



# State of New Jersey

## 2014-15

27-3450-010

**MOUNT OLIVE HIGH SCHOOL**  
**18 COREY ROAD**  
**FLANDERS, NJ 07836**

### OVERVIEW

**MORRIS**  
**MOUNT OLIVE TWP**

**GRADE SPAN 09-12**

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

In particular, the School Performance Reports seek to:

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

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

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

## DEMOGRAPHIC INFORMATION

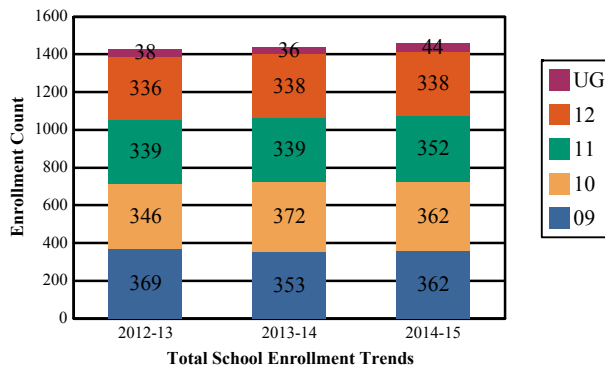
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### Enrollment by Grade

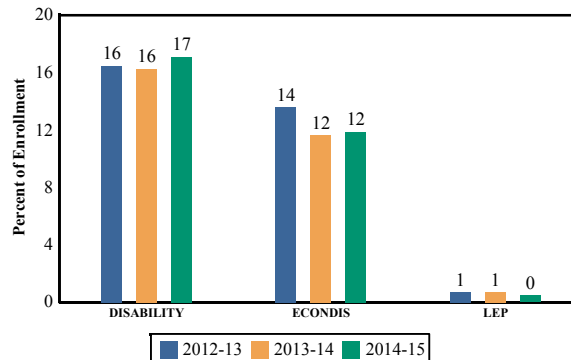
This graph presents the count of students who were 'on roll' by grade in October of each school year.



Total School Enrollment Trends

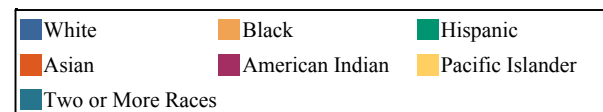
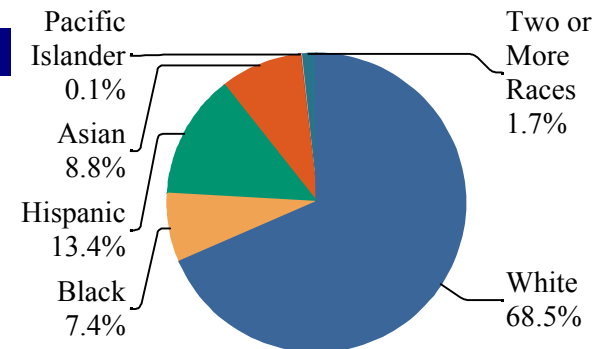
### Enrollment Trends by Program Participation

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



### Enrollment by Ethnic/Racial Subgroup

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



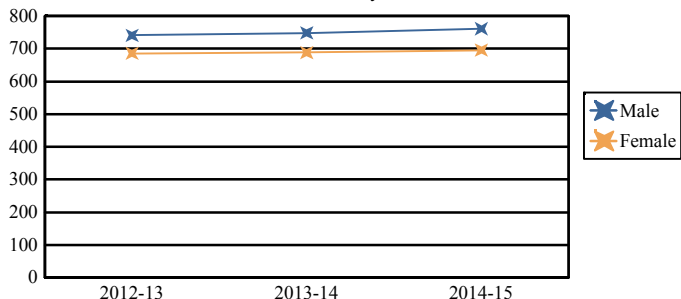
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

### Total School Enrollment

2012-13	1,427
2013-14	1,437
2014-15	1,458

### Enrollment by Gender

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



	Male	Female
2012-13	741	686
2013-14	749	689
2014-15	762	696

### Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	250	17%
Economically Disadvantaged Students	173	11.9%
English Language Learners	7	0.5%

### Language Diversity

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

2014-15	Percent
English	84.8%
Spanish	6.5%
Korean	0.8%
Telugu	0.7%
Urdu	0.6%
Chinese	0.6%
Other	6.0%

**ACADEMIC ACHIEVEMENT**

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

Academic Achievement	Schoolwide Performance	Peer Percentile	State Percentile
HS English Language Arts/Literacy Met or Exceeded Expectation	<b>19%</b>	<b>3</b>	<b>16</b>
Math Met or Exceeded Expectation	<b>24%</b>		

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

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	523	19%	95%	74.5%	NO
White	359	18.4%	95%	74%	NO
African American	32	15.6%	95%	59.3%	NO
Hispanic	70	10%	95%	76.2%	NO
American Indian	-	-	--	--	--
Asian	56	35.8%	95%	90.6%	YES*
Two or More Races	-	-	--	--	--
Students with Disability	74	13.6%	95%	60.2%	NO
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	64	15.6%	95%	61.5%	NO

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

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

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ESEA Waiver - Math

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	482	23.6%	95%	77.7%	NO
White	345	23.5%	95%	78.7%	NO
African American	31	16.1%	95%	65.3%	NO
Hispanic	56	17.9%	95%	74.4%	NO
American Indian	-	-	--	--	--
Asian	46	39.1%	95%	90.6%	YES*
Two or More Races	-	-	--	--	--
Students with Disability	52	11.5%	95%	58.5%	NO
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	55	10.9%	95%	67.4%	NO

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

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**Proficiency Outcomes - Biology**

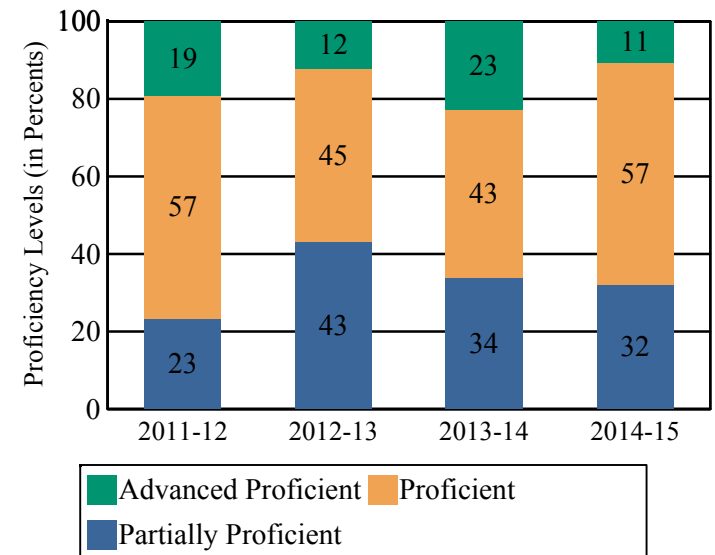
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

Subgroups	Advanced	Proficient	Partially Proficient
Schoolwide	11%	57%	32%
White	11%	59%	31%
African American	-	-	-
Hispanic	7%	50%	43%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

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

**Proficiency Trends - Biology**

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient, and Partially Proficient categories of the Biology Competency Test over the last four years.



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PARCC Performance Level

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

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

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

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PARCC ELA Performance Distribution - Grade - 09

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	274	724	739	27%	22%	28%	19%	3%	22%	41%
White	196	724	746	27%	23%	28%	19%	4%	23%	47%
African American	14	721	723	29%	29%	21%	21%	0%	21%	23%
Hispanic	-	-	725	-	-	-	-	-	-	26%
American Indian	-	-	732	-	-	-	-	-	-	33%
Asian	26	740	765	31%	4%	19%	38%	8%	46%	68%
Two or More Races	-	-	731	-	-	-	-	-	-	36%
Students with Disability	43	707	706	51%	23%	9%	9%	7%	16%	9%
English Language Learners	-	-	693	-	-	-	-	-	-	5%
Economically Disadvantaged Students	32	719	724	28%	28%	28%	16%	0%	16%	24%

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PARCC ELA Performance Distribution - Grade - 10

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	247	710	735	45%	24%	16%	13%	2%	15%	38%
White	162	710	741	45%	25%	17%	11%	2%	13%	43%
African American	-	-	717	-	-	-	-	-	-	22%
Hispanic	34	708	720	47%	21%	15%	12%	6%	18%	24%
American Indian	-	-	725	-	-	-	-	-	-	27%
Asian	30	718	763	40%	23%	10%	23%	3%	27%	62%
Two or More Races	-	-	729	-	-	-	-	-	-	34%
Students with Disability	-	-	698	-	-	-	-	-	-	8%
English Language Learners	-	-	685	-	-	-	-	-	-	4%
Economically Disadvantaged Students	31	690	718	77%	6%	3%	13%	0%	13%	23%



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PARCC ELA Performance Distribution - Grade - 11

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	221	725	741	28%	19%	28%	22%	3%	25%	42%
White	137	724	745	29%	21%	26%	19%	4%	23%	46%
African American	28	714	727	39%	21%	21%	18%	0%	18%	27%
Hispanic	21	724	731	29%	19%	33%	19%	0%	19%	31%
American Indian	-	-	745	-	-	-	-	-	-	38%
Asian	31	741	765	13%	6%	39%	39%	3%	42%	64%
Two or More Races	-	-	738	-	-	-	-	-	-	38%
Students with Disability	-	-	712	-	-	-	-	-	-	16%
English Language Learners	-	-	703	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	30%

Advanced Placement/International Baccalaureate English Performance Distribution

This graph presents the percentage of students in this school scoring in each performance level of the AP/IB English assessment. Students who score AP  $\geq 3$  or score IB  $\geq 4$  may earn college credit. Shown below the graph is a table that presents the percentage of students who achieved a score that could potentially earn college credit and the average score earned in the school.



