



State of New Jersey  
2015-2016

Grade Span 03-05

27-3385-060

MORRIS

MORRIS SCHOOL DISTRICT

ALEXANDER HAMILTON

24 MILLS STREET

MORRISTOWN, NJ 07960

## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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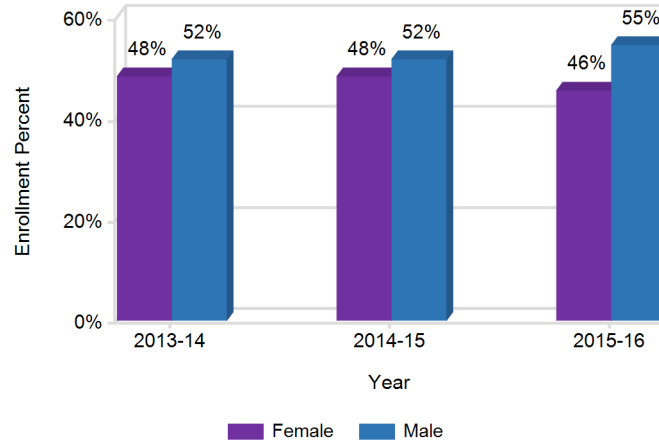
### Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 03	96	85	115
Grade 04	96	91	85
Grade 05	95	94	93
UG	15	1	17
<b>Total</b>	<b>302</b>	<b>271</b>	<b>310</b>

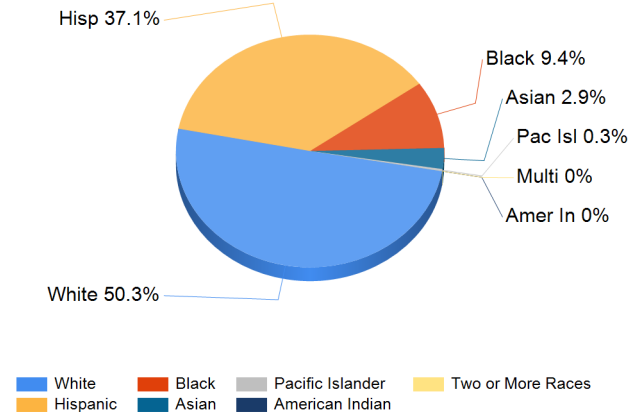
### Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



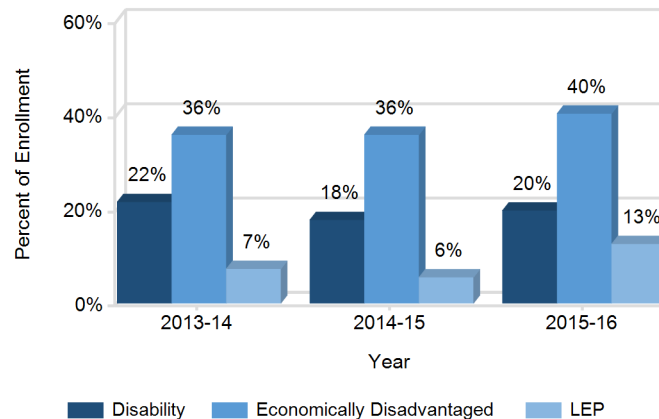
### Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



### Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



### Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	75.5%
Spanish	22.3%
French	0.3%
German	0.3%
Hungarian	0.3%
Other	1.2%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

This section also measures Science as demonstrated in NJ ASK Science assessments.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	60%	60	58
Mathematics Met or Exceeded Expectations	52%	40	56

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	294	60%	58	96%	✓	300	52%	56	96%	✓
White	146	73%	77	95%	✓	147	69%	79	95%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	112	41%	45	100%	✓	117	35%	49	100%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	57	14%	42	92%	✗	57	23%	63	92%	✗
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	119	38%	55	98%	✓	124	35%	63	98%	✓



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## PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	118	745	750	746	14%	16%	20%	47%	4%	51%	48%
White	61	764	766	756	5%	3%	18%	67%	7%	74%	58%
African American	S	S	746	727	S	S	S	S	S	S	30%
Hispanic	44	717	722	730	30%	32%	21%	16%	2%	18%	31%
Asian	S	S	779	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	S	S	723	718	S	S	S	S	S	S	22%
English Language Learners	S	S	703	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	46	722	721	727	26%	30%	20%	20%	4%	24%	28%
PARCC MATH											
<b>Schoolwide</b>	122	747	754	749	4%	18%	33%	32%	13%	45%	52%
White	62	758	767	757	3%	10%	21%	47%	19%	66%	63%
African American	S	S	S	730	S	S	S	S	S	S	31%
Hispanic	47	731	731	736	6%	30%	47%	15%	2%	17%	35%
Asian	S	S	786	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	24	726	737	727	8%	33%	38%	21%	N	21%	28%
English Language Learners	S	S	715	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	49	734	731	732	6%	27%	45%	16%	6%	22%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	83	752	755	750	4%	21%	18%	46%	12%	58%	54%
White	35	760	768	759	N	20%	11%	49%	20%	69%	64%
African American	S	S	S	733	S	S	S	S	S	S	33%
Hispanic	37	747	739	737	8%	19%	19%	49%	5%	54%	37%
Asian	S	S	764	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	16	741	736	723	6%	25%	38%	19%	13%	31%	22%
English Language Learners	S	S	706	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	35	739	733	734	6%	29%	29%	37%	N	37%	33%
PARCC MATH											
<b>Schoolwide</b>	84	740	752	745	7%	31%	23%	37%	2%	39%	47%
White	35	751	765	752	6%	14%	26%	49%	6%	54%	57%
African American	S	S	737	727	S	S	S	S	S	S	24%
Hispanic	38	736	740	733	5%	45%	16%	34%	N	34%	30%
Asian	S	S	765	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	16	726	736	724	19%	31%	31%	19%	N	19%	22%
English Language Learners	S	S	715	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	36	729	734	730	8%	47%	22%	22%	N	22%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	95	766	765	751	3%	11%	15%	59%	13%	72%	53%
White	49	774	777	758	N	8%	14%	61%	16%	78%	64%
African American	S	S	753	733	S	S	S	S	S	S	32%
Hispanic	33	753	747	738	9%	12%	21%	49%	9%	58%	37%
Asian	S	S	781	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	736	723	S	S	S	S	S	S	20%
English Language Learners	S	S	711	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	40	752	745	735	8%	18%	20%	43%	13%	55%	33%
PARCC MATH											
<b>Schoolwide</b>	97	766	764	747	N	9%	20%	45%	26%	71%	47%
White	49	776	773	753	N	4%	12%	49%	35%	84%	57%
African American	S	S	752	728	S	S	S	S	S	S	24%
Hispanic	35	753	750	735	N	20%	23%	43%	14%	57%	31%
Asian	S	S	782	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	16	738	746	725	N	38%	31%	25%	6%	31%	19%
English Language Learners	S	S	731	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	42	753	749	732	N	17%	26%	43%	14%	57%	28%

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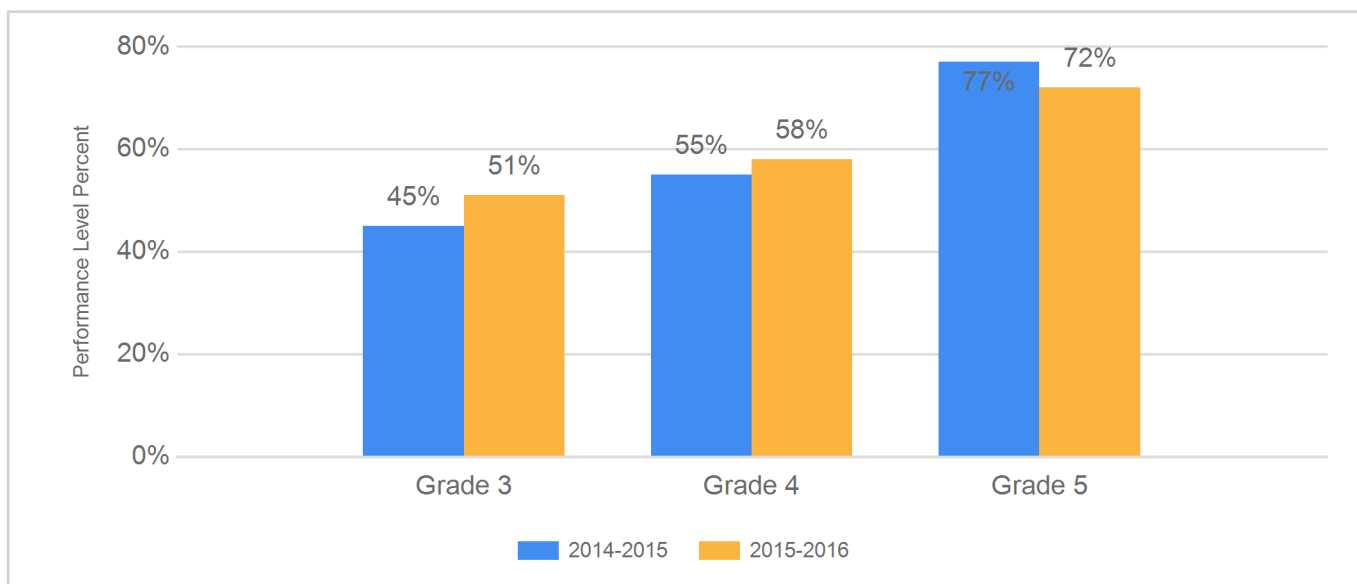
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### PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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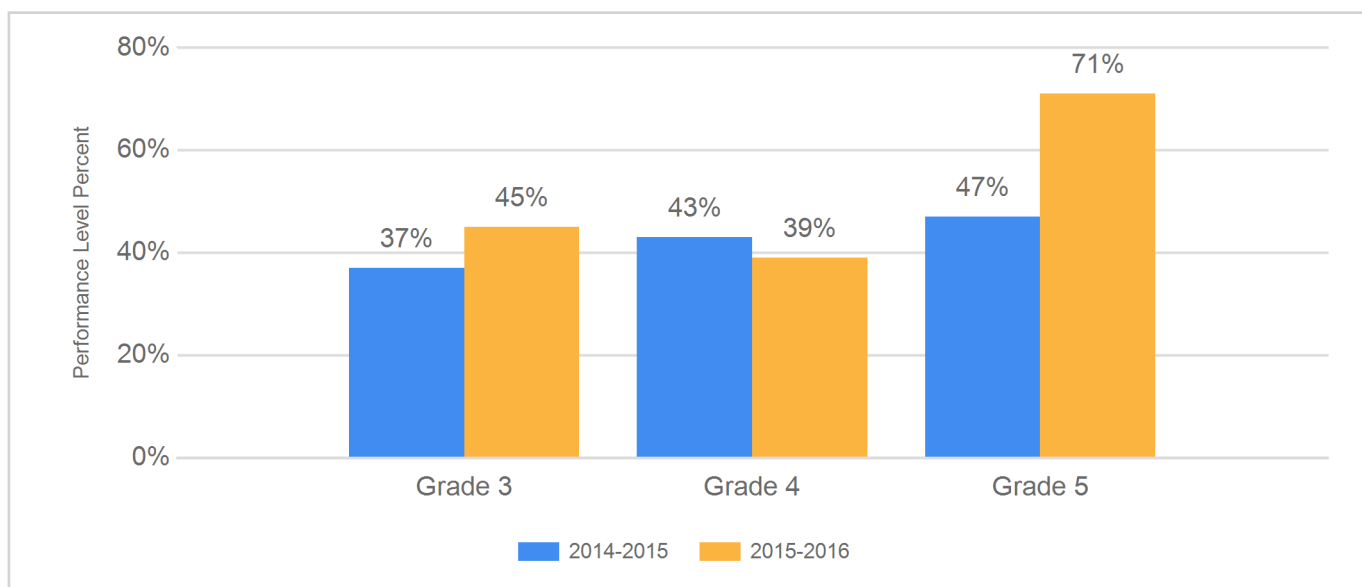
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### PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

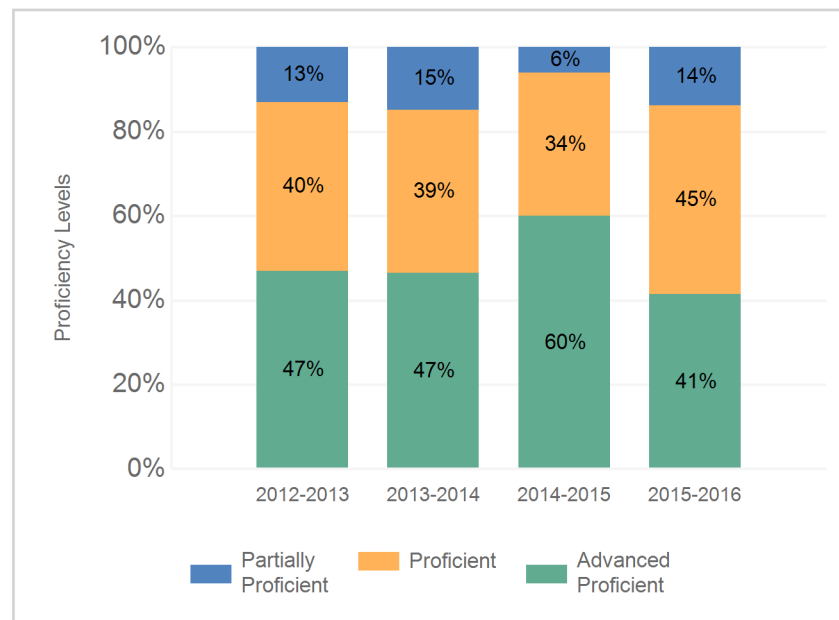
### NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	41%	45%	14%
White	59%	36%	5%
African American	S	S	S
Hispanic	30%	51%	19%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	29%	47%	24%
English Language Learners	S	S	S
Economically Disadvantaged Students	19%	58%	22%

### NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.



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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4read.html">http://www.nj.gov/education/pr/1415/naep/naep4read.html</a>
Reading Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8read.html">http://www.nj.gov/education/pr/1415/naep/naep8read.html</a>
Math Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4math.html">http://www.nj.gov/education/pr/1415/naep/naep4math.html</a>
Math Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8math.html">http://www.nj.gov/education/pr/1415/naep/naep8math.html</a>
Science Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4science.html">http://www.nj.gov/education/pr/1415/naep/naep4science.html</a>
Science Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8science.html">http://www.nj.gov/education/pr/1415/naep/naep8science.html</a>

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

### Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	66	45	50
Student Growth on Math	70	54	50

### Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	1%	8%
Partially Met (L2)	4%	3%	6%
Approached (L3)	5%	7%	13%
Met (L4)	8%	14%	21%
Exceeded (L5)	1%	5%	4%

### Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	3%	4%
Partially Met (L2)	5%	2%	13%
Approached (L3)	12%	3%	14%
Met (L4)	6%	7%	22%
Exceeded (L5)	2%	2%	2%



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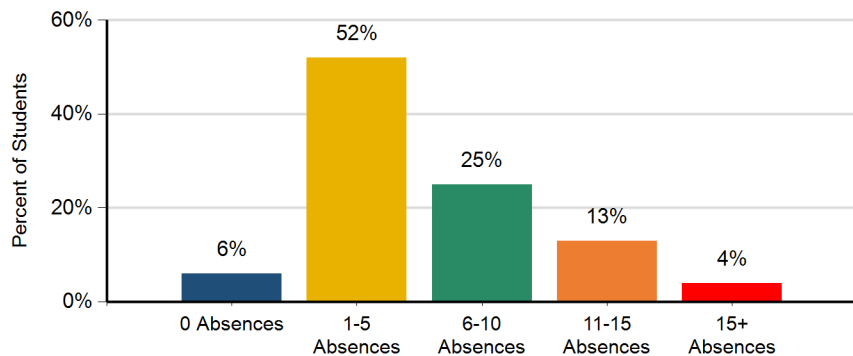
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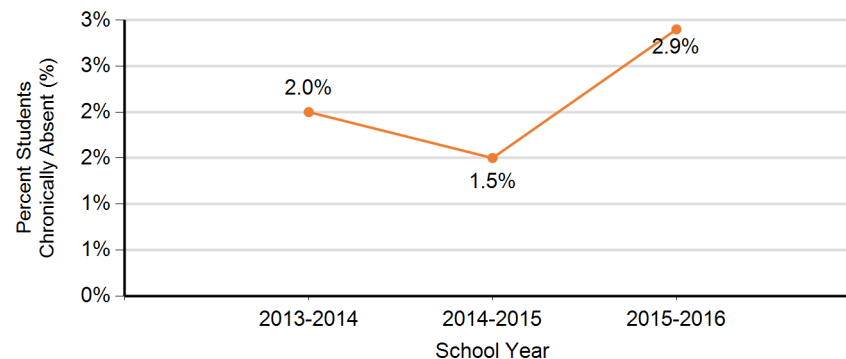
### Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



### Chronic Absenteeism Trend

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



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### 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
2015-16	6 Hrs. 15 Mins.

### 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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 35 Mins.
Shared Time	0 Hrs. 0 Mins.

