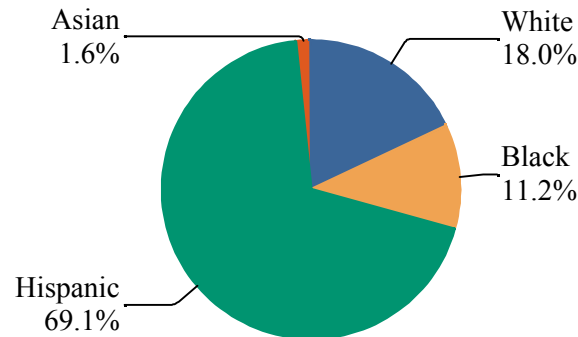
**Enrollment Trends by Program Participation**

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.



**Language Diversity**

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

2014-15	Percent
Spanish	55.6%
English	43.0%
Uzbek	0.2%
Tagalog	0.2%
Portuguese	0.2%
Malayalam	0.2%
Other	0.5%

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	76	18%
Economically Disadvantaged Students	316	74.0%
English Language Learners	32	7.5%

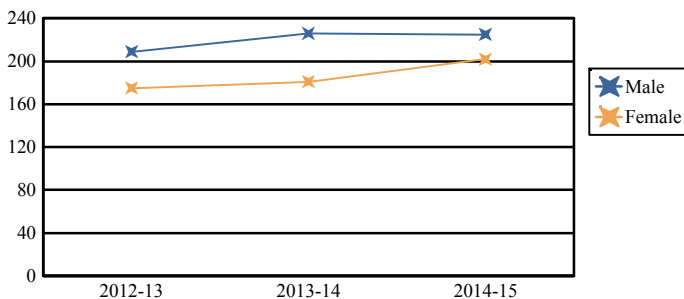
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

**Total School Enrollment**

2012-13	384
2013-14	407
2014-15	427

**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	209	175
2013-14	226	181
2014-15	225	202

**ACADEMIC ACHIEVEMENT**

**MONMOUTH  
FREEHOLD BORO**

**GRADE SPAN 06-08**

**FREEHOLD INTERMEDIATE SCHOOL  
280 PARK AVENUE  
FREEHOLD, NJ 07728-2096**

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>31%</b>	<b>59</b>	<b>23</b>
Math Met or Exceeded Expectation	<b>30%</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	401	30.9%	95%	98.6%	<b>YES</b>
White	69	52.1%	95%	94.7%	<b>YES</b>
African American	44	20.5%	95%	95.9%	<b>YES</b>
Hispanic	281	27.1%	95%	100%	<b>YES</b>
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	289	26.3%	95%	98.7%	<b>YES</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	401	29.7%	95%	98.1%	YES
White	69	52.1%	95%	94.7%	YES
African American	44	18.2%	95%	95.9%	YES
Hispanic	281	25.3%	95%	99.3%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	289	25.6%	95%	98.4%	YES

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

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

**PARCC Performance Level**

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

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

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

**PARCC ELA Performance Distribution - Grade - 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	130	731	749	13%	27%	37%	23%	0%	23%	50%
White	19	746	755	5%	26%	16%	53%	0%	53%	59%
African American	16	729	732	13%	31%	44%	13%	0%	13%	29%
Hispanic	92	728	736	15%	26%	40%	18%	0%	18%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	-	-	770	-	-	-	-	-	-	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	-	-	718	-	-	-	-	-	-	17%
English Language Learners	13	713	711	46%	15%	23%	15%	0%	15%	11%
Economically Disadvantaged Students	92	727	733	15%	28%	39%	17%	0%	17%	30%

**ACADEMIC ACHIEVEMENT**

**MONMOUTH  
FREEHOLD BORO**

**FREEHOLD INTERMEDIATE SCHOOL  
280 PARK AVENUE  
FREEHOLD, NJ 07728-2096**

**GRADE SPAN 06-08**

**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	145	733	750	12%	30%	28%	25%	5%	30%	53%
White	29	749	757	3%	17%	41%	21%	17%	38%	61%
African American	13	729	730	8%	46%	15%	31%	0%	31%	31%
Hispanic	101	729	736	16%	32%	26%	25%	2%	27%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	-	-	777	-	-	-	-	-	-	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	-	-	713	-	-	-	-	-	-	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	109	728	733	16%	34%	26%	23%	2%	25%	33%

**ACADEMIC ACHIEVEMENT**

**MONMOUTH  
FREEHOLD BORO**

**FREEHOLD INTERMEDIATE SCHOOL  
280 PARK AVENUE  
FREEHOLD, NJ 07728-2096**

**GRADE SPAN 06-08**

**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	126	739	750	13%	18%	29%	36%	5%	40%	53%
White	21	767	757	0%	10%	19%	52%	19%	71%	61%
African American	15	732	730	13%	20%	47%	20%	0%	20%	31%
Hispanic	88	732	735	16%	20%	27%	35%	1%	36%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	-	-	778	-	-	-	-	-	-	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	-	-	713	-	-	-	-	-	-	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	88	735	732	16%	17%	30%	34%	3%	38%	34%

