



State of New Jersey
2015-2016

Grade Span KF-05

25-2770-065
MONMOUTH
LONG BRANCH CITY
A A Anastasia Elementary School
92 SEVENTH AVENUE
LONG BRANCH, NJ 07740

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

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

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

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

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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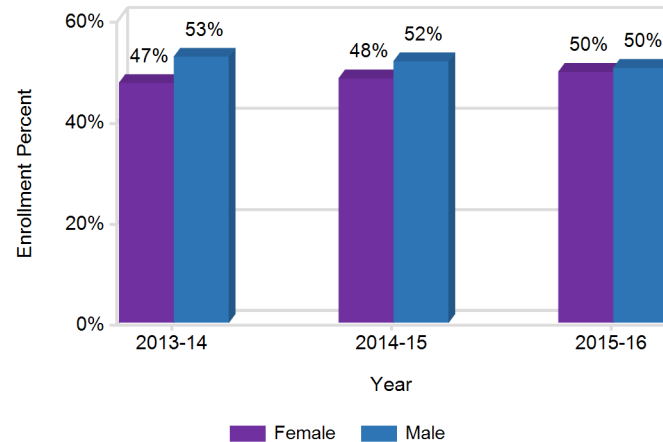
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade KG	103	0	0
Grade 01	132	94	122
Grade 02	123	130	81
Grade 03	118	108	129
Grade 04	98	120	102
Grade 05	82	94	121
UG	59	52	54
Total	715	598	609

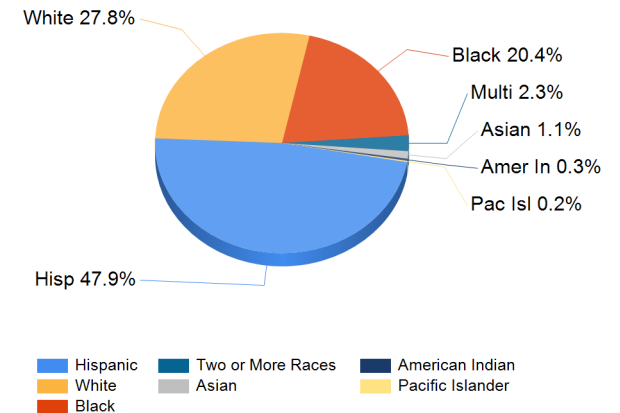
Enrollment by Gender

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



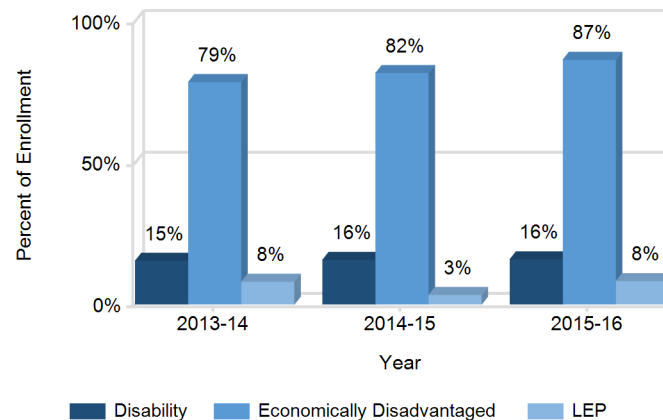
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	52.2%
Spanish	34.3%
Portuguese	13.3%
Abkhazian	0.2%

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



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	28%	S	11
Mathematics Met or Exceeded Expectations	34%	S	24

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	383	28%	11	99%	✓	383	34%	24	99%	✓
White	105	33%	10	98%	✓	105	42%	28	98%	✓
African American	82	20%	16	99%	✓	82	31%	48	99%	✓
Hispanic	183	28%	18	100%	✓	183	30%	33	100%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	79	22%	28	100%	✓	79	24%	36	100%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	321	28%	25	99%	✓	321	33%	56	99%	✓



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PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	129	722	716	746	23%	30%	26%	22%	N	22%	48%
White	36	726	722	756	17%	39%	17%	28%	N	28%	58%
African American	23	718	714	727	22%	17%	48%	13%	N	13%	30%
Hispanic	67	721	713	730	28%	28%	21%	22%	N	22%	31%
Asian	S	S	748	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	736	753	S	S	S	S	S	S	55%
Students with Disability	12	699	692	718	58%	17%	8%	17%	N	17%	22%
English Language Learners	S	S	689	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	106	721	714	727	26%	29%	24%	22%	N	22%	28%
PARCC MATH											
Schoolwide	129	732	726	749	13%	23%	40%	23%	2%	24%	52%
White	36	738	733	757	6%	28%	33%	31%	3%	33%	63%
African American	23	727	720	730	22%	17%	39%	22%	N	22%	31%
Hispanic	67	730	724	736	15%	24%	40%	19%	2%	21%	35%
Asian	S	S	760	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	742	754	S	S	S	S	S	S	57%
Students with Disability	S	S	707	727	S	S	S	S	S	S	28%
English Language Learners	S	S	709	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	106	732	724	732	14%	22%	40%	23%	2%	25%	32%

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



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PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	111	734	722	750	13%	16%	42%	26%	3%	29%	54%
White	26	748	733	759	4%	8%	42%	42%	4%	46%	64%
African American	23	724	717	733	17%	26%	44%	13%	N	13%	33%
Hispanic	54	730	719	737	15%	17%	44%	20%	4%	24%	37%
Asian	S	S	734	773	S	S	S	S	S	S	79%
American Indian	S	S	731	748	S	S	S	S	S	S	55%
Two or More Races	S	S	739	756	S	S	S	S	S	S	62%
Students with Disability	S	S	S	723	S	S	S	S	S	S	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	98	733	720	734	12%	17%	43%	25%	3%	28%	33%
PARCC MATH											
Schoolwide	111	740	731	745	6%	25%	26%	42%	N	42%	47%
White	26	755	744	752	N	15%	12%	73%	N	73%	57%
African American	23	728	722	727	9%	39%	26%	26%	N	26%	24%
Hispanic	54	739	729	733	6%	28%	33%	33%	N	33%	30%
Asian	S	S	752	771	S	S	S	S	S	S	78%
American Indian	S	S	720	742	S	S	S	S	S	S	44%
Two or More Races	S	S	725	750	S	S	S	S	S	S	54%
Students with Disability	S	S	713	724	S	S	S	S	S	S	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	98	739	729	730	6%	27%	27%	41%	N	41%	27%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	134	730	730	751	15%	27%	30%	28%	N	28%	53%
White	37	728	733	758	24%	14%	32%	30%	N	30%	64%
African American	32	728	725	733	13%	31%	34%	22%	N	22%	32%
Hispanic	60	732	729	738	12%	32%	27%	30%	N	30%	37%
Asian	S	S	749	773	S	S	S	S	S	S	80%
American Indian	S	S	S	750	S	S	S	S	S	S	53%
Two or More Races	S	S	748	759	S	S	S	S	S	S	63%
Students with Disability	S	S	S	723	S	S	S	S	S	S	20%
English Language Learners	S	S	712	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	111	731	728	735	14%	29%	30%	28%	N	28%	33%
PARCC MATH											
Schoolwide	134	735	735	747	7%	25%	37%	31%	N	31%	47%
White	37	737	740	753	3%	24%	41%	32%	N	32%	57%
African American	32	732	727	728	9%	28%	31%	31%	N	31%	24%
Hispanic	60	734	734	735	7%	25%	40%	28%	N	28%	31%
Asian	S	S	753	774	S	S	S	S	S	S	80%
American Indian	S	S	S	747	S	S	S	S	S	S	49%
Two or More Races	S	S	751	754	S	S	S	S	S	S	56%
Students with Disability	28	721	719	725	11%	57%	18%	14%	N	14%	19%
English Language Learners	S	S	724	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	111	734	733	732	6%	27%	37%	30%	N	30%	28%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



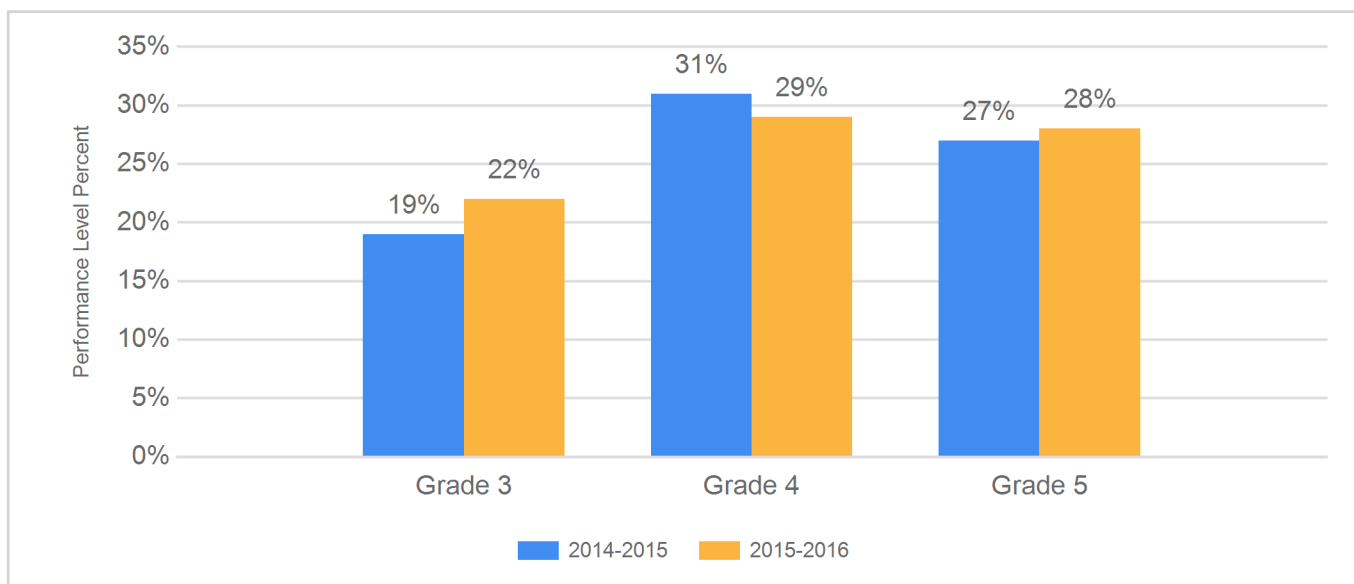
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PARCC ELA Performance Trends

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





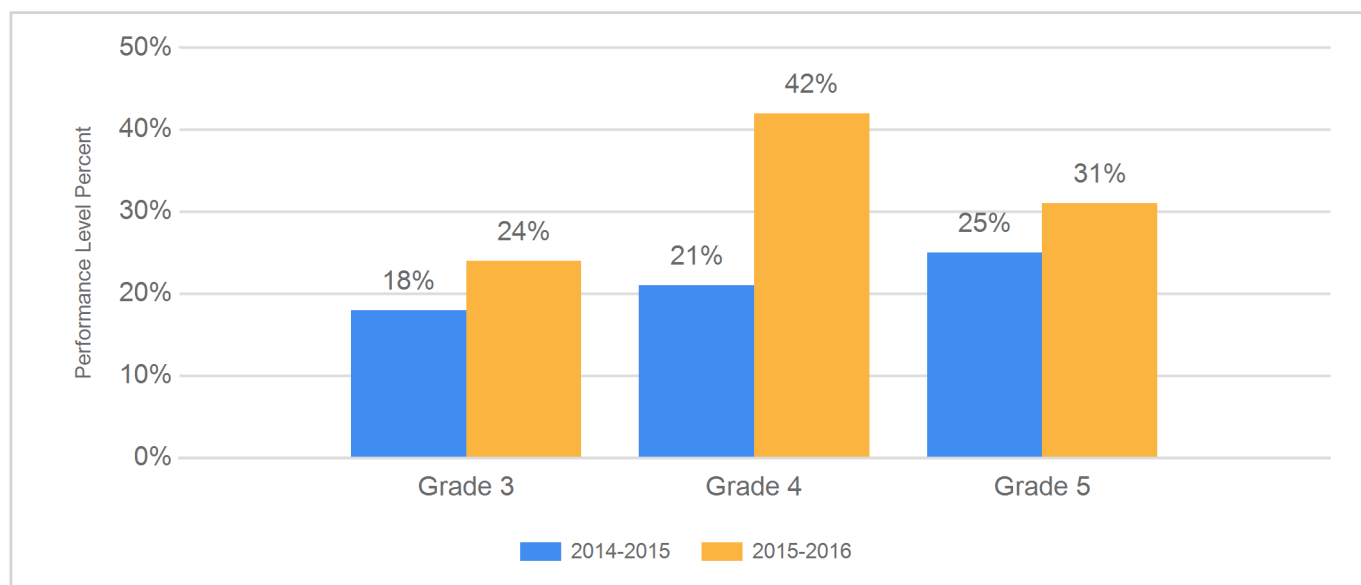
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PARCC Math Performance Trends