### 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.

2015-16	School
Faculty	10:1
Administrator	310:1

### Student Suspension Rate

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

	School
2015-16	0.0%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	91%



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Alfred Vail School

125 SPEEDWELL AVENUE

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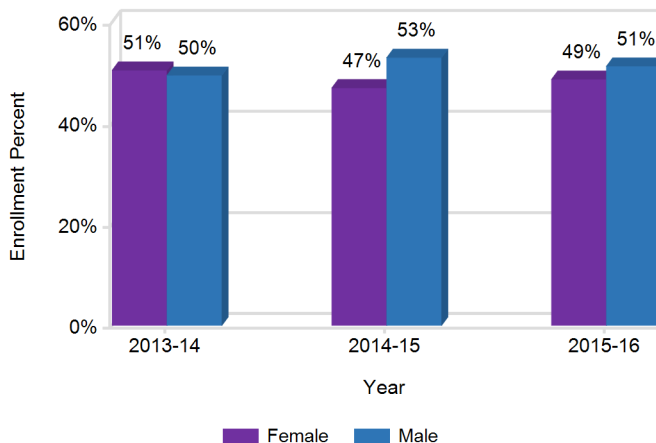
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	0	0	0
Grade KG	106	95	98
Grade 01	107	115	100
Grade 02	104	106	111
Grade 03	0	0	0
Grade 04	0	0	0
Grade 05	0	0	0
Grade 06	0	0	0
Grade 07	0	0	0
Grade 08	0	0	0
Grade 09	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
UG	14	16	9
<b>Total</b>	<b>331</b>	<b>332</b>	<b>318</b>

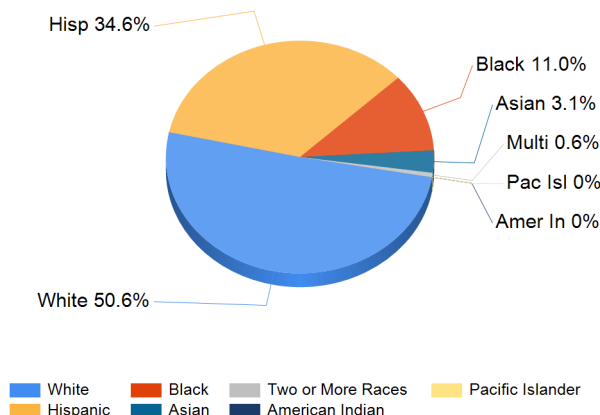
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



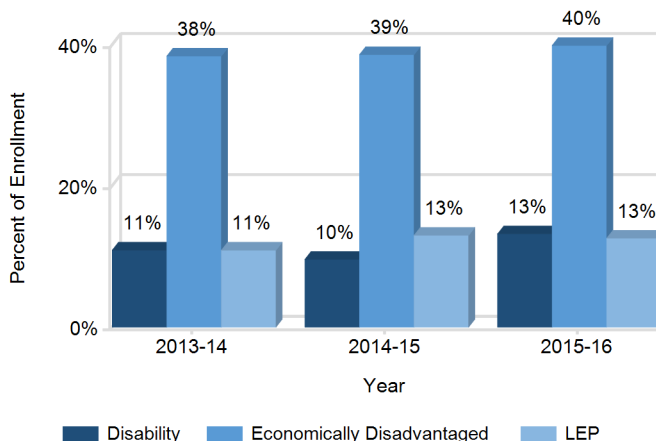
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	76.1%
Spanish	22.3%
Chinese	0.6%
French	0.3%
Panjabi	0.3%
Other	0.3%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey  
2015-2016

27-3385-065

MORRIS

MORRIS SCHOOL DISTRICT

Alfred Vail School

125 SPEEDWELL AVENUE

MORRIS PLAINS, NJ 07950

### 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
2015-16	6 Hrs. 15 Mins.

### 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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

	School
2015-16	
Full Time	5 Hrs. 35 Mins.
Shared Time	0 Hrs. 0 Mins.

### 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.

	School
2015-16	
Faculty	12:1
Administrator	318:1

### Student Suspension Rate

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

	School
2015-16	0.0%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	92%



State of New Jersey  
2015-2016

Grade Span 06-08

27-3385-075

MORRIS

MORRIS SCHOOL DISTRICT

FRELINGHUYSEN MIDDLE SCHOOL

WEST HANOVER AVENUE

MORRISTOWN, NJ 07960

## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



State of New Jersey  
2015-2016

Grade Span 06-08

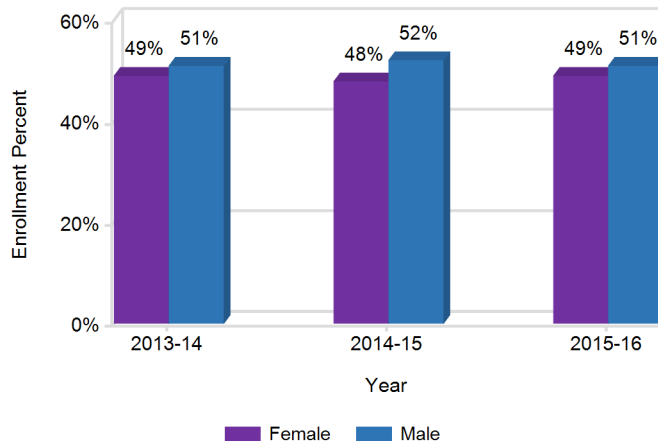
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 06	357	377	388
Grade 07	384	360	379
Grade 08	340	395	366
UG	13	12	19
<b>Total</b>	<b>1094</b>	<b>1144</b>	<b>1152</b>

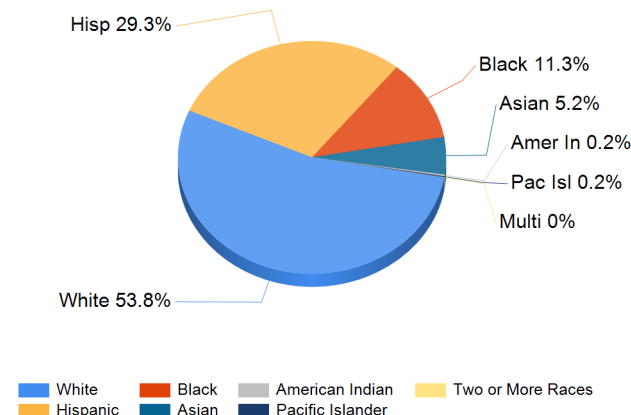
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



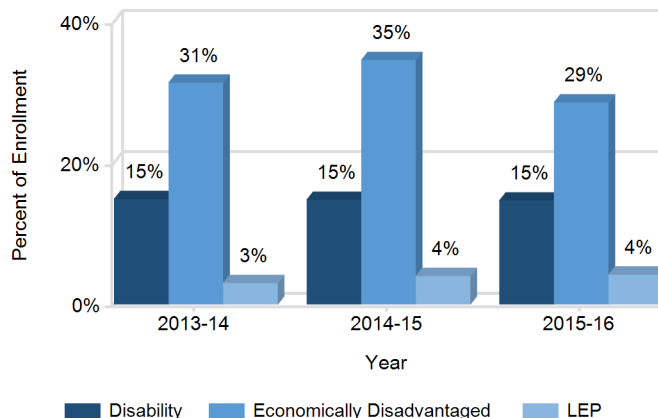
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	90.2%
Spanish	8.7%
Philippine languages	0.2%
Swedish	0.2%
Tagalog	0.2%
Other	0.7%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey  
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Grade Span 06-08

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

This section also measures Science as demonstrated in NJ ASK Science assessments.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	50%	20	43
Mathematics Met or Exceeded Expectations	46%	20	46

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. √\*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	1095	50%	43	96%	√	1103	46%	46	96%	√
White	589	64%	58	94%	×	587	60%	62	94%	×
African American	122	34%	43	95%	√	121	26%	49	94%	×
Hispanic	320	24%	16	100%	√	331	22%	22	99%	√
American Indian	S	S	S	S		S	S	S	S	
Asian	62	82%	56	100%	√	62	79%	51	100%	√
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	158	15%	39	93%	×	157	12%	39	92%	×
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	280	19%	13	97%	√	286	15%	15	97%	√



State of New Jersey  
2015-2016

Grade Span 06-08

27-3385-075

MORRIS

MORRIS SCHOOL DISTRICT  
FRELINGHUYSEN MIDDLE SCHOOL  
WEST HANOVER AVENUE  
MORRISTOWN, NJ 07960

## PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	376	751	751	750	7%	12%	28%	43%	10%	53%	52%
White	207	760	760	756	1%	9%	25%	53%	13%	65%	61%
African American	37	739	739	732	14%	19%	30%	30%	8%	38%	31%
Hispanic	111	733	733	738	16%	18%	36%	27%	3%	30%	37%
Asian	21	774	774	772	10%	N	10%	52%	29%	81%	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	49	724	724	719	25%	20%	39%	14%	2%	16%	15%
English Language Learners	S	S	S	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	103	730	730	735	17%	20%	40%	19%	4%	23%	33%
PARCC MATH											
<b>Schoolwide</b>	380	749	749	743	7%	18%	26%	33%	16%	49%	43%
White	206	758	758	750	3%	8%	26%	43%	20%	63%	53%
African American	37	732	732	724	14%	35%	24%	19%	8%	27%	20%
Hispanic	116	730	730	730	13%	32%	30%	21%	4%	25%	26%
Asian	21	789	789	768	N	5%	10%	29%	57%	86%	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	N	N	N	748	N	N	N	N	N	N	49%
Students with Disability	49	718	718	717	22%	37%	25%	16%	N	16%	13%
English Language Learners	S	S	S	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	104	727	727	728	14%	33%	36%	14%	4%	18%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey  
2015-2016

Grade Span 06-08

## PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	365	747	747	753	13%	15%	22%	32%	18%	50%	56%
White	190	760	760	760	3%	11%	22%	41%	23%	64%	65%
African American	40	735	735	733	15%	28%	20%	30%	8%	38%	35%
Hispanic	114	723	723	739	33%	18%	25%	17%	8%	25%	41%
Asian	S	S	S	781	S	S	S	S	S	S	84%
American Indian	S	S	S	748	S	S	S	S	S	S	54%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	S	716	S	S	S	S	S	S	16%
English Language Learners	S	S	S	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	91	718	718	735	31%	29%	23%	15%	2%	18%	37%
PARCC MATH											
<b>Schoolwide</b>	345	737	737	740	11%	22%	30%	33%	3%	36%	39%
White	178	747	747	747	5%	14%	30%	46%	5%	51%	47%
African American	39	727	727	724	15%	39%	23%	21%	3%	23%	19%
Hispanic	113	722	722	729	21%	32%	32%	14%	1%	15%	23%
Asian	S	S	S	763	S	S	S	S	S	S	72%
American Indian	S	S	S	736	S	S	S	S	S	S	30%
Two or More Races	N	N	N	744	N	N	N	N	N	N	44%
Students with Disability	S	S	S	713	S	S	S	S	S	S	9%
English Language Learners	S	S	S	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	S	727	S	S	S	S	S	S	21%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey  
2015-2016

Grade Span 06-08

## PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	343	746	746	753	13%	17%	22%	39%	9%	48%	55%
White	180	761	761	759	4%	9%	21%	53%	13%	66%	63%
African American	45	728	728	732	22%	18%	33%	24%	2%	27%	34%
Hispanic	96	719	719	740	26%	34%	22%	17%	1%	18%	43%
Asian	22	769	769	780	5%	N	18%	55%	23%	77%	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	46	713	713	715	35%	33%	17%	15%	N	15%	16%
English Language Learners	S	S	S	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	88	719	719	736	27%	32%	24%	15%	2%	17%	38%
**PARCC MATH											
<b>Schoolwide</b>	183	718	718	726	25%	33%	25%	17%	N	17%	26%
White	56	728	728	732	14%	25%	38%	23%	N	23%	32%
African American	S	S	S	712	S	S	S	S	S	S	14%
Hispanic	90	714	714	721	29%	32%	24%	14%	N	14%	20%
Asian	S	S	S	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	S	S	S	704	S	S	S	S	S	S	8%
English Language Learners	S	S	S	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	85	713	713	718	29%	34%	22%	14%	N	14%	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

\*\*Grade 8 does not include students who took an Algebra test.

\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey  
2015-2016

Grade Span 06-08

27-3385-075

MORRIS

MORRIS SCHOOL DISTRICT

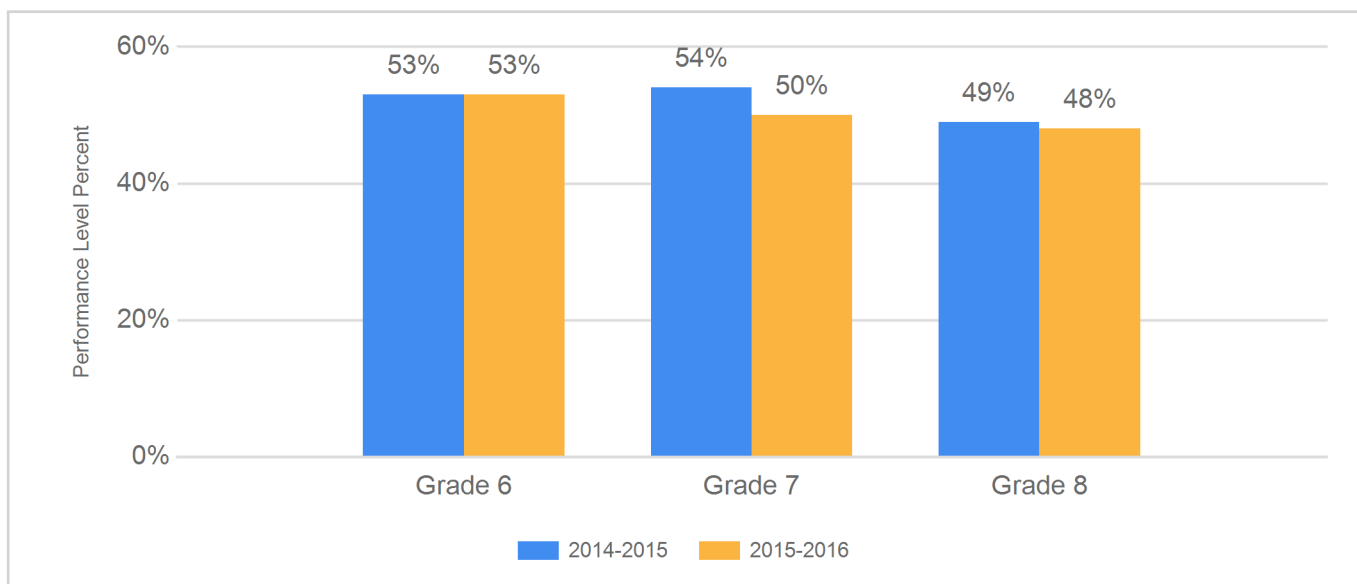
FRELINGHUYSEN MIDDLE SCHOOL

WEST HANOVER AVENUE

MORRISTOWN, NJ 07960

### PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey  
2015-2016

Grade Span 06-08

## PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>161</b>	<b>768</b>	<b>768</b>	<b>769</b>	<b>N</b>	<b>N</b>	<b>15%</b>	<b>80%</b>	<b>5%</b>	<b>85%</b>	<b>41%</b>
White	113	766	766	772	N	N	16%	80%	4%	84%	51%
African American	15	760	760	748	N	N	27%	73%	N	73%	20%
Hispanic	14	767	767	746	N	N	7%	86%	7%	93%	25%
Asian	19	782	782	789	N	N	5%	84%	11%	95%	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	S	S	S	738	S	S	S	S	S	S	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	S	746	S	S	S	S	S	S	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey  
2015-2016

Grade Span 06-08

27-3385-075

MORRIS

MORRIS SCHOOL DISTRICT  
FRELINGHUYSEN MIDDLE SCHOOL  
WEST HANOVER AVENUE  
MORRISTOWN, NJ 07960

## PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>24</b>	<b>773</b>	<b>773</b>	<b>776</b>	<b>N</b>	<b>N</b>	<b>N</b>	<b>71%</b>	<b>29%</b>	<b>100%</b>	<b>27%</b>
White	S	S	S	772	S	S	S	S	S	S	34%
African American	N	N	N	755	N	N	N	N	N	N	9%
Hispanic	N	N	N	761	N	N	N	N	N	N	13%
Asian	S	S	S	785	S	S	S	S	S	S	61%
American Indian	N	N	N	777	N	N	N	N	N	N	15%
Two or More Races	N	N	N	778	N	N	N	N	N	N	29%
Students with Disability	N	N	N	771	N	N	N	N	N	N	5%
English Language Learners	N	N	N	770	N	N	N	N	N	N	6%
Economically Disadvantaged Students	N	N	N	759	N	N	N	N	N	N	12%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey  
2015-2016

Grade Span 06-08

27-3385-075

MORRIS

MORRIS SCHOOL DISTRICT

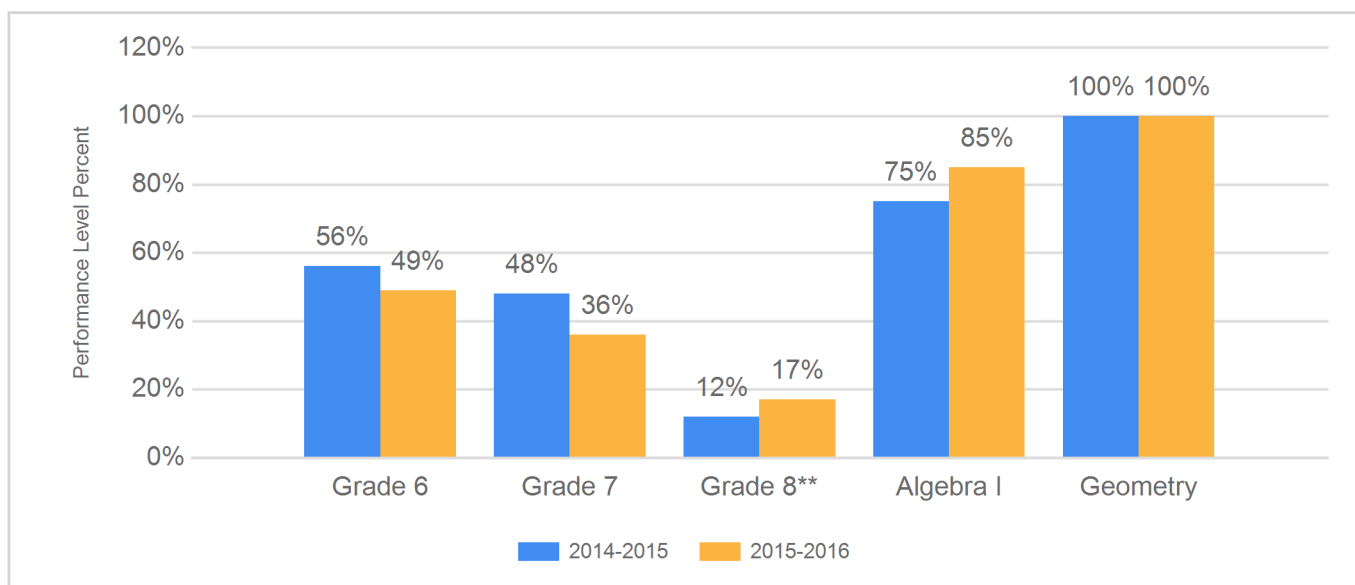
FRELINGHUYSEN MIDDLE SCHOOL

WEST HANOVER AVENUE

MORRISTOWN, NJ 07960

### PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



\*\*Grade 8 does not include students who took an Algebra test.