**ACADEMIC ACHIEVEMENT**

MONMOUTH  
FREEHOLD BORO

GRADE SPAN 06-08

FREEHOLD INTERMEDIATE SCHOOL  
280 PARK AVENUE  
FREEHOLD, NJ 07728-2096

**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	130	737	743	5%	32%	32%	26%	5%	31%	42%
White	19	752	749	5%	26%	5%	42%	21%	63%	50%
African American	16	733	726	0%	44%	44%	13%	0%	13%	19%
Hispanic	92	734	731	5%	33%	36%	24%	2%	26%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	-	-	768	-	-	-	-	-	-	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	-	-	718	-	-	-	-	-	-	15%
English Language Learners	13	725	718	15%	46%	8%	31%	0%	31%	14%
Economically Disadvantaged Students	92	733	729	4%	37%	34%	23%	2%	25%	23%

**ACADEMIC ACHIEVEMENT**

MONMOUTH  
FREEHOLD BORO

FREEHOLD INTERMEDIATE SCHOOL  
280 PARK AVENUE  
FREEHOLD, NJ 07728-2096

GRADE SPAN 06-08

**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	145	732	740	10%	26%	40%	24%	1%	25%	38%
White	29	740	745	3%	10%	55%	28%	3%	31%	46%
African American	13	723	725	15%	46%	23%	15%	0%	15%	17%
Hispanic	101	730	730	11%	28%	37%	25%	0%	25%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	-	-	760	-	-	-	-	-	-	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	-	-	715	-	-	-	-	-	-	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	109	728	728	13%	29%	35%	23%	0%	23%	21%

**ACADEMIC ACHIEVEMENT**

**MONMOUTH  
FREEHOLD BORO**

**GRADE SPAN 06-08**

**FREEHOLD INTERMEDIATE SCHOOL  
280 PARK AVENUE  
FREEHOLD, NJ 07728-2096**

**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	105	727	726	17%	27%	33%	23%	0%	23%	24%
White	-	-	732	-	-	-	-	-	-	29%
African American	15	733	715	13%	27%	33%	27%	0%	27%	14%
Hispanic	82	725	721	20%	26%	34%	21%	0%	21%	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	-	-	744	-	-	-	-	-	-	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	-	-	705	-	-	-	-	-	-	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	80	728	719	16%	24%	36%	24%	0%	24%	17%

**ACADEMIC ACHIEVEMENT**

MONMOUTH  
FREEHOLD BORO

GRADE SPAN 06-08

FREEHOLD INTERMEDIATE SCHOOL  
280 PARK AVENUE  
FREEHOLD, NJ 07728-2096

**PARCC ALGEBRA I - Performance Distribution**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	21	777	740	0%	0%	10%	86%	5%	90%	40%
White	13	779	746	0%	0%	8%	92%	0%	92%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	-	-	769	-	-	-	-	-	-	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	-	-	725	-	-	-	-	-	-	21%

**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  
FREEHOLD BORO

GRADE SPAN 06-08

25-1640-060  
FREEHOLD INTERMEDIATE SCHOOL  
280 PARK AVENUE  
FREEHOLD, NJ 07728-2096

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

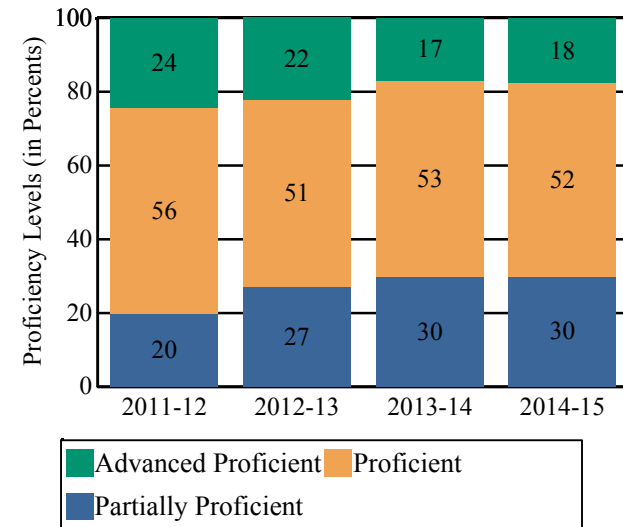
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	18%	52%	30%
White	68%	32%	0%
African American	13%	53%	33%
Hispanic	6%	56%	39%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	5%	36%	59%
English Language Learners	-	-	-
Economically Disadvantaged Students	8%	55%	37%

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
21	21

**Algebra I Test Taking**

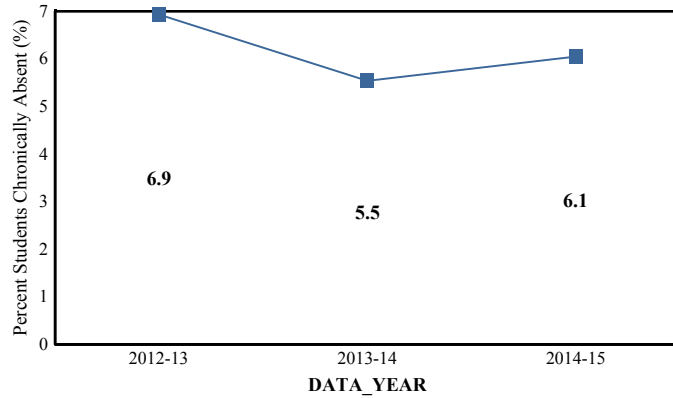
This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
100.0%	90.5%