Subject	Valid Scores	% Eligible for College Credit	Average Score Earned in the School	Average Score Earned in the State
AP ENG LANG	25	96.0%	3.84	3.36
- Data is suppressed to protect the confidentiality of the students.				

PARCC ALGEBRA I - Performance Distribution

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

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

PARCC GEOMETRY - Performance Distribution

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	232	732	728	8%	32%	36%	25%	0%	25%	21%
White	163	732	731	6%	34%	36%	25%	0%	25%	24%
African American	13	724	716	15%	38%	23%	23%	0%	23%	7%
Hispanic	33	728	718	12%	24%	48%	15%	0%	15%	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	21	738	751	5%	24%	29%	43%	0%	43%	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	718	-	-	-	-	-	-	8%

ACADEMIC ACHIEVEMENT

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PARCC ALGEBRA II - Performance Distribution

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	208	731	721	11%	31%	34%	22%	1%	24%	24%
White	147	730	725	12%	31%	34%	23%	1%	24%	27%
African American	-	-	701	-	-	-	-	-	-	8%
Hispanic	18	726	706	6%	50%	22%	22%	0%	22%	10%
American Indian	-	-	720	-	-	-	-	-	-	23%
Asian	23	752	751	0%	13%	48%	30%	9%	39%	53%
Two or More Races	-	-	716	-	-	-	-	-	-	21%
Students with Disability	-	-	691	-	-	-	-	-	-	4%
English Language Learners	-	-	694	-	-	-	-	-	-	6%
Economically Disadvantaged Students	21	724	705	10%	43%	33%	14%	0%	14%	9%

**COLLEGE AND CAREER READINESS**

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**MOUNT OLIVE TWP**

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. The table below presents five such indicators: the percentage of students enrolled in the 12th grade who took the SAT or ACT, the percentage of 10th and 11th graders who took the PSAT, the percentage of students who scored above the SAT benchmark of 1550, the percentage of 11th and 12th graders who took at least one AP or IB test in English, math, social studies or science, and the percentage of those AP or IB tests that were scored a 3 or higher.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in the school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Percent of Students Participating in SAT or ACT	<b>80%</b>	<b>42</b>	<b>44</b>	<b>80%</b>	<b>YES</b>
Percent of Students Participating in PSAT or PLAN	<b>62%</b>	<b>26</b>	<b>32</b>	<b>60%</b>	<b>YES</b>
Percent of Students Scoring Above 1550 on SAT	<b>53%</b>	<b>71</b>	<b>71</b>	<b>40%</b>	<b>YES</b>
Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science	<b>23%</b>	<b>48</b>	<b>53</b>	<b>35%</b>	<b>NO</b>
Percent of AP Tests $\geq 3$ or IB Test $\geq 4$ in English, Math, Social Studies or Science	<b>88%</b>	<b>87</b>	<b>87</b>	<b>75%</b>	<b>YES</b>
<b>Summary</b>		<b>55</b>	<b>57</b>		<b>80%</b>

**College Readiness Test Participation**

The first column of the table below presents the percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT. The second column provides the average across the school's peer group for these two metrics.

2014-15 Percent of Students	School	Peer Avg.	State Avg
Participating in SAT	78.1%	79.2%	79.1%
Participating in ACT	25.4%		25.2%
Participating in PSAT or PLAN	62.1%	79.1%	79.6%
Participating in Dual Enrollment	0.0%		14.9%

**AP/IB Participation - 'Unique' Students**

The table below presents the proportion of 'unique' students enrolled in at least 11th and 12th grade i.e., each student is counted once regardless of how many AP or IB courses he/she may take. The table also presents the proportion of how many 'unique' students took at least one AP or IB test to the school's enrollment in 11th and 12th grade.

2014-15 Percent of Students Taking	School	Peer Avg.	State Avg.
One or More Course	32.8%	39.6%	36.3%
One or More Test	25.4%	28.7%	30.7%
At least one AP or IB Test in English, Math, Social Studies or Science	22.6%	23.8%	25.3%

Note: Students who are enrolled in AP/IB coursework or take AP/IB tests in grades other than 11th and 12th are included in the numerator of this calculation.

**COLLEGE AND CAREER READINESS**

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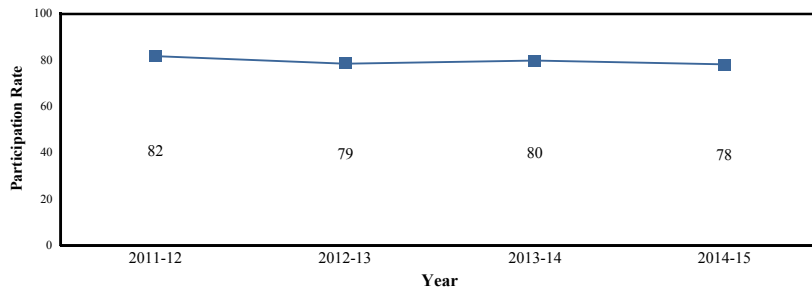
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**Participation Trends - SAT Testing**

**Participation Trends - SAT Testing**

This graph presents the participation rate in the SAT over the last four years.



**Scholastic Assessment Test (SAT) Results**

This table presents the percentage of students who achieved a composite SAT score of 1550 or higher. The SAT benchmark score of 1550 (Critical Reading, Mathematics and Writing Score combined) indicates a 65 percent likelihood of achieving a B- average or higher during the first year of college, which in turn has been found by the College Board's research to be indicative of a high likelihood of college success and completion.

2014-15	School	Peer Avg.	State Avg.
Percent of Students Scoring Above 1550 on SAT	53.0%	49.7%	43.8%

**Composite SAT Score**

This chart presents the average composite SAT score from the last academic year for students enrolled in this school as well as the average scores achieved in Critical Reading, Mathematics and Writing. The averages from this school's peer group are also presented.

2014-15	School	Peer Avg.	State Avg.
Composite SAT Score	1,574	1,559	1,508
Critical Reading	513	513	496
Mathematics	553	534	518
Writing	508	512	494

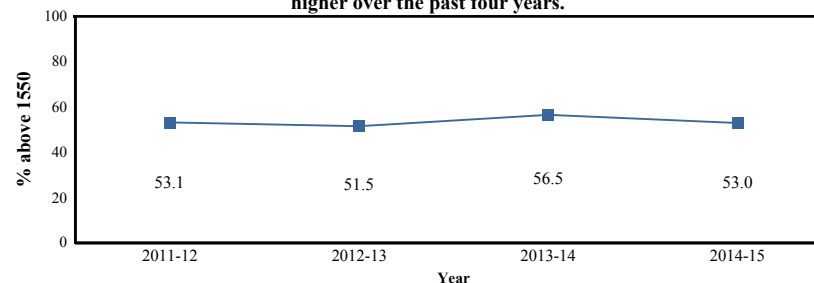
**AP /IB Test Results**

This table presents the percentage of all AP/IB tests taken by students enrolled in the school that were scored AP  $\geq 3$  and scored IB  $\geq 4$ .

2014-15	School	Peer Avg.	State Avg.
Percent of AP Tests $\geq 3$ or IB Test $\geq 4$	86.3%	77.0%	72.4%
Percent of Scores in AP $\geq 3$ or IB $\geq 4$ in English, Math, Social Studies or Science	87.8%	77.1%	69.7%

**SAT Benchmark Trends**

This chart presents the percentage of students who achieved a composite SAT score of 1550 or higher over the past four years.



**Composite SAT Score**

This chart presents the scores achieved in Critical Reading, Mathematics and Writing by the students at the 25th percentile, the 50th percentile and the 75th percentile of the school's distribution of SAT scores.

2014-15	Critical Reading	Mathematics	Writing
75th Percentile	570	620	570
50th Percentile	510	550	510
25th Percentile	450	490	440

**COLLEGE AND CAREER READINESS**

**MORRIS  
MOUNT OLIVE TWP**

**GRADE SPAN 09-12**

**27-3450-010  
MOUNT OLIVE HIGH SCHOOL  
18 COREY ROAD  
FLANDERS, NJ 07836**

**AP/IB Courses Offered**

This table presents the count of students enrolled in each AP/IB course offered in this school in the first column. The second column presents the count of tests taken in each AP/IB course. The numbers may not match as some students do not take the test in the same year as they take the course and some students may take the course without taking the test or vice versa.

AP/IB Course Name	Students Enrolled	Students Tested
AP Calculus AB	50	47
AP Environmental Science	37	6
AP English Literature and Composition	37	22
AP U.S. History	34	34
AP Biology	31	26
AP English Language and Composition	29	27
AP Statistics	27	11
AP Calculus BC	25	19
AP European History	23	17
AP Physics B	21	
AP World History	17	13
AP Chemistry	17	11
AP Spanish Language	16	11
AP French Language	12	5
AP Computer Science A	11	6
AP Macroeconomics	9	4
AP Microeconomics	9	6
AP Studio Art/Two-Dimensional	7	4

AP/IB Course Name	Students Enrolled	Students Tested
AP Music Theory	4	4
AP Physics 1		9
AP Physics 2		3
AP Studio Art/Drawing Portfolio		3

### Visual and Performing Arts

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

Percent of Students Enrolled	School	State
Dance	N/R	2.1%
Drama/Theater	4.3%	3.8%
Music	19.6%	17.8%
Visual Arts	44.8%	31.7%
<b>Total: All Visual and Performing Arts</b>	<b>62.4%</b>	<b>49.9%</b>

N/R - Data Not Reported

### Participation in Career Readiness

The chart below contains percentage of students who were participants in an approved Career and Technical Education Program in this school as well as across the State of New Jersey.