State of New Jersey  
 2015-2016

Grade Span 06-08

The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

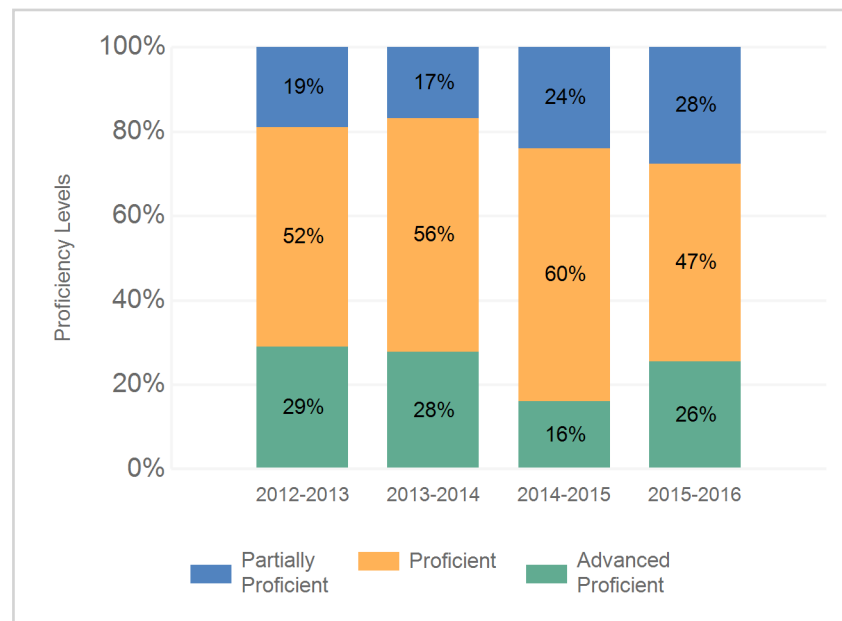
### NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	26%	47%	28%
White	37%	50%	13%
African American	17%	46%	38%
Hispanic	3%	44%	54%
American Indian	N	N	N
Asian	50%	36%	14%
Two or More Races	N	N	N
Students with Disability	6%	23%	71%
English Language Learners	S	S	S
Economically Disadvantaged Students	6%	42%	53%

### NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.



\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey  
2015-2016

Grade Span 06-08

## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4read.html">http://www.nj.gov/education/pr/1415/naep/naep4read.html</a>
Reading Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8read.html">http://www.nj.gov/education/pr/1415/naep/naep8read.html</a>
Math Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4math.html">http://www.nj.gov/education/pr/1415/naep/naep4math.html</a>
Math Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8math.html">http://www.nj.gov/education/pr/1415/naep/naep8math.html</a>
Science Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4science.html">http://www.nj.gov/education/pr/1415/naep/naep4science.html</a>
Science Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8science.html">http://www.nj.gov/education/pr/1415/naep/naep8science.html</a>

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey  
2015-2016

Grade Span 06-08

### Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	32	45	50
Student Growth on Math	39	54	50

### Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	1%	2%
Partially Met (L2)	7%	7%	3%
Approached (L3)	13%	7%	4%
Met (L4)	20%	12%	8%
Exceeded (L5)	7%	4%	3%

### Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	3%	1%
Partially Met (L2)	9%	5%	3%
Approached (L3)	15%	9%	3%
Met (L4)	29%	6%	5%
Exceeded (L5)	7%	3%	1%



State of New Jersey  
2015-2016

Grade Span 06-08

27-3385-075

MORRIS

MORRIS SCHOOL DISTRICT

FRELINGHUYSEN MIDDLE SCHOOL

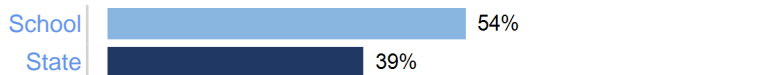
WEST HANOVER AVENUE

MORRISTOWN, NJ 07960

### Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

#### MUSIC



#### DRAMA



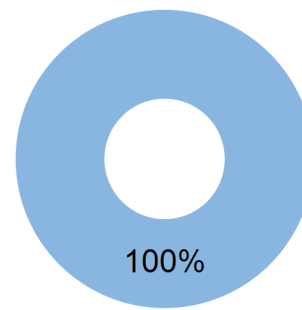
#### DANCE



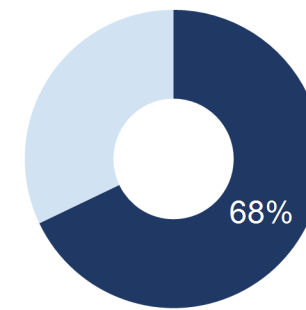
#### VISUAL ARTS



#### Any Visual and Performing Arts



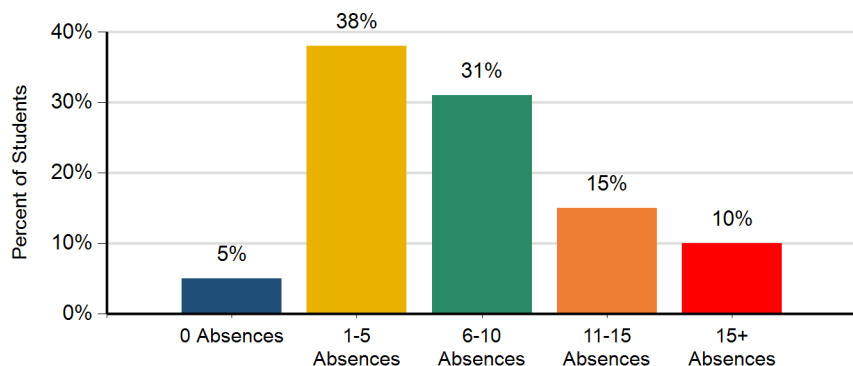
School



State

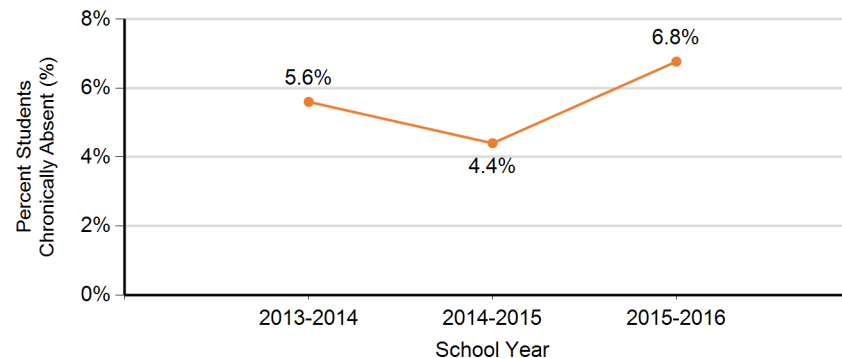
### Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



### Chronic Absenteeism Trend

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



\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey  
2015-2016

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
2015-16	6 Hrs. 23 Mins.

### 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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

### 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.

2015-16	School
Faculty	12:1
Administrator	288:1

### Student Suspension Rate

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

	School
2015-16	5.8%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	92%



State of New Jersey  
2015-2016

27-3385-090

MORRIS

MORRIS SCHOOL DISTRICT

HILLCREST SCHOOL

160 HILLCREST AVENUE

MORRISTOWN, NJ 07960

## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

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State of New Jersey  
2015-2016

27-3385-090  
MORRIS  
MORRIS SCHOOL DISTRICT  
HILLCREST SCHOOL  
160 HILLCREST AVENUE  
MORRISTOWN, NJ 07960

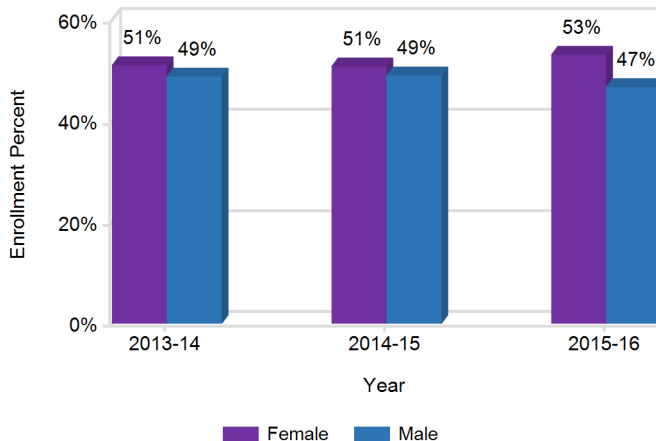
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	0	0	14
Grade KG	105	93	85
Grade 01	115	98	95
Grade 02	86	111	100
Grade 03	0	0	0
Grade 04	0	0	0
Grade 05	0	0	0
Grade 06	0	0	0
Grade 07	0	0	0
Grade 08	0	0	0
Grade 09	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
UG	15	16	14
<b>Total</b>	<b>321</b>	<b>318</b>	<b>308</b>

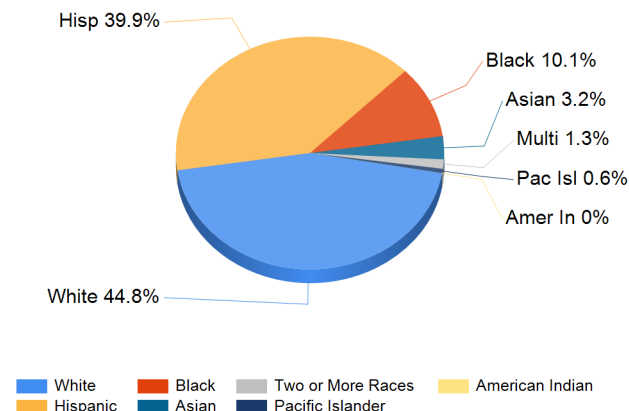
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



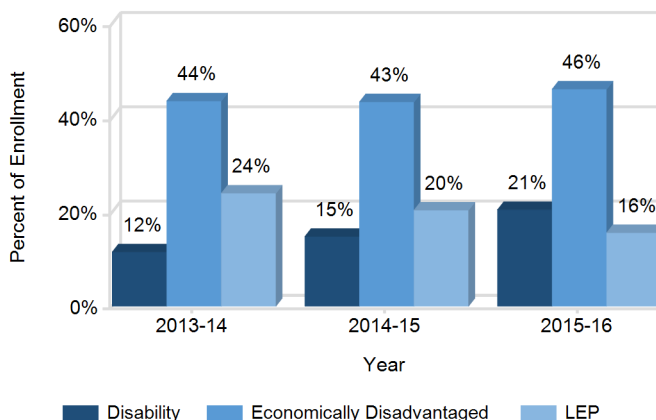
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	76.6%
Spanish	21.8%
Chinese	1.3%
French	0.3%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey  
2015-2016

27-3385-090

MORRIS

MORRIS SCHOOL DISTRICT

HILLCREST SCHOOL

160 HILLCREST AVENUE

MORRISTOWN, NJ 07960

### 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
2015-16	6 Hrs. 15 Mins.

### 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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

	School
2015-16	
Full Time	5 Hrs. 35 Mins.
Shared Time	0 Hrs. 0 Mins.

### 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.

	School
2015-16	
Faculty	11:1
Administrator	308:1

### Student Suspension Rate

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

	School
2015-16	0.0%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%



State of New Jersey  
2015-2016

27-3385-085

MORRIS

MORRIS SCHOOL DISTRICT

LAFAYETTE LERNING CENTER

31 HAZEL STREET

MORRISTOWN, NJ 07960

## 2015-2016 School Performance Reports

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State of New Jersey  
2015-2016

27-3385-085

MORRIS

MORRIS SCHOOL DISTRICT

LAFAYETTE LERNING CENTER

31 HAZEL STREET

MORRISTOWN, NJ 07960

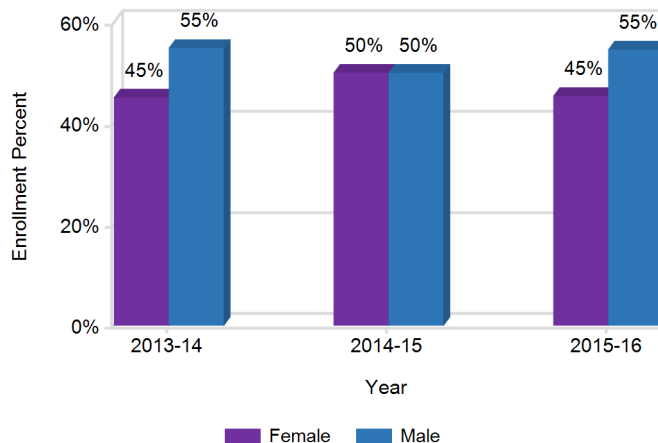
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	132	157	129
Grade KG	0	0	0
Grade 01	0	0	0
Grade 02	0	0	0
Grade 03	0	0	0
Grade 04	0	0	0
Grade 05	0	0	0
Grade 06	0	0	0
Grade 07	0	0	0
Grade 08	0	0	0
Grade 09	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
UG	12	19	34
<b>Total</b>	<b>144</b>	<b>176</b>	<b>163</b>

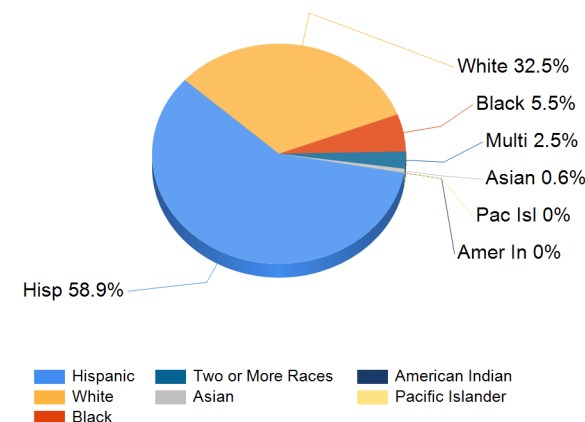
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



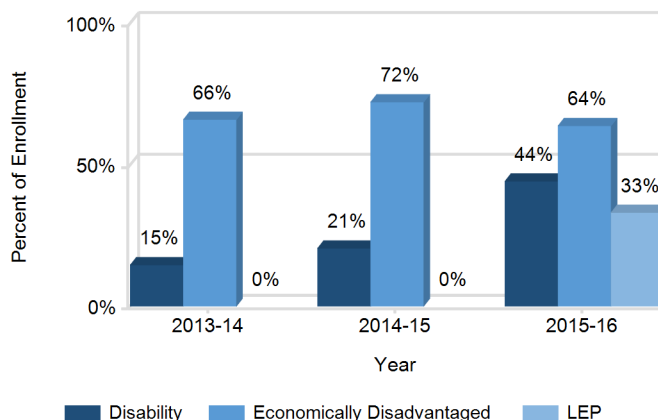
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	49.1%
Spanish	45.4%
Russian	4.9%
Swedish	0.6%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey  
2015-2016

## 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
2015-16	6 Hrs. 20 Mins.

## 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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

	School
2015-16	
Full Time	5 Hrs. 50 Mins.
Shared Time	0 Hrs. 0 Mins.