- Data Suppressed to protect the confidentiality of students

### Chronic Absenteeism Trend

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

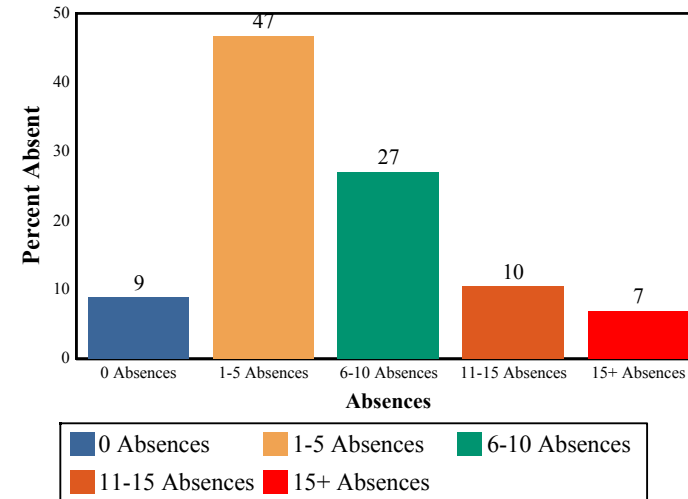


**Chronic Absenteeism for 2014-15**

**6.05%**

### 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	58.6%	66.0%
Visual Arts	87.7%	71.1%
<b>Total: All Visual and Performing Arts</b>	100.0%	89.8%

N/R - Data Not Reported

**STUDENT GROWTH**

MONMOUTH  
FREEHOLD BORO

FREEHOLD INTERMEDIATE SCHOOL  
280 PARK AVENUE  
FREEHOLD, NJ 07728-2096

GRADE SPAN 06-08

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	52	65	59	35	YES
Student Growth on Math	62	94	88	35	YES
		80	74		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	8%	5%	0%
Partially Met	11%	8%	6%
Approached	8%	11%	12%
Met	6%	9%	13%
Exceeded	0%	1%	2%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	6%	4%	0%
Partially Met	9%	9%	10%
Approached	5%	12%	19%
Met	5%	4%	15%
Exceeded	0%	1%	1%

**Low Growth** is defined as an Student Growth Percentile score less than 35.  
**Typical Growth** is defined as an Student Growth Percentile score between 35 and 65.  
**High Growth** is defined as a Student Growth Percentile score higher than 65.

**WITHIN SCHOOL ACHIEVEMENT GAP**

**MONMOUTH  
FREEHOLD BORO**

**GRADE SPAN 06-08**

**FREEHOLD INTERMEDIATE SCHOOL  
280 PARK AVENUE  
FREEHOLD, NJ 07728-2096**

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

**Grade Level - 06**

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

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

Percentile	School Scale Score	State Scale Score
99th	782	850
75th	747	770
50th	730	749
25th	713	726
0th	651	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	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	799	850
75th	752	763
50th	733	742
25th	717	721
0th	683	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	42

**WITHIN SCHOOL ACHIEVEMENT GAP**

MONMOUTH  
FREEHOLD BORO

GRADE SPAN 06-08

FREEHOLD INTERMEDIATE SCHOOL  
280 PARK AVENUE  
FREEHOLD, NJ 07728-2096

**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	798	850
75th	753	776
50th	734	751
25th	713	724
0th	651	650

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

**Grade Level - 08**

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

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

Percentile	School Scale Score	State Scale Score
99th	809	850
75th	761	777
50th	744	751
25th	717	723
0th	650	650

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

**Grade Level - 07**

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

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

Percentile	School Scale Score	State Scale Score
99th	778	850
75th	749	759
50th	731	740
25th	719	720
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	30	39

**Grade Level - 08**

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

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

Percentile	School Scale Score	State Scale Score
99th	773	850
75th	748	748
50th	729	726
25th	707	704
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	44

**SCHOOL CLIMATE**

MONMOUTH  
FREEHOLD BORO

GRADE SPAN 06-08

**Length of School Day**

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

	School
2014-15	6 Hrs. 25 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	6.8%