Percent of Students Enrolled	School	State
Participating in CTE	60.5%	18.3%
Structured Learning Experience	3.9%	7.0%

N/R - Data Not Reported



**GRADUATION AND POSTSECONDARY**

**MORRIS**

**GRADE SPAN 09-12**

**MOUNT OLIVE HIGH SCHOOL**

**18 COREY ROAD**

**MOUNT OLIVE TWP**

**FLANDERS, NJ 07836**

This section of the performance report presents data about graduation, dropout and post-secondary attendance. The graduation rate is calculated according to the ESEA Cohort methodology as required by the United States Department of Education. Dropout rates are calculated from student-level data submitted by districts for students officially classified as dropouts. The dropout rate is the count of students who dropout in an academic year divided by the school's total enrollment.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state.. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The Statewide Target for Graduation Rate was established pursuant to NJDOE's ESEA Accountability Workbook. The last column - Met Target - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentile, the average of statewide percentile and the percentage of statewide targets met.

Graduation & Post Secondary Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Targets	Met Target
Overall Graduation Rate	92%	23	41	78%	YES
Dropout Rate	1.0%	26	28	2%	YES
<b>SUMMARY - Graduation &amp; Post-Secondary</b>		<b>25</b>	<b>35</b>		<b>100%</b>

**Graduation Rate by Subgroup**

This table presents for all NCLB-identified subgroups the "4-year Adjusted Graduation Rate." This rate calculates the percentage of students who are awarded a regular, high school diploma within four years of becoming a first-time ninth grader. The rate is adjusted to account for students who 'transfer-in' and for students who are verified as 'transfers-out'.

	School	State Target
<b>Schoolwide</b>	92%	78%
White	91%	
African American	-	
Hispanic	89%	
American Indian	-	
Asian	-	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	75%	
English Language Learners	-	
Economically Disadvantaged Students	86%	

**Dropout Rate by Subgroup**

This table presents for all NCLB-identified subgroups the Dropout rate. This rate calculates the percentage of students who are classified as dropouts divided by the school's total enrollment and by each subgroup enrollment.

	School	State Target
<b>Schoolwide</b>	1%	2%
White	1.1%	
African American	1.9%	
Hispanic	1%	
American Indian	-	
Asian	0%	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	2.3%	
English Language Learners	-	
Economically Disadvantaged Students	4%	

GRADUATION AND POSTSECONDARY

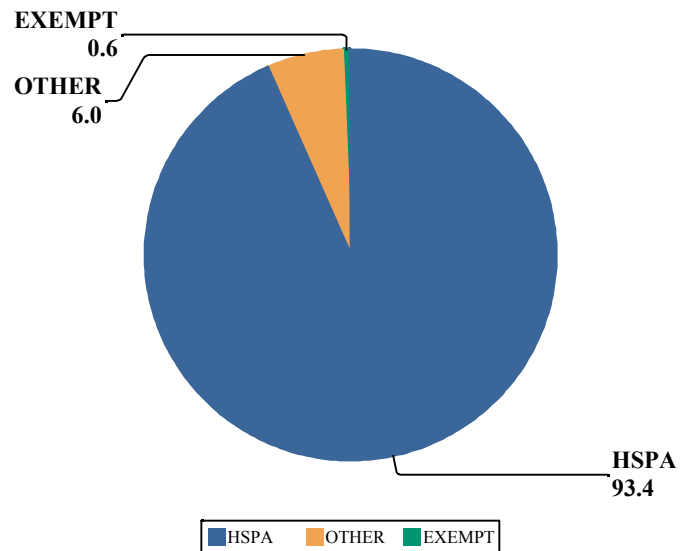
MORRIS  
MOUNT OLIVE TWP

GRADE SPAN 09-12

27-3450-010  
MOUNT OLIVE HIGH SCHOOL  
18 COREY ROAD  
FLANDERS, NJ 07836

Graduation Pathway Rates

This chart presents the percentage of high school graduates who graduated by passing both sections of the HSPA, who were exempt from passing the HSPA, or who demonstrated proficiency through an alternative pathway such as through the Alternative High School Assessment, achievement of the 'Just Proficient Mean' or an appeal process.



Extended Year Graduation Rate

The chart below presents the 4-year and 5-year graduation rate for the prior school year's cohort in addition to the 4-year graduation rate for last year's cohort.

Class of	4-year Rate	5-year Rate
2012	92%	92%
2013	89%	90%
2014	91%	93%
2015	92%	

### Postsecondary Enrollment Rates

This chart presents the enrollment rates of this school's high school graduates, 16-months after high school graduation. The data is from the National Student Clearinghouse which reports that it collects student-level enrollment data from 95% of Institutions of Higher Education nationwide.

The last columns indicate, for the schoolwide total and each subgroup, the percentage of postsecondary enrollees that were enrolled in either a 2 year or a 4 year institution.

	Percent Enrolled	Percent in 2 Year	Percent in 4 Year
<b>Statewide</b>	<b>78.5%</b>	<b>34.3%</b>	<b>64.7%</b>
<b>Schoolwide</b>	84%	37.1%	62.9%
White	84.8%	38.1%	61.9%
African American	-	-	-
Hispanic	76.5%	42.3%	57.7%
Asian	-	-	-
American Indian	-	-	-
Native Hawaiian	-	-	-
Two or More Races	-	-	-
Students with Disability	65.9%	63%	37%
English Language Learners	-	-	-
Economically Disadvantaged Students	75.8%	48%	52%

**WITHIN SCHOOL ACHIEVEMENT GAP**

MORRIS  
MOUNT OLIVE TWP

GRADE SPAN 09-12

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

**Grade Level - 09**

**PARCC English Language Arts/Literacy 25th %ile vs 75th%ile**

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

Percentile	School Scale Score	State Scale Score
99th	807	850
75th	746	766
50th	726	739
25th	698	710
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	48	56

**PARCC ALG-1 25th %ile vs 75th%ile**

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

Percentile	School Scale Score	State Scale Score
99th	N/A	821
75th	N/A	762
50th	N/A	735
25th	N/A	711
0th	N/A	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	N/A	51

**WITHIN SCHOOL ACHIEVEMENT GAP**

**MORRIS**

**MOUNT OLIVE TWP**

**Grade Level - 10**

**PARCC English Language Arts/Literacy 25th %ile vs 75th%ile**

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

Percentile	School Scale Score	State Scale Score
99th	822	850
75th	733	766
50th	704	733
25th	682	699
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	51	67

**Grade Level - 11**

**PARCC English Language Arts/Literacy 25th %ile vs 75th%ile**

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

Percentile	School Scale Score	State Scale Score
99th	824	850
75th	750	768
50th	726	740
25th	693	711
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	57	57

27-3450-010  
**MOUNT OLIVE HIGH SCHOOL**  
**18 COREY ROAD**  
**FLANDERS, NJ 07836**

**GRADE SPAN 09-12**

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

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

Percentile	School Scale Score	State Scale Score
99th	776	793
75th	748	747
50th	732	726
25th	713	710
0th	660	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	37

**PARCC ALG-2 25th %ile vs 75th%ile**

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

Percentile	School Scale Score	State Scale Score
99th	811	813
75th	749	748
50th	732	718
25th	712	692
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	56

**SCHOOL CLIMATE**

**MORRIS  
MOUNT OLIVE TWP**

**GRADE SPAN 09-12**

**27-3450-010  
MOUNT OLIVE HIGH SCHOOL  
18 COREY ROAD  
FLANDERS, NJ 07836**

**Length of School Day**

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

	School
<b>2014-15</b>	7 Hrs. 3 Mins.

**Student Suspension Rate**

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

	School
<b>2014-15</b>	3.4%

**Instructional Time**

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

<b>2014-15</b>	School
<b>Full Time</b>	6 Hrs. 13 Mins.
<b>Shared Time</b>	3 Hrs. 14 Mins.