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





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

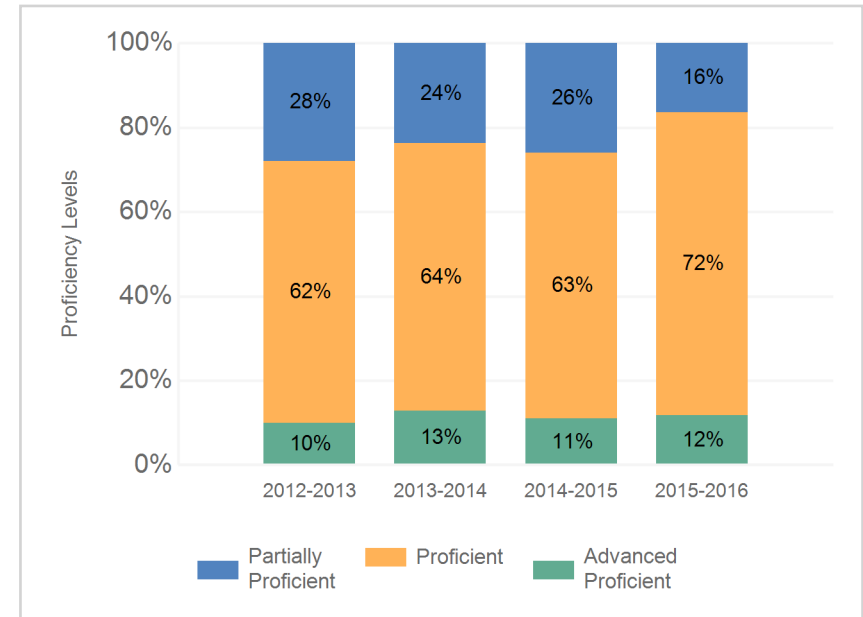
NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	12%	72%	16%
White	23%	73%	4%
African American	N	83%	17%
Hispanic	11%	68%	21%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	N	92%	8%
English Language Learners	N	N	N
Economically Disadvantaged Students	9%	75%	16%

NJASK Proficiency Trends Science - Grade Level 04

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





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

Reading Grade 4	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
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

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

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



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

Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	54	S	50
Student Growth on Math	72	S	50

Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	6%	7%	10%
Partially Met (L2)	5%	11%	13%
Approached (L3)	6%	12%	8%
Met (L4)	9%	7%	7%
Exceeded (L5)	0%	0%	0%

Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	3%	7%
Partially Met (L2)	4%	7%	19%
Approached (L3)	5%	10%	24%
Met (L4)	1%	4%	13%
Exceeded (L5)	0%	0%	0%



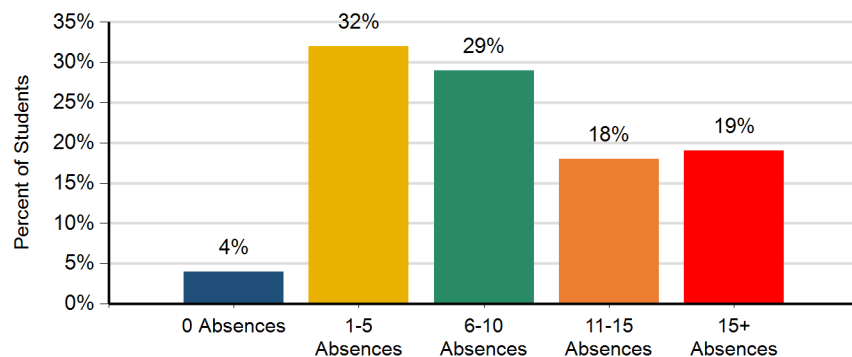
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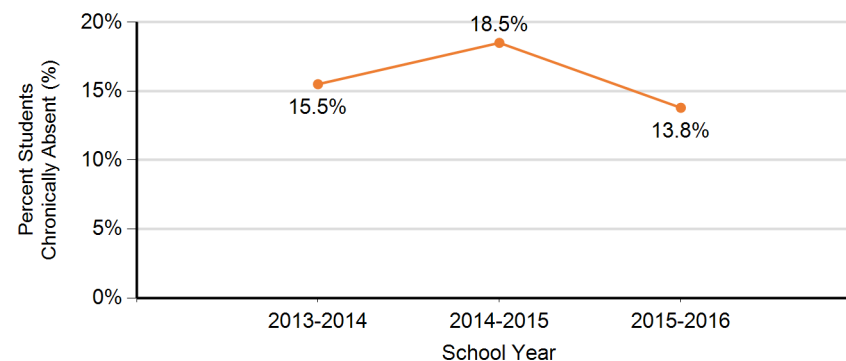
Absenteeism

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



Chronic Absenteeism Trend

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





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Length of School Day

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

	School
2015-16	6 Hrs. 40 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	6 Hrs. 10 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	12:1
Administrator	305:1

Student Suspension Rate

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

	School
2015-16	3.9%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	94%



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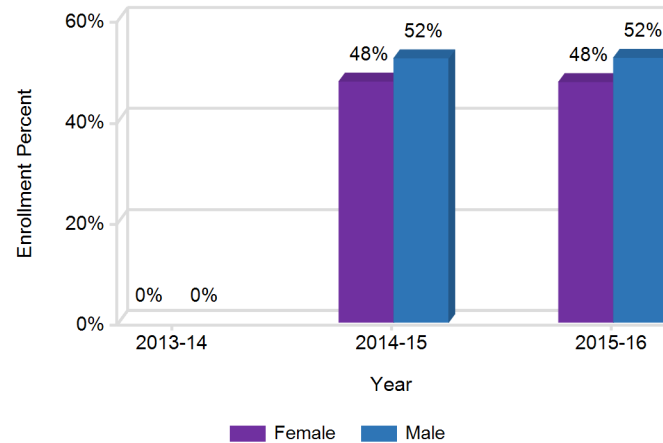
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade PK	0	0	0
Grade KG	0	63	43
Grade 01	0	146	164
Grade 02	0	178	140
Grade 03	0	168	160
Grade 04	0	136	173
Grade 05	0	142	145
UG	0	26	42
Total	0	859	867

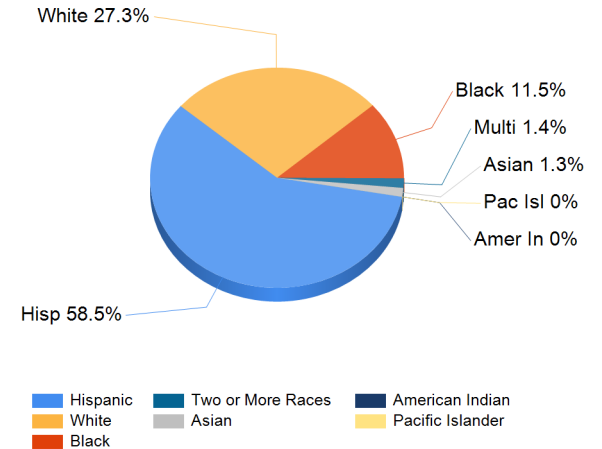
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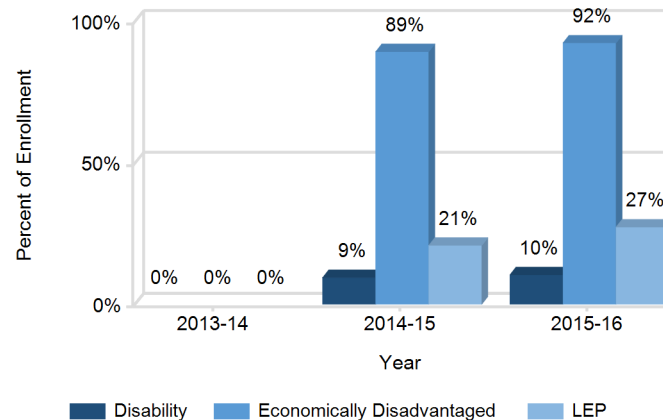
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
Spanish	49.8%
English	30.2%
Portuguese	18.2%
Arabic	0.6%
Chinese	0.5%
Other	0.6%

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



State of New Jersey
2015-2016

Grade Span 3F-05

25-2770-300
MONMOUTH
LONG BRANCH CITY
George L. Catrambone
240 Park Avenue
Long Branch, NJ 07740

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	16%	S	4
Mathematics Met or Exceeded Expectations	24%	S	13

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	449	16%	4	100%	✓	451	24%	13	100%	✓
White	111	21%	6	100%	✓	113	32%	11	100%	✓
African American	54	15%	13	100%	✓	54	9%	16	100%	✓
Hispanic	275	14%	5	100%	✓	275	22%	22	100%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	44	2%	9	100%	✓	44	5%	16	100%	✓
English Learner Students	53	2%	53	100%	✓	54	15%	53	100%	✓
Economically Disadvantaged Students	415	15%	8	100%	✓	416	23%	30	100%	✓



State of New Jersey
2015-2016

Grade Span 3F-05

25-2770-300
MONMOUTH
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PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	161	712	716	746	39%	24%	22%	16%	N	16%	48%
White	33	708	722	756	46%	24%	18%	12%	N	12%	58%
African American	21	714	714	727	38%	19%	24%	19%	N	19%	30%
Hispanic	107	713	713	730	37%	24%	22%	16%	N	16%	31%
Asian	N	N	N	772	N	N	N	N	N	N	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	S	S	692	718	S	S	S	S	S	S	22%
English Language Learners	S	S	689	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	153	712	714	727	39%	25%	22%	15%	N	15%	28%
PARCC MATH											
Schoolwide	168	723	726	749	21%	27%	34%	18%	N	18%	52%
White	S	S	733	757	S	S	S	S	S	S	63%
African American	S	S	720	730	S	S	S	S	S	S	31%
Hispanic	109	725	724	736	17%	29%	33%	20%	N	20%	35%
Asian	N	N	N	777	N	N	N	N	N	N	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	S	S	707	727	S	S	S	S	S	S	28%
English Language Learners	34	716	709	724	29%	24%	35%	12%	N	12%	20%
Economically Disadvantaged Students	159	723	724	732	20%	28%	34%	18%	N	18%	32%

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



State of New Jersey
2015-2016

Grade Span 3F-05

25-2770-300
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Long Branch, NJ 07740

PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	171	714	722	750	35%	29%	23%	13%	1%	14%	54%
White	42	720	733	759	26%	29%	24%	19%	2%	21%	64%
African American	S	S	717	733	S	S	S	S	S	S	33%
Hispanic	101	710	719	737	39%	31%	19%	12%	N	12%	37%
Asian	S	S	734	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	739	756	S	S	S	S	S	S	62%
Students with Disability	S	S	695	723	S	S	S	S	S	S	22%
English Language Learners	S	S	694	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	156	713	720	734	36%	28%	23%	12%	1%	13%	33%
PARCC MATH											
Schoolwide	180	727	731	745	17%	35%	26%	22%	1%	23%	47%
White	44	736	744	752	9%	27%	27%	36%	N	36%	57%
African American	24	719	722	727	29%	42%	13%	13%	4%	17%	24%
Hispanic	108	723	729	733	18%	38%	28%	16%	1%	17%	30%
Asian	S	S	752	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	725	750	S	S	S	S	S	S	54%
Students with Disability	17	717	713	724	12%	65%	12%	12%	N	12%	22%
English Language Learners	S	S	S	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	164	725	729	730	17%	37%	24%	20%	1%	21%	27%

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



State of New Jersey
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Grade Span 3F-05

25-2770-300
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PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	136	728	730	751	17%	25%	38%	20%	1%	21%	53%
White	43	730	733	758	21%	21%	33%	23%	2%	26%	64%
African American	11	719	725	733	36%	18%	27%	18%	N	18%	32%
Hispanic	77	727	729	738	13%	29%	43%	16%	N	16%	37%
Asian	S	S	749	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	748	759	S	S	S	S	S	S	63%
Students with Disability	S	S	704	723	S	S	S	S	S	S	20%
English Language Learners	15	713	712	711	40%	33%	13%	13%	N	13%	10%
Economically Disadvantaged Students	125	728	728	735	16%	27%	38%	18%	1%	19%	33%
PARCC MATH											
Schoolwide	146	735	735	747	10%	21%	41%	26%	3%	29%	47%
White	48	737	740	753	8%	19%	44%	25%	4%	29%	57%
African American	S	S	727	728	S	S	S	S	S	S	24%
Hispanic	82	735	734	735	7%	23%	40%	28%	1%	29%	31%
Asian	S	S	753	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	751	754	S	S	S	S	S	S	56%
Students with Disability	S	S	719	725	S	S	S	S	S	S	19%
English Language Learners	25	726	724	721	24%	24%	28%	20%	4%	24%	16%
Economically Disadvantaged Students	134	735	733	732	9%	21%	43%	25%	2%	28%	28%

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



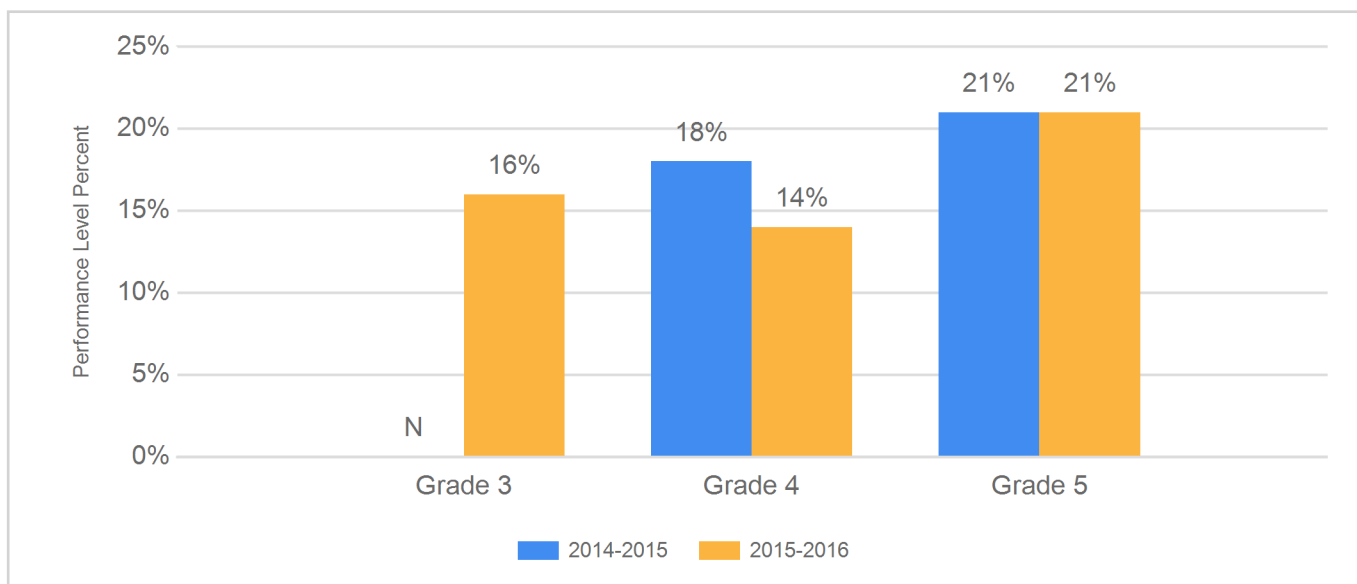
State of New Jersey
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Grade Span 3F-05