**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. 40 Mins.
Shared Time	0 Hrs. 0 Mins.

**Student Expulsions**

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

	School
2014-15	0

**Student to Staff Ratio**

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

2014-15	School
Faculty	12
Administrators	127

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	ATLANTIC CITY	<b>DR MARTIN LUTHER KING JR SCHOOL COMPLEX</b>	01-0110-140	PK-08	74.5%	3.5%	14.6%
ATLANTIC	ATLANTIC CITY	<b>SOVEREIGN AVENUE SCHOOL</b>	01-0110-030	KG-08	82.2%	33.9%	12.1%
ATLANTIC	ATLANTIC CITY	<b>TEXAS AVENUE SCHOOL</b>	01-0110-060	KG-08	83.3%	33.6%	9.4%
ATLANTIC	ATLANTIC CITY	<b>UPTOWN SCHOOL COMPLEX</b>	01-0110-080	PK-08	76.4%	4.8%	12.2%
BERGEN	GARFIELD CITY	<b>GARFIELD MIDDLE SCHOOL</b>	03-1700-070	06-08	74.8%	4.2%	18.6%
BERGEN	HACKENSACK CITY	<b>HACKENSACK MIDDLE SCHOOL</b>	03-1860-300	05-08	71.9%	5%	19.5%
CAMDEN	LAWNSIDE BORO	<b>LAWNSIDE SCHOOL DISTRICT</b>	07-2560-060	PK-08	71.9%	0%	15.6%
CAMDEN	PENNSAUKEN TWP	<b>HOWARD M PHIFER MIDDLE SCHOOL</b>	07-4060-055	07-08	74.4%	1.8%	19.5%
CHARTERS	MERIT PREP CS OF NEWARK	<b>MERIT PREPARATORY CHARTER SCHOOL OF NEWARK</b>	80-6091-974	06-08	74%	0%	7.6%
CUMBERLAND	MILLVILLE CITY	<b>LAKESIDE MIDDLE SCHOOL</b>	11-3230-077	06-08	71.8%	1%	25.4%
ESSEX	CITY OF ORANGE TWP	<b>ORANGE PREPARATORY ACADEMY</b>	13-3880-115	08-09	75%	10.3%	14.3%
ESSEX	EAST ORANGE	<b>JOHN L. COSTLEY MIDDLE SCHOOL</b>	13-1210-070	06-08	72.7%	5.6%	17.9%
ESSEX	NEWARK CITY	<b>MILLER STREET SCHOOL AT SPENCER</b>	13-3570-530	PK-08	79.3%	27.1%	22.9%
ESSEX	NEWARK CITY	<b>RIDGE STREET SCHOOL</b>	13-3570-610	KG-08	75.9%	12.9%	11.8%
GLOUCESTER	PAULSBORO BORO	<b>PAULSBORO JUNIOR HIGH SCHOOL</b>	15-4020-300	07-08	71.7%	0%	21%
HUDSON	BAYONNE CITY	<b>MIDTOWN COMMUNITY SCHOOL #8</b>	17-0220-085	PK-08	75%	0.6%	12.1%
HUDSON	BAYONNE CITY	<b>PHILIP G. VROOM #2</b>	17-0220-090	PK-08	71.9%	0.8%	15.7%
HUDSON	GUTTENBERG TOWN	<b>ANNA L. KLEIN</b>	17-1850-050	PK-08	78%	13%	7.6%
HUDSON	JERSEY CITY	<b>FRANKLIN L. WILLIAMS SCHOOL</b>	17-2390-155	06-08	83.4%	30.2%	16.3%
HUDSON	JERSEY CITY	<b>JAMES F. MURRAY SCHOOL</b>	17-2390-350	PK-08	74.9%	7.2%	8.8%
HUDSON	JERSEY CITY	<b>MAHATMA K. GANDHI SCHOOL</b>	17-2390-210	PK-08	80.7%	22.4%	9.2%
<b>MONMOUTH</b>	<b>FREEHOLD BORO</b>	<b>FREEHOLD INTERMEDIATE SCHOOL</b>	<b>25-1640-060</b>	<b>06-08</b>	<b>74%</b>	<b>7.5%</b>	<b>17.8%</b>
PASSAIC	PATERSON CITY	<b>SCHOOL 20</b>	31-4010-240	KG-08	74%	10%	13.2%

**SCHOOL PEER GROUP**

**MONMOUTH  
FREEHOLD BORO**

**FREEHOLD INTERMEDIATE SCHOOL  
280 PARK AVENUE  
FREEHOLD, NJ 07728-2096**

**GRADE SPAN 06-08**

SALEM	PENNS GRV-CARNEY'S PT REG	<b>PENNS GROVE MIDDLE SCHOOL</b>	33-4070-105	06-08	71.5%	3.3%	24.4%
SOMERSET	BOUND BROOK BORO	<b>BOUND BROOK ELEMENTARY SCHOOL</b>	35-0490-050	PK-08	76.6%	13.9%	10.4%
UNION	ELIZABETH CITY	<b>ABRAHAM LINCOLN SCHOOL NO. 14</b>	39-1320-170	KG-08	81.3%	24.2%	11.1%
UNION	ELIZABETH CITY	<b>MADISON MONROE SCHOOL NO. 16</b>	39-1320-190	PK-08	76.3%	12.7%	8.5%
UNION	ELIZABETH CITY	<b>WOODROW WILSON SCHOOL NO. 19</b>	39-1320-220	PK-08	81.6%	17.1%	7%
UNION	LINDEN CITY	<b>JOSEPH E. SOEHL MIDDLE SCHOOL</b>	39-2660-070	06-08	72.7%	4.6%	19.2%
UNION	ROSELLE BORO	<b>GRACE WILDAY JUNIOR HIGH SCHOOL</b>	39-4540-060	07-08	76.4%	6.5%	12.8%
WARREN	PHILLIPSBURG TOWN	<b>PHILLIPSBURG MIDDLE SCHOOL</b>	41-4100-110	06-08	70.1%	1.3%	23.5%



