



State of New Jersey

2014-15

19-1510-030

OVERVIEW

HUNTERDON

FLEMINGTON-RARITAN REG

GRADE SPAN KG-04

BARLEY SHEAF ELEMENTARY SCHOOL

80 BARLEY SHEAF ROAD

FLEMINGTON, NJ 08822-9180

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

In particular, the School Performance Reports seek to:

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

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

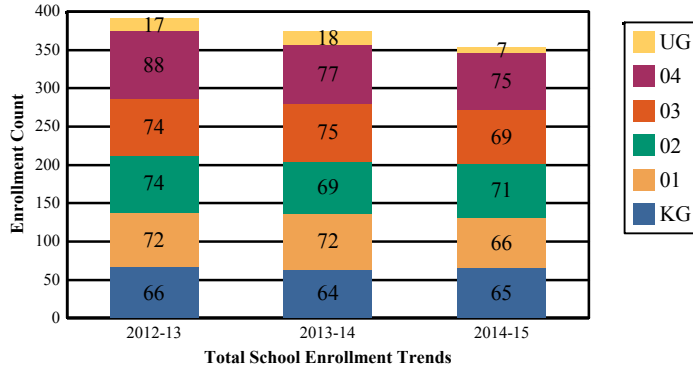
To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

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Enrollment by Grade

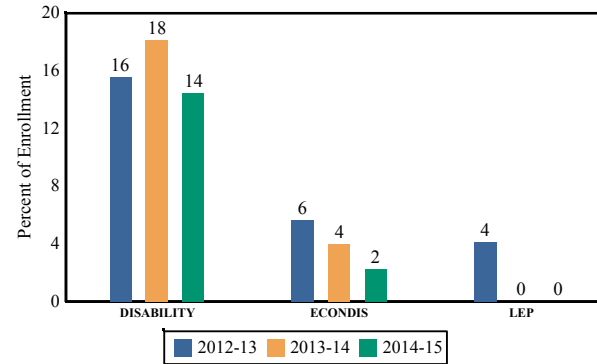
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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

Enrollment Trends by Program Participation

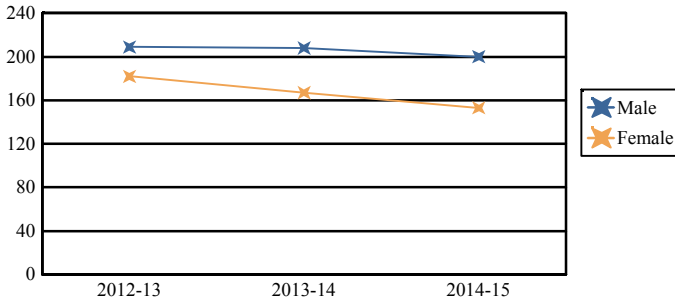
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Total School Enrollment	
2012-13	391
2013-14	375
2014-15	353

Enrollment by Gender

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



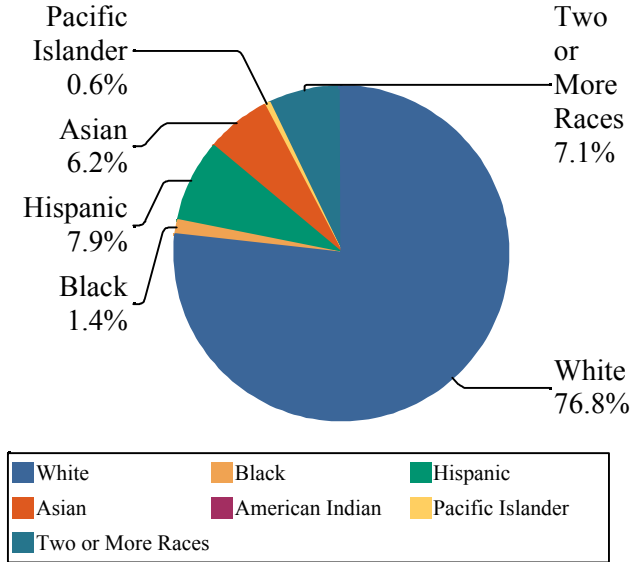
	Male	Female
2012-13	209	182
2013-14	208	167
2014-15	200	153

Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	51	14%
Economically Disadvantaged Students	8	2.3%
English Language Learners	0	0.0%

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Enrollment by Ethnic/Racial Subgroup

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



Language Diversity

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

2014-15	Percent
English	96.6%
Spanish	1.1%
Polish	0.6%
Ukrainian	0.3%
Chinese	0.3%
Telugu	0.3%
Other	0.9%

ACADEMIC ACHIEVEMENT

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	74%	49	87
Math Met or Exceeded Expectation	72%		

ESEA Waiver - English Language Arts/Literacy

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	140	73.6%	95%	95.5%	YES
White	108	73.1%	95%	95.7%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

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ESEA Waiver - Math

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	140	71.5%	95%	95.5%	YES
White	108	69.5%	95%	95.7%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

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

PARCC Performance Level

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

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

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

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PARCC ELA Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	71	762	744	3%	7%	20%	66%	4%	70%	44%
White	55	760	753	4%	9%	20%	64%	4%	67%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	15	746	718	13%	13%	27%	47%	0%	47%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

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PARCC ELA Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	69	764	751	3%	3%	17%	59%	17%	77%	52%
White	53	763	758	4%	2%	15%	66%	13%	79%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

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PARCC MATH - Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	71	764	746	3%	6%	18%	61%	13%	73%	46%
White	55	760	752	4%	7%	22%	56%	11%	67%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	15	746	727	13%	13%	27%	33%	13%	47%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	26%

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PARCC MATH - Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	69	762	744	3%	9%	19%	57%	13%	70%	42%
White	53	762	749	4%	6%	19%	62%	9%	72%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	23%

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

Proficiency Percentages

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

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NJASK Results - Science Grade Level - 04

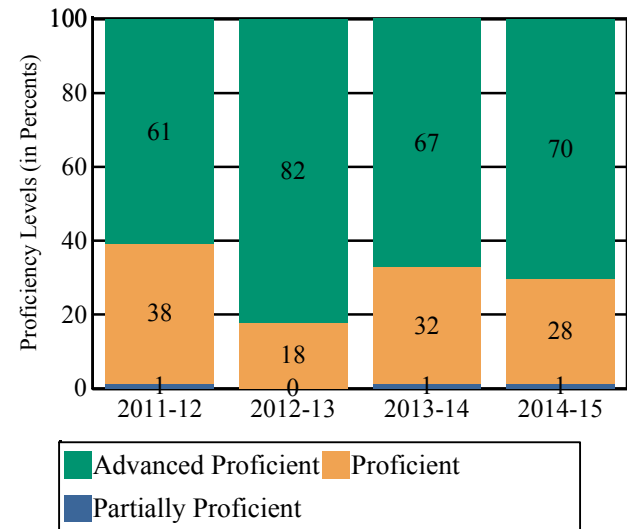
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	70%	28%	1%
White	71%	27%	2%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

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

NJASK Proficiency Trends - Science - Grade Level - 04

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



COLLEGE AND CAREER READINESS

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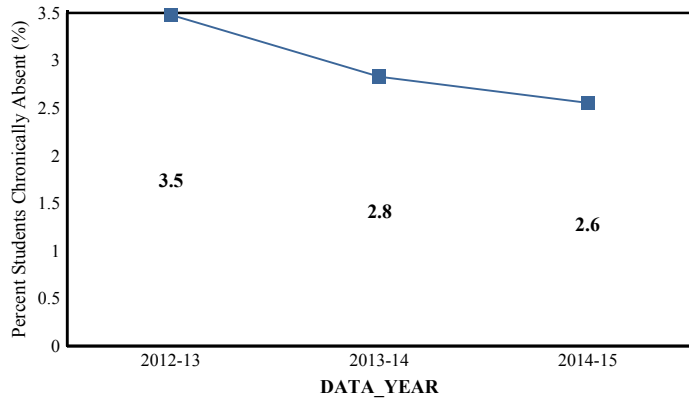
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly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

Chronic Absenteeism Trend

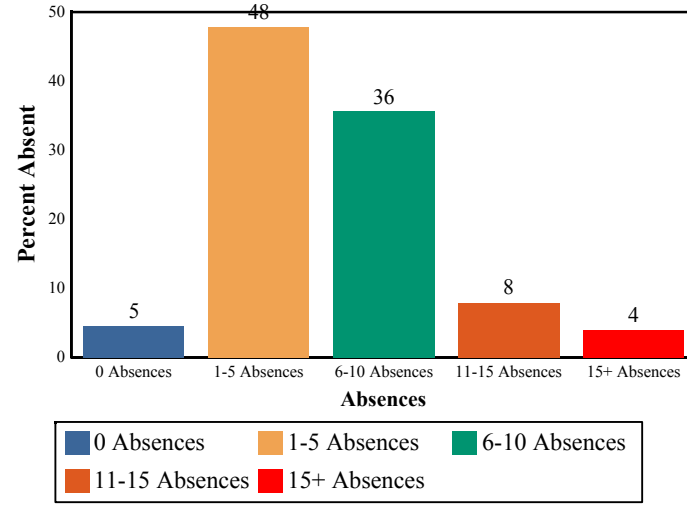
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



Chronic Absenteeism for 2014-15	2.56%
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Absenteeism

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



STUDENT GROWTH

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	49	32	42	35	YES
Student Growth on Math	44	18	30	35	YES
		25	36		100%

Student Growth

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

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	0%	0%	0%
Partially Met	3%	0%	0%
Approached	7%	7%	3%
Met	24%	26%	12%
Exceeded	0%	3%	15%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	1%	0%	0%
Partially Met	7%	1%	0%
Approached	14%	3%	1%
Met	13%	26%	19%
Exceeded	0%	0%	13%

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

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

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

WITHIN SCHOOL ACHIEVEMENT GAP

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

Grade Level - 03

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

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

Percentile	School Scale Score	State Scale Score
99th	839	850
75th	779	770
50th	759	743
25th	744	715
0th	683	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	55

Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	816	850
75th	782	767
50th	766	745
25th	749	722
0th	685	650

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

WITHIN SCHOOL ACHIEVEMENT GAP

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Grade Level - 04

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

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

Percentile	School Scale Score	State Scale Score
99th	826	850
75th	776	773
50th	763	750
25th	750	728
0th	676	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	26	45

Grade Level - 04

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	805	850
75th	780	764
50th	765	742
25th	746	721
0th	668	650

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

SCHOOL CLIMATE

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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
2014-15	6 Hrs. 45 Mins.

Student Suspension Rate

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

	School
2014-15	0.0%

Instructional Time

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

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

Student Expulsions

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

	School
2014-15	0

Student to Staff Ratio

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

2014-15	School
Faculty	10
Administrators	177

SCHOOL PEER GROUP

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	RAMSEY BORO	JOHN Y DATER ELEMENTARY SCHOOL	03-4310-060	04-05	3.2%	1.1%	12.4%
BERGEN	RIDGEWOOD VILLAGE	ORCHARD ELEMENTARY SCHOOL	03-4390-120	KG-05	3.5%	2.2%	9.9%
ESSEX	LIVINGSTON TWP	MOUNT PLEASANT MIDDLE SCHOOL	13-2730-060	06	2.6%	0.6%	15.5%
ESSEX	MILLBURN TWP	WYOMING SCHOOL	13-3190-120	KG-05	4.3%	2.8%	11.1%
ESSEX	NUTLEY TOWN	YANTACAW SCHOOL	13-3750-110	KG-06	2.9%	1%	12.1%
ESSEX	VERONA BORO	FREDERIC N. BROWN ELEMENTARY SCHOOL	13-5370-080	KG-04	4.9%	4.4%	13.2%
HUNTERDON	BETHLEHEM TWP	THOMAS B. CONLEY ELEMENTARY SCHOOL	19-0370-070	PK-05	2.6%	0%	17.3%
HUNTERDON	CLINTON TWP	ROUND VALLEY	19-0920-040	04-06	2.4%	0.2%	20%
HUNTERDON	FLEMINGTON-RARITAN REG	BARLEY SHEAF ELEMENTARY SCHOOL	19-1510-030	KG-04	2.3%	0%	13%
MERCER	HOPEWELL VALLEY REGIONAL	BEAR TAVERN ELEMENTARY SCHOOL	21-2280-035	PK-05	3.6%	1.3%	15.4%
MERCER	HOPEWELL VALLEY REGIONAL	HOPEWELL ELEMENTARY SCHOOL	21-2280-055	PK-05	2.4%	0.5%	13.9%
MERCER	PRINCETON REGIONAL	LITTLEBROOK SCHOOL	21-4255-080	PK-05	7.7%	8%	13.6%
MERCER	W WINDSOR-PLAINSBORO REG	MAURICE HAWK ELEMENTARY SCHOOL	21-5715-040	KG-03	4.3%	3.8%	5.3%
MONMOUTH	COLTS NECK TWP	CONOVER ROAD ELEMENTARY SCHOOL	25-0945-050	03-05	3.4%	1.9%	16.2%
MONMOUTH	HOLMDEL TWP	VILLAGE SCHOOL	25-2230-080	PK-03	2.8%	1.5%	11.1%
MONMOUTH	MARLBORO TWP	ASHER HOLMES ELEMENTARY SCHOOL	25-3030-070	01-05	4.4%	3.7%	15.9%
MONMOUTH	MARLBORO TWP	FRANK J. DUGAN ELEMENTARY SCHOOL	25-3030-040	01-05	4.1%	2.6%	19.8%
MONMOUTH	MIDDLETOWN TWP	FAIRVIEW ELEMENTARY SCHOOL	25-3160-090	KG-05	6.6%	6.2%	9.2%
MONMOUTH	MIDDLETOWN TWP	LINCROFT ELEMENTARY SCHOOL	25-3160-120	KG-05	2.2%	0%	9.6%
MONMOUTH	MIDDLETOWN TWP	NUT SWAMP ELEMENTARY SCHOOL	25-3160-145	KG-05	3%	0.5%	9.9%
MORRIS	DENVILLE TWP	RIVERVIEW ELEMENTARY SCHOOL	27-1090-070	KG-05	2.6%	0%	17.8%