**Student Expulsions**

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

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

**Student to Staff Ratio**

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

<b>2014-15</b>	School
<b>Faculty</b>	13
<b>Administrators</b>	292

**SCHOOL PEER GROUP**

**MORRIS  
MOUNT OLIVE TWP**

**GRADE SPAN 09-12**

**MOUNT OLIVE HIGH SCHOOL  
18 COREY ROAD  
FLANDERS, NJ 07836**

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNER</u>	<u>SPECIAL EDUCATION</u>
BERGEN	FAIR LAWN BORO	FAIR LAWN HIGH SCHOOL	03-1450-050	09-12	12.8%	0.8%	16%
BERGEN	MAHWAH TWP	MAHWAH HIGH SCHOOL	03-2900-050	09-12	10.7%	0.7%	14.2%
BURLINGTON	CINNAMINSON TWP	CINNAMINSON HIGH SCHOOL	05-0840-030	09-12	14.2%	0.3%	15.7%
BURLINGTON	LENAPE REGIONAL	CHEROKEE HIGH SCHOOL	05-2610-040	09-12	11.9%	0.6%	17.8%
BURLINGTON	LENAPE REGIONAL	LENAPE HIGH SCHOOL	05-2610-050	09-12	15.4%	0.4%	14.2%
BURLINGTON	LENAPE REGIONAL	SENECA HIGH SCHOOL	05-2610-070	09-12	12.9%	0.2%	12.9%
BURLINGTON	NORTHERN BURLINGTON REG	NORTHERN BURLINGTON COUNTY REGIONAL HIGH SCHOOL	05-3690-050	09-12	14.1%	0.5%	16.2%
CAMDEN	CHERRY HILL TWP	CHERRY HILL HIGH SCHOOL EAST	07-0800-030	09-12	13.2%	0.6%	12.3%
CAMDEN	EASTERN CAMDEN COUNTY REG	EASTERN REGIONAL HIGH SCHOOL	07-1255-050	09-12	10.8%	0.8%	11.6%
CAMDEN	HADDON HEIGHTS BORO	HADDON HEIGHTS JR-SR HS	07-1880-050	07-12	19%	0.1%	12.2%
CAPE MAY	OCEAN CITY	OCEAN CITY HIGH SCHOOL	09-3780-050	09-12	18.1%	0.1%	11%
ESSEX	MONTCLAIR TOWN	MONTCLAIR HIGH SCHOOL	13-3310-050	09-12	18.8%	0.2%	16.6%
GLOUCESTER	CLEARVIEW REGIONAL	CLEARVIEW REGIONAL HIGH SCHOOL	15-0870-020	09-12	12.4%	0.4%	11.1%
GLOUCESTER	KINGSWAY REGIONAL	KINGSWAY REGIONAL HIGH SCHOOL	15-2440-050	09-12	12.8%	0.2%	14.6%
GLOUCESTER	PITMAN BORO	PITMAN HIGH SCHOOL	15-4140-050	09-12	15.5%	0%	16%
GLOUCESTER	WASHINGTON TWP	WASHINGTON TOWNSHIP HIGH SCHOOL	15-5500-010	09-12	17.1%	0%	14.5%
MERCER	HAMILTON TWP	HAMILTON EAST - STEINERT	21-1950-050	09-12	12.7%	0.5%	12.8%
MIDDLESEX	MONROE TWP	MONROE TOWNSHIP HIGH SCHOOL	23-3290-005	09-12	11.6%	0.6%	16.2%
MIDDLESEX	SOUTH BRUNSWICK TWP	SOUTH BRUNSWICK HIGH SCHOOL	23-4860-050	09-12	10.8%	0.5%	10.2%
MONMOUTH	FREEHOLD REGIONAL	FREEHOLD BOROUGH HIGH SCHOOL	25-1650-050	09-12	19.3%	0%	17.6%
MONMOUTH	HAZLET TWP	RARITAN HIGH SCHOOL	25-2105-050	09-12	15%	0.4%	15.3%
MONMOUTH	MIDDLETOWN TWP	MIDDLETOWN HIGH SCHOOL NORTH	25-3160-050	09-12	15.9%	0.5%	14.1%

**SCHOOL PEER GROUP**

MORRIS  
MOUNT OLIVE TWP

GRADE SPAN 09-12

MORRIS	JEFFERSON TWP	JEFFERSON TOWNSHIP HIGH SCHOOL	27-2380-020	09-12	11.8%	0.3%	14.6%
MORRIS	MOUNT OLIVE TWP	MOUNT OLIVE HIGH SCHOOL	27-3450-010	09-12	11.9%	0.5%	16.5%
MORRIS	ROXBURY TWP	ROXBURY HIGH SCHOOL DISTRICT	27-4560-050	09-12	12.9%	0.6%	13.9%
OCEAN	POINT PLEASANT BEACH BORO	POINT PLEASANT BEACH HIGH SCHOOL	29-4220-050	09-12	12.1%	0.4%	11.9%
OCEAN	TOMS RIVER REGIONAL	TOMS RIVER HIGH SCHOOL EAST	29-5190-030	09-12	22.1%	0.3%	11.5%
PASSAIC	WEST MILFORD TWP	WEST MILFORD HIGH SCHOOL	31-5650-040	09-12	12.4%	0.1%	20.8%
SUSSEX	HIGH POINT REGIONAL	HIGH POINT REGIONAL HIGH SCHOOL	37-2165-030	09-12	13.9%	0.5%	16%
SUSSEX	VERNON TWP	VERNON TOWNSHIP HIGH SCHOOL	37-5360-020	09-12	14.7%	0.1%	14.7%
SUSSEX	WALLKILL VALLEY REGIONAL	WALLKILL VALLEY REGIONAL HIGH SCHOOL DISTRICT	37-5435-060	09-12	17.9%	0%	20.3%





# State of New Jersey 2014-15

## OVERVIEW

MORRIS  
MOUNT OLIVE TWP

GRADE SPAN 06-08

27-3450-040  
MOUNT OLIVE MIDDLE SCHOOL  
160 WOLFE ROAD  
BUDD LAKE, NJ 07828

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

In particular, the School Performance Reports seek to:

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

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

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

### DEMOGRAPHIC INFORMATION

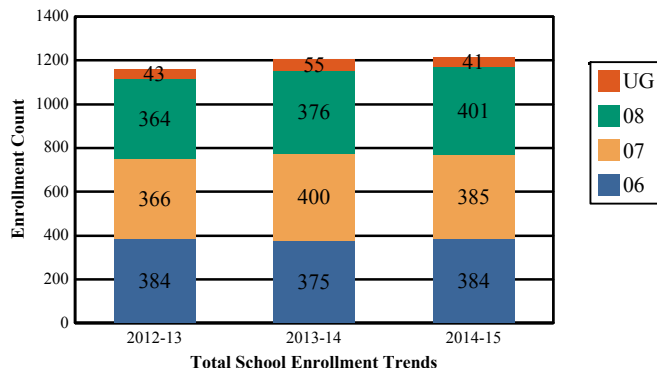
MORRIS  
MOUNT OLIVE TWP

GRADE SPAN 06-08

27-3450-040  
MOUNT OLIVE MIDDLE SCHOOL  
160 WOLFE ROAD  
BUDD LAKE, NJ 07828

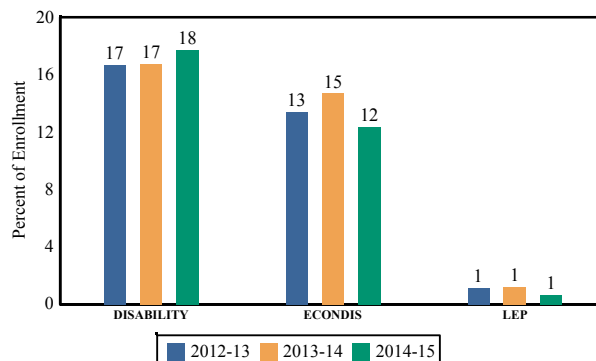
### Enrollment by Grade

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



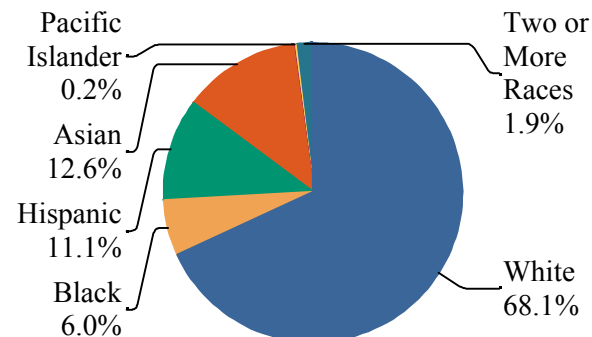
### Enrollment Trends by Program Participation

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



### Enrollment by Ethnic/Racial Subgroup

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



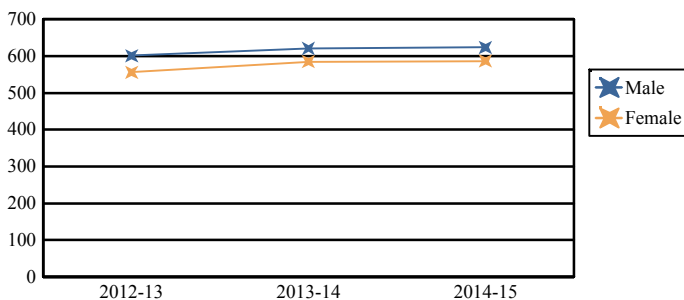
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

### Total School Enrollment

Year	Enrollment
2012-13	1,157
2013-14	1,206
2014-15	1,211

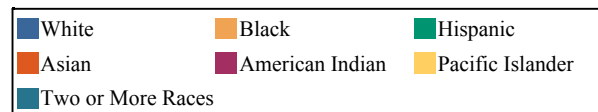
### Enrollment by Gender

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



### Current Year Enrollment by Program Participation

Program	Count of Students	% of Enrollment
Students with Disability	215	18%
Economically Disadvantaged Students	150	12.4%
English Language Learners	8	0.7%



### Language Diversity

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

2014-15	Percent
English	78.7%
Spanish	6.4%
Hindi	1.7%
Arabic	1.4%
Chinese	1.3%
Telugu	1.2%
Other	9.3%

**ACADEMIC ACHIEVEMENT**

**MORRIS**  
**MOUNT OLIVE TWP**

**GRADE SPAN 06-08**

**MOUNT OLIVE MIDDLE SCHOOL**  
**160 WOLFE ROAD**  
**BUDD LAKE, NJ 07828**

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	<b>53%</b>	<b>46</b>	<b>59</b>
Math Met or Exceeded Expectation	<b>48%</b>		

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

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	976	53.4%	95%	84.9%	<b>YES*</b>
White	663	53.2%	95%	82.5%	<b>NO</b>
African American	62	33.8%	95%	88.9%	<b>YES*</b>
Hispanic	104	36.5%	95%	85.7%	<b>YES*</b>
American Indian	-	-	--	--	--
Asian	131	77.1%	95%	95.4%	<b>YES</b>
Two or More Races	-	-	--	--	--
Students with Disability	172	21%	95%	82.6%	<b>NO</b>
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	122	31.2%	95%	77.6%	<b>NO</b>