State of New Jersey  
2014-15

OVERVIEW

MONMOUTH  
FREEHOLD BORO

GRADE SPAN PK-05

25-1640-070  
PARK AVENUE ELEMENTARY SCHOOL  
280 PARK AVE.  
FREEHOLD, NJ 07728-2006

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**

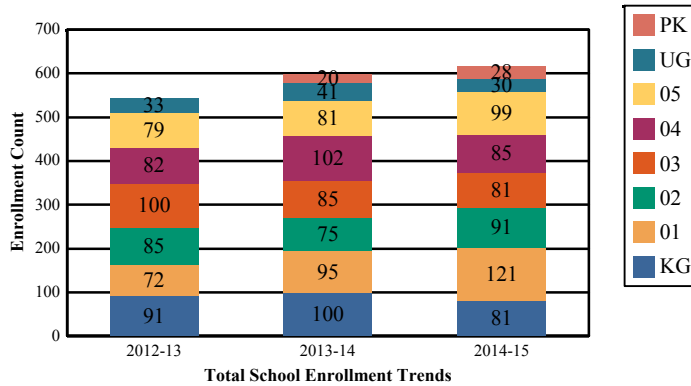
MONMOUTH  
FREEHOLD BORO

GRADE SPAN PK-05

25-1640-070  
PARK AVENUE ELEMENTARY SCHOOL  
280 PARK AVE.  
FREEHOLD, NJ 07728-2006

**Enrollment by Grade**

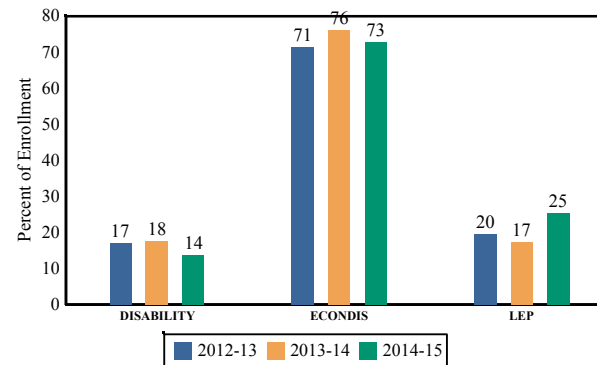
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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**

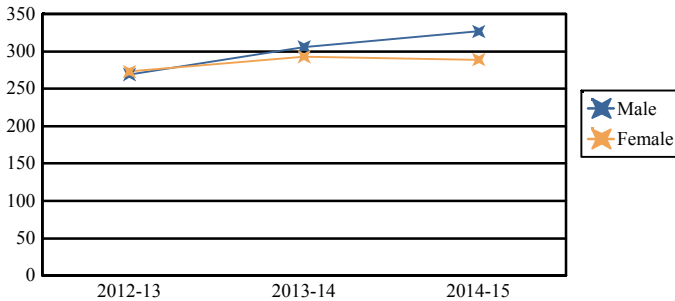
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Total School Enrollment	
2012-13	542
2013-14	599
2014-15	616

**Enrollment by Gender**

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



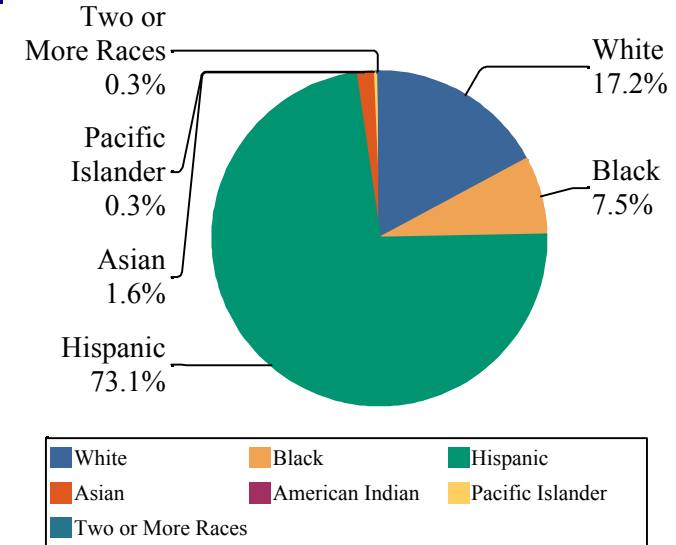
	Male	Female
2012-13	269	273
2013-14	306	293
2014-15	327	289

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	85	14%
Economically Disadvantaged Students	448	72.7%
English Language Learners	156	25.3%

**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
Spanish	63.6%
English	34.7%
Chinese	0.3%
Pilipino	0.2%
Tagalog	0.2%
Gujarati	0.2%
Other	0.8%

**ACADEMIC ACHIEVEMENT**

**MONMOUTH  
FREEHOLD BORO**

**GRADE SPAN PK-05**

**PARK AVENUE ELEMENTARY SCHOOL  
280 PARK AVE.  
FREEHOLD, NJ 07728-2006**

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	33%	62	18
Math Met or Exceeded Expectation	24%		

**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	270	33%	95%	98.6%	YES
White	55	58.2%	95%	98.2%	YES
African American	-	-	--	--	--
Hispanic	185	25.4%	95%	99.5%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	213	27.3%	95%	99.1%	YES

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

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

**ACADEMIC ACHIEVEMENT**

**MONMOUTH  
FREEHOLD BORO**

**GRADE SPAN PK-05**

**PARK AVENUE ELEMENTARY SCHOOL  
280 PARK AVE.  
FREEHOLD, NJ 07728-2006**

**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	269	23.8%	95%	98.6%	YES
White	55	43.6%	95%	98.2%	YES
African American	-	-	--	--	--
Hispanic	185	14.6%	95%	99.5%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	212	16.5%	95%	99.1%	YES