## 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.

	School
2015-16	
Faculty	17:1
Administrator	163:1

## Student Suspension Rate

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

	School
2015-16	0.0%

## Student Expulsions

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

	School
2015-16	0

## Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	94%



State of New Jersey  
2015-2016

Grade Span 09-12

27-3385-050

MORRIS

MORRIS SCHOOL DISTRICT

MORRISTOWN HIGH SCHOOL

50 EARLY STREET

MORRISTOWN, NJ 07960

## 2015-2016 School Performance Reports

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State of New Jersey  
2015-2016

Grade Span 09-12

27-3385-050

MORRIS

MORRIS SCHOOL DISTRICT

MORRISTOWN HIGH SCHOOL

50 EARLY STREET

MORRISTOWN, NJ 07960

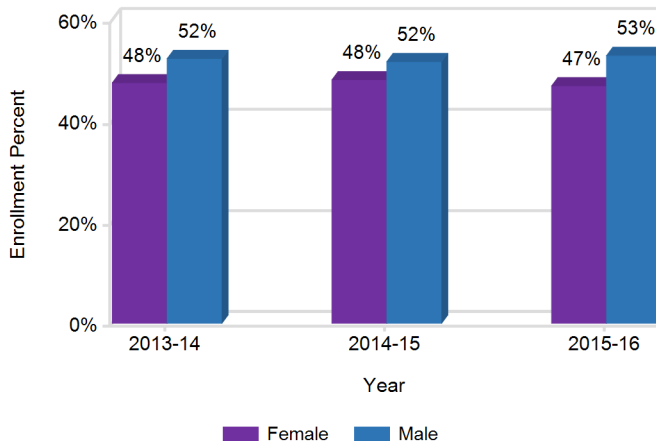
### Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	449	446	483
Grade 10	421	470	428
Grade 11	360	408	461
Grade 12	354	347	382
UG	5	1	2
<b>Total</b>	<b>1589</b>	<b>1672</b>	<b>1756</b>

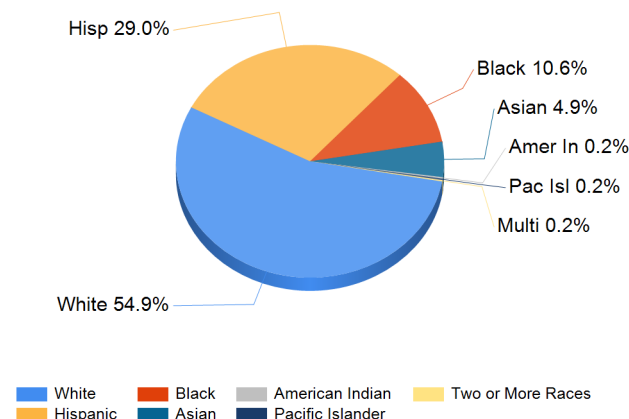
### Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



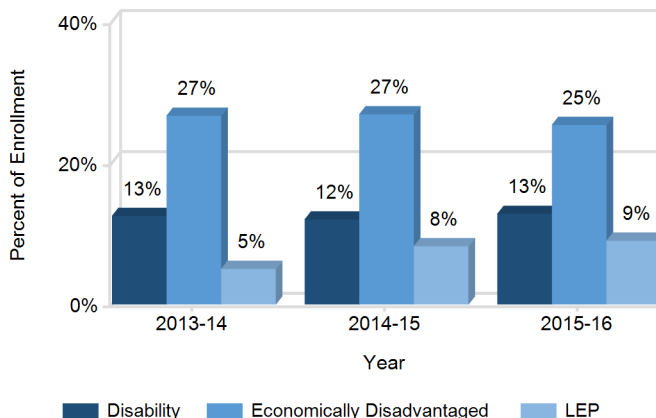
### Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



### Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



### Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	88.7%
Spanish	10.7%
Finnish	0.1%
Swedish	0.1%
Turkish	0.1%
Other	0.5%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey  
2015-2016

Grade Span 09-12

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	33%	S	22
Mathematics Met or Exceeded Expectations	17%	S	30

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. √\*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	881	33%	22	96%	√	804	17%	30	95%	√
White	468	46%	26	95%	√	438	23%	32	94%	X
African American	78	27%	25	94%	X	78	9%	33	95%	√
Hispanic	281	10%	6	98%	√	240	7%	13	97%	√
American Indian	S	S	S	S		S	S	S	S	
Asian	49	57%	27	98%	√	44	34%	24	94%	X
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	124	8%	37	91%	X	121	3%	43	90%	X
English Learner Students	73	N	24	97%	√	45	N	23	94%	X
Economically Disadvantaged Students	196	9%	5	98%	√	166	5%	12	96%	√



State of New Jersey  
2015-2016

Grade Span 09-12

## PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>480</b>	<b>739</b>	<b>739</b>	<b>746</b>	<b>19%</b>	<b>18%</b>	<b>24%</b>	<b>30%</b>	<b>10%</b>	<b>40%</b>	<b>49%</b>
White	239	754	754	754	5%	12%	27%	41%	14%	56%	58%
African American	39	740	740	729	18%	23%	15%	33%	10%	44%	30%
Hispanic	169	712	712	730	42%	24%	22%	11%	2%	12%	34%
Asian	S	S	S	774	S	S	S	S	S	S	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	S	S	S	748	S	S	S	S	S	S	53%
Students with Disability	S	S	S	713	S	S	S	S	S	S	12%
English Language Learners	S	S	S	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	124	711	711	729	42%	26%	19%	12%	1%	13%	31%

■ Did Not Yet Meet Expectations  
 ■ Partially Met Expectations  
 ■ Approached Expectations  
 ■ Met Expectations  
 ■ Exceeded Expectations



State of New Jersey  
2015-2016

Grade Span 09-12

27-3385-050

MORRIS

MORRIS SCHOOL DISTRICT

MORRISTOWN HIGH SCHOOL

50 EARLY STREET

MORRISTOWN, NJ 07960

## PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>414</b>	<b>713</b>	<b>713</b>	<b>740</b>	<b>46%</b>	<b>16%</b>	<b>14%</b>	<b>18%</b>	<b>6%</b>	<b>24%</b>	<b>44%</b>
White	229	731	731	747	29%	17%	18%	26%	10%	35%	50%
African American	S	S	S	722	S	S	S	S	S	S	28%
Hispanic	S	S	S	726	S	S	S	S	S	S	33%
Asian	17	739	739	767	24%	12%	18%	35%	12%	47%	69%
American Indian	S	S	S	729	S	S	S	S	S	S	35%
Two or More Races	S	S	S	741	S	S	S	S	S	S	45%
Students with Disability	S	S	S	702	S	S	S	S	S	S	11%
English Language Learners	S	S	S	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	S	S	S	723	S	S	S	S	S	S	30%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey  
2015-2016

Grade Span 09-12

27-3385-050

MORRIS

MORRIS SCHOOL DISTRICT

MORRISTOWN HIGH SCHOOL

50 EARLY STREET

MORRISTOWN, NJ 07960

## \*\*PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District 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	416	710	710	736	45%	21%	19%	14%	1%	15%	40%
White	215	721	721	739	30%	22%	26%	21%	1%	22%	42%
African American	S	S	S	728	S	S	S	S	S	S	30%
Hispanic	S	S	S	732	S	S	S	S	S	S	37%
Asian	15	732	732	753	27%	7%	33%	27%	7%	33%	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	N	N	N	736	N	N	N	N	N	N	39%
Students with Disability	S	S	S	710	S	S	S	S	S	S	13%
English Language Learners	S	S	S	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	S	S	S	730	S	S	S	S	S	S	33%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

\*\*Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.



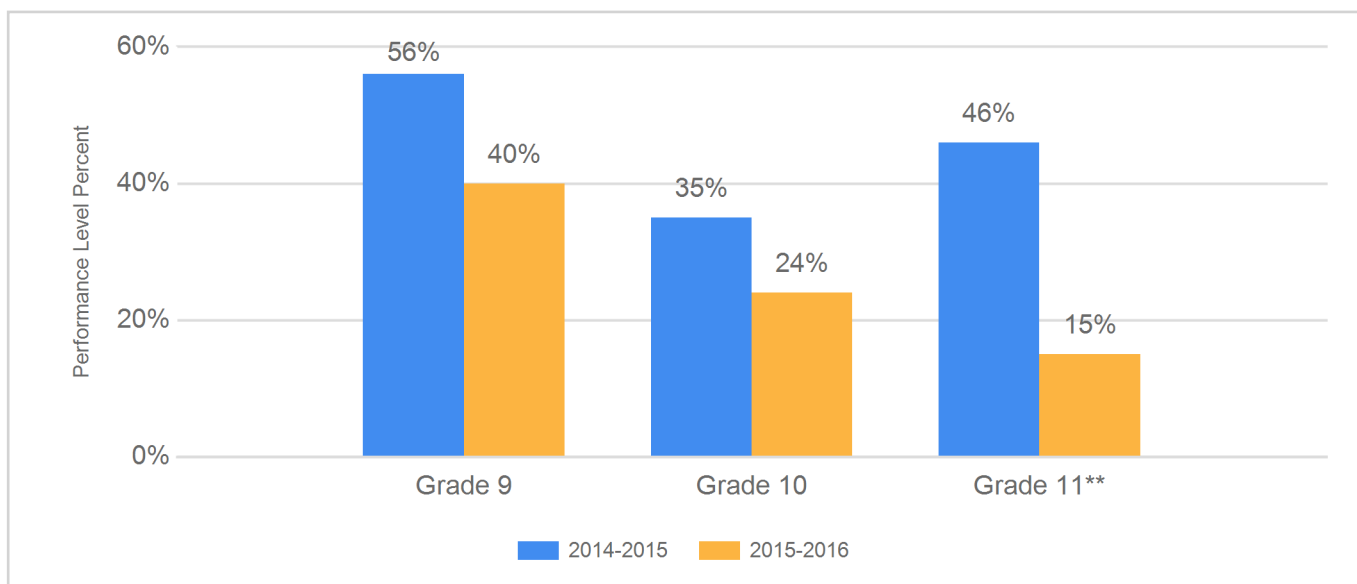
State of New Jersey  
2015-2016

Grade Span 09-12

27-3385-050  
MORRIS  
MORRIS SCHOOL DISTRICT  
MORRISTOWN HIGH SCHOOL  
50 EARLY STREET  
MORRISTOWN, NJ 07960

### PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



\*\*Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.



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## PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>267</b>	<b>715</b>	<b>715</b>	<b>727</b>	<b>30%</b>	<b>30%</b>	<b>30%</b>	<b>11%</b>	<b>N</b>	<b>11%</b>	<b>41%</b>
White	101	723	723	734	19%	29%	37%	16%	N	16%	51%
African American	33	717	717	717	18%	42%	27%	12%	N	12%	20%
Hispanic	S	S	S	720	S	S	S	S	S	S	25%
Asian	S	S	S	746	S	S	S	S	S	S	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	S	S	S	727	S	S	S	S	S	S	47%
Students with Disability	S	S	S	708	S	S	S	S	S	S	10%
English Language Learners	S	S	S	707	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	S	719	S	S	S	S	S	S	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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## PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>411</b>	<b>717</b>	<b>717</b>	<b>730</b>	<b>26%</b>	<b>36%</b>	<b>21%</b>	<b>16%</b>	<b>1%</b>	<b>17%</b>	<b>27%</b>
White	207	731	731	736	13%	28%	32%	26%	1%	27%	34%
African American	S	S	S	717	S	S	S	S	S	S	9%
Hispanic	S	S	S	720	S	S	S	S	S	S	13%
Asian	17	738	738	750	12%	12%	47%	29%	N	29%	61%
American Indian	S	S	S	722	S	S	S	S	S	S	15%
Two or More Races	S	S	S	730	S	S	S	S	S	S	29%
Students with Disability	S	S	S	709	S	S	S	S	S	S	5%
English Language Learners	S	S	S	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	S	S	S	719	S	S	S	S	S	S	12%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey  
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## PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>345</b>	<b>697</b>	<b>697</b>	<b>722</b>	<b>60%</b>	<b>17%</b>	<b>11%</b>	<b>11%</b>	<b>1%</b>	<b>12%</b>	<b>27%</b>
White	192	706	706	728	46%	23%	15%	14%	1%	15%	31%
African American	S	S	S	700	S	S	S	S	S	S	8%
Hispanic	S	S	S	707	S	S	S	S	S	S	12%
Asian	24	734	734	754	29%	13%	21%	33%	4%	38%	60%
American Indian	S	S	S	714	S	S	S	S	S	S	16%
Two or More Races	N	N	N	727	N	N	N	N	N	N	34%
Students with Disability	S	S	S	690	S	S	S	S	S	S	5%
English Language Learners	S	S	S	692	S	S	S	S	S	S	7%
Economically Disadvantaged Students	S	S	S	705	S	S	S	S	S	S	11%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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MORRIS

MORRIS SCHOOL DISTRICT

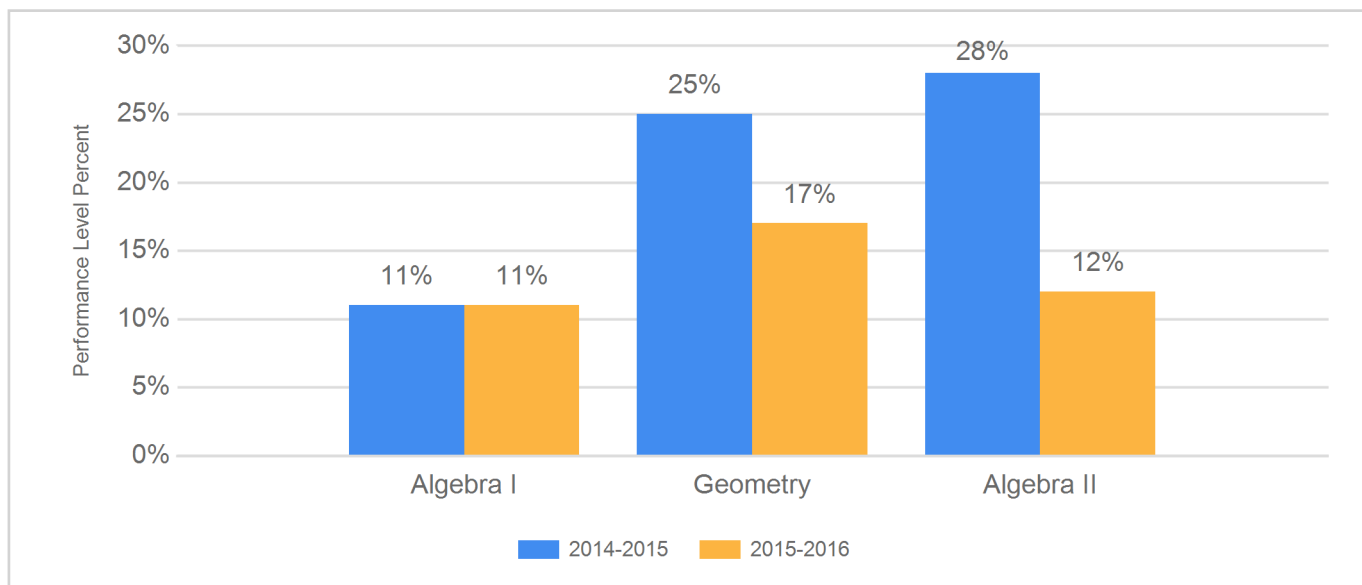
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### PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

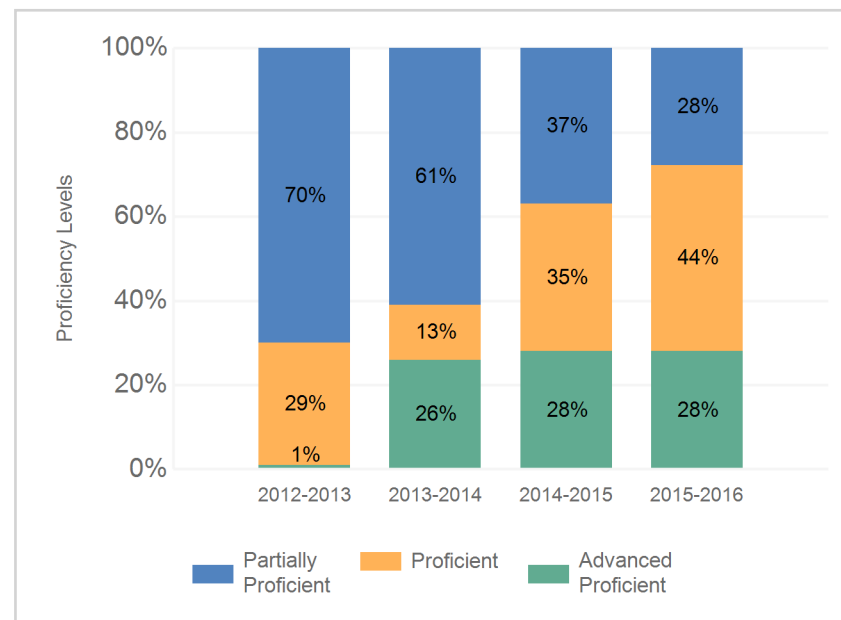
### Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	28%	44%	28%
White	40%	48%	12%
African American	4%	36%	60%
Hispanic	6%	38%	56%
American Indian	S	S	S
Asian	56%	38%	6%
Two or More Races	N	N	N
Students with Disability	5%	33%	63%
English Language Learners	N	N	100%
Economically Disadvantaged Students	3%	32%	65%

### Proficiency Trends - Biology

This graph displays the percentage of students by proficiency category for the past three school years.