25-2770-300
MONMOUTH
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PARCC ELA Performance Trends

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





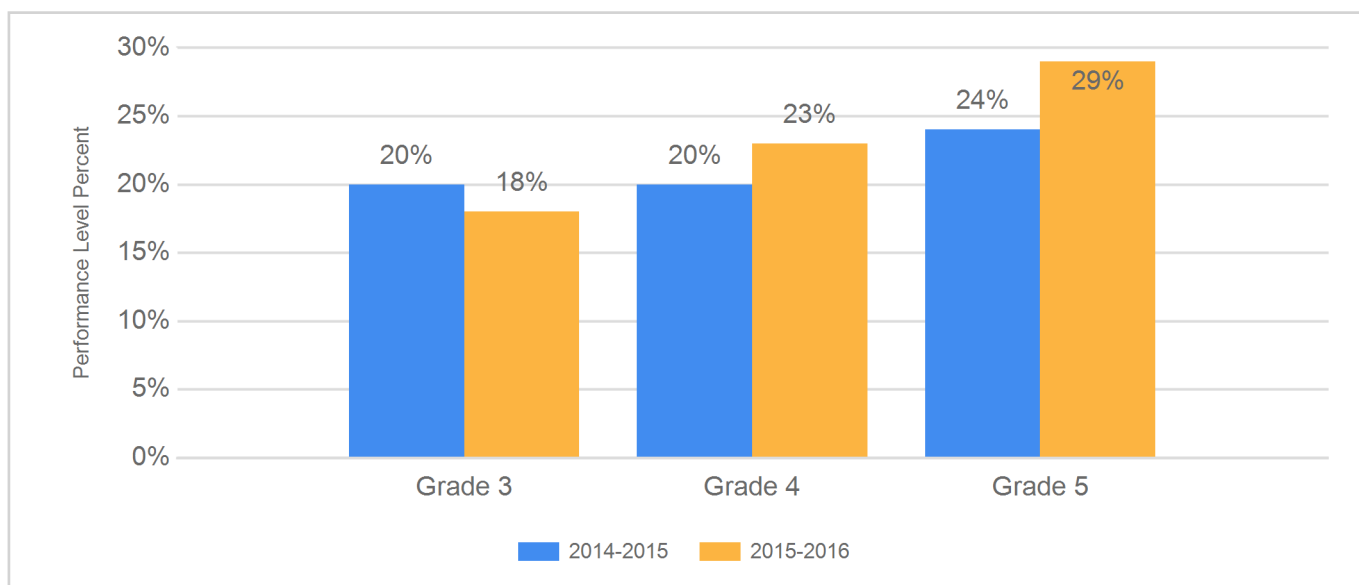
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PARCC Math Performance Trends

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





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

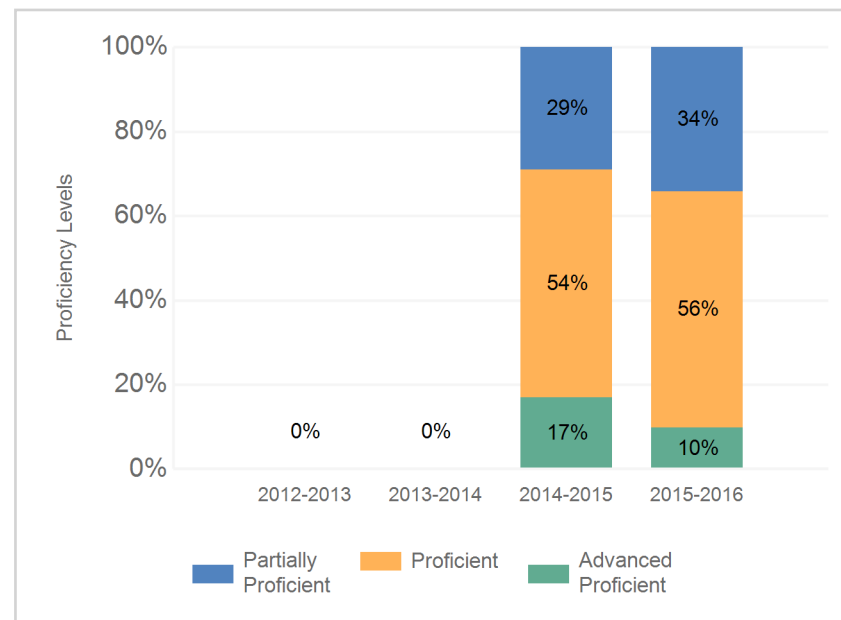
NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	10%	56%	34%
White	13%	65%	22%
African American	12%	62%	27%
Hispanic	7%	51%	43%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	11%	47%	42%
English Language Learners	4%	29%	68%
Economically Disadvantaged Students	9%	54%	37%

NJASK Proficiency Trends Science - Grade Level 04

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





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

Reading Grade 4	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
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

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

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



State of New Jersey
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Grade Span 3F-05

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

Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	46	S	50
Student Growth on Math	61	S	50

Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	15%	14%	12%
Partially Met (L2)	10%	5%	7%
Approached (L3)	7%	9%	8%
Met (L4)	5%	4%	4%
Exceeded (L5)	0%	0%	0%

Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	4%	6%	6%
Partially Met (L2)	9%	13%	18%
Approached (L3)	5%	8%	12%
Met (L4)	2%	8%	8%
Exceeded (L5)	0%	0%	0%



State of New Jersey
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MONMOUTH

LONG BRANCH CITY

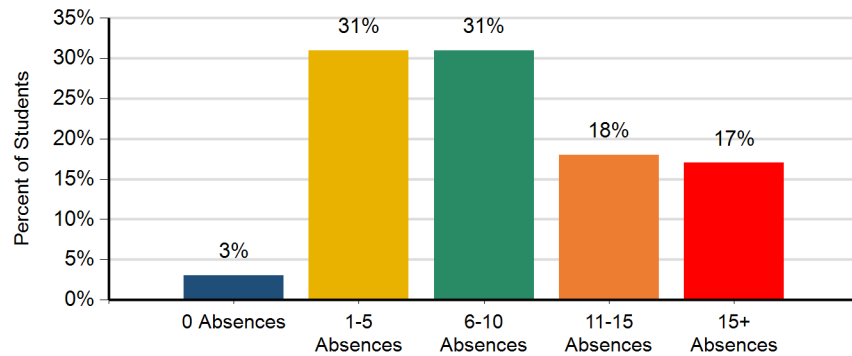
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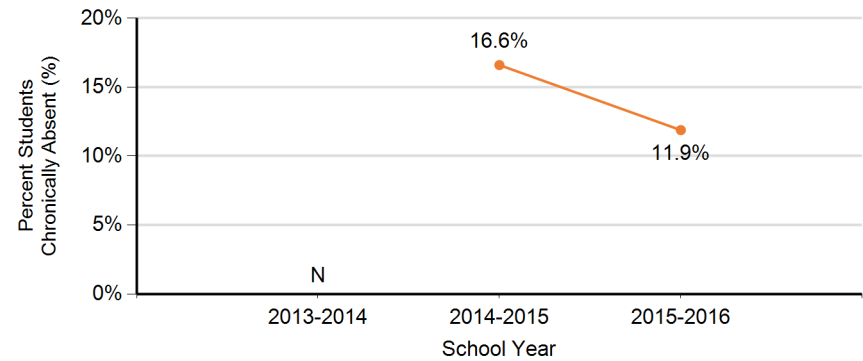
Absenteeism

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



Chronic Absenteeism Trend

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





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Length of School Day

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

	School
2015-16	6 Hrs. 40 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	6 Hrs. 40 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	9:1
Administrator	174:1

Student Suspension Rate

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

	School
2015-16	2.0%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	95%



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Grade Span 01-05

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MONMOUTH
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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

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

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

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

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
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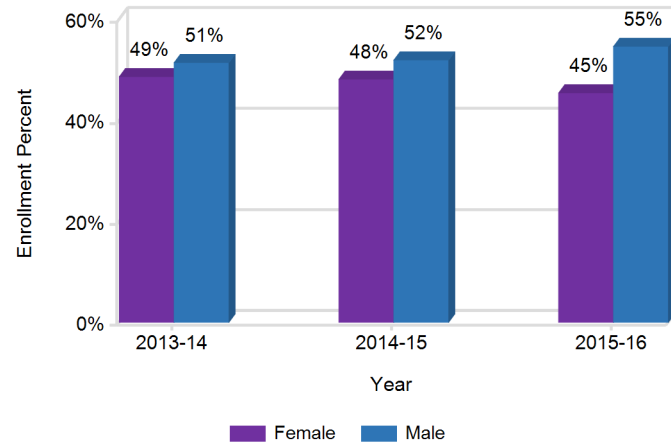
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 01	127	107	99
Grade 02	127	123	105
Grade 03	126	117	120
Grade 04	96	127	112
Grade 05	103	99	114
UG	37	53	74
Total	731	626	624

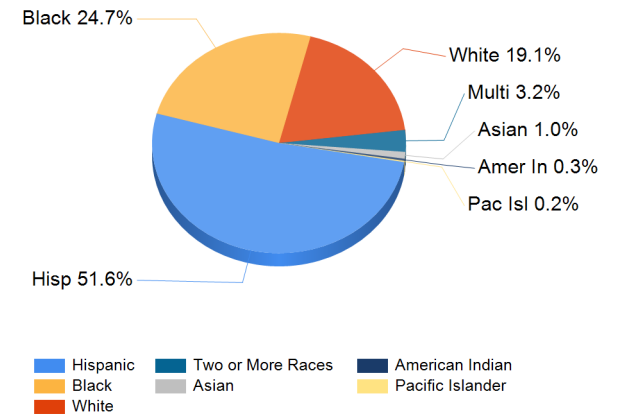
Enrollment by Gender

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



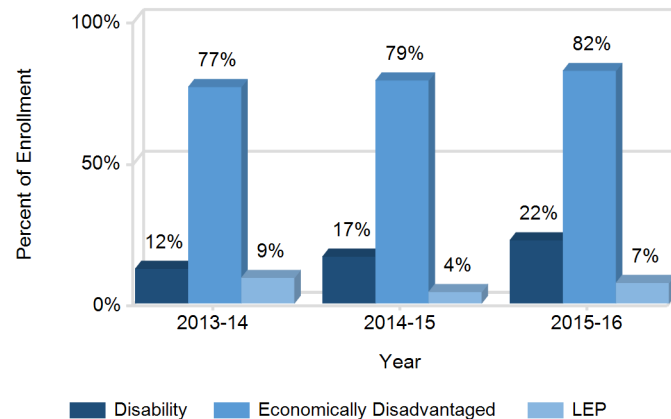
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	56.9%
Spanish	36.9%
Portuguese	4.2%
Creoles and pidgins	0.8%
Arabic	0.3%
Other	1.2%

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



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	24%	S	9
Mathematics Met or Exceeded Expectations	29%	S	18

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	373	24%	9	100%	✓	373	29%	18	100%	✓
White	68	43%	16	100%	✓	68	47%	33	100%	✓
African American	89	17%	14	99%	✓	89	21%	36	99%	✓
Hispanic	199	20%	10	100%	✓	199	26%	29	100%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	73	11%	18	100%	✓	73	14%	32	100%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	301	19%	11	100%	✓	301	25%	34	100%	✓



State of New Jersey
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Grade Span 01-05

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MONMOUTH

LONG BRANCH CITY

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PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	131	713	716	746	41%	27%	12%	19%	1%	20%	48%
White	21	736	722	756	19%	24%	19%	33%	5%	38%	58%
African American	28	712	714	727	39%	29%	18%	14%	N	14%	30%
Hispanic	74	705	713	730	51%	26%	8%	15%	N	15%	31%
Asian	S	S	748	772	S	S	S	S	S	S	74%
American Indian	S	S	S	746	S	S	S	S	S	S	47%
Two or More Races	S	S	736	753	S	S	S	S	S	S	55%
Students with Disability	S	S	692	718	S	S	S	S	S	S	22%
English Language Learners	S	S	689	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	105	709	714	727	46%	28%	11%	15%	1%	16%	28%
PARCC MATH											
Schoolwide	131	724	726	749	26%	25%	24%	21%	4%	25%	52%
White	21	742	733	757	14%	14%	29%	29%	14%	43%	63%
African American	28	719	720	730	29%	29%	21%	21%	N	21%	31%
Hispanic	74	717	724	736	31%	28%	20%	19%	1%	20%	35%
Asian	S	S	760	777	S	S	S	S	S	S	82%
American Indian	S	S	S	746	S	S	S	S	S	S	48%
Two or More Races	S	S	742	754	S	S	S	S	S	S	57%
Students with Disability	S	S	707	727	S	S	S	S	S	S	28%
English Language Learners	S	S	709	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	105	719	724	732	31%	27%	21%	20%	2%	22%	32%