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

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

**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	81	726	744	23%	32%	22%	21%	1%	22%	44%
White	18	742	753	17%	22%	11%	50%	0%	50%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	52	719	727	27%	35%	25%	13%	0%	13%	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	62	716	724	31%	32%	24%	13%	0%	13%	24%

**ACADEMIC ACHIEVEMENT**

**MONMOUTH  
FREEHOLD BORO**

**PARK AVENUE ELEMENTARY SCHOOL  
280 PARK AVE.  
FREEHOLD, NJ 07728-2006**

**GRADE SPAN PK-05**

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	86	736	751	10%	26%	28%	33%	3%	36%	52%
White	13	764	758	0%	15%	15%	54%	15%	69%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	67	730	737	12%	28%	28%	31%	0%	31%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	20	705	717	35%	40%	15%	10%	0%	10%	15%
Economically Disadvantaged Students	73	732	734	12%	27%	29%	30%	1%	32%	31%

**ACADEMIC ACHIEVEMENT**

**MONMOUTH  
FREEHOLD BORO**

**PARK AVENUE ELEMENTARY SCHOOL  
280 PARK AVE.  
FREEHOLD, NJ 07728-2006**

**GRADE SPAN PK-05**

**PARCC ELA Performance Distribution - Grade - 05**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	103	739	751	13%	16%	33%	38%	1%	39%	53%
White	24	755	757	4%	0%	38%	54%	4%	58%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	66	733	737	15%	20%	36%	29%	0%	29%	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	78	735	734	15%	18%	32%	35%	0%	35%	31%

PARCC MATH - Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	81	730	746	9%	40%	28%	22%	1%	23%	46%
White	18	742	752	0%	33%	22%	44%	0%	44%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	52	725	733	10%	44%	33%	13%	0%	13%	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	62	723	730	11%	47%	29%	13%	0%	13%	26%

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	85	724	744	11%	47%	27%	14%	1%	15%	42%
White	13	741	749	8%	15%	46%	31%	0%	31%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	67	721	732	10%	52%	25%	10%	1%	12%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	23	706	724	17%	65%	4%	9%	4%	13%	21%
English Language Learners	20	708	722	25%	60%	5%	5%	5%	10%	15%
Economically Disadvantaged Students	72	721	730	13%	50%	26%	10%	1%	11%	23%

**ACADEMIC ACHIEVEMENT**

**MONMOUTH  
FREEHOLD BORO**

**PARK AVENUE ELEMENTARY SCHOOL  
280 PARK AVE.  
FREEHOLD, NJ 07728-2006**

**GRADE SPAN PK-05**

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	103	739	744	4%	24%	41%	30%	1%	31%	42%
White	24	750	749	0%	13%	38%	46%	4%	50%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	66	733	733	3%	32%	47%	18%	0%	18%	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	78	735	731	5%	28%	42%	24%	0%	24%	23%

**2015 National Assessment Educational Progress (NAEP)**

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

For subgroup outcomes, visit:

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

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

**Proficiency Percentages**

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

**ACADEMIC ACHIEVEMENT**

**MONMOUTH  
FREEHOLD BORO**

**GRADE SPAN PK-05**

25-1640-070  
**PARK AVENUE ELEMENTARY SCHOOL**  
280 PARK AVE.  
FREEHOLD, NJ 07728-2006

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

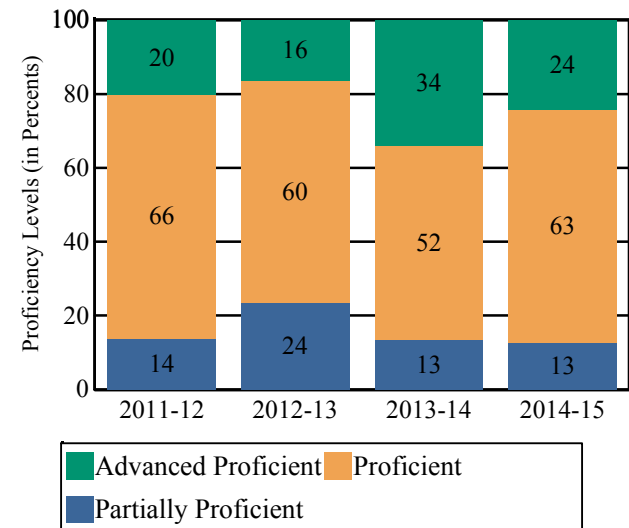
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	24%	63%	13%
White	62%	38%	0%
African American	-	-	-
Hispanic	18%	71%	11%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	0%	80%	20%
English Language Learners	-	-	-
Economically Disadvantaged Students	18%	67%	15%