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

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

ACADEMIC ACHIEVEMENT

MORRIS  
MOUNT OLIVE TWP

GRADE SPAN 06-08

MOUNT OLIVE MIDDLE SCHOOL  
160 WOLFE ROAD  
BUDD LAKE, NJ 07828

ESEA Waiver - Math

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	986	48%	95%	85.4%	YES*
White	672	46.3%	95%	83.1%	NO
African American	63	25.4%	95%	90.3%	YES*
Hispanic	104	32.6%	95%	86.5%	YES*
American Indian	-	-	--	--	--
Asian	131	78.6%	95%	95.4%	YES
Two or More Races	-	-	--	--	--
Students with Disability	173	14.5%	95%	83%	NO
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	122	24.6%	95%	77.6%	NO

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

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

PARCC Performance Level

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

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

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

ACADEMIC ACHIEVEMENT

MORRIS  
MOUNT OLIVE TWP

GRADE SPAN 06-08

27-3450-040  
MOUNT OLIVE MIDDLE SCHOOL  
160 WOLFE ROAD  
BUDD LAKE, NJ 07828

PARCC ELA Performance Distribution - Grade - 06

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	347	744	749	8%	18%	32%	36%	7%	43%	50%
White	221	744	755	6%	17%	34%	38%	5%	43%	59%
African American	32	737	732	13%	25%	34%	22%	6%	28%	29%
Hispanic	43	733	736	19%	26%	28%	21%	7%	28%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	41	764	770	2%	10%	17%	51%	20%	71%	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	-	-	718	-	-	-	-	-	-	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	49	729	733	16%	29%	35%	18%	2%	20%	30%

ACADEMIC ACHIEVEMENT

MORRIS

MOUNT OLIVE TWP

GRADE SPAN 06-08

MOUNT OLIVE MIDDLE SCHOOL

160 WOLFE ROAD

BUDD LAKE, NJ 07828

PARCC ELA Performance Distribution - Grade - 07

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	324	761	750	5%	11%	18%	39%	27%	66%	53%
White	221	760	757	5%	10%	19%	41%	26%	67%	61%
African American	15	741	730	0%	27%	27%	47%	0%	47%	31%
Hispanic	31	754	736	6%	16%	26%	26%	26%	52%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	51	777	777	4%	8%	8%	37%	43%	80%	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	63	725	713	16%	30%	22%	24%	8%	32%	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	36	744	733	11%	19%	19%	36%	14%	50%	33%

ACADEMIC ACHIEVEMENT

MORRIS  
MOUNT OLIVE TWP

GRADE SPAN 06-08

MOUNT OLIVE MIDDLE SCHOOL  
160 WOLFE ROAD  
BUDD LAKE, NJ 07828

PARCC ELA Performance Distribution - Grade - 08

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	305	749	750	9%	14%	25%	41%	11%	52%	53%
White	221	747	757	10%	14%	25%	42%	9%	51%	61%
African American	15	739	730	7%	20%	40%	27%	7%	33%	31%
Hispanic	30	737	735	10%	17%	40%	27%	7%	33%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	39	776	778	0%	10%	10%	51%	28%	79%	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	32	726	713	19%	31%	22%	22%	6%	28%	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	37	735	732	8%	30%	35%	22%	5%	27%	34%



ACADEMIC ACHIEVEMENT

MORRIS  
MOUNT OLIVE TWP

GRADE SPAN 06-08

MOUNT OLIVE MIDDLE SCHOOL  
160 WOLFE ROAD  
BUDD LAKE, NJ 07828

PARCC MATH - Performance Distribution - Grade - 06

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	347	741	743	8%	22%	29%	37%	4%	41%	42%
White	221	741	749	7%	20%	34%	36%	3%	38%	50%
African American	32	728	726	16%	28%	34%	19%	3%	22%	19%
Hispanic	43	726	731	14%	42%	19%	23%	2%	26%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	41	764	768	2%	7%	10%	68%	12%	80%	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	77	712	718	29%	45%	16%	10%	0%	10%	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	49	725	729	14%	43%	16%	27%	0%	27%	23%

ACADEMIC ACHIEVEMENT

MORRIS

MOUNT OLIVE TWP

GRADE SPAN 06-08

MOUNT OLIVE MIDDLE SCHOOL

160 WOLFE ROAD

BUDD LAKE, NJ 07828

PARCC MATH - Performance Distribution - Grade - 07

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	325	752	740	2%	16%	26%	47%	10%	57%	38%
White	222	749	745	1%	18%	25%	50%	6%	56%	46%
African American	15	733	725	7%	27%	47%	20%	0%	20%	17%
Hispanic	31	749	730	6%	13%	32%	39%	10%	48%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	51	770	760	0%	6%	20%	43%	31%	75%	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	63	721	715	8%	51%	22%	16%	3%	19%	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	37	731	728	5%	35%	38%	22%	0%	22%	21%

ACADEMIC ACHIEVEMENT

MORRIS  
MOUNT OLIVE TWP

GRADE SPAN 06-08

27-3450-040  
MOUNT OLIVE MIDDLE SCHOOL  
160 WOLFE ROAD  
BUDD LAKE, NJ 07828

PARCC MATH - Performance Distribution - Grade - 08

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

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

ACADEMIC ACHIEVEMENT

MORRIS  
MOUNT OLIVE TWP

GRADE SPAN 06-08

27-3450-040  
MOUNT OLIVE MIDDLE SCHOOL  
160 WOLFE ROAD  
BUDD LAKE, NJ 07828

PARCC ALGEBRA I - Performance Distribution

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	219	760	740	1%	6%	27%	62%	4%	65%	40%
White	162	757	746	2%	7%	31%	58%	2%	60%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	16	753	725	0%	13%	38%	50%	0%	50%	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	34	779	769	0%	0%	9%	79%	12%	91%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	14	758	725	0%	0%	36%	64%	0%	64%	21%

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

#### Proficiency Percentages

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

ACADEMIC ACHIEVEMENT

MORRIS  
MOUNT OLIVE TWP

GRADE SPAN 06-08

27-3450-040  
MOUNT OLIVE MIDDLE SCHOOL  
160 WOLFE ROAD  
BUDD LAKE, NJ 07828

NJASK Results - Science Grade Level - 08

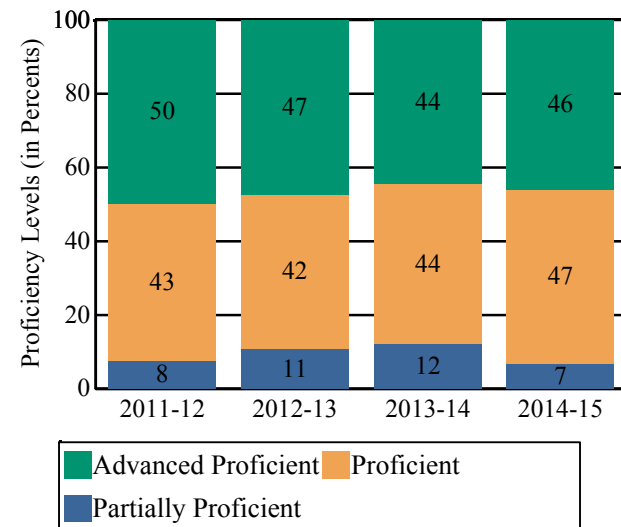
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	46%	47%	7%
White	47%	47%	6%
African American	20%	70%	10%
Hispanic	35%	50%	15%
American Indian	-	-	-
Asian	68%	30%	3%
Two or More Races	-	-	-
Students with Disability	17%	40%	43%
English Language Learners	-	-	-
Economically Disadvantaged Students	20%	65%	16%

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

NJASK Proficiency Trends - Science - Grade Level - 08

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



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

### Algebra I Course Enrollment

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

Algebra I Enrollment Count	Algebra I PARCC Test Count
260	225

### Algebra I Test Taking

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

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
99.6%	65.8%

- Data Suppressed to protect the confidentiality of students

### Chronic Absenteeism Trend

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

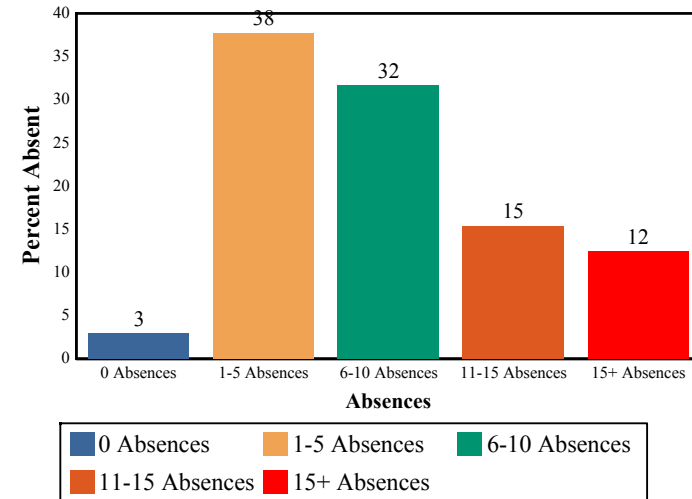


**Chronic Absenteeism for 2014-15**

**8.43%**

### Absenteeism

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





Visual and Performing Arts

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

Percent of Students Enrolled	School	State
Dance	N/R	1.6%
Drama/Theater	N/R	3.9%
Music	64.7%	66.0%
Visual Arts	55.7%	71.1%
Total: All Visual and Performing Arts	90.9%	89.8%

N/R - Data Not Reported

**STUDENT GROWTH**

**MORRIS**

**MOUNT OLIVE TWP**

**GRADE SPAN 06-08**

**MOUNT OLIVE MIDDLE SCHOOL**

**160 WOLFE ROAD**

**BUDD LAKE, NJ 07828**

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	26	7	3	35	NO
Student Growth on Math	37	17	18	35	YES
		12	11		50%