SCHOOL PEER GROUP

HUNTERDON

FLEMINGTON-RARITAN REG

BARLEY SHEAF ELEMENTARY SCHOOL
80 BARLEY SHEAF ROAD
FLEMINGTON, NJ 08822-9180

GRADE SPAN KG-04

MORRIS	KINNELON BORO	STONYBROOK ELEMENTARY SCHOOL	27-2460-070	KG-05	3.5%	1%	17.5%
MORRIS	MENDHAM BORO	HILLTOP SCHOOL	27-3090-050	PK-04	2.3%	0.3%	12.2%
MORRIS	MONTVILLE TWP	HILDALE SCHOOL	27-3340-050	KG-05	3%	1.4%	8.8%
MORRIS	WASHINGTON TWP	BENEDICT A. CUCINELLA SCHOOL	27-5520-050	PK-05	4.4%	2.7%	17.5%
MORRIS	WASHINGTON TWP	OLD FARMERS ROAD SCHOOL	27-5520-040	KG-05	3.9%	2.2%	15.6%
SOMERSET	BERNARDS TWP	CEDAR HILL SCHOOL	35-0350-070	KG-05	2.6%	0.3%	14.6%
SOMERSET	BERNARDS TWP	LIBERTY CORNER SCHOOL	35-0350-080	PK-05	2.3%	0.2%	14.8%
SOMERSET	BRIDGEWATER-RARITAN REG	HAMILTON ELEMENTARY SCHOOL	35-0555-063	KG-04	2.3%	0%	6.7%
UNION	CRANFORD TWP	BROOKSIDE PLACE SCHOOL	39-0980-050	KG-05	2.2%	0%	14.9%
UNION	WESTFIELD TOWN	TAMAQUES ELEMENTARY SCHOOL	39-5730-145	01-05	4.3%	2.7%	17.8%



State of New Jersey

2014-15

19-1510-030

OVERVIEW

HUNTERDON

FLEMINGTON-RARITAN REG

GRADE SPAN KG-04

BARLEY SHEAF ELEMENTARY SCHOOL

80 BARLEY SHEAF ROAD

FLEMINGTON, NJ 08822-9180

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

In particular, the School Performance Reports seek to:

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

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

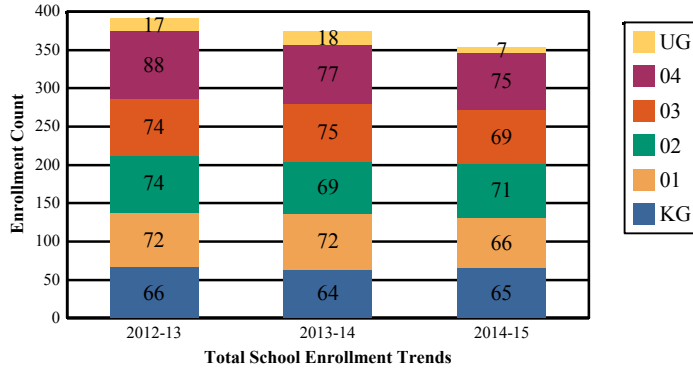
To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

HUNTERDON
FLEMINGTON-RARITAN REG

Enrollment by Grade

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

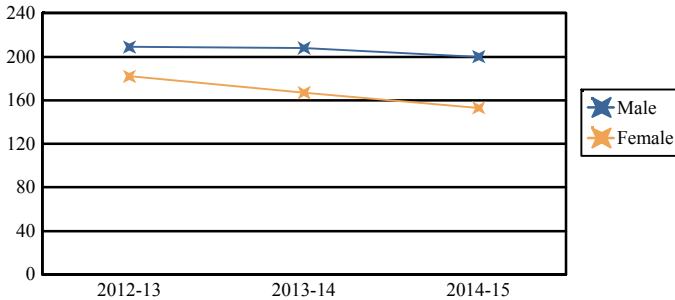


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	391
2013-14	375
2014-15	353

Enrollment by Gender

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

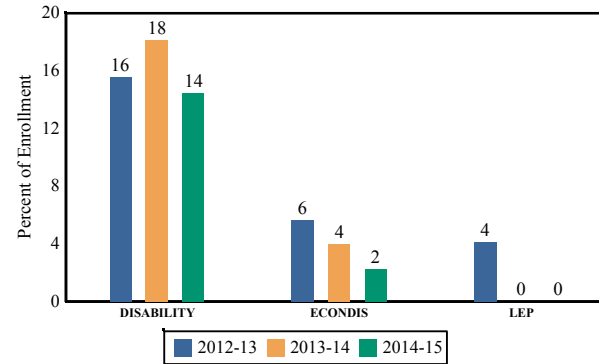


	Male	Female
2012-13	209	182
2013-14	208	167
2014-15	200	153

GRADE SPAN KG-04

Enrollment Trends by Program Participation

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

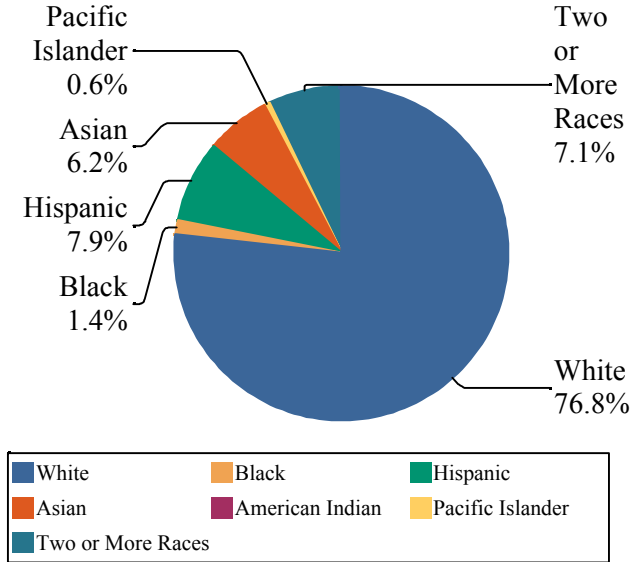


Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	51	14%
Economically Disadvantaged Students	8	2.3%
English Language Learners	0	0.0%

19-1510-030
BARLEY SHEAF ELEMENTARY SCHOOL
80 BARLEY SHEAF ROAD
FLEMINGTON, NJ 08822-9180

Enrollment by Ethnic/Racial Subgroup

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



Language Diversity

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

2014-15	Percent
English	96.6%
Spanish	1.1%
Polish	0.6%
Ukrainian	0.3%
Chinese	0.3%
Telugu	0.3%
Other	0.9%

ACADEMIC ACHIEVEMENT

HUNTERDON
FLEMINGTON-RARITAN REG

GRADE SPAN KG-04

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	74%	49	87
Math Met or Exceeded Expectation	72%		

ESEA Waiver - English Language Arts/Literacy

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	140	73.6%	95%	95.5%	YES
White	108	73.1%	95%	95.7%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

HUNTERDON
FLEMINGTON-RARITAN REG

GRADE SPAN KG-04

BARLEY SHEAF ELEMENTARY SCHOOL
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ESEA Waiver - Math

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	140	71.5%	95%	95.5%	YES
White	108	69.5%	95%	95.7%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

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

PARCC Performance Level

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

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

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

ACADEMIC ACHIEVEMENT

HUNTERDON
FLEMINGTON-RARITAN REG

BARLEY SHEAF ELEMENTARY SCHOOL
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GRADE SPAN KG-04

PARCC ELA Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	71	762	744	3%	7%	20%	66%	4%	70%	44%
White	55	760	753	4%	9%	20%	64%	4%	67%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	15	746	718	13%	13%	27%	47%	0%	47%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

ACADEMIC ACHIEVEMENT

HUNTERDON
FLEMINGTON-RARITAN REG

GRADE SPAN KG-04

BARLEY SHEAF ELEMENTARY SCHOOL
80 BARLEY SHEAF ROAD
FLEMINGTON, NJ 08822-9180

PARCC ELA Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	69	764	751	3%	3%	17%	59%	17%	77%	52%
White	53	763	758	4%	2%	15%	66%	13%	79%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

ACADEMIC ACHIEVEMENT

HUNTERDON
FLEMINGTON-RARITAN REG

BARLEY SHEAF ELEMENTARY SCHOOL
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GRADE SPAN KG-04

PARCC MATH - Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	71	764	746	3%	6%	18%	61%	13%	73%	46%
White	55	760	752	4%	7%	22%	56%	11%	67%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	15	746	727	13%	13%	27%	33%	13%	47%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	26%

ACADEMIC ACHIEVEMENT

HUNTERDON
FLEMINGTON-RARITAN REG

GRADE SPAN KG-04

BARLEY SHEAF ELEMENTARY SCHOOL
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FLEMINGTON, NJ 08822-9180

PARCC MATH - Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	69	762	744	3%	9%	19%	57%	13%	70%	42%
White	53	762	749	4%	6%	19%	62%	9%	72%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	23%

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

Proficiency Percentages

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

ACADEMIC ACHIEVEMENT

HUNTERDON
FLEMINGTON-RARITAN REG

GRADE SPAN KG-04

19-1510-030
BARLEY SHEAF ELEMENTARY SCHOOL
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NJASK Results - Science Grade Level - 04

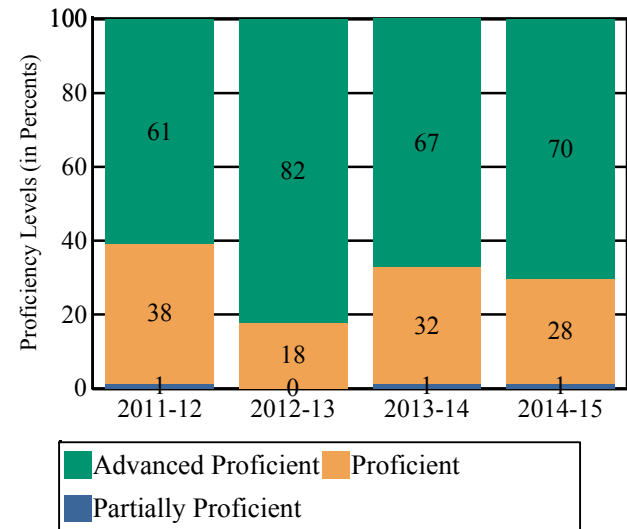
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	70%	28%	1%
White	71%	27%	2%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

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

NJASK Proficiency Trends - Science - Grade Level - 04

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



COLLEGE AND CAREER READINESS

HUNTERDON
FLEMINGTON-RARITAN REG

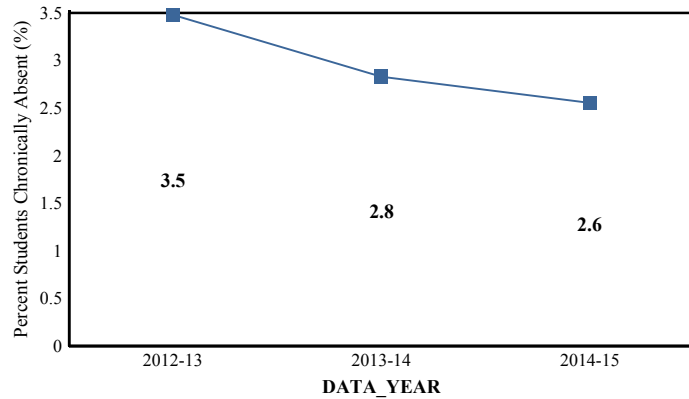
GRADE SPAN KG-04

19-1510-030
BARLEY SHEAF ELEMENTARY SCHOOL
80 BARLEY SHEAF ROAD
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

Chronic Absenteeism Trend

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

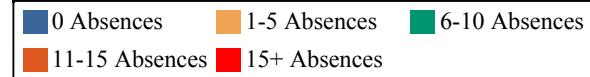
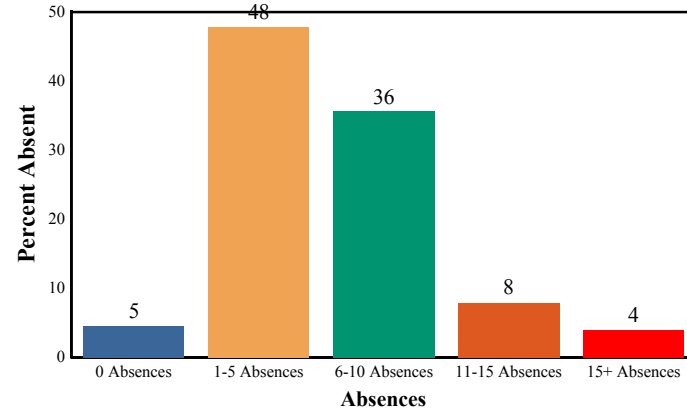


Chronic Absenteeism for 2014-15

2.56%

Absenteeism

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



STUDENT GROWTH

HUNTERDON

FLEMINGTON-RARITAN REG

GRADE SPAN KG-04

BARLEY SHEAF ELEMENTARY SCHOOL

80 BARLEY SHEAF ROAD

FLEMINGTON, NJ 08822-9180

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	49	32	42	35	YES
Student Growth on Math	44	18	30	35	YES
		25	36		100%

Student Growth

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

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	0%	0%	0%
Partially Met	3%	0%	0%
Approached	7%	7%	3%
Met	24%	26%	12%
Exceeded	0%	3%	15%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	1%	0%	0%
Partially Met	7%	1%	0%
Approached	14%	3%	1%
Met	13%	26%	19%
Exceeded	0%	0%	13%

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

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

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

WITHIN SCHOOL ACHIEVEMENT GAP

HUNTERDON

FLEMINGTON-RARITAN REG

GRADE SPAN KG-04

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80 BARLEY SHEAF ROAD
FLEMINGTON, NJ 08822-9180

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

Grade Level - 03

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

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

Percentile	School Scale Score	State Scale Score
99th	839	850
75th	779	770
50th	759	743
25th	744	715
0th	683	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	55

Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	816	850
75th	782	767
50th	766	745
25th	749	722
0th	685	650

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

WITHIN SCHOOL ACHIEVEMENT GAP

HUNTERDON

FLEMINGTON-RARITAN REG

BARLEY SHEAF ELEMENTARY SCHOOL

80 BARLEY SHEAF ROAD

FLEMINGTON, NJ 08822-9180

GRADE SPAN KG-04

Grade Level - 04

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

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

Percentile	School Scale Score	State Scale Score
99th	826	850
75th	776	773
50th	763	750
25th	750	728
0th	676	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	26	45

Grade Level - 04

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	805	850
75th	780	764
50th	765	742
25th	746	721
0th	668	650

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

SCHOOL CLIMATE

HUNTERDON

FLEMINGTON-RARITAN REG

GRADE SPAN KG-04

Length of School Day

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

	School
2014-15	6 Hrs. 45 Mins.