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



State of New Jersey
2015-2016

Grade Span 01-05

25-2770-110
MONMOUTH
LONG BRANCH CITY
Gregory Elementary School
201 Monmouth Avenue
LONG BRANCH, NJ 07740-6992

PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	125	723	722	750	26%	23%	27%	24%	N	24%	54%
White	18	741	733	759	11%	6%	28%	56%	N	56%	64%
African American	S	S	717	733	S	S	S	S	S	S	33%
Hispanic	69	723	719	737	26%	25%	28%	22%	N	22%	37%
Asian	S	S	734	773	S	S	S	S	S	S	79%
American Indian	S	S	731	748	S	S	S	S	S	S	55%
Two or More Races	S	S	739	756	S	S	S	S	S	S	62%
Students with Disability	S	S	695	723	S	S	S	S	S	S	22%
English Language Learners	S	S	694	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	106	718	720	734	30%	26%	26%	18%	N	18%	33%
PARCC MATH											
Schoolwide	125	729	731	745	17%	30%	26%	26%	2%	28%	47%
White	18	745	744	752	6%	17%	33%	39%	6%	44%	57%
African American	33	720	722	727	18%	46%	18%	18%	N	18%	24%
Hispanic	69	730	729	733	17%	28%	26%	29%	N	29%	30%
Asian	S	S	752	771	S	S	S	S	S	S	78%
American Indian	S	S	720	742	S	S	S	S	S	S	44%
Two or More Races	S	S	725	750	S	S	S	S	S	S	54%
Students with Disability	S	S	713	724	S	S	S	S	S	S	22%
English Language Learners	S	S	720	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	106	725	729	730	20%	33%	24%	23%	1%	24%	27%

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



State of New Jersey
2015-2016

Grade Span 01-05

25-2770-110
MONMOUTH
LONG BRANCH CITY
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PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	126	731	730	751	14%	21%	40%	25%	N	25%	53%
White	28	745	733	758	4%	7%	54%	36%	N	36%	64%
African American	33	724	725	733	18%	33%	27%	21%	N	21%	32%
Hispanic	61	728	729	738	16%	21%	39%	23%	N	23%	37%
Asian	S	S	749	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	748	759	S	S	S	S	S	S	63%
Students with Disability	S	S	704	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	98	727	728	735	17%	24%	40%	19%	N	19%	33%
PARCC MATH											
Schoolwide	126	735	735	747	6%	33%	29%	29%	2%	31%	47%
White	28	750	740	753	N	14%	36%	43%	7%	50%	57%
African American	33	725	727	728	15%	39%	24%	21%	N	21%	24%
Hispanic	61	732	734	735	5%	38%	31%	26%	N	26%	31%
Asian	S	S	753	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	751	754	S	S	S	S	S	S	56%
Students with Disability	24	721	719	725	4%	67%	17%	13%	N	13%	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	98	729	733	732	8%	40%	27%	26%	N	26%	28%

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



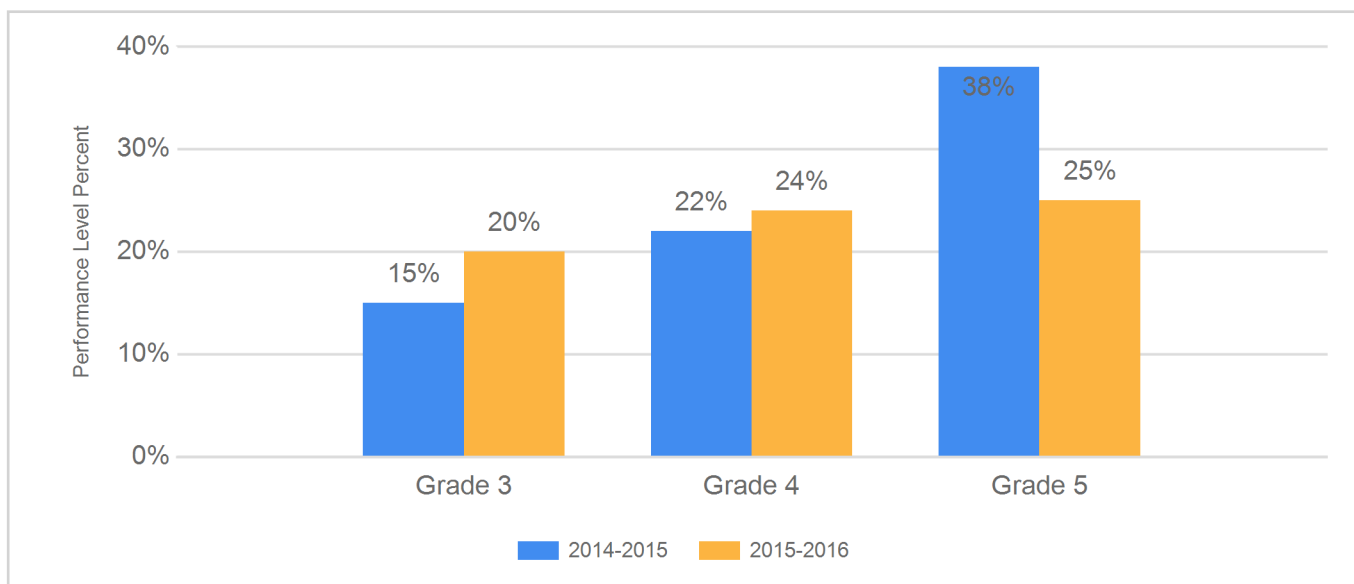
State of New Jersey
2015-2016

Grade Span 01-05

25-2770-110
MONMOUTH
LONG BRANCH CITY
Gregory Elementary School
201 Monmouth Avenue
LONG BRANCH, NJ 07740-6992

PARCC ELA Performance Trends

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





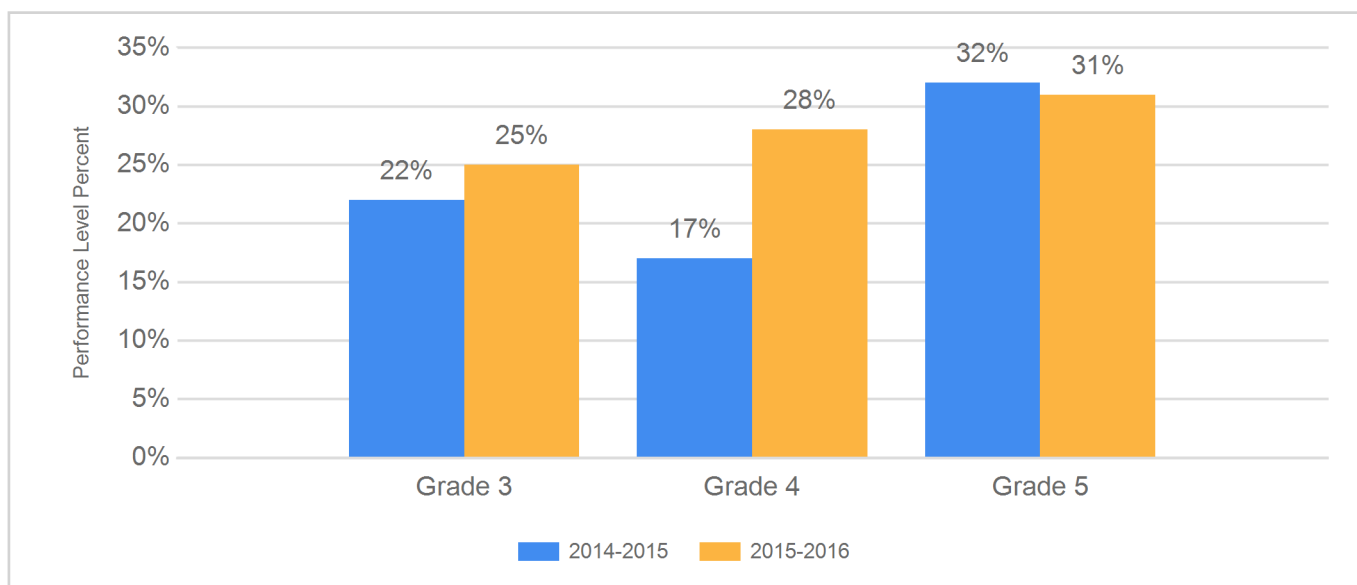
State of New Jersey
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MONMOUTH
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PARCC Math Performance Trends

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





State of New Jersey
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Grade Span 01-05

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MONMOUTH

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

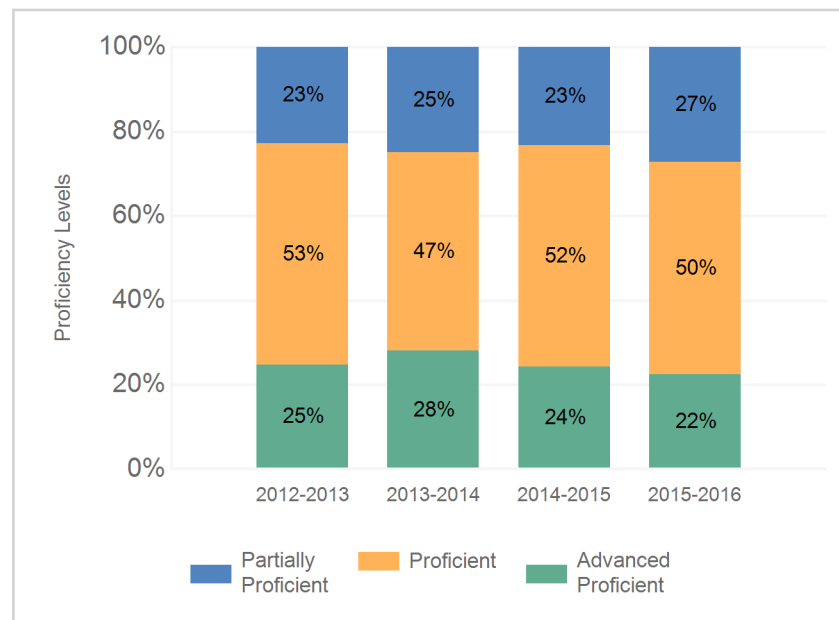
NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	22%	50%	27%
White	50%	39%	11%
African American	12%	46%	42%
Hispanic	19%	57%	25%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	10%	37%	53%
English Language Learners	S	S	S
Economically Disadvantaged Students	19%	51%	30%

NJASK Proficiency Trends Science - Grade Level 04

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





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

Reading Grade 4	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
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

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

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



State of New Jersey
2015-2016

Grade Span 01-05

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

Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	41	S	50
Student Growth on Math	63	S	50

Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	13%	7%	8%
Partially Met (L2)	7%	7%	11%
Approached (L3)	8%	13%	5%
Met (L4)	10%	6%	2%
Exceeded (L5)	1%	1%	0%

Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	6%	7%	14%
Partially Met (L2)	5%	9%	15%
Approached (L3)	5%	7%	13%
Met (L4)	6%	5%	9%
Exceeded (L5)	0%	0%	0%



State of New Jersey
2015-2016

Grade Span 01-05

25-2770-110

MONMOUTH

LONG BRANCH CITY

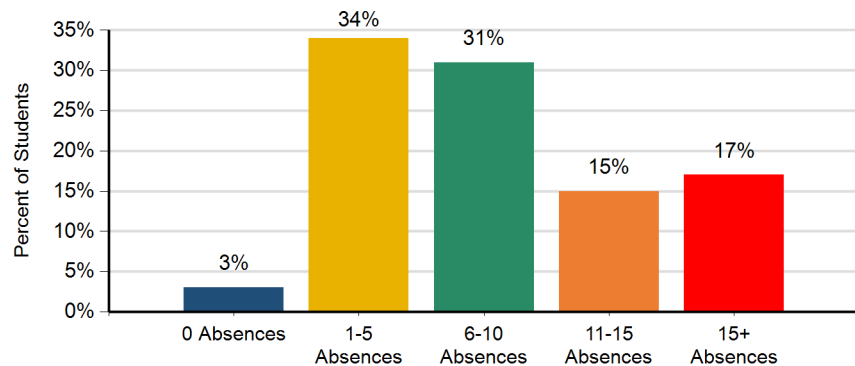
Gregory Elementary School

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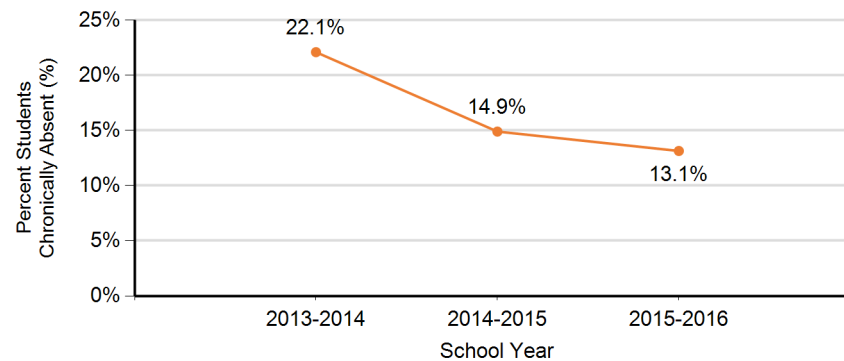
Absenteeism

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



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span 01-05

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MONMOUTH
LONG BRANCH CITY
Gregory Elementary School
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LONG BRANCH, NJ 07740-6992

Length of School Day

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

	School
2015-16	6 Hrs. 40 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	6 Hrs. 10 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	11:1
Administrator	208:1

Student Suspension Rate

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

	School
2015-16	2.9%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	96%



State of New Jersey
2015-2016

25-2770-085
MONMOUTH
LONG BRANCH CITY
Joseph M. Ferraina Early Childhood Learning Center
80 AVENEL BOULEVARD
LONG BRANCH, NJ 07740