**Student Growth**

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

**Language Arts**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	7%	0%	0%
Partially Met	12%	2%	0%
Approached	19%	5%	2%
Met	18%	13%	7%
Exceeded	2%	5%	8%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	7%	1%	0%
Partially Met	15%	3%	2%
Approached	13%	10%	6%
Met	14%	11%	12%
Exceeded	0%	2%	4%

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

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

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

**WITHIN SCHOOL ACHIEVEMENT GAP**

**MORRIS**

**MOUNT OLIVE TWP**

**GRADE SPAN 06-08**

**MOUNT OLIVE MIDDLE SCHOOL**

**160 WOLFE ROAD**

**BUDD LAKE, NJ 07828**

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

**Grade Level - 06**

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

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

Percentile	School Scale Score	State Scale Score
99th	808	850
75th	765	770
50th	744	749
25th	724	726
0th	676	650

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

**Grade Level - 06**

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

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

Percentile	School Scale Score	State Scale Score
99th	801	850
75th	761	763
50th	742	742
25th	722	721
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	42

**WITHIN SCHOOL ACHIEVEMENT GAP**

MORRIS  
MOUNT OLIVE TWP

GRADE SPAN 06-08

27-3450-040  
MOUNT OLIVE MIDDLE SCHOOL  
160 WOLFE ROAD  
BUDD LAKE, NJ 07828

**Grade Level - 07**

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

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

Percentile	School Scale Score	State Scale Score
99th	833	850
75th	787	776
50th	765	751
25th	739	724
0th	650	650

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

**Grade Level - 08**

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

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

Percentile	School Scale Score	State Scale Score
99th	837	850
75th	772	777
50th	750	751
25th	727	723
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	45	54

**Grade Level - 07**

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

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

Percentile	School Scale Score	State Scale Score
99th	808	850
75th	769	759
50th	754	740
25th	736	720
0th	684	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	39

**Grade Level - 08**

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

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

Percentile	School Scale Score	State Scale Score
99th	N/A	850
75th	N/A	748
50th	N/A	726
25th	N/A	704
0th	N/A	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	N/A	44

**SCHOOL CLIMATE**  
**MORRIS**  
**MOUNT OLIVE TWP**

**Length of School Day**

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

	School
2014-15	7 Hrs. 0 Mins.

**Student Suspension Rate**

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

	School
2014-15	0.8%

**State of New Jersey**  
**2014-15**

**GRADE SPAN 06-08**

**27-3450-040**  
**MOUNT OLIVE MIDDLE SCHOOL**  
**160 WOLFE ROAD**  
**BUDD LAKE, NJ 07828**

**Instructional Time**

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

2014-15	School
Full Time	6 Hrs. 16 Mins.
Shared Time	3 Hrs. 16 Mins.

**Student Expulsions**

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

	School
2014-15	0

**Student to Staff Ratio**

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

2014-15	School
Faculty	13
Administrators	404

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	ESTELL MANOR CITY	ESTELL MANOR ELEMENTARY SCHOOL	01-1410-050	KG-08	12.3%	0%	14.1%
BERGEN	LYNDHURST TWP	ROOSEVELT SCHOOL	03-2860-110	04-08	16.2%	0%	14.4%
BURLINGTON	LUMBERTON TWP	LUMBERTON MIDDLE SCHOOL	05-2850-060	06-08	20.8%	0.9%	21.1%
BURLINGTON	SOUTHAMPTON TWP	SOUTHAMPTON TOWNSHIP SCHOOL #3	05-4930-070	06-08	12.3%	0.4%	17.5%
CAMDEN	CHERRY HILL TWP	HENRY C. BECK MIDDLE SCHOOL	07-0800-073	06-08	14.5%	0.8%	20%
CAMDEN	CHERRY HILL TWP	ROSA INTERNATIONAL MIDDLE SCHOOL	07-0800-074	06-08	14%	0%	16%
CAPE MAY	DENNIS TWP	DENNIS TWP ELEMENTARY/MIDDLE SCHOOL	09-1080-050	04-08	26.2%	0%	21.1%
CHARTERS	TEANECK COMMUNITY CS	TEANECK COMMUNITY CHARTER SCHOOL	80-7890-920	KG-08	10.5%	0%	12.1%
GLOUCESTER	KINGSWAY REGIONAL	KINGSWAY REGIONAL MIDDLE SCHOOL	15-2440-060	07-08	10.4%	0.3%	14.3%
GLOUCESTER	WASHINGTON TWP	BUNKER HILL MIDDLE SCHOOL	15-5500-020	06-08	17.7%	0%	16.8%
HUNTERDON	FRENCHTOWN BORO	FRENCHTOWN ELEMENTARY	19-1680-050	PK-08	14.7%	0%	17.2%
MIDDLESEX	OLD BRIDGE TWP	JONAS SALK MIDDLE SCHOOL	23-3845-110	06-08	21.9%	0%	17.3%
MONMOUTH	FREEHOLD TWP	DWIGHT D. EISENHOWER SCHOOL	25-1660-024	06-08	10.5%	0%	15.3%
MONMOUTH	MIDDLETOWN TWP	THORNE MIDDLE SCHOOL	25-3160-059	06-08	22.6%	0.3%	20.5%
MONMOUTH	TINTON FALLS	TINTON FALLS MIDDLE SCHOOL	25-5185-070	06-08	19.6%	0.2%	18.6%
MONMOUTH	WALL TWP	WALL INTERMEDIATE SCHOOL	25-5420-075	06-08	10.1%	0.6%	15.4%
MORRIS	BUTLER BORO	RICHARD BUTLER SCHOOL	27-0630-030	05-08	19.7%	1%	24%
MORRIS	JEFFERSON TWP	JEFFERSON TOWNSHIP MIDDLE SCHOOL	27-2380-045	06-08	13.5%	0%	16.3%
MORRIS	MOUNT ARLINGTON BORO	MOUNT ARLINGTON PUBLIC SCHOOL	27-3410-050	03-08	18.4%	0.8%	20.1%
MORRIS	MOUNT OLIVE TWP	MOUNT OLIVE MIDDLE SCHOOL	27-3450-040	06-08	12.4%	0.7%	17.8%
PASSAIC	LITTLE FALLS TWP	LITTLE FALLS TOWNSHIP PUBLIC SCHOOL # 1	31-2700-050	05-08	24.3%	0.2%	19.3%

**SCHOOL PEER GROUP**

**MORRIS**

**MOUNT OLIVE TWP**

**GRADE SPAN 06-08**

**MOUNT OLIVE MIDDLE SCHOOL**

**160 WOLFE ROAD**

**BUDD LAKE, NJ 07828**

PASSAIC	NORTH HALEDON BORO	HIGH MOUNTAIN MIDDLE SCHOOL	31-3640-050	05-08	18.5%	0%	15.4%
PASSAIC	WANAQUE BORO	WANAQUE ELEMENTARY SCHOOL	31-5440-070	KG-08	14.9%	0%	15.3%
SALEM	ALLOWAY TWP	ALLOWAY TOWNSHIP SCHOOL	33-0060-020	PK-08	13.9%	0%	15.2%
SALEM	UPPER PITTSBGROVE TWP	UPPER PITTSBGROVE SCHOOL	33-5320-070	PK-08	25.8%	0%	19.2%
SUSSEX	FRANKFORD TWP	FRANKFORD TOWNSHIP SCHOOL	37-1560-050	PK-08	11.7%	0%	13.1%
SUSSEX	OGDENSBURG BORO	OGDENSBURG BOROUGH SCHOOL DISTRICT	37-3840-050	KG-08	24.2%	0%	19.3%
SUSSEX	VERNON TWP	GLEN MEADOW MIDDLE SCHOOL	37-5360-025	07-08	18.6%	0%	18.4%
WARREN	HARMONY TWP	HARMONY TOWNSHIP SCHOOL DISTRICT	41-2040-030	PK-08	15.9%	0%	15%
WARREN	OXFORD TWP	OXFORD CENTRAL SCHOOL	41-3890-050	PK-08	15.4%	0%	14.9%
WARREN	WHITE TWP	WHITE TOWNSHIP CONSOLIDATED SCHOOL	41-5780-050	PK-08	19%	0%	18.2%



# State of New Jersey

2014-15

27-3450-050

## OVERVIEW

MORRIS

MOUNT OLIVE TWP

CHESTER M. STEPHENS ELEMENTARY SCHOOL

99 SUNSET DRIVE

BUDD LAKE, NJ 07828

GRADE SPAN KG-05

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

In particular, the School Performance Reports seek to:

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

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

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



## DEMOGRAPHIC INFORMATION

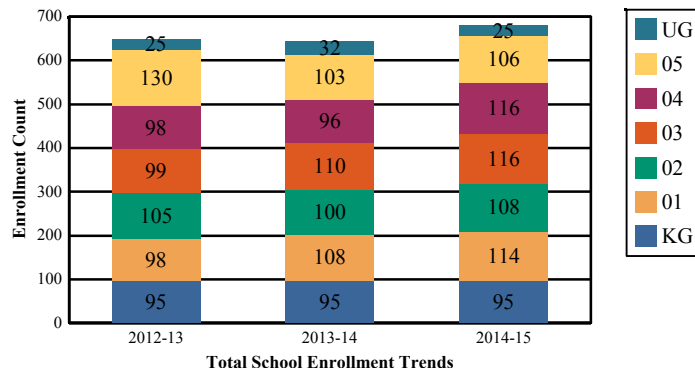
MORRIS  
MOUNT OLIVE TWP

GRADE SPAN KG-05

27-3450-050  
CHESTER M. STEPHENS ELEMENTARY SCHOOL  
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BUDD LAKE, NJ 07828