Student Suspension Rate

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

	School
2014-15	0.0%

Instructional Time

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

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

Student Expulsions

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

	School
2014-15	0

Student to Staff Ratio

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

2014-15	School
Faculty	10
Administrators	177

SCHOOL PEER GROUP

HUNTERDON
FLEMINGTON-RARITAN REG

GRADE SPAN KG-04

BARLEY SHEAF ELEMENTARY SCHOOL
80 BARLEY SHEAF ROAD
FLEMINGTON, NJ 08822-9180

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	RAMSEY BORO	JOHN Y DATER ELEMENTARY SCHOOL	03-4310-060	04-05	3.2%	1.1%	12.4%
BERGEN	RIDGEWOOD VILLAGE	ORCHARD ELEMENTARY SCHOOL	03-4390-120	KG-05	3.5%	2.2%	9.9%
ESSEX	LIVINGSTON TWP	MOUNT PLEASANT MIDDLE SCHOOL	13-2730-060	06	2.6%	0.6%	15.5%
ESSEX	MILLBURN TWP	WYOMING SCHOOL	13-3190-120	KG-05	4.3%	2.8%	11.1%
ESSEX	NUTLEY TOWN	YANTACAW SCHOOL	13-3750-110	KG-06	2.9%	1%	12.1%
ESSEX	VERONA BORO	FREDERIC N. BROWN ELEMENTARY SCHOOL	13-5370-080	KG-04	4.9%	4.4%	13.2%
HUNTERDON	BETHLEHEM TWP	THOMAS B. CONLEY ELEMENTARY SCHOOL	19-0370-070	PK-05	2.6%	0%	17.3%
HUNTERDON	CLINTON TWP	ROUND VALLEY	19-0920-040	04-06	2.4%	0.2%	20%
HUNTERDON	FLEMINGTON-RARITAN REG	BARLEY SHEAF ELEMENTARY SCHOOL	19-1510-030	KG-04	2.3%	0%	13%
MERCER	HOPEWELL VALLEY REGIONAL	BEAR TAVERN ELEMENTARY SCHOOL	21-2280-035	PK-05	3.6%	1.3%	15.4%
MERCER	HOPEWELL VALLEY REGIONAL	HOPEWELL ELEMENTARY SCHOOL	21-2280-055	PK-05	2.4%	0.5%	13.9%
MERCER	PRINCETON REGIONAL	LITTLEBROOK SCHOOL	21-4255-080	PK-05	7.7%	8%	13.6%
MERCER	W WINDSOR-PLAINSBORO REG	MAURICE HAWK ELEMENTARY SCHOOL	21-5715-040	KG-03	4.3%	3.8%	5.3%
MONMOUTH	COLTS NECK TWP	CONOVER ROAD ELEMENTARY SCHOOL	25-0945-050	03-05	3.4%	1.9%	16.2%
MONMOUTH	HOLMDEL TWP	VILLAGE SCHOOL	25-2230-080	PK-03	2.8%	1.5%	11.1%
MONMOUTH	MARLBORO TWP	ASHER HOLMES ELEMENTARY SCHOOL	25-3030-070	01-05	4.4%	3.7%	15.9%
MONMOUTH	MARLBORO TWP	FRANK J. DUGAN ELEMENTARY SCHOOL	25-3030-040	01-05	4.1%	2.6%	19.8%
MONMOUTH	MIDDLETOWN TWP	FAIRVIEW ELEMENTARY SCHOOL	25-3160-090	KG-05	6.6%	6.2%	9.2%
MONMOUTH	MIDDLETOWN TWP	LINCROFT ELEMENTARY SCHOOL	25-3160-120	KG-05	2.2%	0%	9.6%
MONMOUTH	MIDDLETOWN TWP	NUT SWAMP ELEMENTARY SCHOOL	25-3160-145	KG-05	3%	0.5%	9.9%
MORRIS	DENVILLE TWP	RIVERVIEW ELEMENTARY SCHOOL	27-1090-070	KG-05	2.6%	0%	17.8%

SCHOOL PEER GROUP

HUNTERDON

FLEMINGTON-RARITAN REG

BARLEY SHEAF ELEMENTARY SCHOOL
80 BARLEY SHEAF ROAD
FLEMINGTON, NJ 08822-9180

GRADE SPAN KG-04

MORRIS	KINNELON BORO	STONYBROOK ELEMENTARY SCHOOL	27-2460-070	KG-05	3.5%	1%	17.5%
MORRIS	MENDHAM BORO	HILLTOP SCHOOL	27-3090-050	PK-04	2.3%	0.3%	12.2%
MORRIS	MONTVILLE TWP	HILDALE SCHOOL	27-3340-050	KG-05	3%	1.4%	8.8%
MORRIS	WASHINGTON TWP	BENEDICT A. CUCINELLA SCHOOL	27-5520-050	PK-05	4.4%	2.7%	17.5%
MORRIS	WASHINGTON TWP	OLD FARMERS ROAD SCHOOL	27-5520-040	KG-05	3.9%	2.2%	15.6%
SOMERSET	BERNARDS TWP	CEDAR HILL SCHOOL	35-0350-070	KG-05	2.6%	0.3%	14.6%
SOMERSET	BERNARDS TWP	LIBERTY CORNER SCHOOL	35-0350-080	PK-05	2.3%	0.2%	14.8%
SOMERSET	BRIDGEWATER-RARITAN REG	HAMILTON ELEMENTARY SCHOOL	35-0555-063	KG-04	2.3%	0%	6.7%
UNION	CRANFORD TWP	BROOKSIDE PLACE SCHOOL	39-0980-050	KG-05	2.2%	0%	14.9%
UNION	WESTFIELD TOWN	TAMAQUES ELEMENTARY SCHOOL	39-5730-145	01-05	4.3%	2.7%	17.8%



State of New Jersey
2014-15

19-1510-035

OVERVIEW

HUNTERDON

FLEMINGTON-RARITAN REG

FRANCIS A. DESMARES ELEMENTARY SCHOOL

16 OLD CLINTON ROAD

FLEMINGTON, NJ 08822-1325

GRADE SPAN KG-04

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

In particular, the School Performance Reports seek to:

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

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

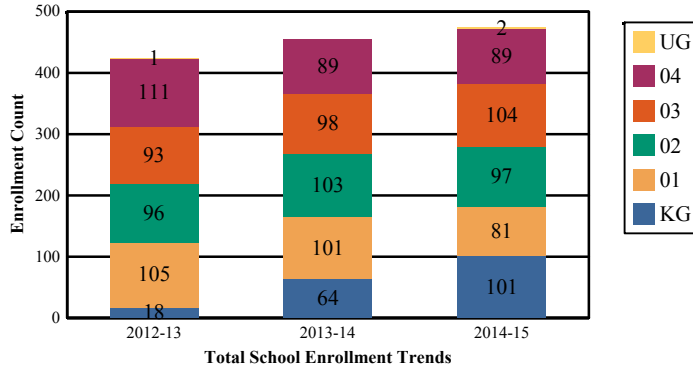
To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

HUNTERDON
FLEMINGTON-RARITAN REG

Enrollment by Grade

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

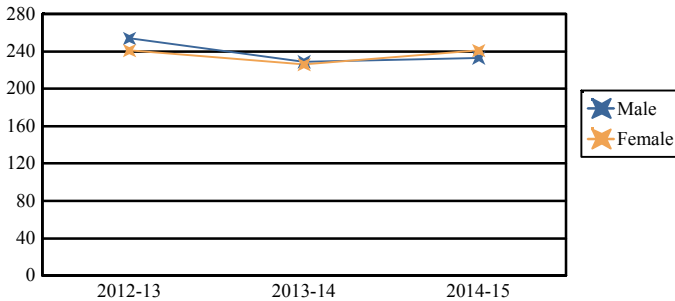


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	495
2013-14	455
2014-15	474

Enrollment by Gender

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

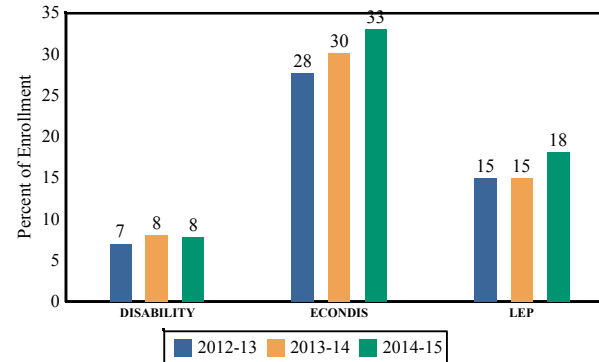


	Male	Female
2012-13	254	241
2013-14	229	226
2014-15	233	241

GRADE SPAN KG-04

Enrollment Trends by Program Participation

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

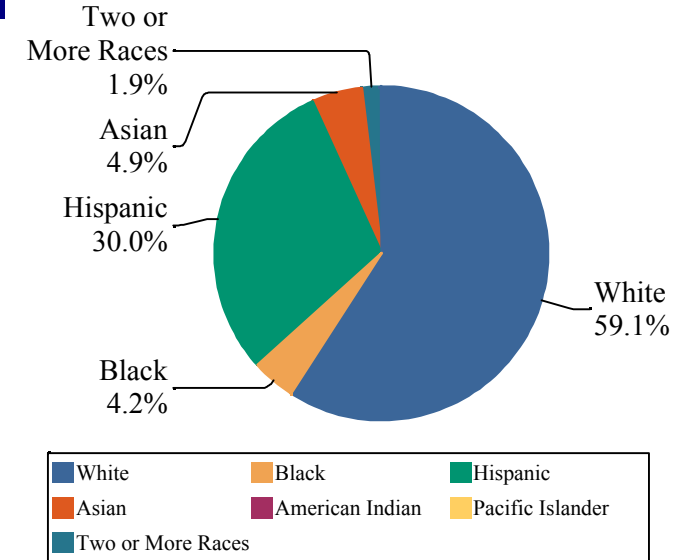


Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	37	8%
Economically Disadvantaged Students	157	33.1%
English Language Learners	86	18.1%

19-1510-035
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16 OLD CLINTON ROAD
FLEMINGTON, NJ 08822-1325

Enrollment by Ethnic/Racial Subgroup

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



Language Diversity

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

2014-15	Percent
English	72.6%
Spanish	22.3%
Arabic	2.6%
Telugu	0.6%
Thai	0.4%
Hindi	0.2%
Other	1.3%

ACADEMIC ACHIEVEMENT

**HUNTERDON
FLEMINGTON-RARITAN REG**

GRADE SPAN KG-04

**FRANCIS A. DESMARES ELEMENTARY SCHOOL
16 OLD CLINTON ROAD
FLEMINGTON, NJ 08822-1325**

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	48%	30	40
Math Met or Exceeded Expectation	55%		

ESEA Waiver - English Language Arts/Literacy

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	186	47.8%	95%	99%	YES
White	110	59.1%	95%	98.3%	YES
African American	-	-	--	--	--
Hispanic	51	27.5%	95%	100%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	61	21.3%	95%	100%	YES

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

HUNTERDON
FLEMINGTON-RARITAN REG

GRADE SPAN KG-04

FRANCIS A. DESMARES ELEMENTARY SCHOOL
16 OLD CLINTON ROAD
FLEMINGTON, NJ 08822-1325

ESEA Waiver - Math

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	186	55.3%	95%	99%	YES
White	110	70.9%	95%	98.3%	YES
African American	-	-	--	--	--
Hispanic	51	31.4%	95%	100%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	61	24.6%	95%	100%	YES

YES* = Met Participation Rate (Participation Averaging applied)

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

PARCC Performance Level

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

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

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

ACADEMIC ACHIEVEMENT

HUNTERDON
FLEMINGTON-RARITAN REG

FRANCIS A. DESMARES ELEMENTARY SCHOOL
16 OLD CLINTON ROAD
FLEMINGTON, NJ 08822-1325

GRADE SPAN KG-04

PARCC ELA Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	98	733	744	20%	21%	27%	30%	2%	32%	44%
White	58	745	753	9%	17%	34%	38%	2%	40%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	28	711	727	43%	25%	18%	14%	0%	14%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	35	707	724	43%	34%	11%	11%	0%	11%	24%

ACADEMIC ACHIEVEMENT

HUNTERDON
FLEMINGTON-RARITAN REG

FRANCIS A. DESMARES ELEMENTARY SCHOOL
16 OLD CLINTON ROAD
FLEMINGTON, NJ 08822-1325

GRADE SPAN KG-04

PARCC ELA Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	88	761	751	3%	11%	19%	49%	17%	66%	52%
White	52	769	758	2%	8%	10%	62%	19%	81%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	23	747	737	4%	9%	43%	39%	4%	43%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	26	741	734	4%	19%	42%	31%	4%	35%	31%

ACADEMIC ACHIEVEMENT

HUNTERDON
FLEMINGTON-RARITAN REG

FRANCIS A. DESMARES ELEMENTARY SCHOOL
16 OLD CLINTON ROAD
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GRADE SPAN KG-04

PARCC MATH - Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	98	750	746	5%	12%	28%	48%	7%	55%	46%
White	58	761	752	2%	3%	22%	64%	9%	72%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	28	731	733	7%	32%	32%	25%	4%	29%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	14	726	727	14%	21%	43%	21%	0%	21%	27%
English Language Learners	16	720	724	13%	50%	25%	13%	0%	13%	17%
Economically Disadvantaged Students	35	727	730	11%	29%	40%	17%	3%	20%	26%