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

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

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



**COLLEGE AND CAREER READINESS**

**MONMOUTH  
FREEHOLD BORO**

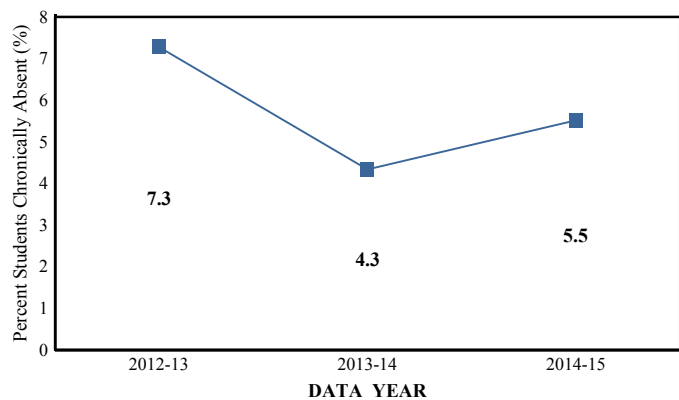
**PARK AVENUE ELEMENTARY SCHOOL  
280 PARK AVE.  
FREEHOLD, NJ 07728-2006**

**GRADE SPAN PK-05**

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

**Chronic Absenteeism Trend**

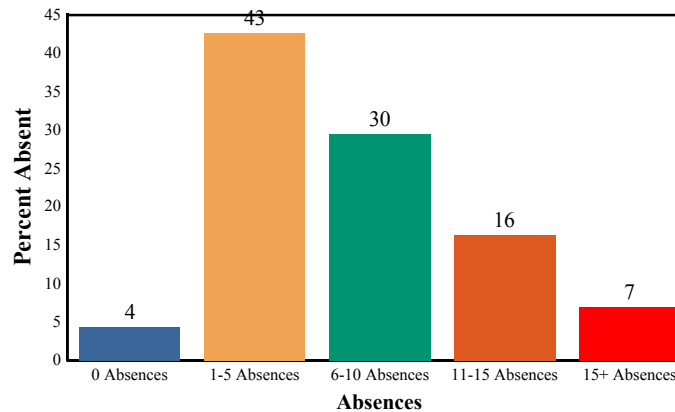
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



<b>Chronic Absenteeism for 2014-15</b>	<b>5.52%</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.



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

**STUDENT GROWTH**

MONMOUTH

FREEHOLD BORO

PARK AVENUE ELEMENTARY SCHOOL

280 PARK AVE.

FREEHOLD, NJ 07728-2006

GRADE SPAN PK-05

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	54	67	60	35	YES
Student Growth on Math	64	90	84	35	YES
		79	72		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	10%	2%	0%
Partially Met	7%	8%	5%
Approached	4%	13%	13%
Met	4%	12%	19%
Exceeded	0%	1%	2%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	4%	3%	0%
Partially Met	11%	15%	9%
Approached	6%	6%	23%
Met	3%	5%	15%
Exceeded	0%	0%	1%

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

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

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

**WITHIN SCHOOL ACHIEVEMENT GAP**

MONMOUTH

FREEHOLD BORO

GRADE SPAN PK-05

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

**Grade Level - 03**

**Grade Level - 03**

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

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

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

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

Percentile	School Scale Score	State Scale Score
99th	806	850
75th	746	770
50th	722	743
25th	703	715
0th	653	650

Percentile	School Scale Score	State Scale Score
99th	788	850
75th	746	767
50th	725	745
25th	711	722
0th	666	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	55

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

**WITHIN SCHOOL ACHIEVEMENT GAP**

MONMOUTH

FREEHOLD BORO

GRADE SPAN PK-05

**Grade Level - 04**

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

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

Percentile	School Scale Score	State Scale Score
99th	801	850
75th	759	773
50th	732	750
25th	717	728
0th	668	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	42	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	788	850
75th	758	773
50th	741	751
25th	721	728
0th	680	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	45

**Grade Level - 04**

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

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

Percentile	School Scale Score	State Scale Score
99th	792	850
75th	735	764
50th	721	742
25th	708	721
0th	680	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	27	43

**Grade Level - 05**

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

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

Percentile	School Scale Score	State Scale Score
99th	781	850
75th	752	763
50th	740	743
25th	723	723
0th	688	650

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

**SCHOOL CLIMATE**

**MONMOUTH**

**FREEHOLD BORO**

**GRADE SPAN PK-05**

**Length of School Day**

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

	School
<b>2014-15</b>	6 Hrs. 25 Mins.

**Student Suspension Rate**

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

	School
<b>2014-15</b>	3.1%

**Instructional Time**

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

<b>2014-15</b>	School
<b>Full Time</b>	5 Hrs. 35 Mins.
<b>Shared Time</b>	0 Hrs. 0 Mins.