### Enrollment by Grade

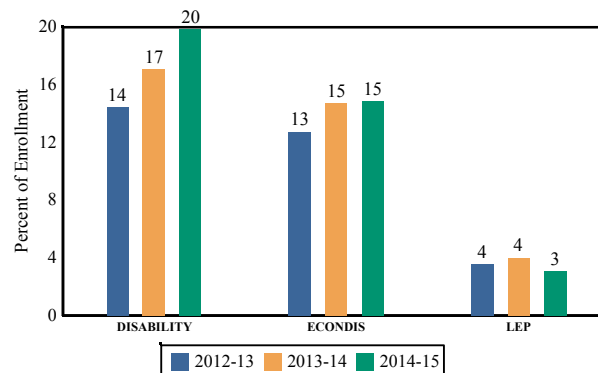
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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

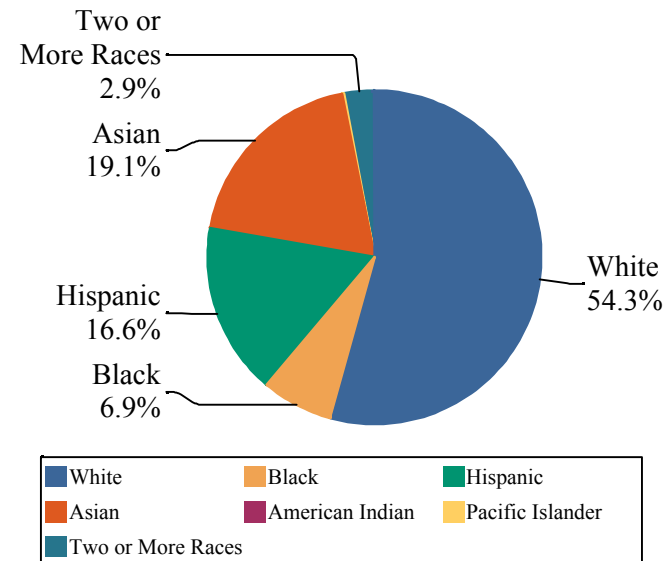
### Enrollment Trends by Program Participation

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



### Enrollment by Ethnic/Racial Subgroup

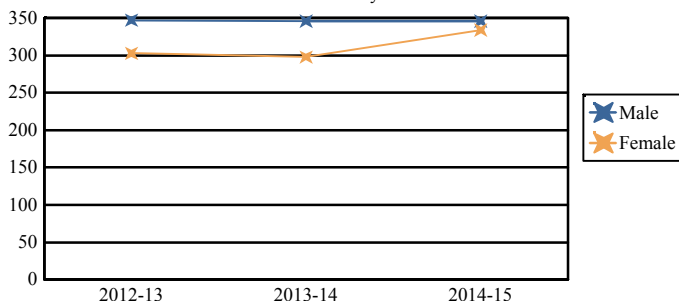
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	650
2013-14	644
2014-15	680

### Enrollment by Gender

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



	Male	Female
2012-13	347	303
2013-14	346	298
2014-15	346	334

### Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	135	20%
Economically Disadvantaged Students	101	14.9%
English Language Learners	21	3.1%

### Language Diversity

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

2014-15	Percent
English	73.3%
Spanish	7.1%
Telugu	2.3%
Chinese	2.3%
Hindi	1.5%
Tamil	1.5%
Other	12.1%

### ACADEMIC ACHIEVEMENT

MORRIS

MOUNT OLIVE TWP

GRADE SPAN KG-05

CHESTER M. STEPHENS ELEMENTARY SCHOOL

99 SUNSET DRIVE

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	61%	42	65
Math Met or Exceeded Expectation	45%		

### ESEA Waiver - English Language Arts/Literacy

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	315	60.6%	95%	92.8%	YES*
White	165	58.2%	95%	88.7%	YES*
African American	-	-	--	--	--
Hispanic	51	51%	95%	98.3%	YES
American Indian	-	-	--	--	--
Asian	70	77.2%	95%	98.7%	YES
Two or More Races	-	-	--	--	--
Students with Disability	78	34.6%	95%	95.3%	YES
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	44	45.4%	95%	98%	YES

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

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

ACADEMIC ACHIEVEMENT

MORRIS

MOUNT OLIVE TWP

GRADE SPAN KG-05

CHESTER M. STEPHENS ELEMENTARY SCHOOL

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ESEA Waiver - Math

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	316	45%	95%	93.1%	YES*
White	166	38.5%	95%	89.2%	YES*
African American	-	-	--	--	--
Hispanic	51	25.5%	95%	98.3%	YES
American Indian	-	-	--	--	--
Asian	70	78.6%	95%	98.7%	YES
Two or More Races	-	-	--	--	--
Students with Disability	79	27.9%	95%	96.5%	YES
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	44	27.3%	95%	98%	YES

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

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

PARCC Performance Level

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

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

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

ACADEMIC ACHIEVEMENT

MORRIS

MOUNT OLIVE TWP

GRADE SPAN KG-05

CHESTER M. STEPHENS ELEMENTARY SCHOOL

99 SUNSET DRIVE

BUDD LAKE, NJ 07828

PARCC ELA Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	102	758	744	3%	10%	25%	53%	9%	62%	44%
White	50	751	753	4%	12%	30%	46%	8%	54%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	15	748	727	0%	13%	33%	47%	7%	53%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	26	779	769	0%	4%	12%	69%	15%	85%	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	26	731	718	8%	27%	15%	38%	12%	50%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	14	744	724	0%	14%	29%	36%	21%	57%	24%

**ACADEMIC ACHIEVEMENT**

**MORRIS**

**MOUNT OLIVE TWP**

**GRADE SPAN KG-05**

**CHESTER M. STEPHENS ELEMENTARY SCHOOL**

**99 SUNSET DRIVE**

**BUDD LAKE, NJ 07828**

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	117	750	751	3%	10%	36%	45%	6%	51%	52%
White	66	748	758	3%	12%	35%	45%	5%	50%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	20	747	737	5%	10%	35%	45%	5%	50%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	22	760	773	0%	5%	36%	45%	14%	59%	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	31	731	725	10%	23%	39%	23%	6%	29%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	19	738	734	5%	16%	47%	32%	0%	32%	31%

**ACADEMIC ACHIEVEMENT**

**MORRIS**

**MOUNT OLIVE TWP**

**GRADE SPAN KG-05**

**CHESTER M. STEPHENS ELEMENTARY SCHOOL**

**99 SUNSET DRIVE**

**BUDD LAKE, NJ 07828**

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	96	764	751	2%	8%	19%	64%	7%	71%	53%
White	49	760	757	2%	6%	18%	67%	6%	73%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	16	759	737	0%	25%	25%	44%	6%	50%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	22	777	771	5%	0%	9%	73%	14%	86%	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	21	732	723	5%	33%	38%	24%	0%	24%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	11	734	734	18%	9%	18%	55%	0%	55%	31%

ACADEMIC ACHIEVEMENT

MORRIS

MOUNT OLIVE TWP

GRADE SPAN KG-05

CHESTER M. STEPHENS ELEMENTARY SCHOOL

99 SUNSET DRIVE

BUDD LAKE, NJ 07828

PARCC MATH - Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	103	752	746	2%	12%	31%	48%	8%	55%	46%
White	51	747	752	4%	8%	39%	45%	4%	49%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	15	740	733	0%	27%	47%	20%	7%	27%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	26	773	772	0%	4%	4%	77%	15%	92%	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	27	737	727	7%	15%	33%	33%	11%	44%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	14	737	730	0%	21%	29%	36%	14%	50%	26%



ACADEMIC ACHIEVEMENT

MORRIS

MOUNT OLIVE TWP

GRADE SPAN KG-05

CHESTER M. STEPHENS ELEMENTARY SCHOOL

99 SUNSET DRIVE

BUDD LAKE, NJ 07828

PARCC MATH - Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	117	740	744	4%	23%	38%	30%	5%	35%	42%
White	66	740	749	3%	23%	41%	26%	8%	33%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	20	735	732	5%	30%	40%	25%	0%	25%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	22	751	769	5%	14%	32%	45%	5%	50%	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	31	726	724	13%	42%	19%	16%	10%	26%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	19	730	730	5%	26%	58%	5%	5%	11%	23%

ACADEMIC ACHIEVEMENT

MORRIS

MOUNT OLIVE TWP

GRADE SPAN KG-05

CHESTER M. STEPHENS ELEMENTARY SCHOOL

99 SUNSET DRIVE

BUDD LAKE, NJ 07828

PARCC MATH - Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	96	749	744	3%	8%	43%	43%	3%	46%	42%
White	49	744	749	4%	6%	55%	33%	2%	35%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	16	743	733	0%	25%	50%	25%	0%	25%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	22	767	768	0%	5%	5%	82%	9%	91%	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	21	726	724	14%	29%	48%	10%	0%	10%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	11	733	731	9%	18%	45%	27%	0%	27%	23%