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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

### PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	52.1%	95.5%
Percent of Students Participating in SAT	45.4%	58.0%
Percent of Students Participating in ACT	62.8%	27.6%

### PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
<b>PSAT</b>	N	N	N
<b>SAT</b>	-	-	-
Reading and Writing	480	82%	71%
Math	530	62%	53%
<b>ACT</b>	-	-	-
Reading	22	65%	58%
English	18	81%	74%
Math	22	67%	61%
Science	23	56%	49%

### PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
<b>PSAT</b>	1067	950
<b>SAT</b>	-	-
Reading and Writing	570	537
Math	557	538
<b>ACT</b>	-	-
Reading	24	23
English	24	22
Math	24	23
Science	24	22

### PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
<b>PSAT</b>	1180	1070	940
<b>SAT</b>	-	-	-
Reading and Writing	640	570	500
Math	630	560	490
<b>ACT</b>	-	-	-
Reading	30	24	19
English	29	24	19
Math	27	24	19
Science	27	24	20

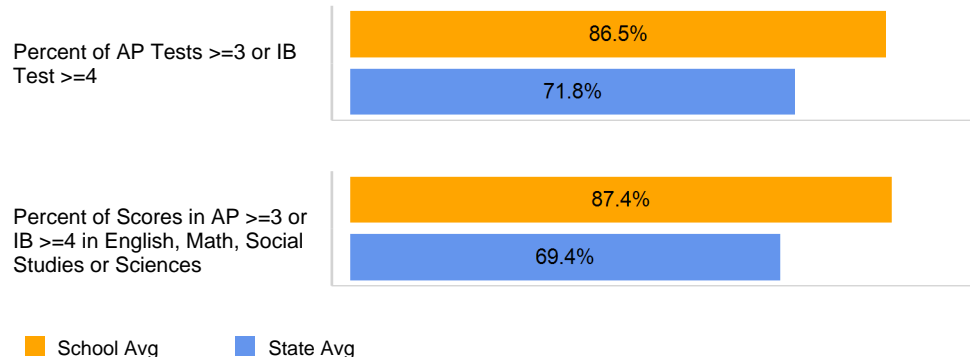


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### AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP  $\geq 3$  or IB  $\geq 4$  for students enrolled in the school and across the state.



### Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	50.7%	39.1%
One of More Test	35.9%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	26.5%	26.6%
Participating in Dual Enrollment	0.0%	15.4%

### AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	47	40
AP Calculus AB	67	53
AP Calculus BC	23	24
AP Chemistry	21	20
AP Chinese Language and Culture	0	6
AP Computer Science A	0	9
AP English Language and Composition	34	42
AP English Literature and Composition	55	29
AP Environmental Science	30	22
AP European History	15	10
AP French Language	21	14
AP Human Geography	19	7
AP Italian Language and Culture	0	3
AP Latin (Virgil, Catullus and Horace)	7	4
AP Macroeconomics	127	29
AP Microeconomics	38	2
AP Music Theory	16	11
AP Physics C	55	0
AP Physics C: Electricity and Magnetism	0	23
AP Physics C: Mechanics	0	38
AP Psychology	76	49
AP Spanish Language	90	35
AP Spanish Literature	10	3
AP Statistics	70	48
AP Studio Art—Drawing Portfolio	12	0



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AP/IB Course	Students Enrolled	Students Tested
AP Studio Art—General Portfolio	0	8
AP Studio Art—Two-Dimensional	0	1
AP U.S. Government and Politics	50	15
AP U.S. History	47	49
Student AP Tests $\geq 3$ and IB Tests $\geq 4$		262



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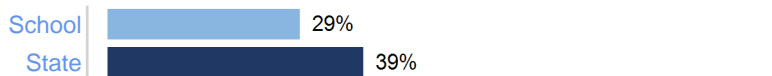
50 EARLY STREET

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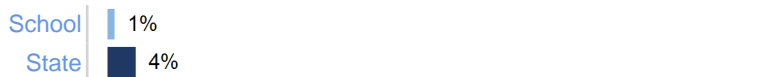
### Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

#### MUSIC



#### DRAMA



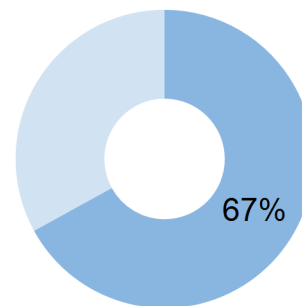
#### DANCE



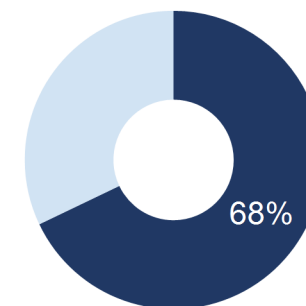
#### VISUAL ARTS



#### Any Visual and Performing Arts



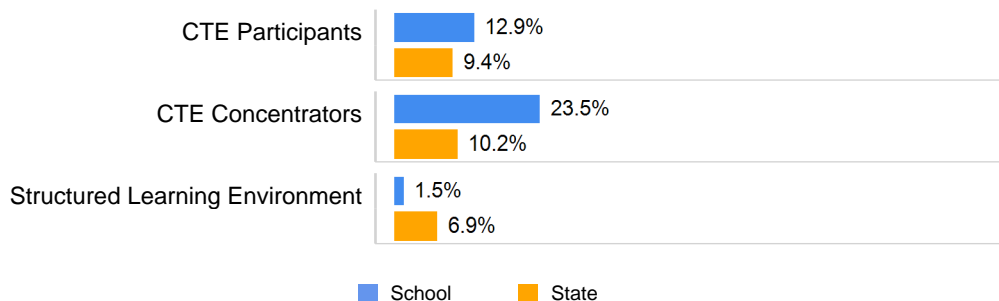
School



State

### Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



■ School ■ State

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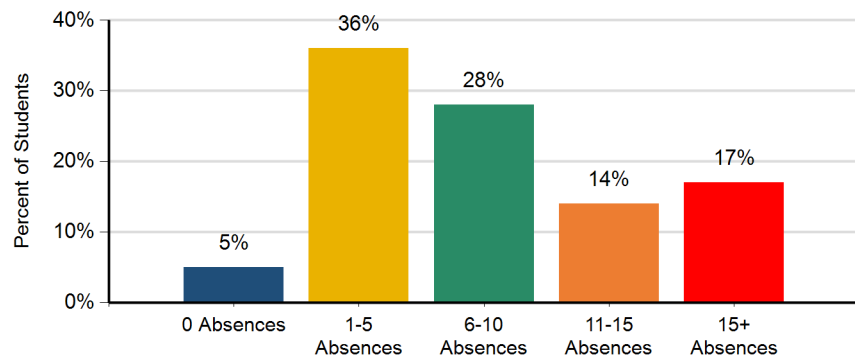
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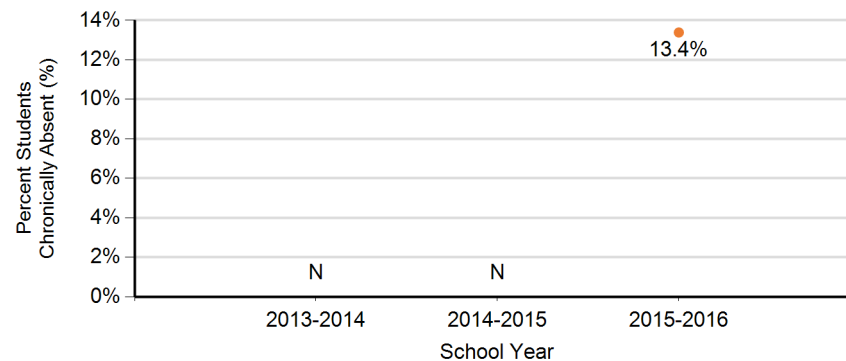
### Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



### Chronic Absenteeism Trend

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



\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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### Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	86.5%	24	81%
White	95%	50	
African American	89.6%	50	
Hispanic	67.7%	7	
American Indian	N	N	
Asian	S	S	
Native Hawaiian	S	S	
Two or More Races	S	S	
Students with Disability	89.6%	72	
English Language Learners	30.4%	11	
Economically Disadvantaged Students	78.9%	20	

### Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	0.8%	1.2%
White	N	0.6%
African American	N	2.6%
Hispanic	2.8%	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	N	1.7%
English Language Learners	0.7%	0.1%
Economically Disadvantaged Students	1.3%	1.7%



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### Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	89%	90%
2014	89%	92%
2015	93%	95%
2016	87%	

### Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	82.6%	22.2%	77.8%
White	89.8%	12.4%	87.6%
African American	78.9%	36.7%	63.3%
Hispanic	62.5%	52.0%	48.0%
American Indian	S	S	S
Asian	S	S	S
Native Hawaiian	S	S	S
Two or More Races	0.0%	0.0%	0.0%
Students with Disability	72.2%	57.7%	42.3%
English Language Learners	S	S	S
Economically Disadvantaged Students	65.3%	44.7%	55.3%



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### 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
2015-16	6 Hrs. 47 Mins.

### 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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 33 Mins.
Shared Time	3 Hrs. 2 Mins.

### 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.

2015-16	School
Faculty	13:1
Administrator	196:1

### Student Suspension Rate

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

	School
2015-16	5.4%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	93%



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MORRIS

MORRIS SCHOOL DISTRICT

NORMANDY PARK SCHOOL

19A NORMANDY PARKWAY

MORRISTOWN, NJ 07960

## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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MORRIS

MORRIS SCHOOL DISTRICT

NORMANDY PARK SCHOOL

19A NORMANDY PARKWAY

MORRISTOWN, NJ 07960

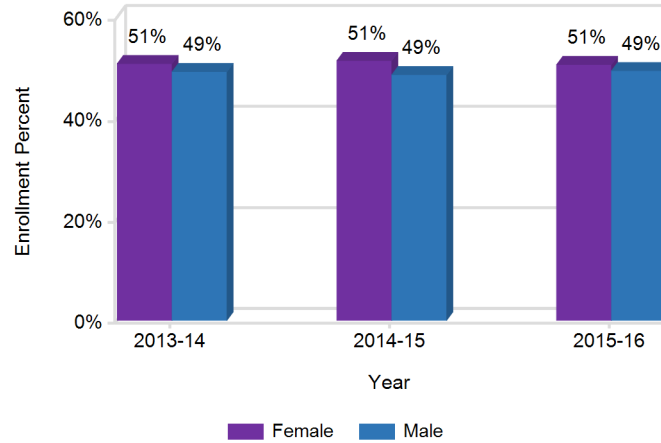
### Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	60	57	51
Grade 01	59	59	50
Grade 02	60	62	58
Grade 03	58	63	60
Grade 04	67	59	61
Grade 05	66	68	54
UG	0	0	0
<b>Total</b>	<b>370</b>	<b>368</b>	<b>334</b>

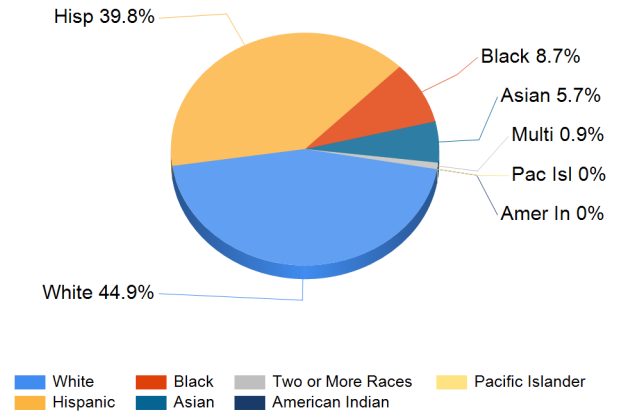
### Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



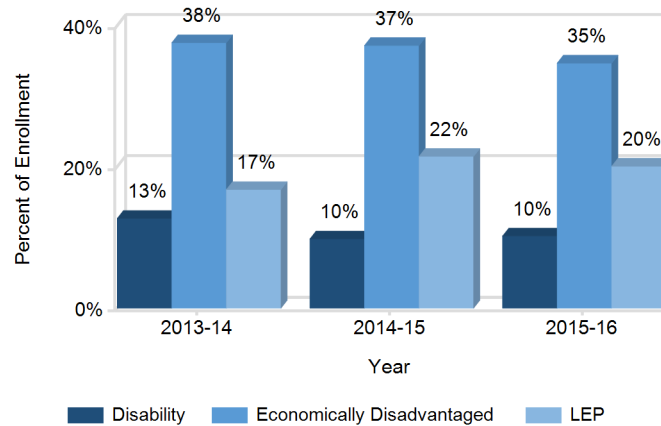
### Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



### Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



### Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	74.0%
Spanish	25.1%
Chinese	0.6%
French	0.3%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

This section also measures Science as demonstrated in NJ ASK Science assessments.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	56%	40	50
Mathematics Met or Exceeded Expectations	56%	60	62

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	171	56%	50	100%	✓	174	56%	62	100%	✓
White	72	81%	88	100%	✓	72	76%	88	100%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	75	29%	22	100%	✓	78	33%	44	100%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	N	N	N	N		N	N	N	N	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	70	21%	14	100%	✓	72	29%	45	100%	✓



State of New Jersey  
2015-2016

Grade Span KF-05

27-3385-100

MORRIS

MORRIS SCHOOL DISTRICT  
NORMANDY PARK SCHOOL  
19A NORMANDY PARKWAY  
MORRISTOWN, NJ 07960

## PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	57	750	750	746	18%	18%	19%	26%	19%	46%	48%
White	22	779	766	756	N	5%	23%	41%	32%	73%	58%
African American	S	S	746	727	S	S	S	S	S	S	30%
Hispanic	26	715	722	730	39%	31%	15%	12%	4%	15%	31%
Asian	S	S	779	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	S	S	S	718	S	S	S	S	S	S	22%
English Language Learners	S	S	703	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	S	S	721	727	S	S	S	S	S	S	28%
PARCC MATH											
<b>Schoolwide</b>	59	749	754	749	10%	14%	24%	36%	17%	53%	52%
White	22	773	767	757	N	5%	18%	55%	23%	77%	63%
African American	S	S	749	730	S	S	S	S	S	S	31%
Hispanic	28	721	731	736	21%	25%	32%	18%	4%	21%	35%
Asian	S	S	786	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	S	S	737	727	S	S	S	S	S	S	28%
English Language Learners	S	S	715	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	24	717	731	732	21%	25%	38%	17%	N	17%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey  
2015-2016

Grade Span KF-05

27-3385-100

MORRIS

MORRIS SCHOOL DISTRICT  
NORMANDY PARK SCHOOL  
19A NORMANDY PARKWAY  
MORRISTOWN, NJ 07960

## PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	60	752	755	750	12%	13%	20%	32%	23%	55%	54%
White	26	771	768	759	8%	4%	8%	46%	35%	81%	64%
African American	S	S	744	733	S	S	S	S	S	S	33%
Hispanic	27	730	739	737	19%	26%	22%	26%	7%	33%	37%
Asian	S	S	764	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	736	723	S	S	S	S	S	S	22%
English Language Learners	S	S	706	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	23	723	733	734	17%	30%	39%	9%	4%	13%	33%
PARCC MATH											
<b>Schoolwide</b>	61	755	752	745	5%	15%	23%	43%	15%	57%	47%
White	26	772	765	752	N	12%	12%	50%	27%	77%	57%
African American	S	S	737	727	S	S	S	S	S	S	24%
Hispanic	28	739	740	733	11%	14%	36%	39%	N	39%	30%
Asian	S	S	765	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	736	724	S	S	S	S	S	S	22%
English Language Learners	S	S	715	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	24	731	734	730	13%	21%	38%	29%	N	29%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey  
2015-2016

Grade Span KF-05

27-3385-100

MORRIS

MORRIS SCHOOL DISTRICT  
NORMANDY PARK SCHOOL  
19A NORMANDY PARKWAY  
MORRISTOWN, NJ 07960

## PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	54	753	765	751	13%	9%	13%	54%	11%	65%	53%
White	24	772	777	758	N	4%	8%	71%	17%	88%	64%
African American	S	S	S	733	S	S	S	S	S	S	32%
Hispanic	22	728	747	738	32%	18%	14%	27%	9%	36%	37%
Asian	S	S	781	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	736	723	S	S	S	S	S	S	20%
English Language Learners	S	S	711	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	24	731	745	735	29%	17%	17%	29%	8%	38%	33%
PARCC MATH											
<b>Schoolwide</b>	54	754	764	747	7%	9%	28%	43%	13%	56%	47%
White	24	767	773	753	N	N	25%	58%	17%	75%	57%
African American	S	S	752	728	S	S	S	S	S	S	24%
Hispanic	22	739	750	735	18%	18%	27%	27%	9%	36%	31%
Asian	S	S	782	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	746	725	S	S	S	S	S	S	19%
English Language Learners	S	S	731	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	24	741	749	732	17%	17%	29%	29%	8%	38%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