**Student Expulsions**

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

	School
<b>2014-15</b>	0

**Student to Staff Ratio**

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

<b>2014-15</b>	School
<b>Faculty</b>	15
<b>Administrators</b>	185

**SCHOOL PEER GROUP**

**MONMOUTH  
FREEHOLD BORO**

**GRADE SPAN PK-05**

**PARK AVENUE ELEMENTARY SCHOOL  
280 PARK AVE.  
FREEHOLD, NJ 07728-2006**

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 #5</b>	03-0890-070	KG-06	72.4%	19.5%	4.1%
CAMDEN	LINDENWOLD BORO	<b>LINDENWOLD SCHOOL FIVE</b>	07-2670-050	KG-04	74.3%	18.3%	7.6%
CAMDEN	PENNSAUKEN TWP	<b>A E BURLING ELEMENTARY SCHOOL</b>	07-4060-104	KG-04	75.4%	0%	5.1%
CHARTERS	BELOVED COMMUNITY CHARTER SCHOOL	<b>BELOVED COMMUNITY CHARTER SCHOOL</b>	80-6082-963	KG-04	72.9%	12.2%	4.2%
CHARTERS	BURCH CHARTER SCHOOL OF EXCELLENCE	<b>BURCH CHARTER SCHOOL OF EXCELLENCE</b>	80-6022-990	KG-05	71.2%	0%	1.4%
CUMBERLANI	VINELAND CITY	<b>DR. WILLIAM MENNIES ELEMENTARY SCHOOL</b>	11-5390-260	KG-05	77.5%	9.8%	10.8%
ESSEX	BELLEVILLE TOWN	<b>BELLEVILLE PS9</b>	13-0250-090	KG-05	71.6%	0%	2.1%
ESSEX	CITY OF ORANGE TWP	<b>LINCOLN AVENUE ELEMENTARY SCHOOL</b>	13-3880-100	PK-07	83.4%	17.1%	17.9%
ESSEX	CITY OF ORANGE TWP	<b>PARK AVENUE ELEMENTARY SCHOOL</b>	13-3880-120	PK-07	81.9%	7.2%	16.1%
ESSEX	EAST ORANGE	<b>GEORGE WASHINGTON CARVER INSTITUTE</b>	13-1210-060	PK-05	79.6%	0.5%	12%
ESSEX	EAST ORANGE	<b>J. GARFIELD JACKSON SR. ACADEMY</b>	13-1210-170	KG-05	84.4%	0%	12%
ESSEX	NEWARK CITY	<b>FOURTEENTH AVENUE SCHOOL</b>	13-3570-420	KG-04	94.8%	21.1%	36.2%
HUDSON	HARRISON TOWN	<b>LINCOLN ELEMENTARY SCHOOL</b>	17-2060-060	PK-03	78.1%	8.1%	8.6%
HUDSON	JERSEY CITY	<b>REV. DR. ERCEL F. WEBB SCHOOL</b>	17-2390-200	PK-05	83.3%	14.7%	18.4%
HUDSON	WEST NEW YORK TOWN	<b>ALBIO SIRES ELEMENTARY SCHOOL</b>	17-5670-080	PK-06	79.8%	7.5%	9.4%
HUDSON	WEST NEW YORK TOWN	<b>PUBLIC SCHOOL NUMBER ONE</b>	17-5670-060	PK-06	77.7%	17%	11.4%
HUDSON	WEST NEW YORK TOWN	<b>PUBLIC SCHOOL NUMBER TWO</b>	17-5670-065	PK-06	79.1%	2.5%	13%
HUDSON	WEST NEW YORK TOWN	<b>ROBERT MENENDEZ ELEMENTARY SCHOOL</b>	17-5670-070	PK-06	81.2%	6%	15.2%
MERCER	HAMILTON TWP	<b>GREENWOOD ELEMENTARY SCHOOL</b>	21-1950-110	PK-05	79.4%	9.9%	11.8%
MIDDLESEX	PERTH AMBOY CITY	<b>EDWARD J. PATTEN ELEMENTARY SCHOOL</b>	23-4090-065	KG-04	74%	20.8%	7.8%
MIDDLESEX	PERTH AMBOY CITY	<b>JAMES J. FLYNN ELEMENTARY SCHOOL</b>	23-4090-145	KG-04	76.6%	13.1%	8.4%

**SCHOOL PEER GROUP**

**MONMOUTH**

**FREEHOLD BORO**

**PARK AVENUE ELEMENTARY SCHOOL**  
**280 PARK AVE.**  
**FREEHOLD, NJ 07728-2006**

**GRADE SPAN PK-05**

MONMOUTH	ASBURY PARK CITY	<b>BARRACK OBAMA ELEMENTARY SCHOOL</b>	25-0100-020	KG-05	75.1%	6.6%	9.6%
MONMOUTH	ASBURY PARK CITY	<b>BRADLEY ELEMENTARY SCHOOL</b>	25-0100-040	PK-05	83.3%	2.2%	19.1%
MONMOUTH	ASBURY PARK CITY	<b>THURGOOD MARSHALL ELEMENTARY SCHOOL</b>	25-0100-100	PK-05	80.9%	15.4%	17.7%
MONMOUTH	FREEHOLD BORO	<b>FREEHOLD LEARNING CENTER</b>	25-1640-040	PK-05	72.8%	24.6%	14.2%
MONMOUTH	FREEHOLD BORO	<b>PARK AVENUE ELEMENTARY SCHOOL</b>	25-1640-070	PK-05	72.7%	25.3%	11.4%
MONMOUTH	LONG BRANCH CITY	<b>A A ANASTASIA ELEMENTARY SCHOOL</b>	25-2770-065	KG-05	81.8%	3.3%	15.2%
PASSAIC	CLIFTON CITY	<b>SCHOOL #17</b>	31-0900-230	KG-05	78.1%	12.4%	14.6%
PASSAIC	PATERSON CITY	<b>SCHOOL 1</b>	31-4010-050	PK-05	82.4%	9%	19.7%
PASSAIC	PATERSON CITY	<b>SCHOOL 27</b>	31-4010-300	KG-07	81.3%	9.2%	11.3%
SOMERSET	NORTH PLAINFIELD BORO	<b>STONY BROOK SCHOOL</b>	35-3670-090	KG-04	84.2%	0%	18.5%