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

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

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

NJDOE welcomes feedback on the school performance reports: [Survey](#)
If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey 2015-2016

25-2770-085

MONMOUTH

LONG BRANCH CITY

Joseph M. Ferraina Early Childhood Learning Center
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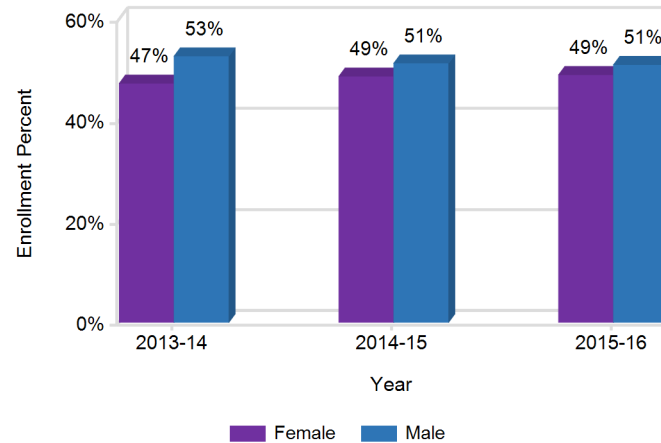
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade PK	310	298	238
Grade KG	0	125	111
Grade 01	0	0	0
Grade 02	0	0	0
Grade 03	0	0	0
Grade 04	0	0	0
Grade 05	0	0	0
Grade 06	0	0	0
Grade 07	0	0	0
Grade 08	0	0	0
Grade 09	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
UG	7	6	0
Total	317	429	349

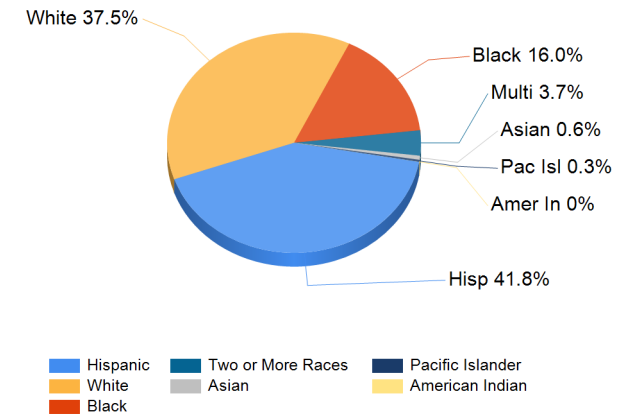
Enrollment by Gender

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



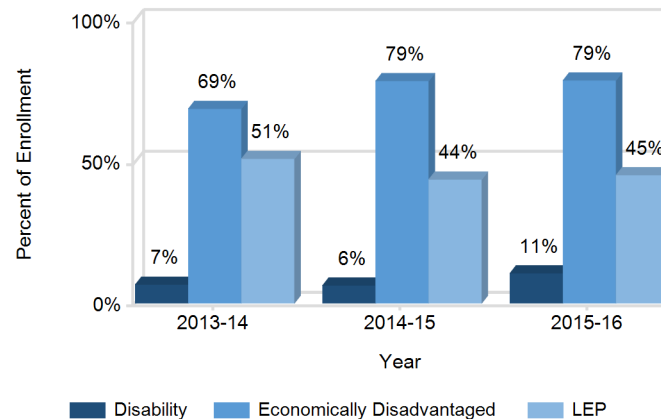
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	48.7%
Spanish	35.0%
Portuguese	15.2%
Aromanian	0.3%
Igbo	0.3%
Other	0.6%

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



State of New Jersey
2015-2016

25-2770-085

MONMOUTH

LONG BRANCH CITY

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80 AVENEL BOULEVARD

LONG BRANCH, NJ 07740

Length of School Day

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

	School
2015-16	6 Hrs. 10 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	13:1
Administrator	349:1

Student Suspension Rate

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

	School
2015-16	0.0%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	94%



State of New Jersey
2015-2016

25-2770-120
MONMOUTH
LONG BRANCH CITY
Lenna W. Conrow Elementary School
335 LONG BRANCH AVE
LONG BRANCH, NJ 07740

2015-2016 School Performance Reports

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State of New Jersey
2015-2016

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MONMOUTH
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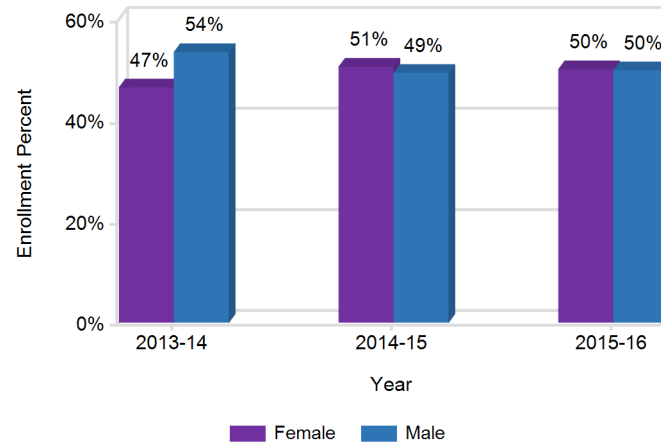
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade PK	388	299	287
Grade KG	0	123	109
Grade 01	0	0	0
Grade 02	0	0	0
Grade 03	0	0	0
Grade 04	0	0	0
Grade 05	0	0	0
Grade 06	0	0	0
Grade 07	0	0	0
Grade 08	0	0	0
Grade 09	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
UG	12	11	31
Total	400	433	427

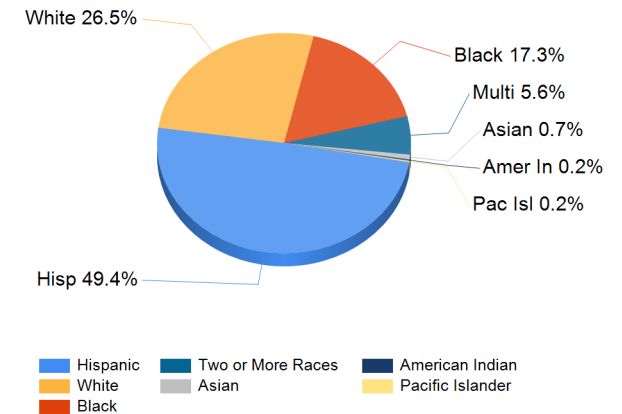
Enrollment by Gender

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



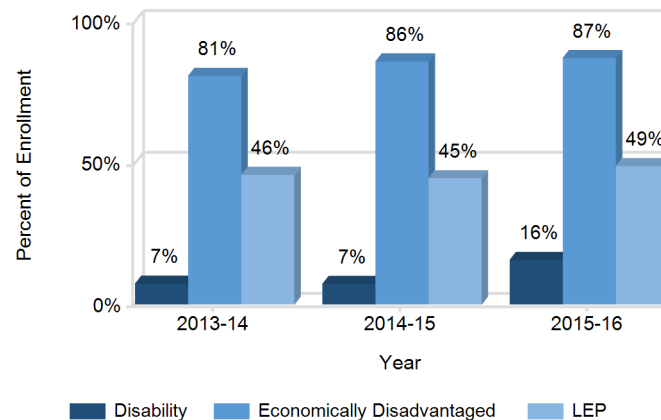
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Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	46.6%
Spanish	38.4%
Portuguese	13.3%
Filipino	0.2%
Gujarati	0.2%
Other	1.0%

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



State of New Jersey
2015-2016

25-2770-120
MONMOUTH
LONG BRANCH CITY
Lenna W. Conrow Elementary School
335 LONG BRANCH AVE
LONG BRANCH, NJ 07740

Length of School Day

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

	School
2015-16	6 Hrs. 0 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	12:1
Administrator	427:1

Student Suspension Rate

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

	School
2015-16	0.0%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	92%



State of New Jersey
2015-2016

Grade Span 09-12

25-2770-050
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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

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

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

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

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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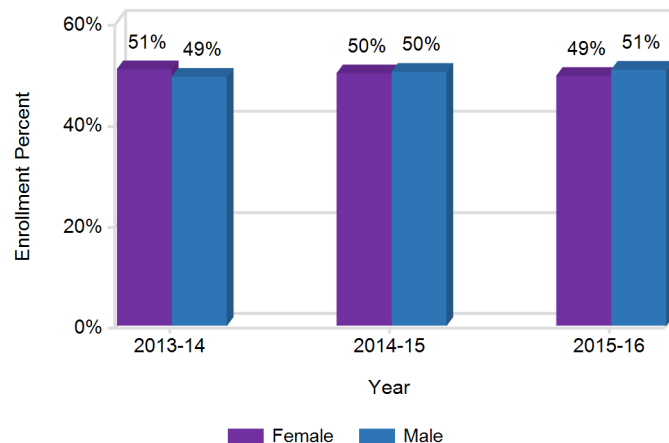
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 09	338	299	388
Grade 10	321	350	310
Grade 11	257	292	296
Grade 12	204	263	306
UG	52	49	52
Total	1171	1252	1352

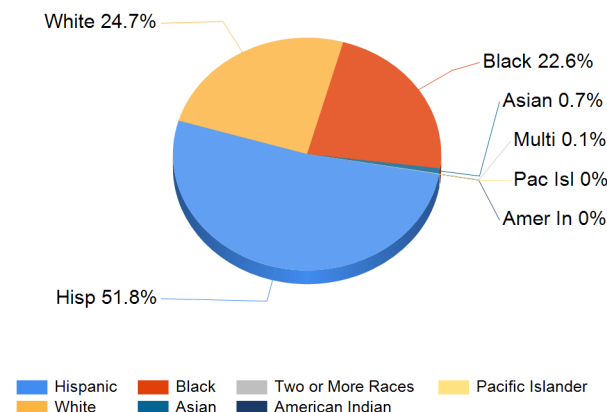
Enrollment by Gender

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



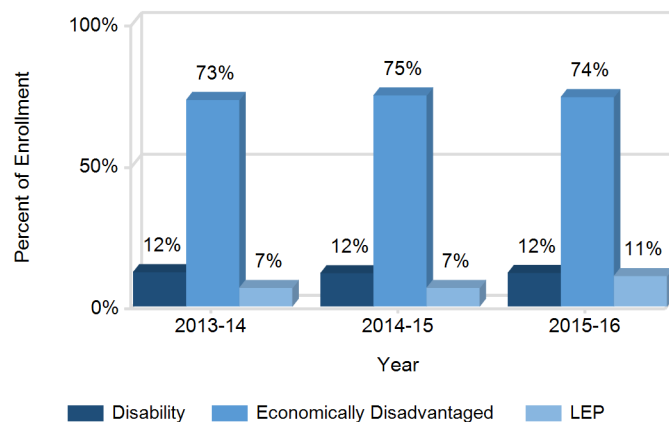
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	52.1%
Spanish	37.1%
Portuguese	9.8%
Arabic	0.3%
Chinese	0.1%
Other	0.9%

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



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	29%	S	26
Mathematics Met or Exceeded Expectations	14%	S	22

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	655	29%	26	99%	✓	650	14%	22	99%	✓
White	142	37%	26	97%	✓	142	18%	19	98%	✓
African American	146	24%	38	99%	✓	142	9%	40	99%	✓
Hispanic	359	28%	36	99%	✓	358	14%	32	100%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	74	3%	19	96%	✓	62	N	24	99%	✓
English Learner Students	35	N	56	100%	✓	35	3%	45	100%	✓
Economically Disadvantaged Students	505	27%	42	100%	✓	501	13%	35	100%	✓



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PARCC ELA Performance Distribution - Grade 09

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	402	729	729	746	21%	24%	25%	27%	4%	30%	49%
White	92	736	736	754	14%	21%	26%	36%	3%	39%	58%
African American	S	S	S	729	S	S	S	S	S	S	30%
Hispanic	220	727	727	730	26%	21%	25%	23%	5%	28%	34%
Asian	S	S	S	774	S	S	S	S	S	S	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	N	N	N	748	N	N	N	N	N	N	53%
Students with Disability	S	S	S	713	S	S	S	S	S	S	12%
English Language Learners	S	S	S	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	311	728	728	729	22%	24%	26%	26%	3%	29%	31%

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



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PARCC ELA Performance Distribution - Grade 10

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	322	717	717	740	33%	22%	21%	20%	4%	24%	44%
White	75	725	725	747	28%	23%	21%	21%	7%	28%	50%
African American	65	711	711	722	43%	19%	15%	20%	3%	23%	28%
Hispanic	178	716	716	726	32%	24%	23%	19%	3%	22%	33%
Asian	S	S	S	767	S	S	S	S	S	S	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	S	S	S	741	S	S	S	S	S	S	45%
Students with Disability	S	S	S	702	S	S	S	S	S	S	11%
English Language Learners	S	S	S	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	239	714	714	723	34%	24%	22%	18%	3%	20%	30%

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



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**PARCC ELA Performance Distribution - Grade 11

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	323	732	732	736	22%	20%	23%	31%	4%	35%	40%
White	76	740	740	739	20%	15%	18%	43%	4%	47%	42%
African American	84	727	727	728	25%	25%	25%	21%	4%	25%	30%
Hispanic	159	730	730	732	23%	20%	23%	30%	4%	34%	37%
Asian	S	S	S	753	S	S	S	S	S	S	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	S	S	S	736	S	S	S	S	S	S	39%
Students with Disability	S	S	S	710	S	S	S	S	S	S	13%
English Language Learners	S	S	S	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	240	729	729	730	24%	20%	24%	29%	3%	32%	33%