ACADEMIC ACHIEVEMENT

HUNTERDON
FLEMINGTON-RARITAN REG

FRANCIS A. DESMARES ELEMENTARY SCHOOL
16 OLD CLINTON ROAD
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GRADE SPAN KG-04

PARCC MATH - Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	88	755	744	1%	20%	23%	44%	11%	56%	42%
White	52	760	749	0%	17%	13%	58%	12%	69%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	23	747	732	4%	22%	39%	26%	9%	35%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	26	742	730	0%	31%	38%	31%	0%	31%	23%

ACADEMIC ACHIEVEMENT

HUNTERDON
FLEMINGTON-RARITAN REG

GRADE SPAN KG-04

FRANCIS A. DESMARES ELEMENTARY SCHOOL
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2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

Proficiency Percentages

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

ACADEMIC ACHIEVEMENT

HUNTERDON
FLEMINGTON-RARITAN REG

GRADE SPAN KG-04

19-1510-035
FRANCIS A. DESMARES ELEMENTARY SCHOOL
16 OLD CLINTON ROAD
FLEMINGTON, NJ 08822-1325

NJASK Results - Science Grade Level - 04

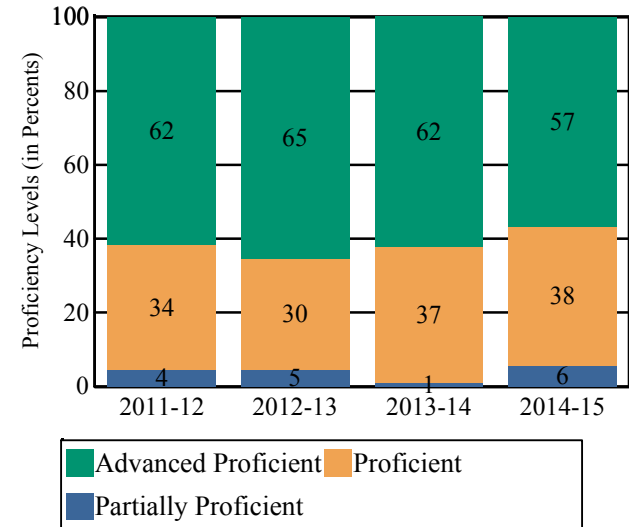
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	57%	38%	6%
White	67%	30%	4%
African American	-	-	-
Hispanic	39%	52%	9%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	8%	62%	31%
English Language Learners	-	-	-
Economically Disadvantaged Students	27%	65%	8%

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

NJASK Proficiency Trends - Science - Grade Level - 04

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



COLLEGE AND CAREER READINESS

HUNTERDON
FLEMINGTON-RARITAN REG

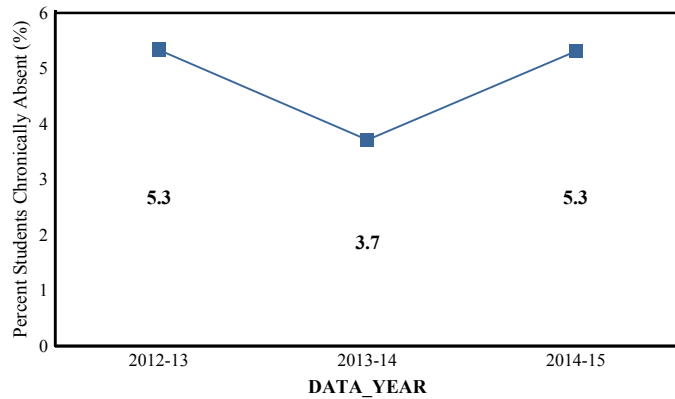
GRADE SPAN KG-04

19-1510-035
FRANCIS A. DESMARES ELEMENTARY SCHOOL
16 OLD CLINTON ROAD
FLEMINGTON, NJ 08822-1325

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

Chronic Absenteeism Trend

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

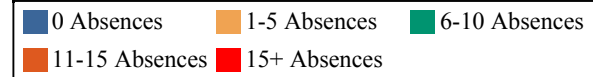
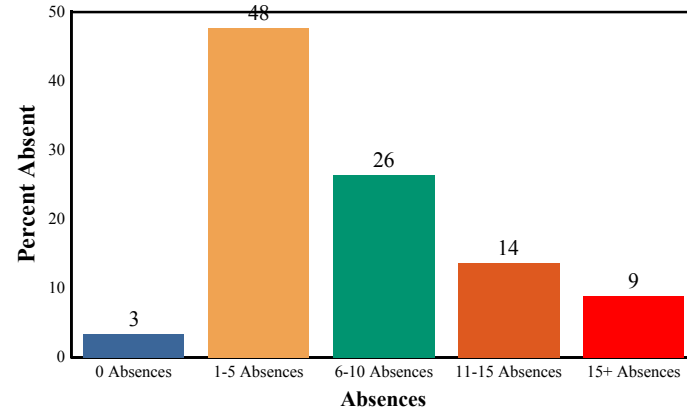


Chronic Absenteeism for 2014-15

5.32%

Absenteeism

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



STUDENT GROWTH

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FRANCIS A. DESMARES ELEMENTARY SCHOOL

16 OLD CLINTON ROAD

FLEMINGTON, NJ 08822-1325

GRADE SPAN KG-04

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	61	73	80	35	YES
Student Growth on Math	62	63	79	35	YES
		68	80		100%

Student Growth

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

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	0%	0%
Partially Met	7%	5%	1%
Approached	7%	7%	5%
Met	2%	22%	26%
Exceeded	0%	2%	15%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	1%	0%	0%
Partially Met	9%	9%	1%
Approached	3%	12%	9%
Met	3%	18%	22%
Exceeded	0%	0%	11%

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

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

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

WITHIN SCHOOL ACHIEVEMENT GAP

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GRADE SPAN KG-04

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

Grade Level - 03

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

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

Percentile	School Scale Score	State Scale Score
99th	815	850
75th	761	770
50th	734	743
25th	703	715
0th	654	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	58	55

Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	820	850
75th	773	767
50th	753	745
25th	729	722
0th	650	650

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

WITHIN SCHOOL ACHIEVEMENT GAP

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FRANCIS A. DESMARES ELEMENTARY SCHOOL

16 OLD CLINTON ROAD

FLEMINGTON, NJ 08822-1325

GRADE SPAN KG-04

Grade Level - 04

Grade Level - 04

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

PARCC MATH 25th %ile vs 75th%ile

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

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

Percentile	School Scale Score	State Scale Score
99th	819	850
75th	782	773
50th	765	750
25th	733	728
0th	681	650

Percentile	School Scale Score	State Scale Score
99th	819	850
75th	774	764
50th	753	742
25th	729	721
0th	692	650

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

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

SCHOOL CLIMATE

HUNTERDON

FLEMINGTON-RARITAN REG

FRANCIS A. DESMARES ELEMENTARY SCHOOL

16 OLD CLINTON ROAD

FLEMINGTON, NJ 08822-1325

GRADE SPAN KG-04

Length of School Day

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

	School
2014-15	6 Hrs. 45 Mins.

Student Suspension Rate

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

	School
2014-15	0.4%

Instructional Time

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

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

Student Expulsions

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

	School
2014-15	0

Student to Staff Ratio

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

2014-15	School
Faculty	9
Administrators	237

SCHOOL PEER GROUP

HUNTERDON
FLEMINGTON-RARITAN REG

GRADE SPAN KG-04

FRANCIS A. DESMARES ELEMENTARY SCHOOL
16 OLD CLINTON ROAD
FLEMINGTON, NJ 08822-1325

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	EAST RUTHERFORD BORO	MCKENZIE SCHOOL	03-1230-080	PK-04	31.1%	13.1%	12.8%
BERGEN	SADDLE BROOK TWP	FRANKLIN SCHOOL	03-4610-080	KG-06	32.3%	3.3%	19%
CAMDEN	CHERRY HILL TWP	JAMES JOHNSON ELEMENTARY SCHOOL	07-0800-085	KG-05	31.5%	12.4%	15.2%
CAMDEN	STRATFORD BORO	PARKVIEW ELEMENTARY SCHOOL	07-5080-045	PK-03	33.6%	8.3%	12.6%
CAPE MAY	WEST CAPE MAY BORO	WEST CAPE MAY ELEMENTARY SCHOOL	09-5610-050	PK-06	37.5%	6.2%	20%
HUDSON	JERSEY CITY	CORNELIA F. BRADFORD SCHOOL	17-2390-340	PK-05	33.9%	23.2%	3.4%
HUNTERDON	FLEMINGTON-RARITAN REG	FRANCIS A. DESMARES ELEMENTARY SCHOOL	19-1510-035	KG-04	33.1%	18.1%	7.2%
HUNTERDON	SOUTH HUNTERDON REGIONAL SCHOOL DISTRICT	LAMBERTVILLE PUBLIC SCHOOL	19-1376-020	PK-06	31.6%	7.4%	13.9%
MERCER	EAST WINDSOR REGIONAL	ETHEL MCKNIGHT ELEMENTARY SCHOOL	21-1245-055	KG-05	38.7%	17.4%	7.6%
MERCER	EAST WINDSOR REGIONAL	PERRY L. DREW ELEMENTARY SCHOOL	21-1245-075	KG-05	39.8%	13.6%	13.6%
MERCER	EAST WINDSOR REGIONAL	WALTER C. BLACK ELEMENTARY SCHOOL	21-1245-080	KG-05	31.4%	12.8%	6.4%
MERCER	LAWRENCE TWP	SLACKWOOD ELEMENTARY SCHOOL	21-2580-100	KG-03	37.2%	15.9%	11.4%
MIDDLESEX	OLD BRIDGE TWP	MADISON PARK ELEMENTARY SCHOOL	23-3845-120	KG-05	46.2%	12.8%	19%
MIDDLESEX	WOODBRIIDGE TWP	PENNSYLVANIA AVENUE SCHOOL	23-5850-260	KG-05	32%	21.1%	10.5%
MONMOUTH	EATONTOWN BORO	WOODMERE	25-1260-110	KG-06	36.6%	0%	29.4%
MONMOUTH	HOWELL TWP	ARDENA ELEMENTARY SCHOOL	25-2290-010	KG-05	36.7%	19.5%	13.2%
MONMOUTH	OCEAN TWP	WAYSIDE ELEMENTARY SCHOOL	25-3810-080	PK-04	36.6%	13.7%	17.9%
MONMOUTH	WALL TWP	WEST BELMAR ELEMENTARY SCHOOL	25-5420-080	KG-05	34.2%	15.1%	20.6%
MORRIS	MORRIS SCHOOL DISTRICT	NORMANDY PARK SCHOOL	27-3385-100	KG-05	37.2%	21.5%	9.8%
MORRIS	PARSIPPANY-TROY HILLS TWP	KNOLLWOOD ELEMENTARY SCHOOL	27-3950-065	KG-05	30.5%	21.4%	7.1%

SCHOOL PEER GROUP

HUNTERDON
FLEMINGTON-RARITAN REG

FRANCIS A. DESMARES ELEMENTARY SCHOOL
16 OLD CLINTON ROAD
FLEMINGTON, NJ 08822-1325

GRADE SPAN KG-04

OCEAN	BRICK TWP	OSBORNVILLE ELEMENTARY SCHOOL	29-0530-070	KG-05	47.9%	16.2%	20.3%
OCEAN	EAGLESWOOD TWP	EAGLESWOOD ELEMENTARY SCHOOL	29-1150-020	PK-06	35.3%	2.9%	24.2%
OCEAN	LONG BEACH ISLAND	LONG BEACH ISLAND GRADE SCHOOL	29-2760-050	03-06	32%	4.1%	26.2%
PASSAIC	CLIFTON CITY	SCHOOL #14	31-0900-190	KG-05	37.1%	16.2%	10.6%
SOMERSET	FRANKLIN TWP	HILLCREST SCHOOL	35-1610-100	PK-04	37.6%	17.3%	7.8%
UNION	LINDEN CITY	NUMBER 6	39-2660-130	PK-05	59.1%	35.4%	9.7%
UNION	LINDEN CITY	NUMBER 9	39-2660-160	PK-05	33%	20.5%	7.3%
UNION	ROSELLE PARK BORO	ERNEST J. FINIZIO JR. - ALDENE SCHOOL	39-4550-060	PK-05	34.9%	11.6%	13.4%
UNION	ROSELLE PARK BORO	ROBERT GORDON ELEMENTARY SCHOOL	39-4550-080	KG-05	44.4%	14.9%	17.1%
UNION	SUMMIT CITY	JEFFERSON ELEMENTARY SCHOOL	39-5090-090	01-05	39%	11.5%	13.3%
WARREN	HACKETTSTOWN	HATCHERY HILL ELEMENTARY SCHOOL	41-1870-070	PK-04	32.5%	6.5%	14.8%

OVERVIEW

HUNTERDON

FLEMINGTON-RARITAN REG

READING-FLEMING INTERMEDIATE SCHOOL

50 COURT STREET

FLEMINGTON, NJ 08822-1325

GRADE SPAN 05-06

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

In particular, the School Performance Reports seek to:

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

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

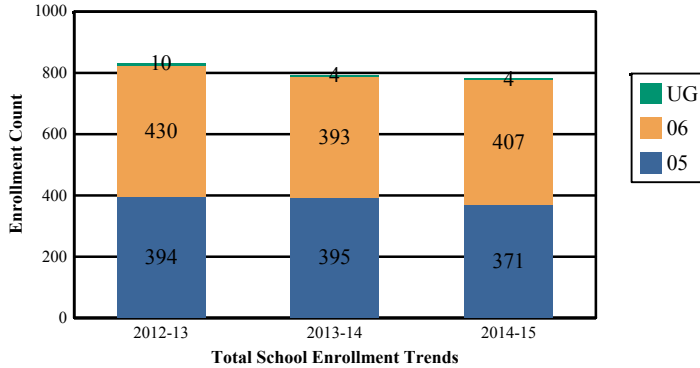
To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