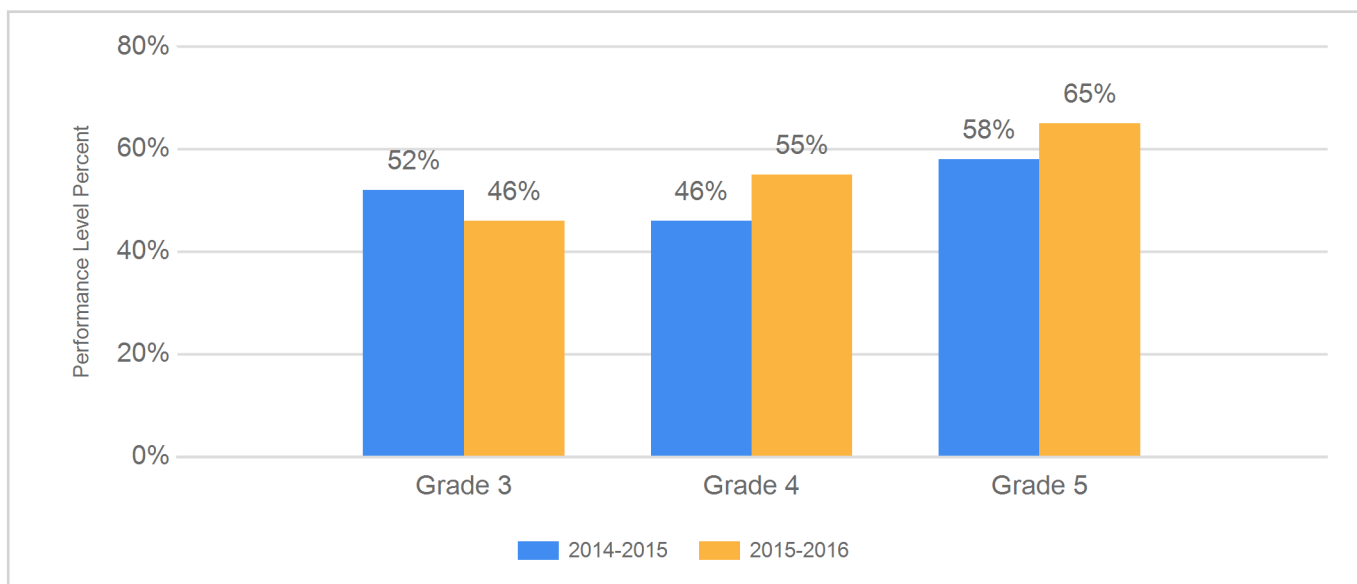


State of New Jersey  
2015-2016

Grade Span KF-05

### PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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MORRIS

MORRIS SCHOOL DISTRICT

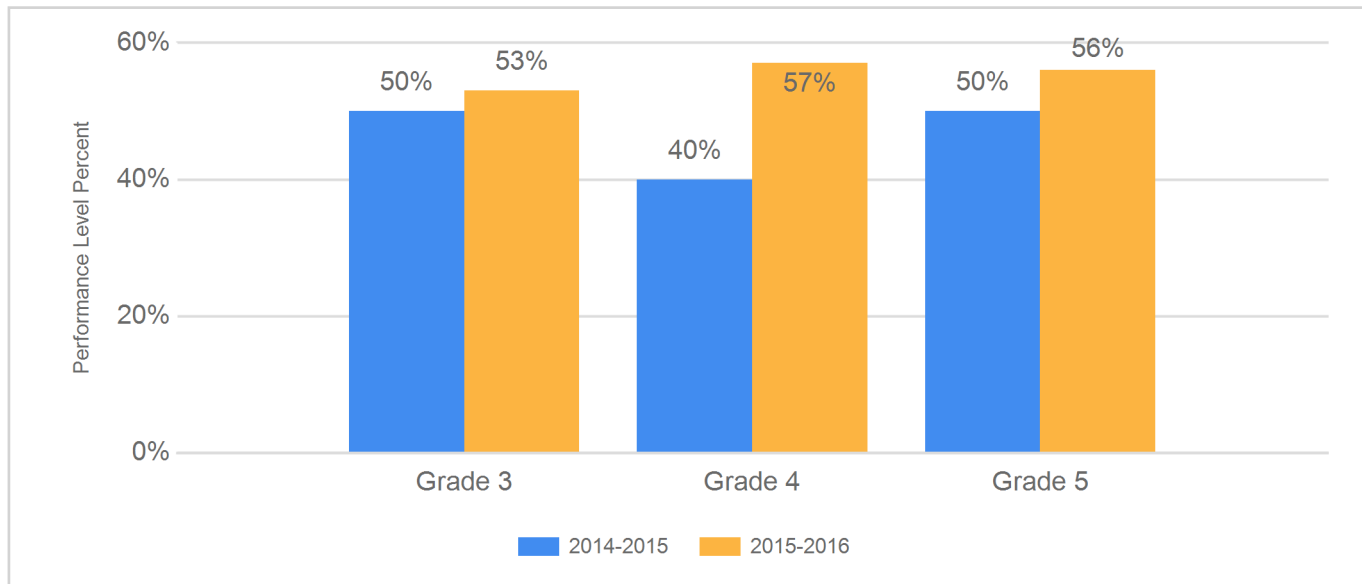
NORMANDY PARK SCHOOL

19A NORMANDY PARKWAY

MORRISTOWN, NJ 07960

### PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

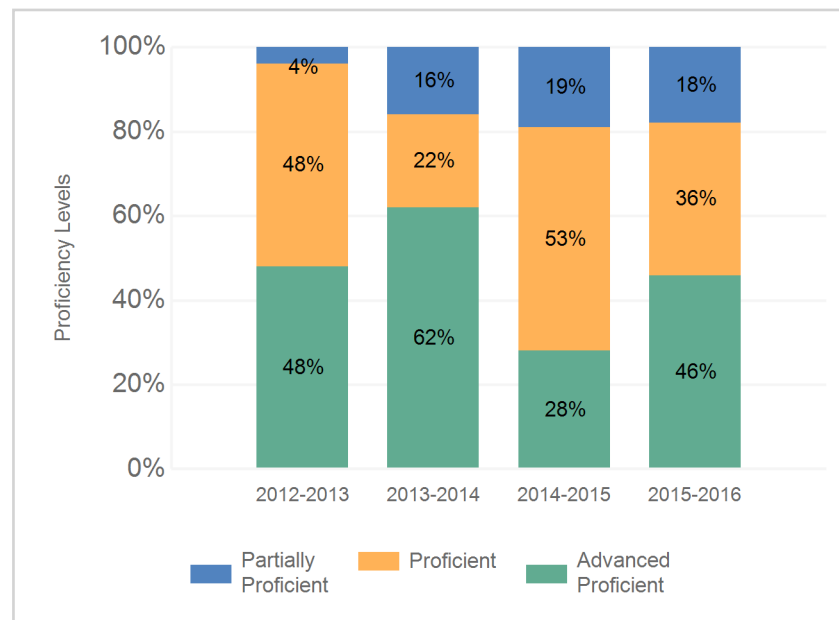
### NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	46%	36%	18%
White	62%	35%	4%
African American	S	S	S
Hispanic	25%	43%	32%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	21%	42%	38%

### NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.



\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4read.html">http://www.nj.gov/education/pr/1415/naep/naep4read.html</a>
Reading Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8read.html">http://www.nj.gov/education/pr/1415/naep/naep8read.html</a>
Math Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4math.html">http://www.nj.gov/education/pr/1415/naep/naep4math.html</a>
Math Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8math.html">http://www.nj.gov/education/pr/1415/naep/naep8math.html</a>
Science Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4science.html">http://www.nj.gov/education/pr/1415/naep/naep4science.html</a>
Science Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8science.html">http://www.nj.gov/education/pr/1415/naep/naep8science.html</a>

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey  
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### Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	68	45	50
Student Growth on Math	75	54	50

### Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	5%	10%	8%
Partially Met (L2)	1%	5%	7%
Approached (L3)	1%	5%	12%
Met (L4)	5%	10%	26%
Exceeded (L5)	3%	3%	2%

### Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	0%	10%
Partially Met (L2)	0%	7%	15%
Approached (L3)	1%	8%	14%
Met (L4)	4%	5%	21%
Exceeded (L5)	3%	6%	3%



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27-3385-100

MORRIS

MORRIS SCHOOL DISTRICT

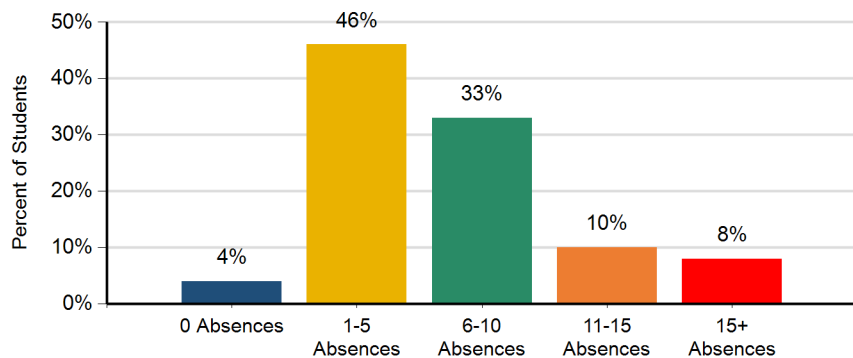
NORMANDY PARK SCHOOL

19A NORMANDY PARKWAY

MORRISTOWN, NJ 07960

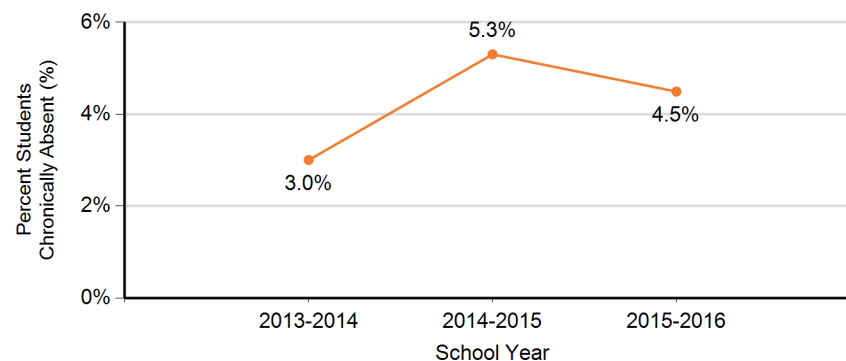
### Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



### Chronic Absenteeism Trend

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



\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey  
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### 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
2015-16	6 Hrs. 47 Mins.

### 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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	6 Hrs. 7 Mins.
Shared Time	0 Hrs. 0 Mins.

### 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.

2015-16	School
Faculty	11:1
Administrator	334:1

### Student Suspension Rate

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

	School
2015-16	0.0%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	91%



State of New Jersey  
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27-3385-105

MORRIS

MORRIS SCHOOL DISTRICT

SUSSEX AVENUE SCHOOL

125 SUSSEX AVENUE

MORRISTOWN, NJ 07960

## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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2015-2016

Grade Span 03-05

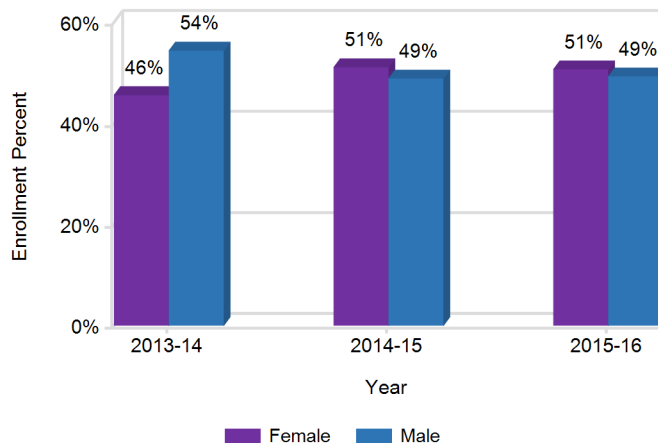
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 03	107	102	105
Grade 04	104	103	97
Grade 05	108	109	95
UG	10	9	7
<b>Total</b>	<b>329</b>	<b>323</b>	<b>304</b>

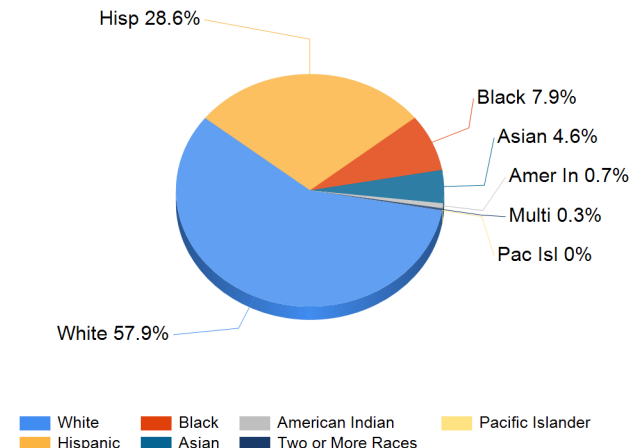
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



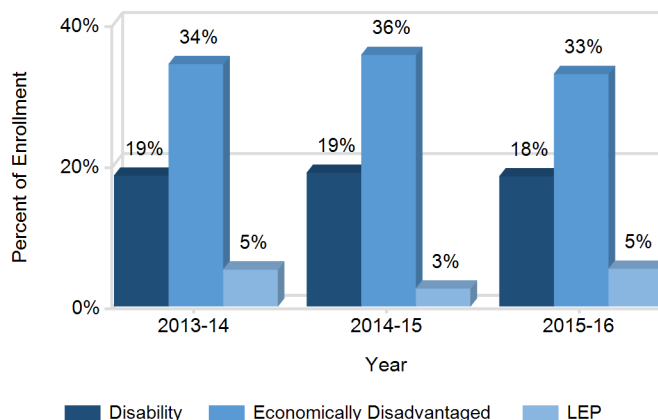
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	90.5%
Spanish	8.6%
Arabic	0.3%
Chinese	0.3%
French	0.3%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey  
2015-2016

Grade Span 03-05

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MORRIS

MORRIS SCHOOL DISTRICT

SUSSEX AVENUE SCHOOL

125 SUSSEX AVENUE

MORRISTOWN, NJ 07960

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

This section also measures Science as demonstrated in NJ ASK Science assessments.

### Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	61%	100	64
Mathematics Met or Exceeded Expectations	63%	80	76

### Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	292	61%	64	95%	✓	292	63%	76	95%	✓
White	169	73%	79	95%	✓	169	75%	85	95%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	85	38%	40	97%	✓	85	39%	60	97%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	43	33%	84	84%	✗	43	40%	92	84%	✗
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	92	39%	59	93%	✓	92	42%	79	93%	✓



State of New Jersey  
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27-3385-105

MORRIS

MORRIS SCHOOL DISTRICT

SUSSEX AVENUE SCHOOL

125 SUSSEX AVENUE

MORRISTOWN, NJ 07960

## PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	101	754	750	746	10%	7%	28%	48%	8%	55%	48%
White	63	762	766	756	8%	3%	27%	49%	13%	62%	58%
African American	S	S	746	727	S	S	S	S	S	S	30%
Hispanic	27	737	722	730	15%	19%	26%	41%	N	41%	31%
Asian	S	S	779	772	S	S	S	S	S	S	74%
American Indian	S	S	S	746	S	S	S	S	S	S	47%
Two or More Races	S	S	S	753	S	S	S	S	S	S	55%
Students with Disability	11	722	723	718	36%	9%	27%	27%	N	27%	22%
English Language Learners	S	S	703	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	28	733	721	727	21%	14%	32%	32%	N	32%	28%
PARCC MATH											
<b>Schoolwide</b>	101	760	754	749	2%	15%	20%	46%	18%	63%	52%
White	63	770	767	757	N	8%	16%	52%	24%	76%	63%
African American	S	S	749	730	S	S	S	S	S	S	31%
Hispanic	27	736	731	736	7%	33%	30%	22%	7%	30%	35%
Asian	S	S	786	777	S	S	S	S	S	S	82%
American Indian	S	S	S	746	S	S	S	S	S	S	48%
Two or More Races	S	S	S	754	S	S	S	S	S	S	57%
Students with Disability	11	742	737	727	9%	27%	9%	46%	9%	55%	28%
English Language Learners	S	S	715	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	28	735	731	732	7%	36%	25%	25%	7%	32%	32%

■ Did Not Yet Meet Expectations    
 ■ Partially Met Expectations    
 ■ Approached Expectations    
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State of New Jersey  
2015-2016

Grade Span 03-05

27-3385-105

MORRIS

MORRIS SCHOOL DISTRICT

SUSSEX AVENUE SCHOOL

125 SUSSEX AVENUE

MORRISTOWN, NJ 07960

## PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	92	757	755	750	2%	9%	29%	45%	15%	60%	54%
White	49	767	768	759	N	N	25%	53%	22%	76%	64%
African American	S	S	744	733	S	S	S	S	S	S	33%
Hispanic	28	743	739	737	4%	21%	39%	36%	N	36%	37%
Asian	S	S	764	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	12	750	736	723	8%	N	58%	25%	8%	33%	22%
English Language Learners	S	S	706	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	33	744	733	734	6%	18%	33%	39%	3%	42%	33%
PARCC MATH											
<b>Schoolwide</b>	92	758	752	745	1%	8%	30%	53%	8%	61%	47%
White	49	765	765	752	N	N	31%	57%	12%	69%	57%
African American	S	S	737	727	S	S	S	S	S	S	24%
Hispanic	28	748	740	733	N	21%	29%	50%	N	50%	30%
Asian	S	S	765	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	12	750	736	724	N	8%	58%	25%	8%	33%	22%
English Language Learners	S	S	715	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	33	746	734	730	3%	18%	33%	46%	N	46%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey  
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MORRIS