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

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



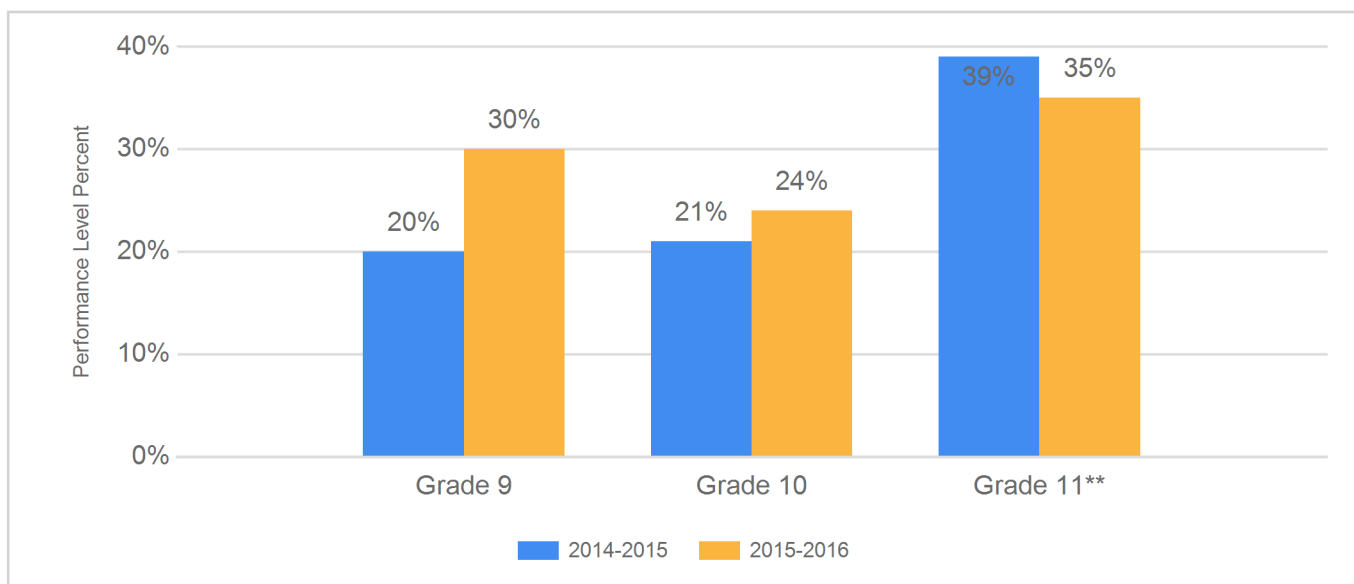
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PARCC ELA Performance Trends

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



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



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PARCC Performance Distribution - Algebra I

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	362	718	718	727	24%	36%	26%	14%	N	14%	41%
White	80	726	726	734	20%	24%	33%	24%	N	24%	51%
African American	S	S	S	717	S	S	S	S	S	S	20%
Hispanic	204	715	715	720	26%	41%	22%	12%	N	12%	25%
Asian	S	S	S	746	S	S	S	S	S	S	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	N	N	N	727	N	N	N	N	N	N	47%
Students with Disability	S	S	S	708	S	S	S	S	S	S	10%
English Language Learners	S	S	S	707	S	S	S	S	S	S	9%
Economically Disadvantaged Students	286	717	717	719	25%	37%	25%	13%	N	13%	23%

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



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PARCC Performance Distribution - Geometry

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	S	730	S	S	S	S	S	S	27%
White	S	S	S	736	S	S	S	S	S	S	34%
African American	S	S	S	717	S	S	S	S	S	S	9%
Hispanic	197	721	721	720	12%	48%	30%	11%	N	11%	13%
Asian	S	S	S	750	S	S	S	S	S	S	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	S	S	S	730	S	S	S	S	S	S	29%
Students with Disability	S	S	S	709	S	S	S	S	S	S	5%
English Language Learners	S	S	S	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	S	S	S	719	S	S	S	S	S	S	12%

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



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PARCC Performance Distribution - Algebra II

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	S	722	S	S	S	S	S	S	27%
White	S	S	S	728	S	S	S	S	S	S	31%
African American	S	S	S	700	S	S	S	S	S	S	8%
Hispanic	S	S	S	707	S	S	S	S	S	S	12%
Asian	S	S	S	754	S	S	S	S	S	S	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	S	S	S	727	S	S	S	S	S	S	34%
Students with Disability	S	S	S	690	S	S	S	S	S	S	5%
English Language Learners	S	S	S	692	S	S	S	S	S	S	7%
Economically Disadvantaged Students	S	S	S	705	S	S	S	S	S	S	11%

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



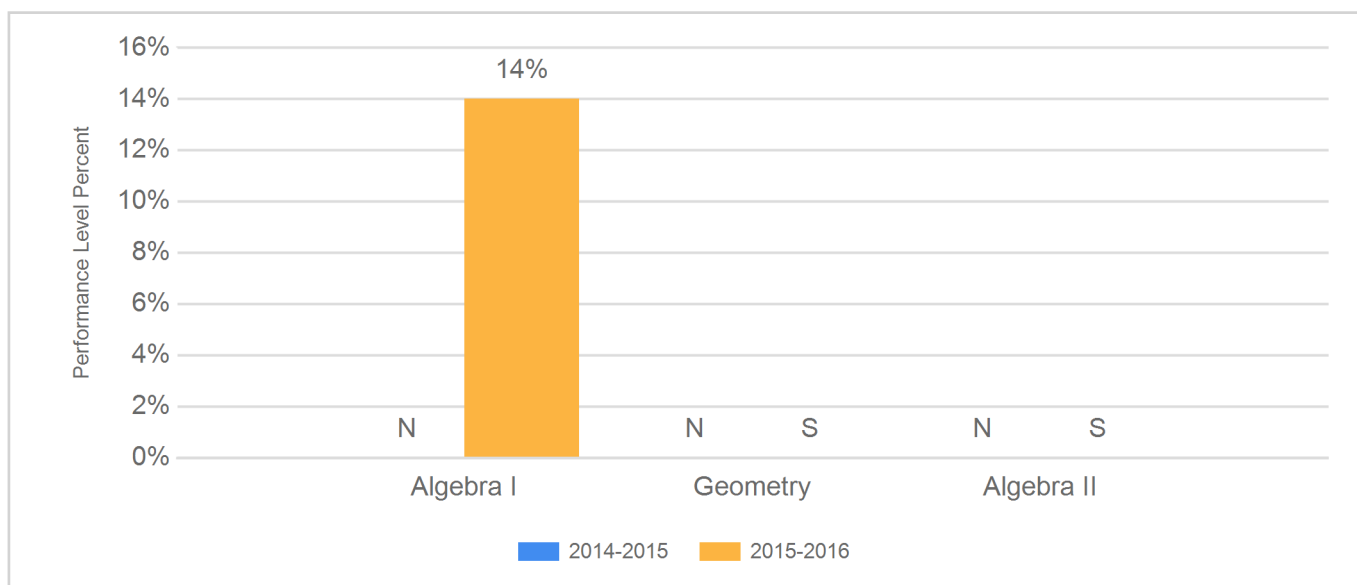
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PARCC Math Performance Trends

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





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

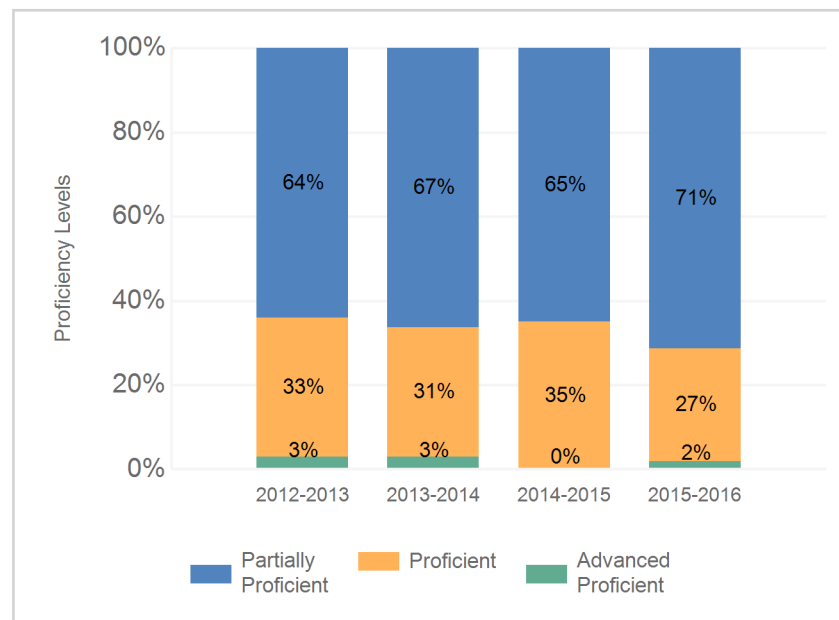
Proficiency Outcomes - Biology

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	2%	27%	71%
White	2%	32%	66%
African American	N	21%	79%
Hispanic	3%	27%	71%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	N	8%	92%
English Language Learners	N	2%	98%
Economically Disadvantaged Students	2%	24%	74%

Proficiency Trends - Biology

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





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

PSAT/SAT/ACT Participation

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

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	81.2%	95.5%
Percent of Students Participating in SAT	66.8%	58.0%
Percent of Students Participating in ACT	6.9%	27.6%

PSAT/SAT/ACT Benchmarks

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

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	37%	71%
Math	530	23%	53%
ACT	-	-	-
Reading	22	33%	58%
English	18	38%	74%
Math	22	38%	61%
Science	23	14%	49%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	849	950
SAT	-	-
Reading and Writing	449	537
Math	457	538
ACT	-	-
Reading	S	23
English	S	22
Math	S	23
Science	S	22

PSAT/SAT/ACT Performance by Percentile

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

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	920	830	750
SAT	-	-	-
Reading and Writing	510	440	380
Math	520	450	400
ACT	-	-	-
Reading	S	S	S
English	S	S	S
Math	S	S	S
Science	S	S	S



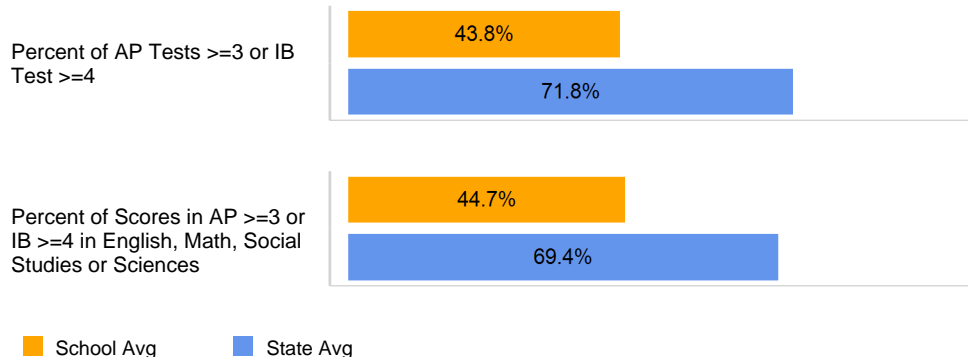
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AP/ IB Test Performance

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



Advanced Course Work Participation

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

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	37.2%	39.1%
One of More Test	36.4%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	18.9%	26.6%
Participating in Dual Enrollment	0.0%	15.4%

AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	0	1
AP Biology	0	16
AP Calculus AB	0	31
AP English Language and Composition	0	1
AP English Literature and Composition	25	24
AP European History	0	1
AP Human Geography	73	52
AP Macroeconomics	37	34
AP Microeconomics	0	1
AP Physics 1	0	25
AP Psychology	60	54
AP Spanish Language	25	25
AP Studio Art—Drawing Portfolio	9	0
AP Studio Art—General Portfolio	0	7
AP U.S. Government and Politics	19	17
AP U.S. History	0	36
AP World History	19	17
Student AP Tests ≥ 3 and IB Tests ≥ 4		96



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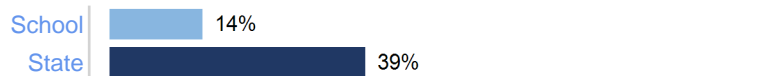
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Visual and Performing Arts

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

MUSIC



DRAMA



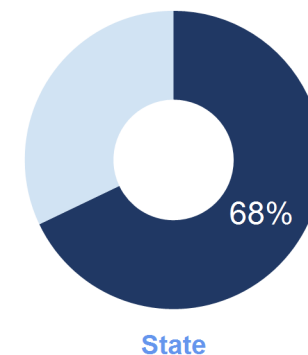
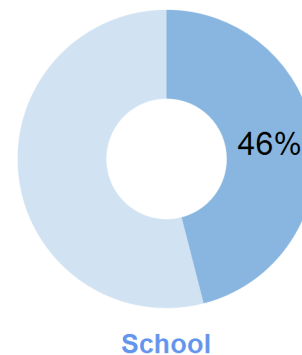
DANCE