HUNTERDON
FLEMINGTON-RARITAN REG

Enrollment by Grade

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

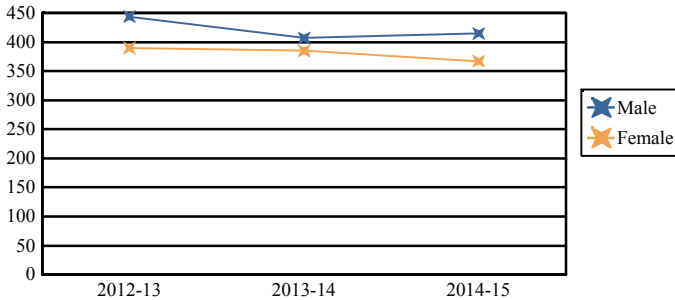


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	834
2013-14	792
2014-15	782

Enrollment by Gender

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

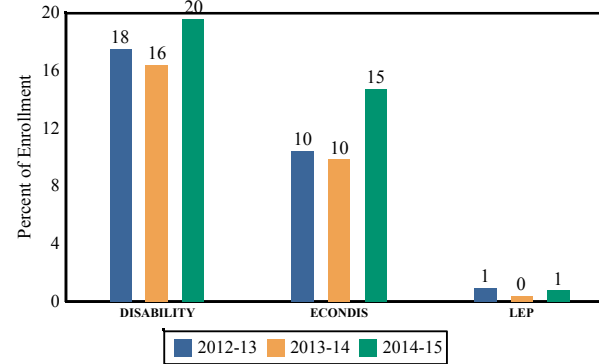


	Male	Female
2012-13	444	390
2013-14	407	385
2014-15	415	367

GRADE SPAN 05-06

Enrollment Trends by Program Participation

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



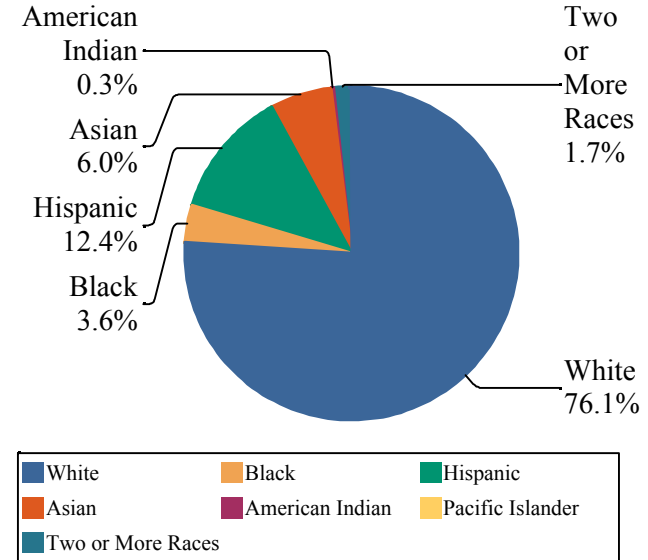
Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	153	20%
Economically Disadvantaged Students	115	14.7%
English Language Learners	6	0.8%

19-1510-040
READING-FLEMING INTERMEDIATE SCHOOL
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Enrollment by Ethnic/Racial Subgroup

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



Language Diversity

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

2014-15	Percent
English	91.1%
Spanish	6.3%
Gujarati	0.8%
Arabic	0.5%
Tagalog	0.3%
Telugu	0.3%
Other	0.8%

ACADEMIC ACHIEVEMENT

HUNTERDON

FLEMINGTON-RARITAN REG

GRADE SPAN 05-06

READING-FLEMING INTERMEDIATE SCHOOL

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	65%	75	73
Math Met or Exceeded Expectation	64%		

ESEA Waiver - English Language Arts/Literacy

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	721	65%	95%	96.2%	YES
White	555	69.2%	95%	96.3%	YES
African American	-	-	--	--	--
Hispanic	92	35.8%	95%	99%	YES
American Indian	-	-	--	--	--
Asian	36	83.3%	95%	93.5%	YES*
Two or More Races	-	-	--	--	--
Students with Disability	142	24.6%	95%	94.8%	YES
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	103	26.2%	95%	97.4%	YES

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

HUNTERDON
FLEMINGTON-RARITAN REG

GRADE SPAN 05-06

READING-FLEMING INTERMEDIATE SCHOOL
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ESEA Waiver - Math

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	720	64.1%	95%	96%	YES
White	554	67.1%	95%	96.1%	YES
African American	-	-	--	--	--
Hispanic	92	39.1%	95%	99%	YES
American Indian	-	-	--	--	--
Asian	36	91.7%	95%	93.5%	YES*
Two or More Races	-	-	--	--	--
Students with Disability	141	24.8%	95%	94.2%	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	103	31.1%	95%	97.4%	YES

YES* = Met Participation Rate (Participation Averaging applied)

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

PARCC Performance Level

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

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

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

ACADEMIC ACHIEVEMENT

HUNTERDON
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GRADE SPAN 05-06

PARCC ELA Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	348	757	751	7%	9%	20%	57%	7%	64%	53%
White	267	761	757	4%	6%	20%	62%	7%	69%	62%
African American	11	749	734	9%	18%	27%	36%	9%	45%	31%
Hispanic	48	730	737	23%	23%	23%	31%	0%	31%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	15	766	771	0%	7%	20%	67%	7%	73%	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	79	724	723	25%	27%	25%	19%	4%	23%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	57	728	734	23%	23%	28%	25%	2%	26%	31%

ACADEMIC ACHIEVEMENT

READING-FLEMING INTERMEDIATE SCHOOL

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GRADE SPAN 05-06

FLEMINGTON, NJ 08822-1325

PARCC ELA Performance Distribution - Grade - 06

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	373	758	749	4%	9%	21%	53%	13%	66%	50%
White	288	760	755	3%	8%	20%	55%	14%	69%	59%
African American	14	750	732	7%	14%	29%	36%	14%	50%	29%
Hispanic	44	745	736	11%	11%	36%	30%	11%	41%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	21	768	770	0%	5%	5%	76%	14%	90%	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	63	724	718	17%	35%	21%	27%	0%	27%	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	46	731	733	15%	22%	37%	24%	2%	26%	30%

ACADEMIC ACHIEVEMENT

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GRADE SPAN 05-06

PARCC MATH - Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	347	756	744	3%	11%	24%	48%	13%	61%	42%
White	266	758	749	2%	8%	25%	53%	12%	65%	49%
African American	11	751	728	9%	27%	9%	36%	18%	55%	21%
Hispanic	48	736	733	10%	29%	29%	23%	8%	31%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	15	777	768	0%	7%	0%	53%	40%	93%	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	78	726	724	13%	36%	28%	22%	1%	23%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	57	731	731	16%	32%	23%	30%	0%	30%	23%

ACADEMIC ACHIEVEMENT

HUNTERDON
FLEMINGTON-RARITAN REG

READING-FLEMING INTERMEDIATE SCHOOL
50 COURT STREET
FLEMINGTON, NJ 08822-1325

GRADE SPAN 05-06

PARCC MATH - Performance Distribution - Grade - 06

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	373	760	743	2%	7%	24%	53%	14%	66%	42%
White	288	761	749	1%	6%	23%	56%	14%	69%	50%
African American	14	753	726	7%	0%	43%	43%	7%	50%	19%
Hispanic	44	747	731	9%	14%	30%	43%	5%	48%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	21	778	768	0%	0%	10%	52%	38%	90%	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	63	733	718	13%	29%	32%	25%	2%	27%	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	46	739	729	9%	20%	39%	30%	2%	33%	23%

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

Proficiency Percentages

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

COLLEGE AND CAREER READINESS

HUNTERDON
FLEMINGTON-RARITAN REG

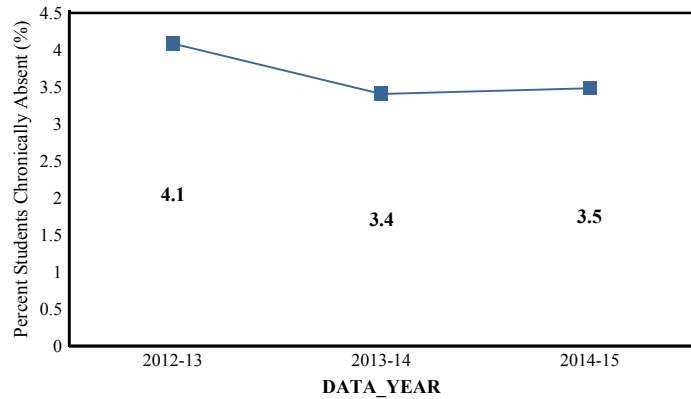
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GRADE SPAN 05-06

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

Chronic Absenteeism Trend

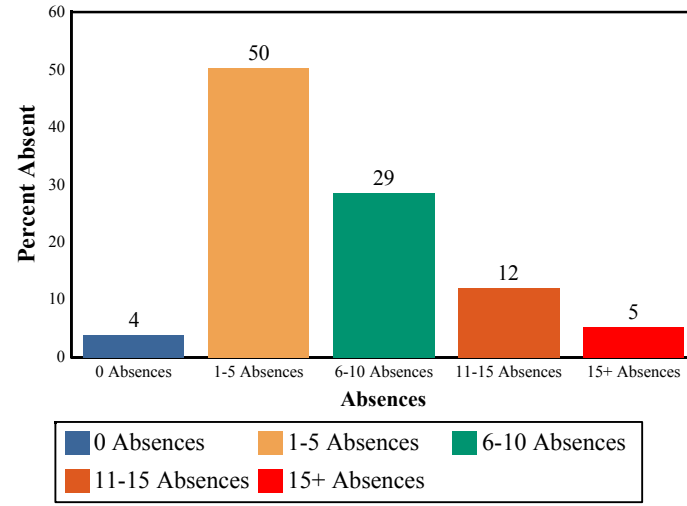
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



Chronic Absenteeism for 2014-15	3.49%
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Absenteeism

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



STUDENT GROWTH

HUNTERDON

FLEMINGTON-RARITAN REG

GRADE SPAN 05-06

READING-FLEMING INTERMEDIATE SCHOOL

50 COURT STREET

FLEMINGTON, NJ 08822-1325

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	54	67	57	35	YES
Student Growth on Math	65	87	87	35	YES
		77	72		100%

Student Growth

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

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	4%	0%	0%
Partially Met	5%	3%	0%
Approached	10%	6%	5%
Met	13%	17%	25%
Exceeded	1%	2%	8%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	0%	0%
Partially Met	5%	2%	2%
Approached	6%	8%	10%
Met	9%	16%	26%
Exceeded	0%	3%	11%

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

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

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

WITHIN SCHOOL ACHIEVEMENT GAP

HUNTERDON

FLEMINGTON-RARITAN REG

GRADE SPAN 05-06

READING-FLEMING INTERMEDIATE SCHOOL

50 COURT STREET

FLEMINGTON, NJ 08822-1325

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

Grade Level - 05

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

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

Percentile	School Scale Score	State Scale Score
99th	830	850
75th	779	773
50th	761	751
25th	738	728
0th	656	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	45

Grade Level - 05

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	810	850
75th	779	763
50th	760	743
25th	739	723
0th	657	650

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

WITHIN SCHOOL ACHIEVEMENT GAP

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Grade Level - 06

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

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

Percentile	School Scale Score	State Scale Score
99th	823	850
75th	778	770
50th	759	749
25th	739	726
0th	663	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	44

READING-FLEMING INTERMEDIATE SCHOOL

50 COURT STREET

FLEMINGTON, NJ 08822-1325

Grade Level - 06

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	818	850
75th	776	763
50th	760	742
25th	742	721
0th	671	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	42

SCHOOL CLIMATE

HUNTERDON

FLEMINGTON-RARITAN REG

GRADE SPAN 05-06

Length of School Day

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

	School
2014-15	6 Hrs. 47 Mins.

Student Suspension Rate

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

	School
2014-15	1.0%

Instructional Time

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

2014-15	School
Full Time	5 Hrs. 42 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

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

	School
2014-15	0

Student to Staff Ratio

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

2014-15	School
Faculty	11
Administrators	261

SCHOOL PEER GROUP

HUNTERDON

FLEMINGTON-RARITAN REG

READING-FLEMING INTERMEDIATE SCHOOL

50 COURT STREET

FLEMINGTON, NJ 08822-1325

GRADE SPAN 05-06

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	MARGATE CITY	WILLIAM H. ROSS III SCHOOL	01-3020-025	PK-04	10.1%	0%	14.1%
BERGEN	FORT LEE BORO	SCHOOL NO. 2	03-1550-070	PK-06	18.5%	8.7%	13.5%
BERGEN	LEONIA BORO	ANNA C. SCOTT ELEMENTARY SCHOOL	03-2620-060	PK-05	13.6%	6.4%	11.3%
BERGEN	MAHWAH TWP	JOYCE KILMER SCHOOL	03-2900-075	04-05	12.2%	1.8%	13.8%
BERGEN	WOOD-RIDGE BORO	CATHERINE E. DOYLE ELEMENTARY SCHOOL	03-5830-060	PK-03	13.1%	0.3%	17.8%
BURLINGTON	EVESHAM TWP	ROBERT B JAGGARD SCHOOL	05-1420-070	KG-05	14.7%	0.2%	21.6%
BURLINGTON	MOORESTOWN TWP	MOORESTOWN UPPER ELEMENTARY SCHOOL	05-3360-115	04-06	11.5%	0.3%	17.6%
BURLINGTON	MOUNT LAUREL TWP	COUNTRYSIDE ELEMENTARY SCHOOL	05-3440-010	PK-04	13.7%	3.7%	14.2%
BURLINGTON	TABERNACLE TWP	TABERNACLE ELEMENTARY SCHOOL	05-5130-060	PK-04	11.8%	1.2%	14%
CAMDEN	CHERRY HILL TWP	JAMES F. COOPER ELEMENTARY SCHOOL	07-0800-083	KG-05	17.9%	1.5%	23.7%
CAMDEN	HADDON TWP	VAN SCIVER ELEMENTARY SCHOOL	07-1890-100	PK-05	16.4%	2.7%	19.4%
CAPE MAY	UPPER TWP	UPPER TOWNSHIP ELEMENTARY SCHOOL	09-5340-050	03-05	14.5%	0.2%	20.9%
GLOUCESTER	PITMAN BORO	ELWOOD KINDLE ELEMENTARY SCHOOL	15-4140-060	PK-05	10.6%	0%	15.4%
GLOUCESTER	SWEDESBORO-WOOLWICH	WALTER HILL SCHOOL	15-5120-060	06	13%	0.8%	17%
HUNTERDON	FLEMINGTON-RARITAN REG	READING-FLEMING INTERMEDIATE SCHOOL	19-1510-040	05-06	14.7%	0.8%	19.4%
MERCER	HAMILTON TWP	UNIVERSITY HEIGHTS ELEMENTARY SCHOOL	21-1950-250	PK-05	20.3%	1.4%	26.3%
MERCER	PRINCETON REGIONAL	RIVERSIDE SCHOOL	21-4255-090	PK-05	17.8%	5.2%	18.4%
MONMOUTH	FREEHOLD TWP	C. RICHARD APPLGATE SCHOOL	25-1660-021	KG-05	10%	0.2%	15%
MONMOUTH	HOWELL TWP	ALDRICH ELEMENTARY SCHOOL	25-2290-005	KG-05	10.8%	0.2%	15.2%
MORRIS	LINCOLN PARK BORO	LINCOLN PARK ELEMENTARY SCHOOL	27-2650-035	PK-04	18.8%	9%	13.2%