MORRIS SCHOOL DISTRICT

SUSSEX AVENUE SCHOOL

125 SUSSEX AVENUE

MORRISTOWN, NJ 07960

## PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	96	765	765	751	1%	9%	18%	57%	15%	72%	53%
White	56	777	777	758	2%	N	9%	68%	21%	89%	64%
African American	S	S	753	733	S	S	S	S	S	S	32%
Hispanic	29	743	747	738	N	24%	38%	35%	3%	38%	37%
Asian	S	S	781	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	14	747	736	723	N	14%	36%	50%	N	50%	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	32	747	745	735	N	19%	38%	34%	9%	44%	33%
PARCC MATH											
<b>Schoolwide</b>	96	765	764	747	N	7%	26%	45%	22%	67%	47%
White	56	773	773	753	N	4%	18%	50%	29%	79%	57%
African American	S	S	752	728	S	S	S	S	S	S	24%
Hispanic	29	749	750	735	N	14%	48%	35%	3%	38%	31%
Asian	S	S	782	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	14	748	746	725	N	21%	29%	43%	7%	50%	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	32	753	749	732	N	9%	44%	41%	6%	47%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey  
2015-2016

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MORRIS

MORRIS SCHOOL DISTRICT

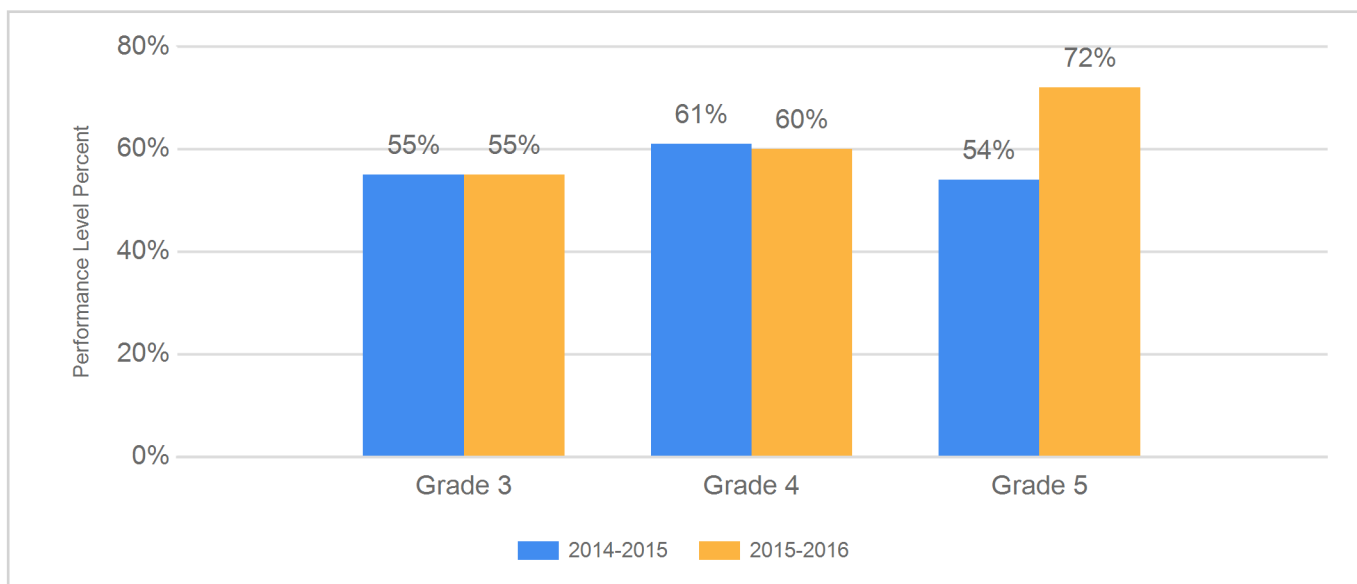
SUSSEX AVENUE SCHOOL

125 SUSSEX AVENUE

MORRISTOWN, NJ 07960

### PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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MORRIS

MORRIS SCHOOL DISTRICT

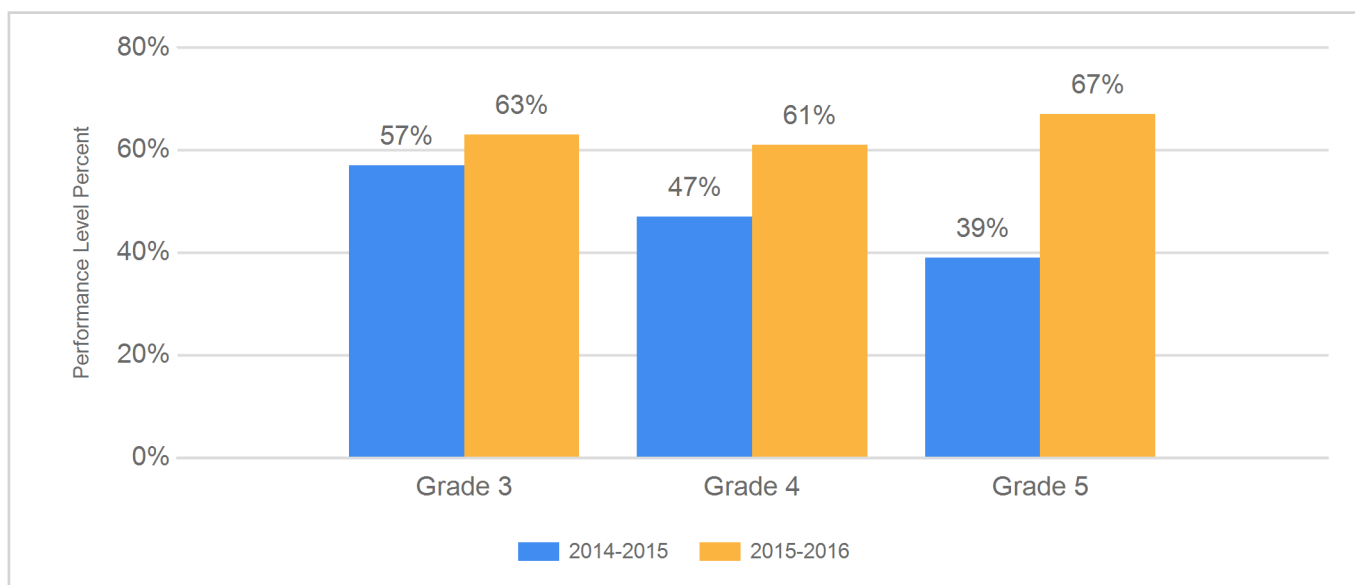
SUSSEX AVENUE SCHOOL

125 SUSSEX AVENUE

MORRISTOWN, NJ 07960

### PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

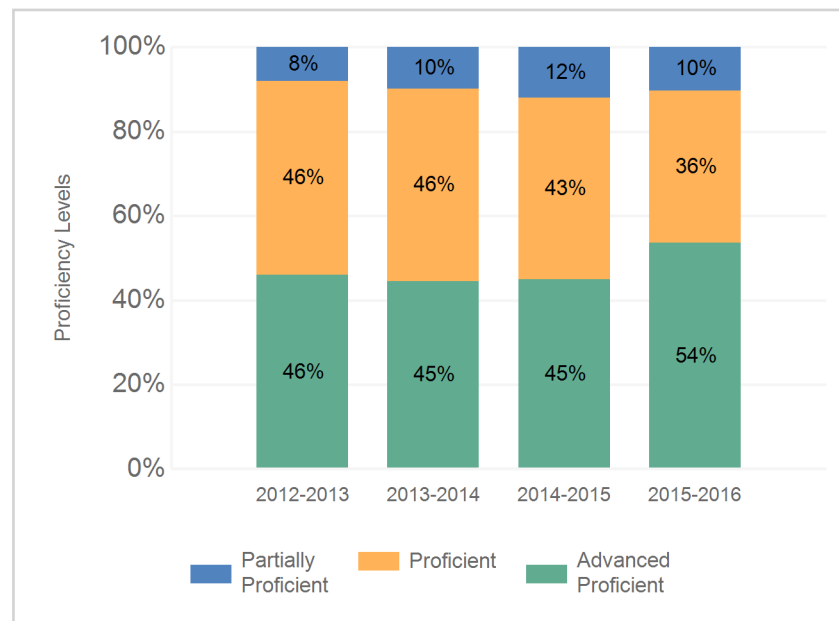
### NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	54%	36%	10%
White	65%	35%	N
African American	46%	9%	46%
Hispanic	37%	48%	15%
American Indian	S	S	S
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	29%	64%	7%
English Language Learners	S	S	S
Economically Disadvantaged Students	30%	49%	21%

### NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.



\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4read.html">http://www.nj.gov/education/pr/1415/naep/naep4read.html</a>
Reading Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8read.html">http://www.nj.gov/education/pr/1415/naep/naep8read.html</a>
Math Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4math.html">http://www.nj.gov/education/pr/1415/naep/naep4math.html</a>
Math Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8math.html">http://www.nj.gov/education/pr/1415/naep/naep8math.html</a>
Science Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4science.html">http://www.nj.gov/education/pr/1415/naep/naep4science.html</a>
Science Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8science.html">http://www.nj.gov/education/pr/1415/naep/naep8science.html</a>

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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### Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	64	45	50
Student Growth on Math	69	54	50

### Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	2%	6%
Partially Met (L2)	1%	6%	5%
Approached (L3)	5%	6%	8%
Met (L4)	12%	14%	21%
Exceeded (L5)	3%	3%	6%

### Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	1%
Partially Met (L2)	2%	2%	12%
Approached (L3)	4%	9%	15%
Met (L4)	10%	9%	25%
Exceeded (L5)	2%	3%	4%



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MORRIS

MORRIS SCHOOL DISTRICT

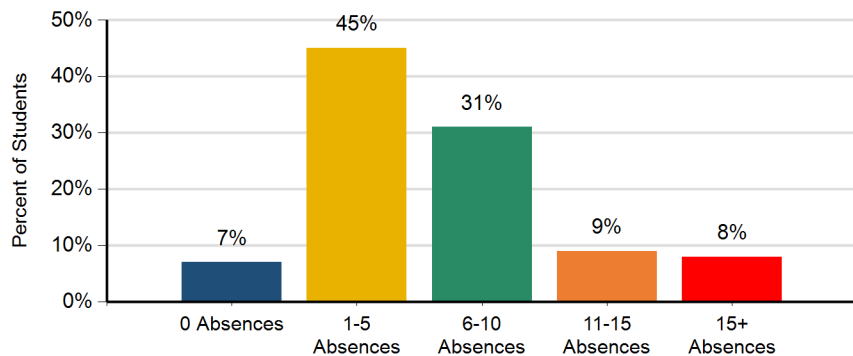
SUSSEX AVENUE SCHOOL

125 SUSSEX AVENUE

MORRISTOWN, NJ 07960

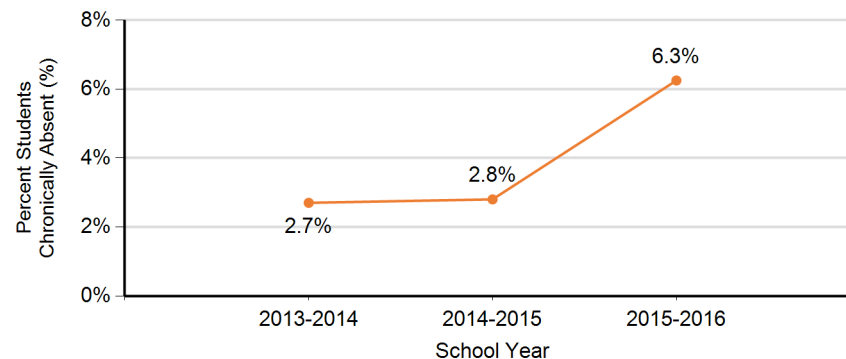
### Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



### Chronic Absenteeism Trend

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



\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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### 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
2015-16	6 Hrs. 15 Mins.

### 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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 35 Mins.
Shared Time	0 Hrs. 0 Mins.

### 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.

2015-16	School
Faculty	10:1
Administrator	304:1

### Student Suspension Rate

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

	School
2015-16	0.0%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	88%



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MORRIS

MORRIS SCHOOL DISTRICT

THOMAS JEFFERSON SCHOOL

JAMES STREET & OGDEN PLACE

MORRISTOWN, NJ 07960

## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



State of New Jersey  
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Grade Span 03-05

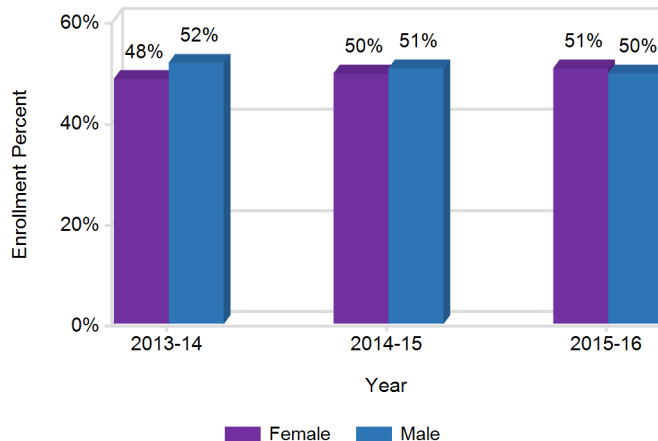
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 03	97	99	97
Grade 04	113	100	90
Grade 05	91	118	96
UG	7	0	8
<b>Total</b>	<b>308</b>	<b>317</b>	<b>291</b>

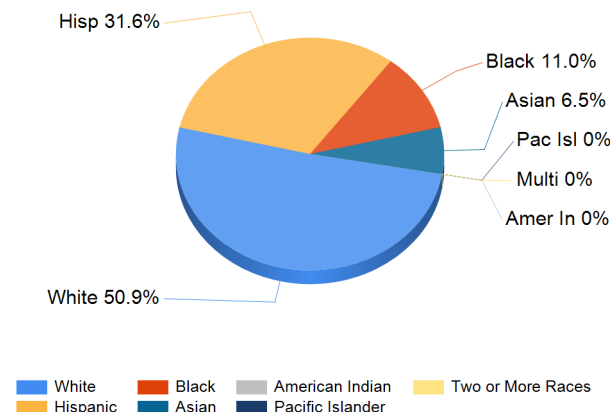
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



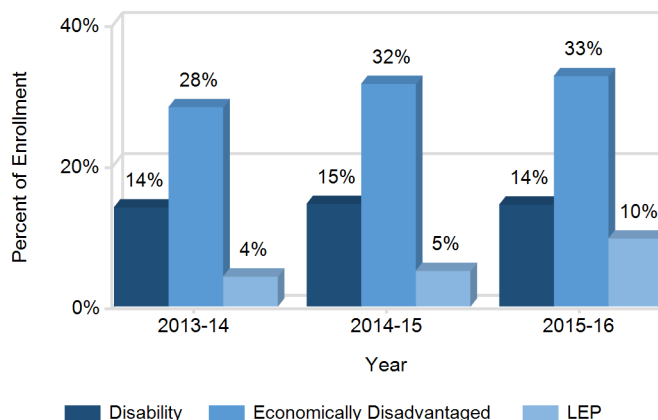
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	74.6%
Spanish	22.3%
Swedish	0.3%
Tagalog	0.3%
Thai	0.3%
Other	1.8%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

This section also measures Science as demonstrated in NJ ASK Science assessments.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	59%	80	60
Mathematics Met or Exceeded Expectations	63%	100	78

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	287	59%	60	98%	✓	287	63%	78	98%	✓
White	144	75%	84	97%	✓	144	80%	92	97%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	93	33%	34	98%	✓	93	38%	59	98%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	N	N	N	N		N	N	N	N	
Students with Disability	43	28%	80	96%	✓	43	37%	89	96%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	95	23%	20	98%	✓	95	33%	63	98%	✓



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MORRIS

MORRIS SCHOOL DISTRICT  
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MORRISTOWN, NJ 07960

## PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	98	751	750	746	8%	20%	22%	40%	9%	49%	48%
White	46	768	766	756	2%	7%	24%	57%	11%	67%	58%
African American	S	S	746	727	S	S	S	S	S	S	30%
Hispanic	33	723	722	730	18%	36%	27%	15%	3%	18%	31%
Asian	S	S	779	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	12	735	723	718	8%	25%	50%	8%	8%	17%	22%
English Language Learners	S	S	703	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	37	721	721	727	19%	38%	30%	14%	N	14%	28%
PARCC MATH											
<b>Schoolwide</b>	98	759	754	749	2%	17%	17%	43%	20%	63%	52%
White	46	773	767	757	N	2%	15%	57%	26%	83%	63%
African American	S	S	749	730	S	S	S	S	S	S	31%
Hispanic	33	735	731	736	6%	36%	24%	27%	6%	33%	35%
Asian	S	S	786	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	12	753	737	727	N	17%	42%	33%	8%	42%	28%
English Language Learners	S	S	715	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	37	732	731	732	5%	41%	22%	30%	3%	32%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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MORRIS