VISUAL ARTS

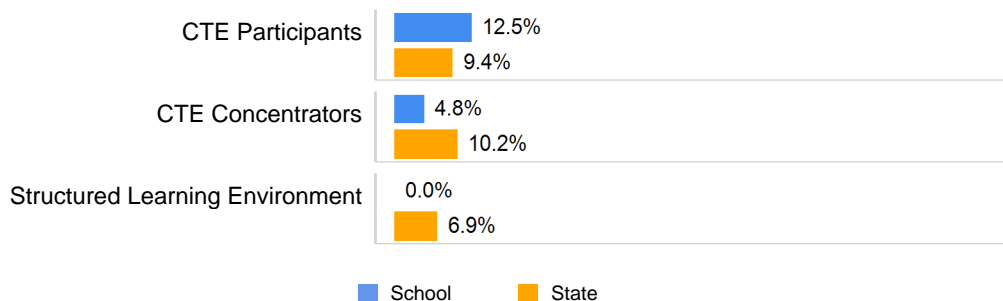


Any Visual and Performing Arts



Career and Technical Education Participation

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



■ School ■ State



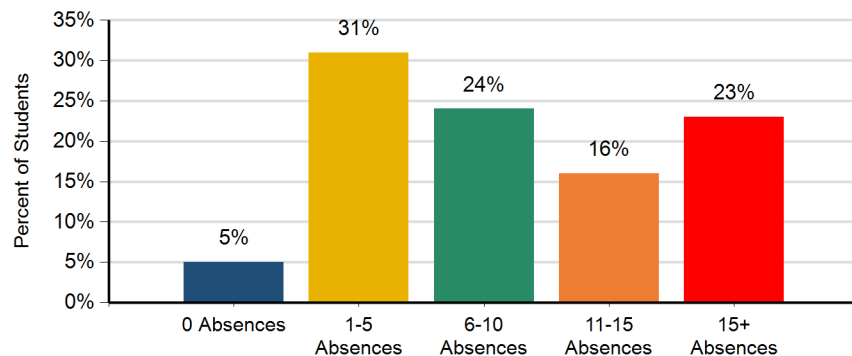
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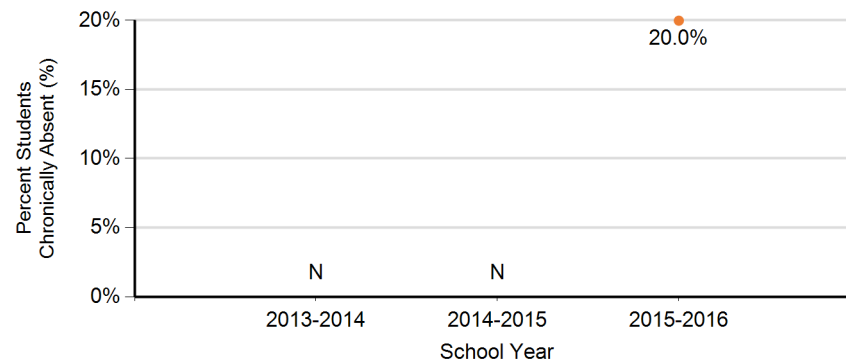
Absenteeism

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



Chronic Absenteeism Trend

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





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Graduation Rate by Subgroup

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

	School Rate	Statewide Percentile	State Target
Schoolwide	90.8%	38	81%
White	92.3%	33	
African American	93.7%	62	
Hispanic	88.3%	47	
American Indian	N	N	
Asian	S	S	
Native Hawaiian	N	N	
Two or More Races	S	S	
Students with Disability	73.3%	25	
English Language Learners	83.3%	42	
Economically Disadvantaged Students	93.5%	77	

Dropout Rate by Subgroup

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

	School Rate	State Rate
Schoolwide	0.4%	1.2%
White	0.3%	0.6%
African American	0.7%	2.6%
Hispanic	0.4%	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	1.9%	1.7%
English Language Learners	0.1%	0.1%
Economically Disadvantaged Students	N	1.7%



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Extended Year Graduation Rate

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

Class of	4-Year Rate	5-Year Rate
2013	92%	93%
2014	94%	91%
2015	92%	93%
2016	91%	

Postsecondary Enrollment Rates

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

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	66.7%	63.6%	36.4%
White	65.9%	53.6%	46.4%
African American	71.2%	65.4%	34.6%
Hispanic	64.1%	71.2%	28.8%
American Indian	0.0%	0.0%	0.0%
Asian	S	S	S
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	68.4%	64.4%	35.6%



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Length of School Day

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

	School
2015-16	6 Hrs. 55 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	6 Hrs. 47 Mins.
Shared Time	2 Hrs. 30 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	12:1
Administrator	151:1

Student Suspension Rate

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

	School
2015-16	7.9%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	94%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

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

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

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

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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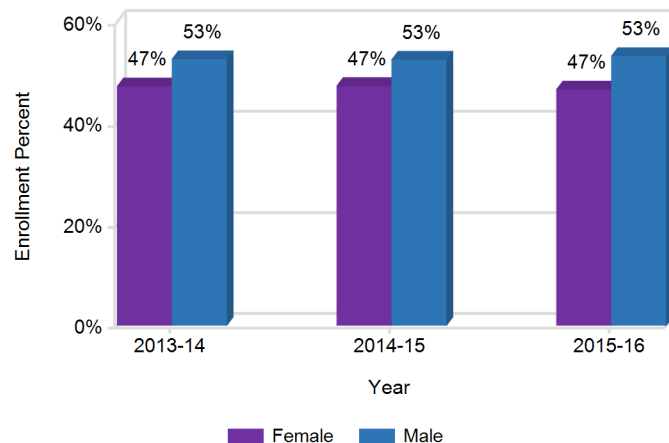
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 06	354	347	344
Grade 07	362	357	354
Grade 08	281	372	347
UG	36	39	64
Total	1033	1115	1109

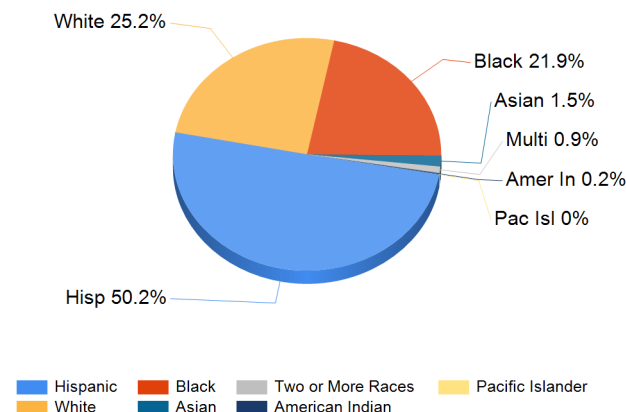
Enrollment by Gender

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



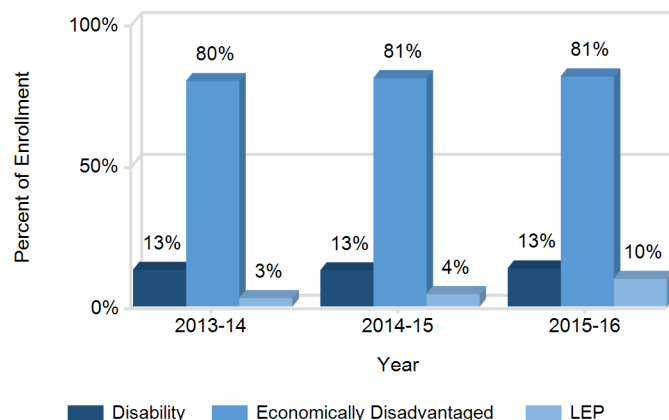
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	57.9%
Spanish	30.1%
Portuguese	10.4%
Chinese	0.3%
Creoles and pidgins	0.2%
Other	1.3%

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



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	29%	S	12
Mathematics Met or Exceeded Expectations	24%	S	12

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	1018	29%	12	100%	✓	1022	24%	12	100%	✓
White	229	36%	11	99%	✓	232	36%	13	99%	✓
African American	229	24%	24	100%	✓	229	13%	21	100%	✓
Hispanic	532	27%	17	100%	✓	533	22%	21	100%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	151	10%	7	99%	✓	151	5%	12	99%	✓
English Learner Students	36	N	21	100%	✓	36	6%	37	100%	✓
Economically Disadvantaged Students	822	25%	21	100%	✓	823	21%	22	100%	✓



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PARCC Performance Distribution - Grade 06

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	343	724	724	750	20%	31%	30%	19%	1%	20%	52%
White	80	730	730	756	18%	23%	31%	28%	1%	29%	61%
African American	75	718	718	732	25%	37%	23%	15%	N	15%	31%
Hispanic	180	723	723	738	18%	32%	33%	16%	1%	17%	37%
Asian	S	S	S	772	S	S	S	S	S	S	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	S	755	S	S	S	S	S	S	60%
Students with Disability	S	S	S	719	S	S	S	S	S	S	15%
English Language Learners	S	S	S	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	282	721	721	735	22%	33%	29%	15%	0%	15%	33%
PARCC MATH											
Schoolwide	351	726	726	743	14%	32%	35%	18%	1%	19%	43%
White	85	732	732	750	12%	27%	34%	25%	2%	27%	53%
African American	S	S	S	724	S	S	S	S	S	S	20%
Hispanic	183	726	726	730	12%	32%	36%	20%	N	20%	26%
Asian	S	S	S	768	S	S	S	S	S	S	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	S	748	S	S	S	S	S	S	49%
Students with Disability	S	S	S	717	S	S	S	S	S	S	13%
English Language Learners	S	S	S	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	289	723	723	728	16%	35%	35%	14%	1%	15%	23%

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



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PARCC Performance Distribution - Grade 07

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	354	731	731	753	19%	25%	24%	25%	8%	33%	56%
White	73	737	737	760	18%	15%	30%	25%	12%	37%	65%
African American	74	728	728	733	18%	28%	26%	23%	5%	28%	35%
Hispanic	194	727	727	739	20%	28%	22%	25%	5%	30%	41%
Asian	S	S	S	781	S	S	S	S	S	S	84%
American Indian	S	S	S	748	S	S	S	S	S	S	54%
Two or More Races	S	S	S	759	S	S	S	S	S	S	63%
Students with Disability	S	S	S	716	S	S	S	S	S	S	16%
English Language Learners	S	S	S	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	281	728	728	735	20%	27%	23%	24%	6%	30%	37%
PARCC MATH											
Schoolwide	372	728	728	740	13%	31%	37%	17%	2%	19%	39%
White	85	733	733	747	11%	24%	41%	19%	6%	25%	47%
African American	74	723	723	724	23%	26%	37%	15%	N	15%	19%
Hispanic	200	726	726	729	12%	37%	35%	17%	N	17%	23%
Asian	S	S	S	763	S	S	S	S	S	S	72%
American Indian	S	S	S	736	S	S	S	S	S	S	30%
Two or More Races	S	S	S	744	S	S	S	S	S	S	44%
Students with Disability	S	S	S	713	S	S	S	S	S	S	9%
English Language Learners	S	S	S	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	296	727	727	727	14%	32%	36%	18%	1%	19%	21%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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PARCC Performance Distribution - Grade 08

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	356	730	730	753	18%	24%	28%	29%	2%	30%	55%
White	97	734	734	759	16%	23%	26%	35%	1%	36%	63%
African American	87	723	723	732	28%	21%	28%	22%	2%	24%	34%
Hispanic	163	731	731	740	15%	27%	30%	26%	2%	28%	43%
Asian	S	S	S	780	S	S	S	S	S	S	82%
American Indian	S	S	S	753	S	S	S	S	S	S	52%
Two or More Races	S	S	S	756	S	S	S	S	S	S	59%
Students with Disability	S	S	S	715	S	S	S	S	S	S	16%
English Language Learners	S	S	S	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	291	728	728	736	19%	25%	30%	25%	1%	26%	38%
**PARCC MATH											
Schoolwide	321	720	720	726	24%	31%	28%	17%	N	17%	26%
White	92	727	727	732	20%	27%	25%	28%	N	28%	32%
African American	S	S	S	712	S	S	S	S	S	S	14%
Hispanic	145	721	721	721	21%	32%	31%	16%	N	16%	20%
Asian	S	S	S	745	S	S	S	S	S	S	49%
American Indian	S	S	S	726	S	S	S	S	S	S	25%
Two or More Races	S	S	S	726	S	S	S	S	S	S	26%
Students with Disability	S	S	S	704	S	S	S	S	S	S	8%
English Language Learners	S	S	S	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	270	718	718	718	25%	31%	28%	16%	N	16%	18%

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

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

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



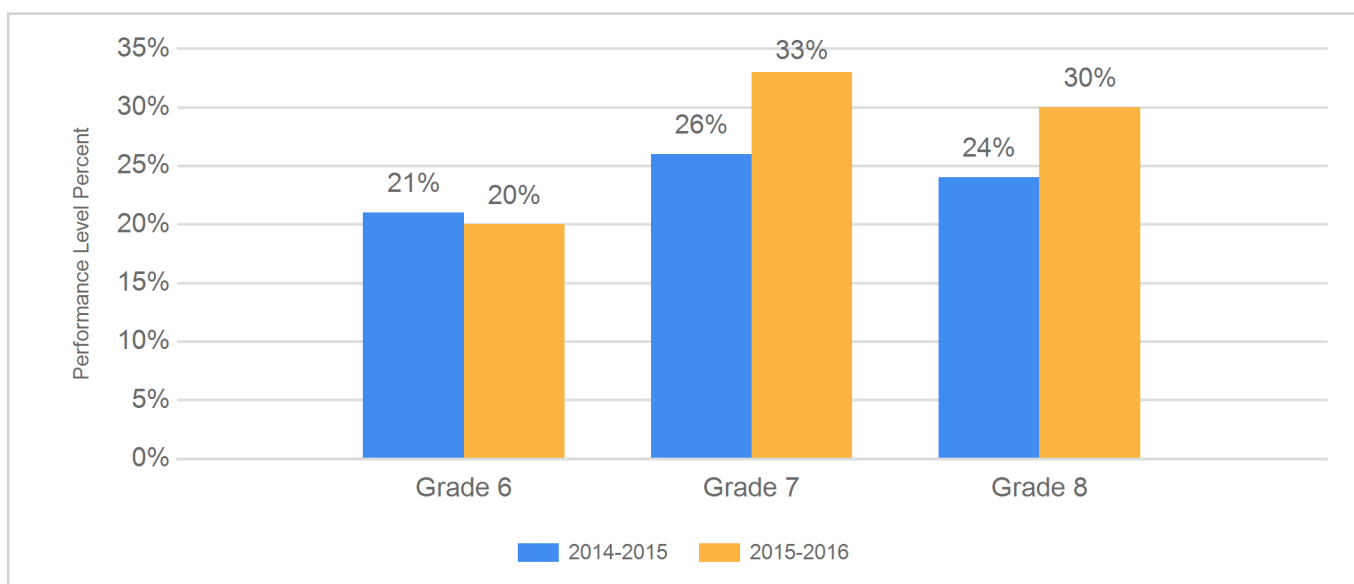
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PARCC ELA Performance Trends