SCHOOL PEER GROUP

READING-FLEMING INTERMEDIATE SCHOOL
50 COURT STREET
FLEMINGTON, NJ 08822-1325

HUNTERDON

GRADE SPAN 05-06

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MORRIS	MOUNT OLIVE TWP	CHESTER M. STEPHENS ELEMENTARY SCHOOL	27-3450-050	KG-05	14.8%	3.1%	18.1%
MORRIS	PARSIPPANY-TROY HILLS TWP	LAKE HIAWATHA ELEMENTARY SCHOOL	27-3950-070	PK-05	17.4%	8%	12.5%
MORRIS	ROCKAWAY TWP	CATHERINE A DWYER ELEMENTARY SCHOOL	27-4490-019	KG-05	18.6%	9.4%	12.6%
OCEAN	ISLAND HEIGHTS BORO	ISLAND HEIGHTS ELEMENTARY SCHOOL	29-2350-050	KG-06	11.8%	0%	16.8%
PASSAIC	POMPTON LAKES BORO	LINCOLN SCHOOL	31-4230-070	PK-05	19.2%	5%	19.6%
PASSAIC	WEST MILFORD TWP	APSHAWA ELEMENTARY SCHOOL	31-5650-042	KG-06	16.5%	4.2%	16.9%
PASSAIC	WEST MILFORD TWP	PARADISE KNOLL ELEMENTARY SCHOOL	31-5650-080	KG-06	11.1%	0%	14.8%
SOMERSET	BRIDGEWATER-RARITAN REG	HILLSIDE INTERMEDIATE SCHOOL	35-0555-065	05-06	10.2%	0%	16.1%
UNION	SUMMIT CITY	WASHINGTON ELEMENTARY SCHOOL	39-5090-120	01-05	13.6%	5.9%	11.8%
UNION	UNION TWP	WASHINGTON	39-5290-140	PK-04	16.9%	9.1%	10%
WARREN	FRELINGHUYSEN TWP	FRELINGHUYSEN TOWNSHIP ELEMENTARY SCHOOL	41-1670-050	PK-06	12.1%	0%	16.2%

OVERVIEW

HUNTERDON
FLEMINGTON-RARITAN REG

GRADE SPAN 07-08

19-1510-045
J.P. CASE MIDDLE SCHOOL
301 CASE BOULEVARD
FLEMINGTON, NJ 08822

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

In particular, the School Performance Reports seek to:

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

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

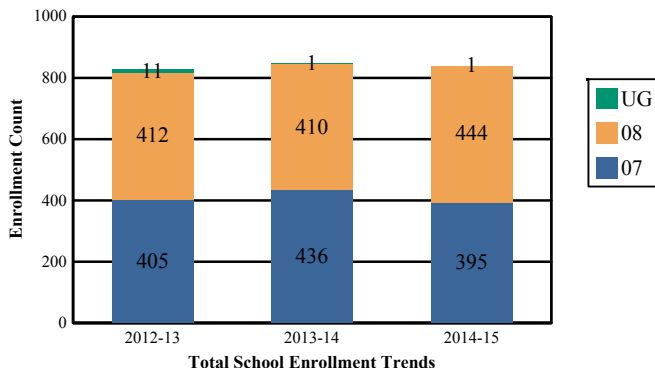
To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

HUNTERDON
FLEMINGTON-RARITAN REG

Enrollment by Grade

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

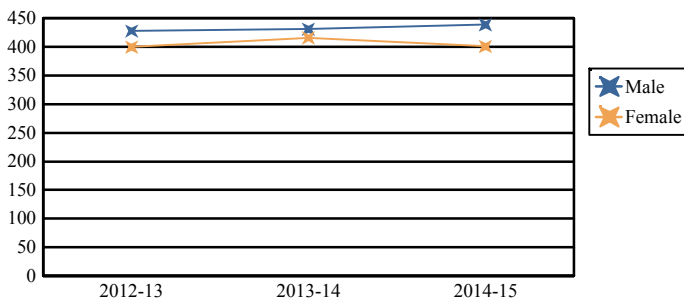


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	828
2013-14	847
2014-15	840

Enrollment by Gender

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

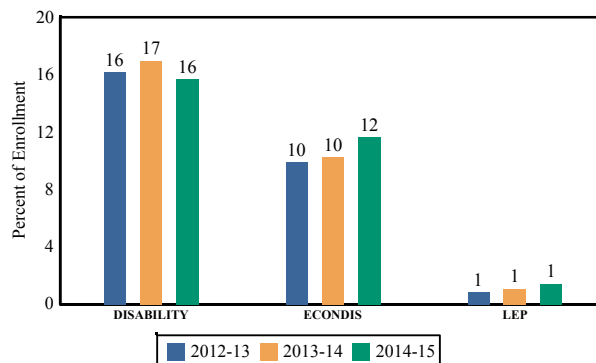


	Male	Female
2012-13	428	400
2013-14	431	416
2014-15	439	401

GRADE SPAN 07-08

Enrollment Trends by Program Participation

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

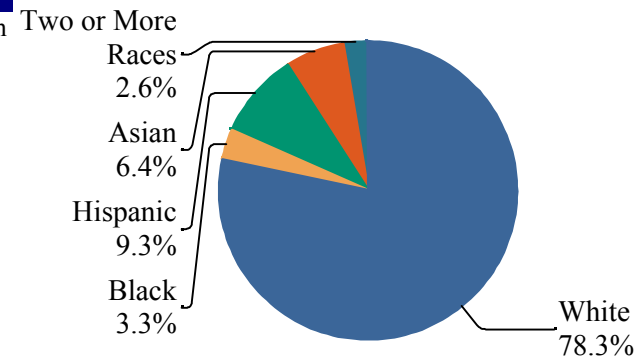


Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	132	16%
Economically Disadvantaged Students	98	11.7%
English Language Learners	12	1.4%

Enrollment by Ethnic/Racial Subgroup

19-1510-045
J.P. CASE MIDDLE SCHOOL
301 CASE BOULEVARD
FLEMINGTON, NJ 08822

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



White	Black	Hispanic
Asian	American Indian	Pacific Islander
Two or More Races		

Language Diversity

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

2014-15	Percent
English	92.2%
Spanish	4.1%
Arabic	0.7%
Chinese	0.6%
Gujarati	0.5%
Tagalog	0.2%
Other	1.7%

ACADEMIC ACHIEVEMENT

**HUNTERDON
FLEMINGTON-RARITAN REG**

GRADE SPAN 07-08

**J.P. CASE MIDDLE SCHOOL
301 CASE BOULEVARD
FLEMINGTON, NJ 08822**

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	66%	78	77
Math Met or Exceeded Expectation	55%		

ESEA Waiver - English Language Arts/Literacy

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	771	65.7%	95%	94.4%	YES*
White	600	67.7%	95%	93.2%	YES*
African American	-	-	--	--	--
Hispanic	72	36.1%	95%	97.3%	YES
American Indian	-	-	--	--	--
Asian	54	79.6%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	114	28.1%	95%	88.1%	NO
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	84	29.7%	95%	92.7%	YES*

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

HUNTERDON
FLEMINGTON-RARITAN REG

GRADE SPAN 07-08

ESEA Waiver - Math

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	769	55.1%	95%	94.2%	YES*
White	598	55.5%	95%	92.9%	YES*
African American	-	-	--	--	--
Hispanic	72	25%	95%	97.3%	YES
American Indian	-	-	--	--	--
Asian	54	83.4%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	113	23.9%	95%	87.4%	NO
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	84	21.5%	95%	92.7%	YES*

YES* = Met Participation Rate (Participation Averaging applied)

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

PARCC Performance Level

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

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

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

ACADEMIC ACHIEVEMENT

HUNTERDON
FLEMINGTON-RARITAN REG

GRADE SPAN 07-08

J.P. CASE MIDDLE SCHOOL
301 CASE BOULEVARD
FLEMINGTON, NJ 08822

PARCC ELA Performance Distribution - Grade - 07

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	368	763	750	5%	9%	17%	42%	27%	69%	53%
White	285	764	757	5%	7%	17%	43%	27%	71%	61%
African American	11	749	730	0%	18%	27%	55%	0%	55%	31%
Hispanic	32	740	736	16%	22%	25%	19%	19%	38%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	29	780	777	3%	3%	3%	41%	48%	90%	80%
Two or More Races	11	758	756	0%	9%	18%	73%	0%	73%	58%
Students with Disability	50	719	713	34%	26%	14%	18%	8%	26%	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	34	734	733	18%	18%	35%	18%	12%	29%	33%

ACADEMIC ACHIEVEMENT

HUNTERDON
FLEMINGTON-RARITAN REG

GRADE SPAN 07-08

J.P. CASE MIDDLE SCHOOL
301 CASE BOULEVARD
FLEMINGTON, NJ 08822

PARCC ELA Performance Distribution - Grade - 08

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	403	759	750	5%	12%	20%	46%	17%	63%	53%
White	315	760	757	5%	10%	20%	47%	18%	65%	61%
African American	13	765	730	0%	8%	8%	77%	8%	85%	31%
Hispanic	40	740	735	10%	30%	25%	30%	5%	35%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	25	776	778	4%	8%	20%	36%	32%	68%	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	64	732	713	16%	27%	28%	27%	3%	30%	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	50	733	732	18%	24%	28%	26%	4%	30%	34%

ACADEMIC ACHIEVEMENT

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FLEMINGTON-RARITAN REG

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J.P. CASE MIDDLE SCHOOL
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PARCC MATH - Performance Distribution - Grade - 07

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	295	748	740	3%	14%	30%	50%	3%	53%	38%
White	229	748	745	3%	12%	32%	51%	2%	53%	46%
African American	-	-	725	-	-	-	-	-	-	17%
Hispanic	27	728	730	11%	37%	30%	19%	4%	22%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	20	762	760	0%	5%	10%	80%	5%	85%	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	46	719	715	17%	43%	22%	15%	2%	17%	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	32	730	728	16%	28%	28%	25%	3%	28%	21%

ACADEMIC ACHIEVEMENT

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PARCC MATH - Performance Distribution - Grade - 08

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	234	728	726	13%	26%	44%	16%	0%	17%	24%
White	178	728	732	15%	24%	45%	17%	0%	17%	29%
African American	-	-	715	-	-	-	-	-	-	14%
Hispanic	-	-	721	-	-	-	-	-	-	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	-	-	744	-	-	-	-	-	-	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	55	720	705	31%	22%	31%	15%	2%	16%	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	-	-	719	-	-	-	-	-	-	17%

ACADEMIC ACHIEVEMENT

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FLEMINGTON-RARITAN REG

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J.P. CASE MIDDLE SCHOOL
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PARCC ALGEBRA I - Performance Distribution

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	230	785	740	1%	2%	3%	76%	19%	95%	40%
White	186	785	746	1%	2%	3%	75%	19%	94%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	20	790	769	0%	0%	5%	65%	30%	95%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	12	776	710	0%	8%	8%	75%	8%	83%	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	-	-	725	-	-	-	-	-	-	21%

ACADEMIC ACHIEVEMENT

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PARCC ALGEBRA II - Performance Distribution

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	-	-	721	-	-	-	-	-	-	24%
White	-	-	725	-	-	-	-	-	-	27%
African American	-	-	701	-	-	-	-	-	-	8%
Hispanic	-	-	706	-	-	-	-	-	-	10%
American Indian	-	-	720	-	-	-	-	-	-	23%
Asian	-	-	751	-	-	-	-	-	-	53%
Two or More Races	-	-	716	-	-	-	-	-	-	21%
Students with Disability	-	-	691	-	-	-	-	-	-	4%
English Language Learners	-	-	694	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	705	-	-	-	-	-	-	9%

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

Proficiency Percentages

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

ACADEMIC ACHIEVEMENT

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GRADE SPAN 07-08

19-1510-045
J.P. CASE MIDDLE SCHOOL
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NJASK Results - Science Grade Level - 08

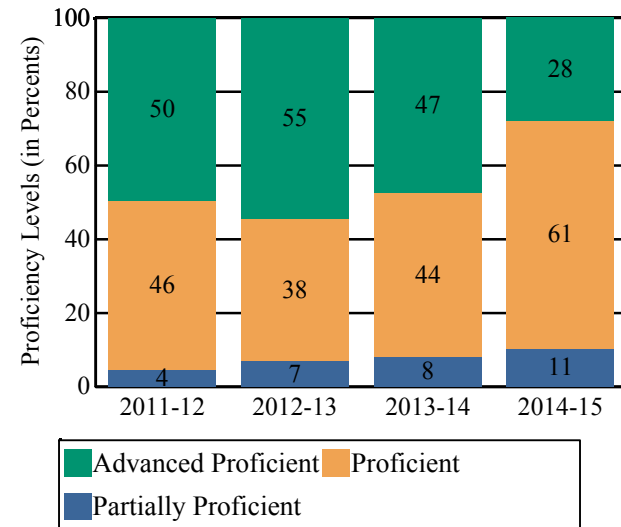
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	28%	61%	11%
White	28%	64%	8%
African American	36%	57%	7%
Hispanic	15%	45%	40%
American Indian	-	-	-
Asian	40%	52%	8%
Two or More Races	27%	73%	0%
Students with Disability	10%	55%	35%
English Language Learners	-	-	-
Economically Disadvantaged Students	8%	54%	38%

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

NJASK Proficiency Trends - Science - Grade Level - 08

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



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

Algebra I Course Enrollment

This table presents the count of students in this school who were reported in the Algebra I course code in NJSMART and the count of students who took the Algebra I test of PARCC.