MORRIS SCHOOL DISTRICT  
THOMAS JEFFERSON SCHOOL  
JAMES STREET & OGDEN PLACE  
MORRISTOWN, NJ 07960

## PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	87	756	755	750	9%	16%	12%	40%	23%	63%	54%
White	44	774	768	759	5%	7%	7%	46%	36%	82%	64%
African American	S	S	744	733	S	S	S	S	S	S	33%
Hispanic	28	734	739	737	11%	29%	25%	32%	4%	36%	37%
Asian	S	S	764	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	12	727	736	723	42%	8%	8%	33%	8%	42%	22%
English Language Learners	S	S	706	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	31	724	733	734	16%	36%	19%	29%	N	29%	33%
PARCC MATH											
<b>Schoolwide</b>	87	756	752	745	8%	13%	16%	55%	8%	63%	47%
White	44	771	765	752	5%	5%	7%	68%	16%	84%	57%
African American	S	S	737	727	S	S	S	S	S	S	24%
Hispanic	28	737	740	733	11%	25%	32%	32%	N	32%	30%
Asian	S	S	765	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	12	742	736	724	17%	17%	25%	33%	8%	42%	22%
English Language Learners	S	S	715	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	31	730	734	730	16%	29%	29%	26%	N	26%	27%

■ Did Not Yet Meet Expectations    
 ■ Partially Met Expectations    
 ■ Approached Expectations    
 ■ Met Expectations    
 ■ Exceeded Expectations



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MORRISTOWN, NJ 07960

## PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	95	770	765	751	2%	6%	22%	48%	21%	70%	53%
White	49	781	777	758	2%	2%	12%	57%	27%	84%	64%
African American	S	S	753	733	S	S	S	S	S	S	32%
Hispanic	29	757	747	738	N	14%	35%	41%	10%	52%	37%
Asian	S	S	781	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	11	749	736	723	18%	27%	9%	18%	27%	46%	20%
English Language Learners	S	S	711	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	26	745	745	735	N	15%	54%	31%	N	31%	33%
PARCC MATH											
<b>Schoolwide</b>	95	766	764	747	N	8%	23%	44%	24%	68%	47%
White	49	774	773	753	N	4%	16%	51%	29%	80%	57%
African American	S	S	752	728	S	S	S	S	S	S	24%
Hispanic	29	755	750	735	N	10%	38%	38%	14%	52%	31%
Asian	S	S	782	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	11	758	746	725	N	46%	9%	18%	27%	46%	19%
English Language Learners	S	S	731	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	26	747	749	732	N	12%	42%	39%	8%	46%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

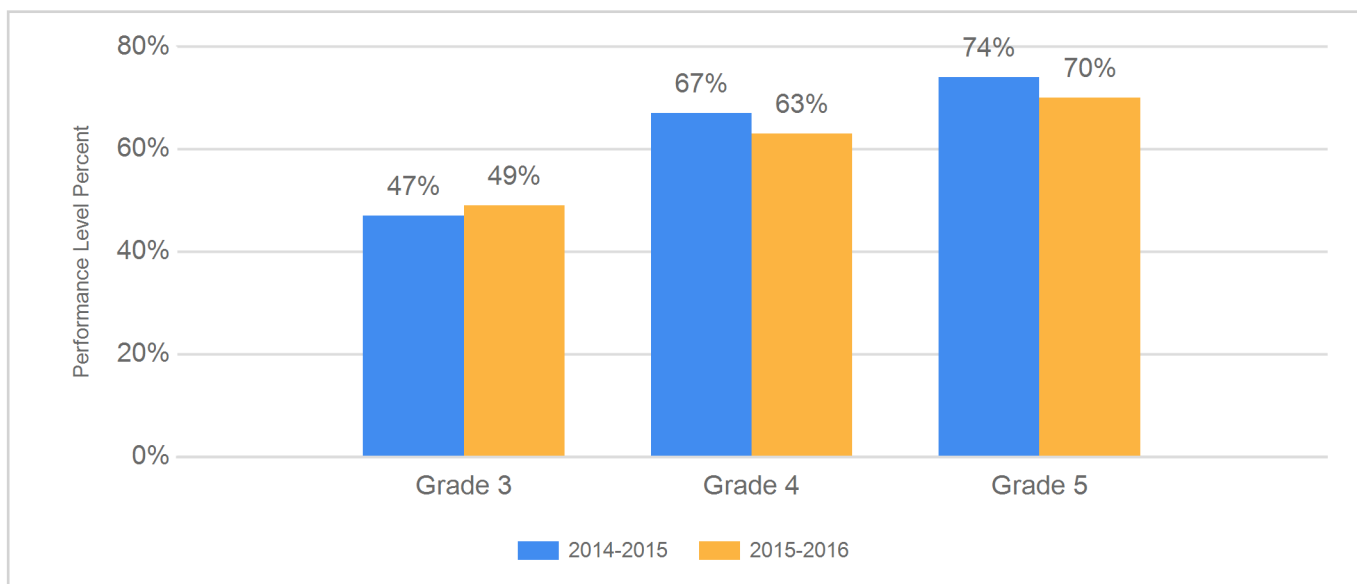


State of New Jersey  
2015-2016

Grade Span 03-05

### PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey  
2015-2016

Grade Span 03-05

27-3385-110

MORRIS

MORRIS SCHOOL DISTRICT

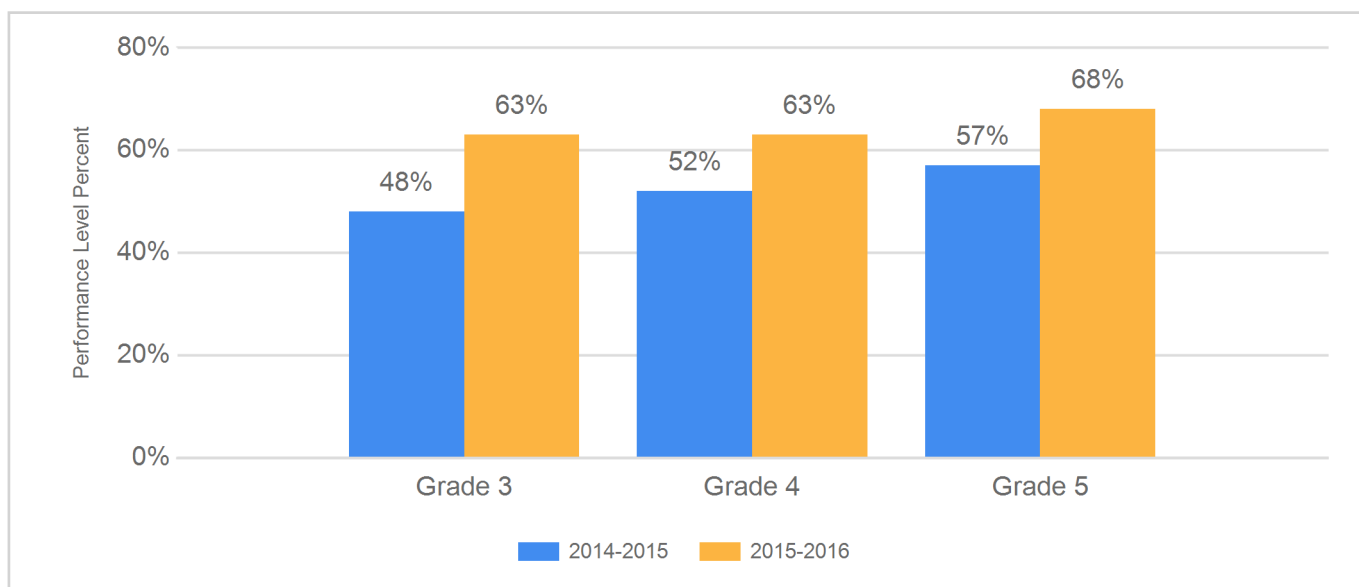
THOMAS JEFFERSON SCHOOL

JAMES STREET & OGDEN PLACE

MORRISTOWN, NJ 07960

### PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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State of New Jersey  
2015-2016

Grade Span 03-05

The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

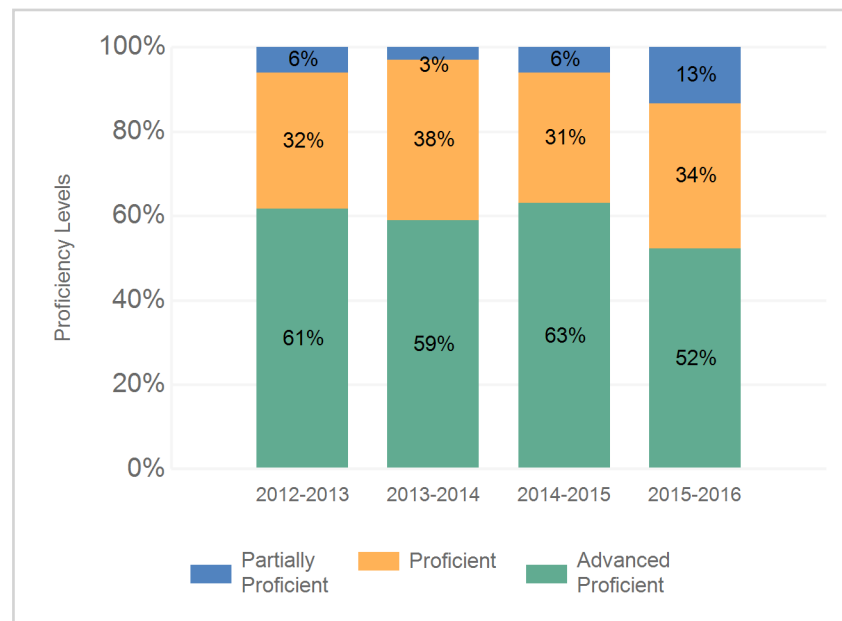
### NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	52%	34%	13%
White	77%	21%	2%
African American	36%	46%	18%
Hispanic	21%	46%	32%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	46%	27%	27%
English Language Learners	N	39%	62%
Economically Disadvantaged Students	13%	47%	40%

### NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.



\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey  
2015-2016

Grade Span 03-05

## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4read.html">http://www.nj.gov/education/pr/1415/naep/naep4read.html</a>
Reading Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8read.html">http://www.nj.gov/education/pr/1415/naep/naep8read.html</a>
Math Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4math.html">http://www.nj.gov/education/pr/1415/naep/naep4math.html</a>
Math Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8math.html">http://www.nj.gov/education/pr/1415/naep/naep8math.html</a>
Science Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4science.html">http://www.nj.gov/education/pr/1415/naep/naep4science.html</a>
Science Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8science.html">http://www.nj.gov/education/pr/1415/naep/naep8science.html</a>

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey  
2015-2016

Grade Span 03-05

### Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	67	45	50
Student Growth on Math	73	54	50

### Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	4%	4%	4%
Partially Met (L2)	2%	4%	6%
Approached (L3)	3%	5%	10%
Met (L4)	9%	9%	27%
Exceeded (L5)	1%	4%	8%

### Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	2%	2%
Partially Met (L2)	4%	5%	6%
Approached (L3)	4%	7%	18%
Met (L4)	6%	9%	28%
Exceeded (L5)	2%	2%	5%

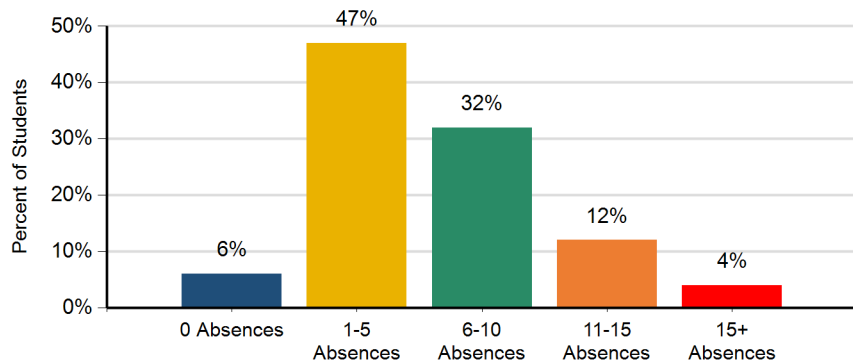


State of New Jersey  
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Grade Span 03-05

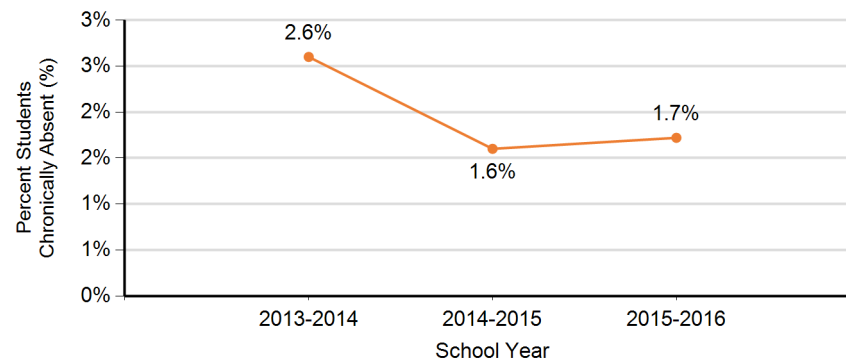
### Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



### Chronic Absenteeism Trend

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



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State of New Jersey  
2015-2016

Grade Span 03-05

### 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
2015-16	6 Hrs. 15 Mins.

### 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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 35 Mins.
Shared Time	0 Hrs. 0 Mins.

### 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.

2015-16	School
Faculty	10:1
Administrator	291:1

### Student Suspension Rate

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

	School
2015-16	0.0%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	87%



State of New Jersey  
2015-2016

27-3385-115

MORRIS

MORRIS SCHOOL DISTRICT

WOODLAND SCHOOL

51 JOHNSTON DRIVE

CONVENT STATION, NJ 07961

## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



State of New Jersey  
2015-2016

27-3385-115  
MORRIS  
MORRIS SCHOOL DISTRICT  
WOODLAND SCHOOL  
51 JOHNSTON DRIVE  
CONVENT STATION, NJ 07961

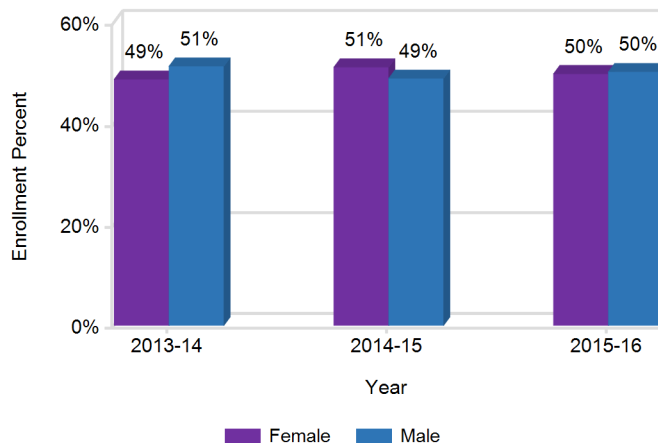
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	0	0	0
Grade KG	99	100	86
Grade 01	106	100	95
Grade 02	96	97	99
Grade 03	0	0	0
Grade 04	0	0	0
Grade 05	0	0	0
Grade 06	0	0	0
Grade 07	0	0	0
Grade 08	0	0	0
Grade 09	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
UG	9	8	7
<b>Total</b>	<b>310</b>	<b>305</b>	<b>287</b>

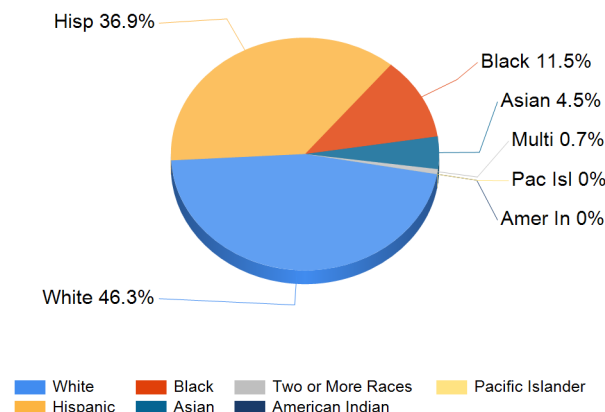
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



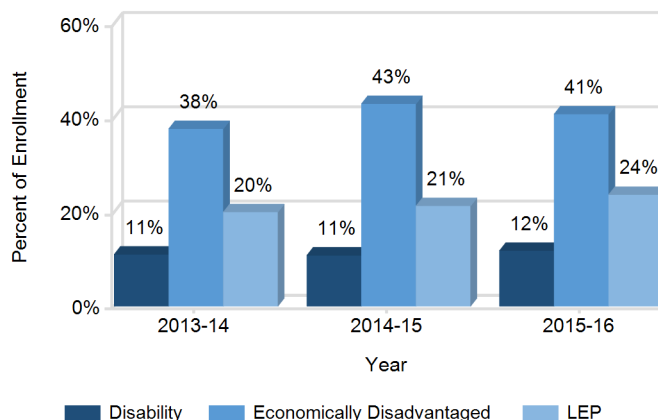
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	74.2%
Spanish	23.0%
Russian	1.4%
Chinese	0.7%
Philippine languages	0.3%
Other	0.3%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

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State of New Jersey  
2015-2016

## Length of School Day

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2015-16	6 Hrs. 15 Mins.

## 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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

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## 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.

2015-16	School
Faculty	10:1
Administrator	287:1

## Student Suspension Rate

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

	School
2015-16	0.0%

## Student Expulsions

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

	School
2015-16	0

## Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	88%