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





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PARCC Performance Distribution - Algebra I

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	48	778	778	769	N	N	4%	94%	2%	96%	41%
White	15	776	776	772	N	N	N	100%	N	100%	51%
African American	S	S	S	748	S	S	S	S	S	S	20%
Hispanic	21	782	782	746	N	N	5%	91%	5%	95%	25%
Asian	S	S	S	789	S	S	S	S	S	S	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	32	780	780	746	N	N	6%	94%	N	94%	23%

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



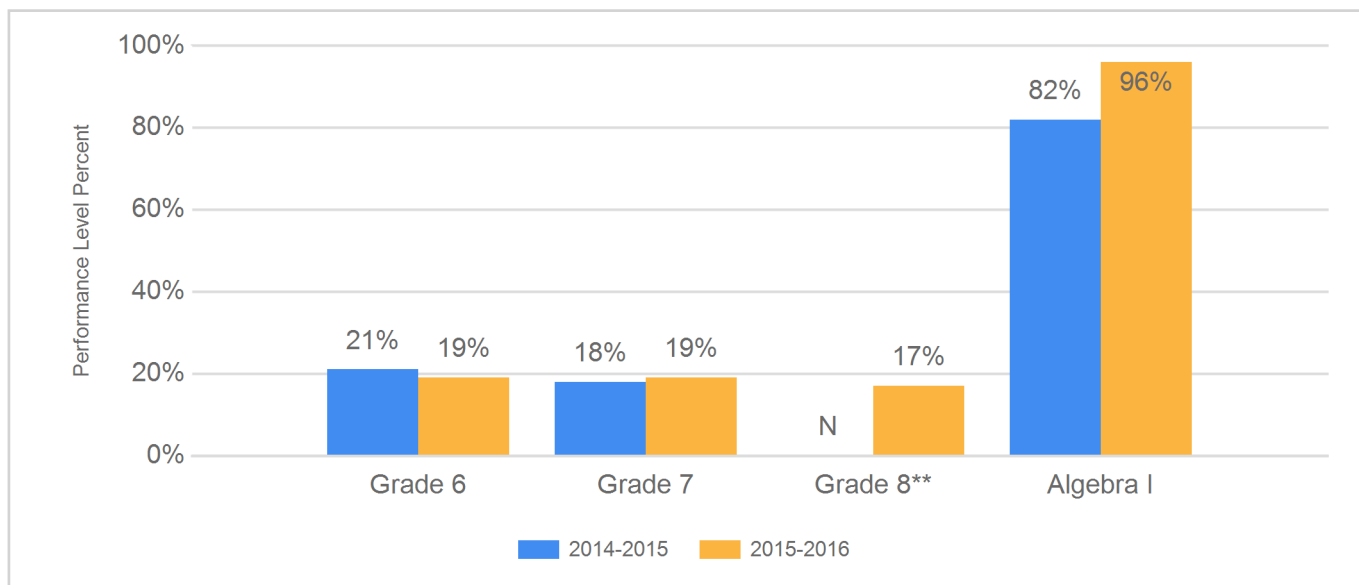
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PARCC Math Performance Trends

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



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



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

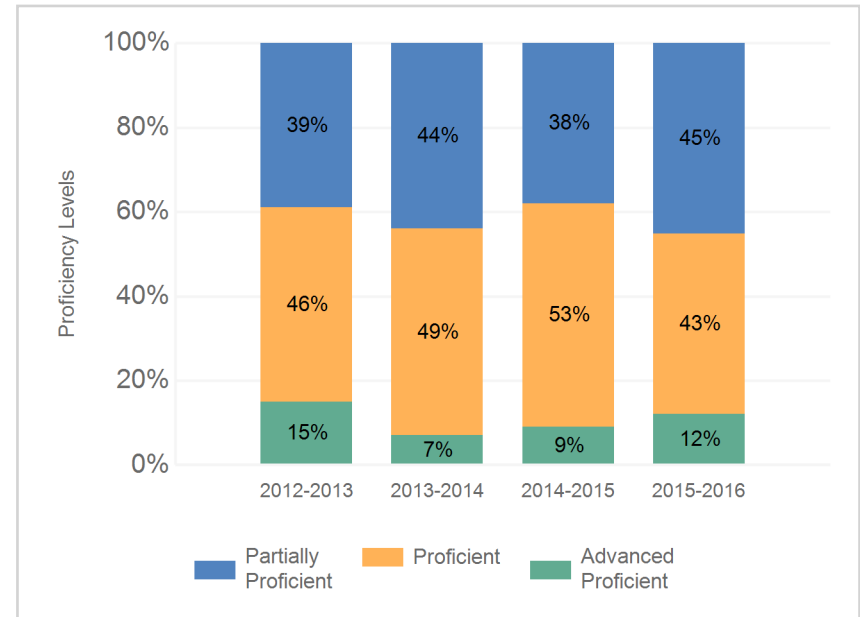
NJASK Results Science - Grade Level 08

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	12%	43%	45%
White	22%	44%	34%
African American	6%	33%	61%
Hispanic	8%	46%	46%
American Indian	S	S	S
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	2%	21%	76%
English Language Learners	N	11%	89%
Economically Disadvantaged Students	9%	43%	48%

NJASK Proficiency Trends Science - Grade Level 08

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





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

Reading Grade 4	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
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

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

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



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Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	51	S	50
Student Growth on Math	54	S	50

Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	6%	6%	9%
Partially Met (L2)	8%	10%	12%
Approached (L3)	8%	9%	9%
Met (L4)	6%	7%	7%
Exceeded (L5)	1%	1%	0%

Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	4%	4%	5%
Partially Met (L2)	10%	10%	16%
Approached (L3)	11%	11%	9%
Met (L4)	6%	8%	5%
Exceeded (L5)	0%	0%	0%



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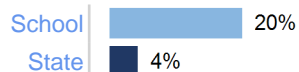
Visual and Performing Arts

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

MUSIC



DRAMA



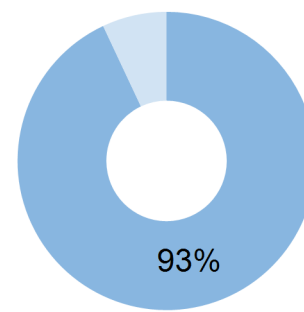
DANCE



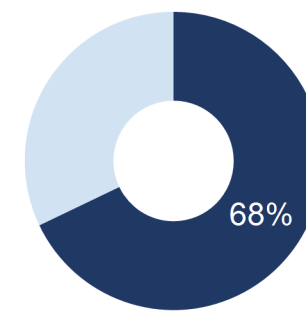
VISUAL ARTS



Any Visual and Performing Arts



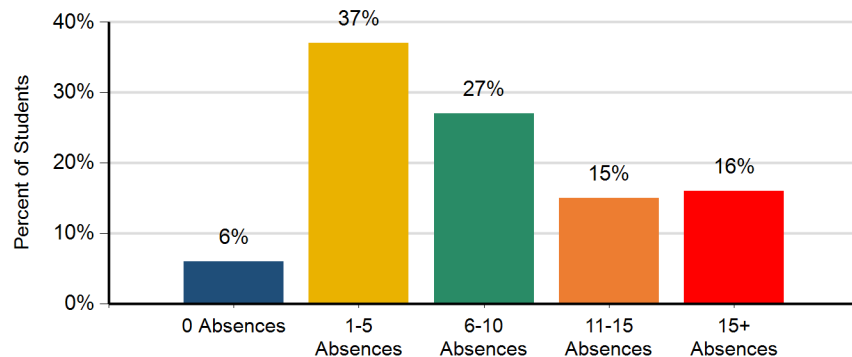
School



State

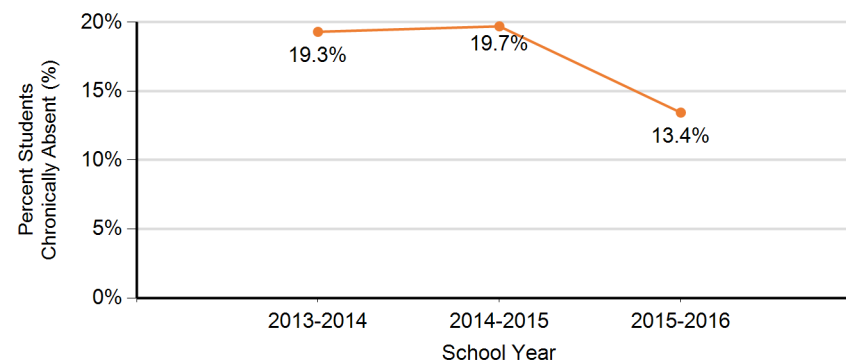
Absenteeism

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



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span 06-08

25-2770-060
MONMOUTH
LONG BRANCH CITY
Long Branch Middle School
350 INDIANA AVENUE
LONG BRANCH, NJ 07740-6192

Length of School Day

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

	School
2015-16	6 Hrs. 48 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 23 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	11:1
Administrator	159:1

Student Suspension Rate

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

	School
2015-16	14.3%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	96%



State of New Jersey
2015-2016

25-2770-080
MONMOUTH
LONG BRANCH CITY
Morris Avenue Elementry School
318 MORRIS AVENUE
LONG BRANCH, NJ 07740

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

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

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

NJDOE welcomes feedback on the school performance reports: [Survey](#)
If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey 2015-2016

25-2770-080
MONMOUTH
LONG BRANCH CITY
Morris Avenue Elementary School
318 MORRIS AVENUE
LONG BRANCH, NJ 07740

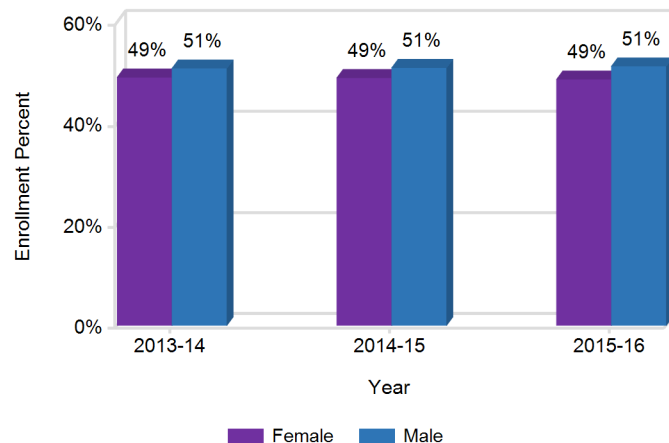
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade PK	28	235	291
Grade KG	90	102	103
Grade 01	133	0	0
Grade 02	126	0	0
Grade 03	0	0	0
Grade 04	0	0	0
Grade 05	0	0	0
Grade 06	0	0	0
Grade 07	0	0	0
Grade 08	0	0	0
Grade 09	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
UG	0	0	0
Total	377	337	394

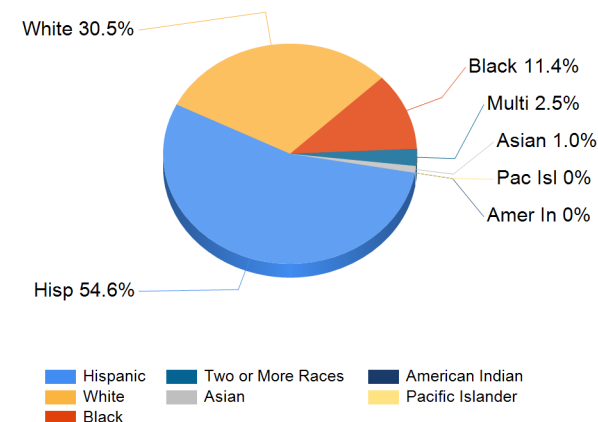
Enrollment by Gender

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



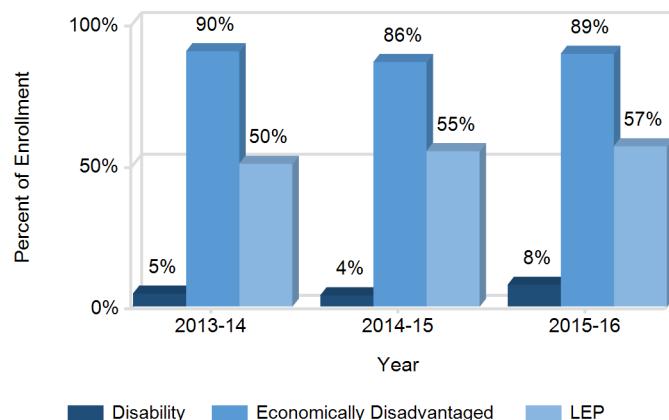
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
Spanish	45.2%
English	32.7%
Portuguese	20.8%
Amharic	0.5%
Chinese	0.5%
Other	0.3%

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



State of New Jersey
2015-2016

25-2770-080
MONMOUTH
LONG BRANCH CITY
Morris Avenue Elementry School
318 MORRIS AVENUE
LONG BRANCH, NJ 07740

Length of School Day

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

	School
2015-16	6 Hrs. 10 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	6 Hrs. 10 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	14:1
Administrator	394:1

Student Suspension Rate

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

	School
2015-16	0.0%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	94%