Algebra I Enrollment Count	Algebra I PARCC Test Count
253	234

Algebra I Test Taking

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

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
99.2%	94.4%

- Data Suppressed to protect the confidentiality of students

COLLEGE AND CAREER READINESS

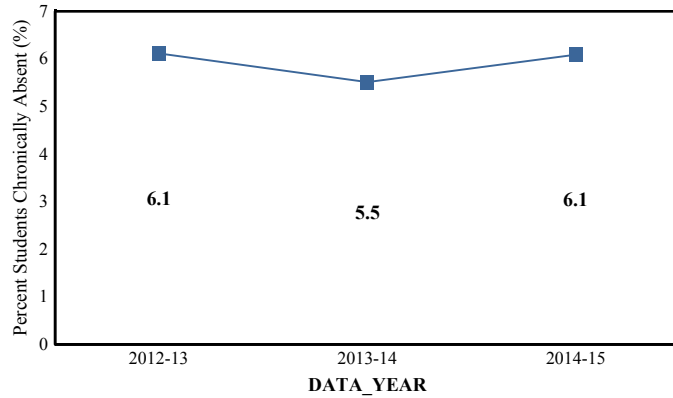
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GRADE SPAN 07-08

Chronic Absenteeism Trend

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

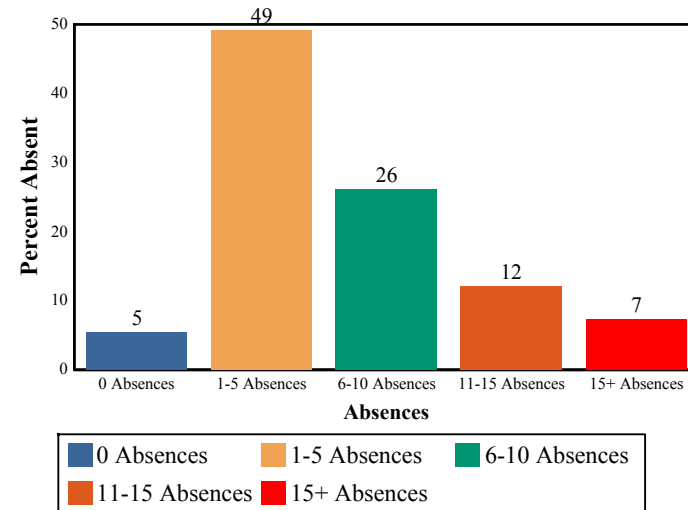


Chronic Absenteeism for 2014-15

6.09%

Absenteeism

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



Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	N/R	1.6%
Drama/Theater	N/R	3.9%
Music	69.7%	66.0%
Visual Arts	51.3%	71.1%
Total: All Visual and Performing Arts	96.2%	89.8%

N/R - Data Not Reported

STUDENT GROWTH

HUNTERDON

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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. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	51	68	53	35	YES
Student Growth on Math	52	62	60	35	YES
		65	57		100%

Student Growth

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

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	4%	1%	0%
Partially Met	6%	2%	2%
Approached	9%	7%	3%
Met	12%	20%	13%
Exceeded	1%	6%	15%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	5%	1%	0%
Partially Met	12%	5%	2%
Approached	16%	13%	8%
Met	5%	13%	17%
Exceeded	0%	0%	1%

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

WITHIN SCHOOL ACHIEVEMENT GAP

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FLEMINGTON-RARITAN REG

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

Grade Level - 07

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

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

Percentile	School Scale Score	State Scale Score
99th	828	850
75th	788	776
50th	767	751
25th	740	724
0th	658	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	48	52

Grade Level - 07

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	790	850
75th	764	759
50th	751	740
25th	736	720
0th	665	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	28	39

WITHIN SCHOOL ACHIEVEMENT GAP

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Grade Level - 08

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

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

Percentile	School Scale Score	State Scale Score
99th	840	850
75th	783	777
50th	760	751
25th	737	723
0th	652	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	46	54

Grade Level - 08

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	784	850
75th	743	748
50th	731	726
25th	713	704
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	30	44

SCHOOL CLIMATE

HUNTERDON
FLEMINGTON-RARITAN REG

Length of School Day

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

	School
2014-15	6 Hrs. 49 Mins.

Student Suspension Rate

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

	School
2014-15	1.0%

GRADE SPAN 07-08

Instructional Time

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

2014-15	School
Full Time	5 Hrs. 46 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

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

	School
2014-15	0

Student to Staff Ratio

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

2014-15	School
Faculty	12
Administrators	280

SCHOOL PEER GROUP

**HUNTERDON
FLEMINGTON-RARITAN REG**

GRADE SPAN 07-08

**J.P. CASE MIDDLE SCHOOL
301 CASE BOULEVARD
FLEMINGTON, NJ 08822**

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	NORTHFIELD CITY	NORTHFIELD COMMUNITY MIDDLE SCHOOL	01-3720-056	05-08	22.3%	1.6%	18.9%
BERGEN	HASBROUCK HEIGHTS BORO	HASBROUCK HEIGHTS MIDDLE SCHOOL	03-2080-055	06-08	17.4%	1.4%	16.7%
BERGEN	MAHWAH TWP	RAMAPO RIDGE	03-2900-076	06-08	10.6%	0.9%	12.5%
BURLINGTON	DELTRAN TWP	DELTRAN MIDDLE SCHOOL	05-1060-007	06-08	24%	1%	19.2%
BURLINGTON	EASTAMPTON TWP	EASTAMPTON TOWNSHIP SCHOOL DISTRICT	05-1250-060	KG-08	22.8%	0.8%	19.1%
BURLINGTON	HAINESPORT TWP	HAINESPORT TOWNSHIP SCHOOL	05-1910-050	PK-08	14.1%	0.9%	15.3%
BURLINGTON	MOUNT LAUREL TWP	T. E. HARRINGTON MIDDLE SCHOOL	05-3440-060	07-08	16.1%	0.5%	14.9%
CAMDEN	BERLIN BORO	BERLIN COMMUNITY SCHOOL	07-0330-020	PK-08	18.6%	0.5%	14%
CAMDEN	GIBBSBORO BORO	GIBBSBORO ELEMENTARY SCHOOL	07-1720-020	PK-08	15.2%	0%	10.2%
CAMDEN	VOORHEES TWP	VOORHEES MIDDLE SCHOOL	07-5400-100	06-08	10%	0.7%	13.6%
ESSEX	MONTCLAIR TOWN	GLENFIELD MIDDLE SCHOOL	13-3310-116	06-08	19.6%	0%	13.9%
GLOUCESTER	DELSEA REGIONAL H.S DIST.	DELSEA REGIONAL MIDDLE SCHOOL	15-4940-060	07-08	27.2%	0%	14.7%
GLOUCESTER	WASHINGTON TWP	CHESTNUT RIDGE MIDLE SCHOOL	15-5500-026	06-08	14.1%	0%	11.2%
HUNTERDON	EAST AMWELL TWP	EAST AMWELL TOWNSHIP	19-1160-050	PK-08	15.9%	1.8%	18.8%
HUNTERDON	FLEMINGTON-RARITAN REG	J.P. CASE MIDDLE SCHOOL	19-1510-045	07-08	11.7%	1.4%	15.7%
MIDDLESEX	SOUTH BRUNSWICK TWP	CROSSROADS SOUTH MIDDLE SCHOOL	23-4860-075	06-08	14.4%	1%	13.1%
MONMOUTH	FREEHOLD TWP	CLIFTON T. BARKALOW SCHOOL	25-1660-023	06-08	10%	0.7%	13.6%
MONMOUTH	WEST LONG BRANCH BORO	FRANK ANTONIDES SCHOOL	25-5640-050	04-08	11.5%	2.4%	19.8%
MORRIS	PARSIPPANY-TROY HILLS TWP	CENTRAL MIDDLE SCHOOL	27-3950-060	06-08	18.6%	0.8%	15.3%
MORRIS	ROCKAWAY TWP	COPELAND MIDDLE SCHOOL	27-4490-015	06-08	15.9%	2%	19.2%
MORRIS	ROXBURY TWP	EISENHOWER MIDDLE SCHOOL DISTRICT	27-4560-055	07-08	14.4%	0.7%	14%
OCEAN	MANCHESTER TWP	MANCHESTER TOWNSHIP MIDDLE SCHOOL	29-2940-045	06-08	29.2%	0.2%	17.9%

SCHOOL PEER GROUP

HUNTERDON
FLEMINGTON-RARITAN REG

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19-1510-045
J.P. CASE MIDDLE SCHOOL
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OCEAN	TOMS RIVER REGIONAL	TOMS RIVER INTERMEDIATE SCHOOL EAST	29-5190-060	06-08	24.6%	0%	15.1%
PASSAIC	BLOOMINGDALE BORO	WALTER T. BERGEN MIDDLE SCHOOL	31-0420-050	05-08	17.5%	1.2%	15.5%
SALEM	LOWER ALLOWAYS CREEK	LOWER ALLOWAYS CREEK ELEMENTARY SCHOOL	33-2800-050	PK-08	26.4%	0%	14.8%
SALEM	PENNSVILLE	PENNSVILLE MIDDLE SCHOOL	33-4075-055	06-08	29.8%	0.5%	18.4%
UNION	GARWOOD BORO	LINCOLN	39-1710-050	PK-08	18.6%	0.8%	14.6%
UNION	SPRINGFIELD TWP	FLORENCE M. GAUDINEER MIDDLE SCHOOL	39-5000-060	06-08	12.8%	1.4%	13.6%
WARREN	HOPE TWP	HOPE TOWNSHIP SCHOOL	41-2250-050	PK-08	13.5%	0%	9.6%
WARREN	LOPATCONG TWP	LOPATCONG TOWNSHIP MIDDLE SCHOOL	41-2790-060	05-08	17.4%	0%	10.7%
WARREN	WARREN HILLS REGIONAL	WARREN HILLS REGIONAL MIDDLE SCHOOL	41-5465-060	07-08	23%	0.7%	15%



State of New Jersey 2014-15

OVERVIEW

HUNTERDON
FLEMINGTON-RARITAN REG

GRADE SPAN KG-04

19-1510-050
ROBERT HUNTER ELEMENTARY SCHOOL
8 DAYTON ROAD
FLEMINGTON, NJ 08822-9104

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

In particular, the School Performance Reports seek to:

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

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

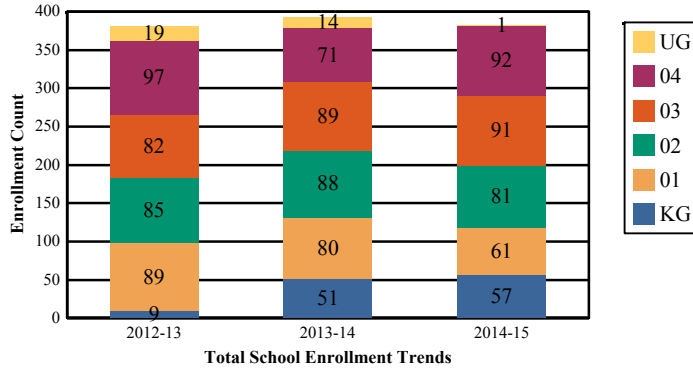
To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

HUNTERDON
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Enrollment by Grade

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

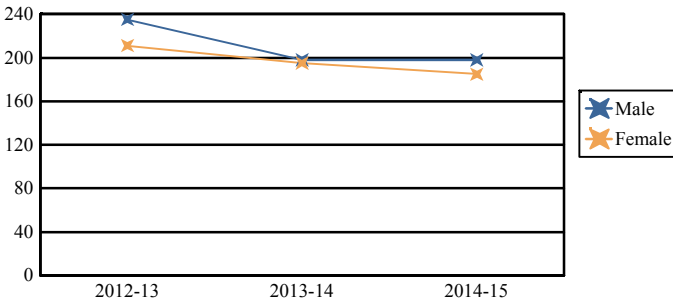


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	446
2013-14	393
2014-15	383

Enrollment by Gender

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

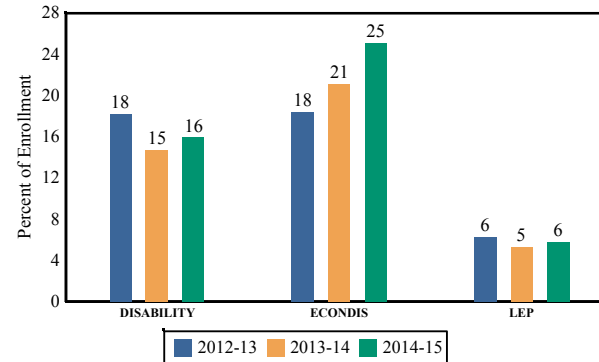


	Male	Female
2012-13	235	211
2013-14	198	195
2014-15	198	185

GRADE SPAN KG-04

Enrollment Trends by Program Participation

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



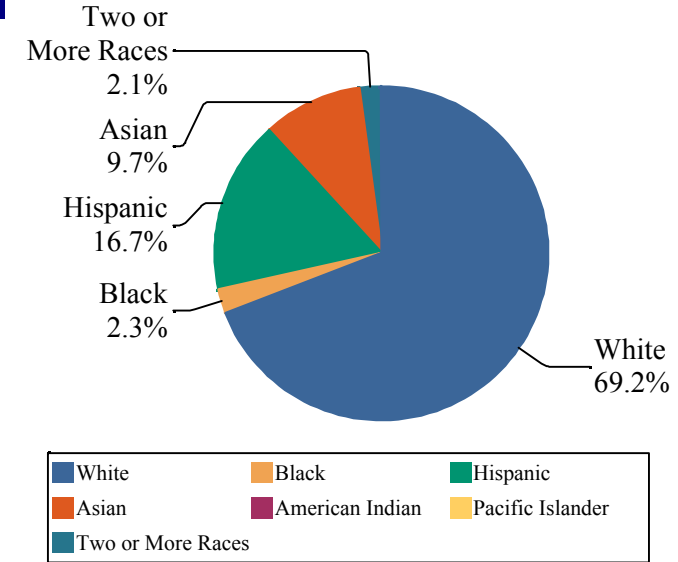
Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	61	16%
Economically Disadvantaged Students	96	25.1%
English Language Learners	22	5.7%

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Enrollment by Ethnic/Racial Subgroup

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



Language Diversity

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

2014-15	Percent
English	86.8%
Spanish	10.1%
Gujarati	0.5%
Turkish	0.5%
Pilipino	0.3%
Tamil	0.3%
Other	1.6%

ACADEMIC ACHIEVEMENT

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	59%	46	61
Math Met or Exceeded Expectation	61%		

ESEA Waiver - English Language Arts/Literacy

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	164	59.2%	95%	97.2%	YES
White	113	63.7%	95%	96.7%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	30	20%	95%	91.4%	-
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

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ESEA Waiver - Math

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	164	61%	95%	97.2%	YES
White	113	62.8%	95%	96.7%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	30	23.3%	95%	91.4%	-
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

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

PARCC Performance Level

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

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

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

PARCC ELA Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	77	751	744	13%	10%	27%	39%	10%	49%	44%
White	50	752	753	14%	8%	26%	42%	10%	52%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	14	769	769	7%	7%	21%	43%	21%	64%	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	14	718	724	29%	14%	43%	14%	0%	14%	24%

PARCC ELA Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	87	763	751	1%	14%	17%	47%	21%	68%	52%
White	63	768	758	0%	11%	16%	51%	22%	73%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	17	747	737	0%	29%	24%	35%	12%	47%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	15	730	725	7%	40%	20%	33%	0%	33%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	15	733	734	7%	40%	20%	33%	0%	33%	31%

ACADEMIC ACHIEVEMENT

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PARCC MATH - Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	77	760	746	5%	6%	26%	40%	22%	62%	46%
White	50	761	752	2%	8%	26%	44%	20%	64%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	14	773	772	7%	0%	21%	29%	43%	71%	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	15	724	727	27%	13%	33%	27%	0%	27%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	14	730	730	14%	21%	36%	21%	7%	29%	26%

ACADEMIC ACHIEVEMENT

HUNTERDON
FLEMINGTON-RARITAN REG

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GRADE SPAN KG-04

PARCC MATH - Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	87	757	744	2%	11%	26%	53%	7%	60%	42%
White	63	756	749	3%	11%	24%	56%	6%	62%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	17	754	732	0%	12%	47%	35%	6%	41%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	15	728	724	13%	33%	33%	20%	0%	20%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	15	741	730	0%	33%	40%	27%	0%	27%	23%

ACADEMIC ACHIEVEMENT

HUNTERDON
FLEMINGTON-RARITAN REG

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2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

Proficiency Percentages

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

ACADEMIC ACHIEVEMENT

HUNTERDON
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NJASK Results - Science Grade Level - 04

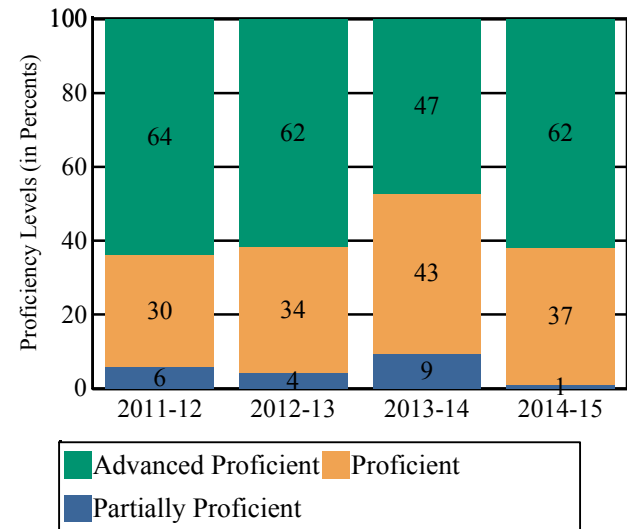
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	62%	37%	1%
White	63%	37%	0%
African American	-	-	-
Hispanic	47%	53%	0%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	26%	68%	5%
English Language Learners	-	-	-
Economically Disadvantaged Students	33%	60%	7%

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

NJASK Proficiency Trends - Science - Grade Level - 04

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



COLLEGE AND CAREER READINESS

HUNTERDON
FLEMINGTON-RARITAN REG

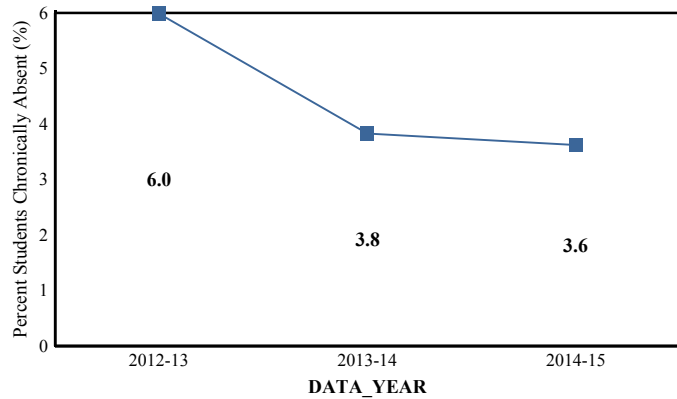
GRADE SPAN KG-04

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

Chronic Absenteeism Trend

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

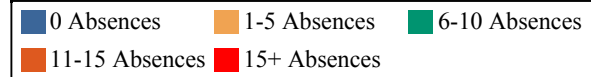
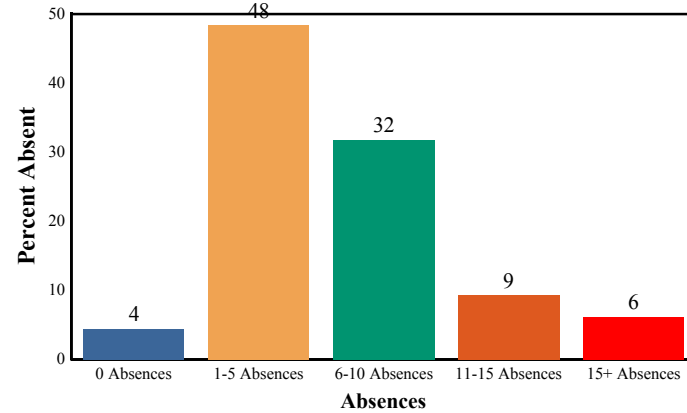


Chronic Absenteeism for 2014-15

3.62%

Absenteeism

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



STUDENT GROWTH

HUNTERDON
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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. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	63	81	85	35	YES
Student Growth on Math	64	93	84	35	YES
		87	85		100%

Student Growth

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

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	1%	0%	0%
Partially Met	5%	5%	3%
Approached	7%	7%	5%
Met	8%	14%	24%
Exceeded	1%	5%	16%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	1%	1%	0%
Partially Met	4%	6%	1%
Approached	6%	9%	12%
Met	7%	18%	27%
Exceeded	0%	0%	8%

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

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

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

WITHIN SCHOOL ACHIEVEMENT GAP

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

Grade Level - 03

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

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

Percentile	School Scale Score	State Scale Score
99th	844	850
75th	773	770
50th	748	743
25th	721	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	52	55

Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	827	850
75th	783	767
50th	758	745
25th	735	722
0th	653	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	48	45

WITHIN SCHOOL ACHIEVEMENT GAP

HUNTERDON

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Grade Level - 04

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

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

Percentile	School Scale Score	State Scale Score
99th	850	850
75th	785	773
50th	766	750
25th	737	728
0th	684	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	48	45

Grade Level - 04

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	805	850
75th	779	764
50th	759	742
25th	739	721
0th	696	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	43

SCHOOL CLIMATE

HUNTERDON

FLEMINGTON-RARITAN REG

GRADE SPAN KG-04

Length of School Day

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

	School
2014-15	6 Hrs. 45 Mins.

Student Suspension Rate

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

	School
2014-15	1.6%

Instructional Time

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

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

Student Expulsions

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

	School
2014-15	0

Student to Staff Ratio

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

2014-15	School
Faculty	9
Administrators	192

SCHOOL PEER GROUP

HUNTERDON
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FLEMINGTON, NJ 08822-9104

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	BERGENFIELD BORO	LINCOLN ELEMENTARY SCHOOL	03-0300-070	PK-05	27.7%	5.5%	20.4%
BERGEN	EDGEWATER BORO	ELEANOR VAN GELDER	03-1270-050	03-06	20%	5.5%	8.8%
BURLINGTON	LUMBERTON TWP	ASHBROOK ELEMENTARY SCHOOL	05-2850-010	02-03	25.6%	1%	22.6%
BURLINGTON	MOORESTOWN TWP	MARY E. ROBERTS ELEMENTARY SCHOOL	05-3360-100	KG-03	26.9%	6.2%	18.2%
BURLINGTON	MOUNT LAUREL TWP	FLEETWOOD ELEMENTARY SCHOOL	05-3440-045	PK-04	20%	3.6%	12.2%
BURLINGTON	MOUNT LAUREL TWP	HILLSIDE ELEMENTARY SCHOOL	05-3440-050	PK-04	14.6%	0%	9.5%
CAMDEN	VOORHEES TWP	OSAGE SCHOOL	07-5400-090	KG-05	20.6%	5.1%	9.9%
CHARTERS	HOLA HOBOKEN DUAL LANG CS	HOBOKEN DUAL LANGUAGE CHARTER SCHOOL	80-6036-921	KG-06	11.7%	0%	6.2%
ESSEX	MONTCLAIR TOWN	NORTHEAST ELEMENTARY SCHOOL	13-3310-140	KG-05	18.4%	2.3%	11.6%
ESSEX	WEST ORANGE TOWN	GREGORY ELEMENTARY SCHOOL	13-5680-120	KG-05	24.2%	3.1%	17.6%
GLOUCESTER	MANTUA TWP	CENTRE CITY ELEMENTARY SCHOOL	15-2990-030	PK-03	21%	0.6%	17.1%
GLOUCESTER	WASHINGTON TWP	BIRCHES ELEMENTARY SCHOOL	15-5500-027	01-05	23.3%	0%	21.5%
GLOUCESTER	WOODBURY HEIGHTS BORO	WOODBURY HEIGHTS ELEMENTARY	15-5870-050	KG-06	20.9%	0%	18.6%
HUNTERDON	FLEMINGTON-RARITAN REG	ROBERT HUNTER ELEMENTARY SCHOOL	19-1510-050	KG-04	25.1%	5.7%	15.7%
MERCER	HAMILTON TWP	SAYEN ELEMENTARY SCHOOL	21-1950-240	PK-05	15.1%	0.4%	10.7%
MERCER	HAMILTON TWP	YARDVILLE HEIGHTS ELEMENTARY SCHOOL	21-1950-270	PK-05	20.9%	2.1%	15.8%
MERCER	LAWRENCE TWP	BEN FRANKLIN ELEMENTARY	21-2580-070	PK-03	17.7%	2.7%	9.9%
MERCER	PRINCETON REGIONAL	JOHNSON PARK SCHOOL	21-4255-070	PK-05	23.9%	3.7%	17.1%
MIDDLESEX	EAST BRUNSWICK TWP	CHITTICK ELEMENTARY SCHOOL	23-1170-125	KG-05	16.8%	0%	12.3%
MIDDLESEX	EAST BRUNSWICK TWP	IRWIN ELEMENTARY SCHOOL	23-1170-090	KG-05	22.7%	9.2%	9%
MIDDLESEX	MIDDLESEX BORO	HAZELWOOD ELEMENTARY SCHOOL	23-3140-065	PK-03	26.4%	5%	17.9%
MIDDLESEX	OLD BRIDGE TWP	RAYMOND E. VOORHEES ELEMENTARY SCHOOL	23-3845-140	KG-05	20.8%	0%	17.9%

SCHOOL PEER GROUP

HUNTERDON
FLEMINGTON-RARITAN REG

GRADE SPAN KG-04

19-1510-050
ROBERT HUNTER ELEMENTARY SCHOOL
8 DAYTON ROAD
FLEMINGTON, NJ 08822-9104

MIDDLESEX	SOUTH BRUNSWICK TWP	GREENBROOK ELEMENTARY SCHOOL	23-4860-095	KG-05	25.5%	6%	15.6%
MIDDLESEX	SPOTSWOOD BORO	E RAYMOND APPLEBY ELEMENTARY SCHOOL	23-4970-050	02-05	19%	1.5%	14.2%
MONMOUTH	MIDDLETOWN TWP	LEONARDO ELEMENTARY SCHOOL	25-3160-110	KG-05	18.4%	3%	11.6%
MONMOUTH	TINTON FALLS	SWIMMING RIVER SCHOOL	25-5185-050	04-05	22.2%	1.5%	16.8%
OCEAN	BRICK TWP	MIDSTREAMS ELEMENTARY SCHOOL	29-0530-060	KG-05	20.2%	0%	17.7%
OCEAN	JACKSON TWP	ELMS ELEMENTARY SCHOOL	29-2360-035	PK-05	13.7%	0%	8.7%
OCEAN	LACEY TWP	CEDAR CREEK ELEMENTARY SCHOOL	29-2480-040	KG-04	21%	0%	19%
PASSAIC	NORTH HALEDON BORO	MEMORIAL ELEMENTARY SCHOOL	31-3640-060	KG-04	17.6%	0.5%	12.6%
WARREN	HACKETTSTOWN	WILLOW GROVE ELEMENTARY SCHOOL	41-1870-090	KG-04	26.7%	12.3%	10.2%