ACADEMIC ACHIEVEMENT

MORRIS

MOUNT OLIVE TWP

GRADE SPAN KG-05

CHESTER M. STEPHENS ELEMENTARY SCHOOL

99 SUNSET DRIVE

BUDD LAKE, NJ 07828

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

Proficiency Percentages

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

**ACADEMIC ACHIEVEMENT**

**MORRIS**

**MOUNT OLIVE TWP**

**GRADE SPAN KG-05**

27-3450-050  
**CHESTER M. STEPHENS ELEMENTARY SCHOOL**  
**99 SUNSET DRIVE**  
**BUDD LAKE, NJ 07828**

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

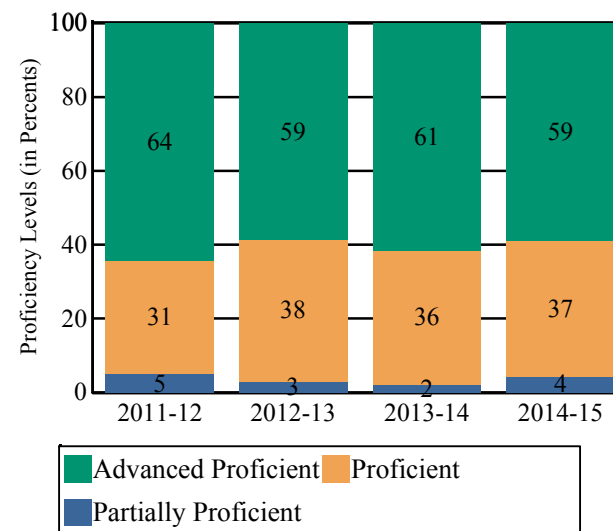
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	59%	37%	4%
White	61%	34%	5%
African American	-	-	-
Hispanic	44%	44%	11%
American Indian	-	-	-
Asian	67%	33%	0%
Two or More Races	-	-	-
Students with Disability	42%	50%	8%
English Language Learners	-	-	-
Economically Disadvantaged Students	47%	47%	6%

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

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

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



COLLEGE AND CAREER READINESS

MORRIS

MOUNT OLIVE TWP

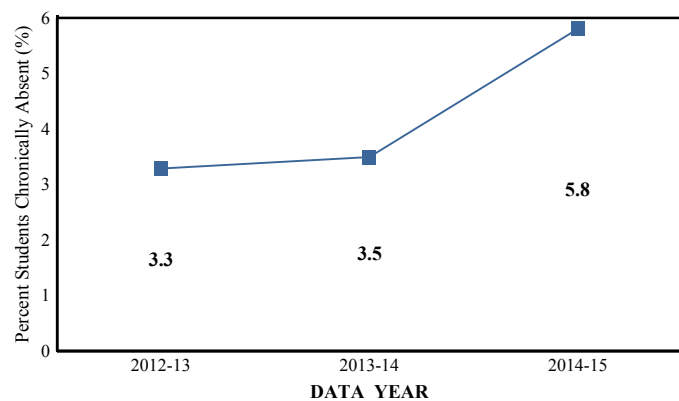
GRADE SPAN KG-05

27-3450-050  
CHESTER M. STEPHENS ELEMENTARY SCHOOL  
99 SUNSET DRIVE  
BUDD LAKE, NJ 07828

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

Chronic Absenteeism Trend

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

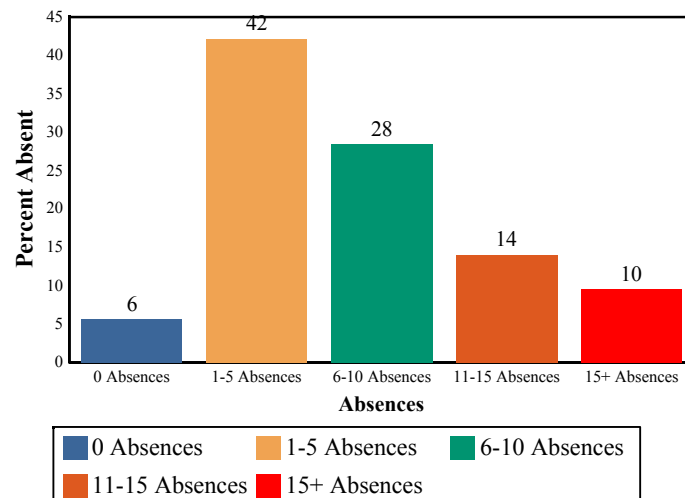


Chronic Absenteeism for 2014-15

5.81%

Absenteeism

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



### STUDENT GROWTH

MORRIS

MOUNT OLIVE TWP

CHESTER M. STEPHENS ELEMENTARY SCHOOL

99 SUNSET DRIVE

BUDD LAKE, NJ 07828

GRADE SPAN KG-05

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	46	34	32	35	YES
Student Growth on Math	51	27	47	35	YES
		31	40		100%

### Student Growth

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

#### Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	0%	0%
Partially Met	7%	1%	1%
Approached	13%	10%	5%
Met	13%	20%	21%
Exceeded	0%	1%	5%

#### Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	3%	0%	0%
Partially Met	12%	4%	1%
Approached	11%	17%	11%
Met	10%	9%	18%
Exceeded	0%	0%	2%

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

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

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

### WITHIN SCHOOL ACHIEVEMENT GAP

MORRIS

MOUNT OLIVE TWP

CHESTER M. STEPHENS ELEMENTARY SCHOOL

99 SUNSET DRIVE

BUDD LAKE, NJ 07828

GRADE SPAN KG-05

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

#### Grade Level - 03

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

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

Percentile	School Scale Score	State Scale Score
99th	828	850
75th	780	770
50th	757	743
25th	737	715
0th	671	650

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

#### Grade Level - 03

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

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

Percentile	School Scale Score	State Scale Score
99th	806	850
75th	766	767
50th	752	745
25th	735	722
0th	696	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	45

### WITHIN SCHOOL ACHIEVEMENT GAP

MORRIS

MOUNT OLIVE TWP

GRADE SPAN KG-05

CHESTER M. STEPHENS ELEMENTARY SCHOOL

99 SUNSET DRIVE

BUDD LAKE, NJ 07828

#### Grade Level - 04

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

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

Percentile	School Scale Score	State Scale Score
99th	807	850
75th	768	773
50th	750	750
25th	733	728
0th	654	650

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

#### Grade Level - 05

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

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

Percentile	School Scale Score	State Scale Score
99th	819	850
75th	783	773
50th	766	751
25th	747	728
0th	666	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	45

#### Grade Level - 04

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

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

Percentile	School Scale Score	State Scale Score
99th	801	850
75th	758	764
50th	737	742
25th	724	721
0th	681	650

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

#### Grade Level - 05

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

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

Percentile	School Scale Score	State Scale Score
99th	798	850
75th	762	763
50th	748	743
25th	735	723
0th	683	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	27	40



**SCHOOL CLIMATE**  
**MORRIS**  
**MOUNT OLIVE TWP**

**State of New Jersey**  
**2014-15**

**GRADE SPAN KG-05**

**27-3450-050**  
**CHESTER M. STEPHENS ELEMENTARY SCHOOL**  
**99 SUNSET DRIVE**  
**BUDD LAKE, NJ 07828**

**Length of School Day**

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

	School
<b>2014-15</b>	7 Hrs. 0 Mins.

**Student Suspension Rate**

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

	School
<b>2014-15</b>	0.2%

**Instructional Time**

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

<b>2014-15</b>	School
<b>Full Time</b>	6 Hrs. 15 Mins.
<b>Shared Time</b>	3 Hrs. 15 Mins.

**Student Expulsions**

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

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

**Student to Staff Ratio**

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

<b>2014-15</b>	School
<b>Faculty</b>	16
<b>Administrators</b>	0

**N/R - Data Not Reported**

### SCHOOL PEER GROUP

MORRIS

MOUNT OLIVE TWP

GRADE SPAN KG-05

CHESTER M. STEPHENS ELEMENTARY SCHOOL

99 SUNSET DRIVE

BUDD LAKE, NJ 07828

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	LEONIA BORO	ANNA C. SCOTT ELEMENTARY SCHOOL	03-2620-060	PK-05	13.6%	6.4%	11.3%
BURLINGTON	EVESHAM TWP	J HAROLD VAN ZANT	05-1420-057	KG-05	10.7%	0%	17.1%
BURLINGTON	EVESHAM TWP	ROBERT B JAGGARD SCHOOL	05-1420-070	KG-05	14.7%	0.2%	21.6%
BURLINGTON	MOORESTOWN TWP	MOORESTOWN UPPER ELEMENTARY SCHOOL	05-3360-115	04-06	11.5%	0.3%	17.6%
BURLINGTON	MOUNT LAUREL TWP	COUNTRYSIDE ELEMENTARY SCHOOL	05-3440-010	PK-04	13.7%	3.7%	14.2%
CAMDEN	CHERRY HILL TWP	JAMES F. COOPER ELEMENTARY SCHOOL	07-0800-083	KG-05	17.9%	1.5%	23.7%
CAMDEN	HADDON HEIGHTS BORO	GLENVIEW AVE	07-1880-060	PK-06	10.5%	0%	16.9%
CAMDEN	HADDON TWP	VAN SCIVER ELEMENTARY SCHOOL	07-1890-100	PK-05	16.4%	2.7%	19.4%
CAPE MAY	UPPER TWP	UPPER TOWNSHIP ELEMENTARY SCHOOL	09-5340-050	03-05	14.5%	0.2%	20.9%
GLOUCESTER	PITMAN BORO	ELWOOD KINDLE ELEMENTARY SCHOOL	15-4140-060	PK-05	10.6%	0%	15.4%
GLOUCESTER	PITMAN BORO	W.C.K. WALLS ELEMENTARY SCHOOL	15-4140-080	PK-05	13.1%	0%	21.4%
HUNTERDON	FLEMINGTON-RARITAN REG	COPPER HILL ELEMENTARY SCHOOL	19-1510-033	PK-04	12.6%	2.8%	16.9%
HUNTERDON	FLEMINGTON-RARITAN REG	READING-FLEMING INTERMEDIATE SCHOOL	19-1510-040	05-06	14.7%	0.8%	19.4%
MERCER	HAMILTON TWP	UNIVERSITY HEIGHTS ELEMENTARY SCHOOL	21-1950-250	PK-05	20.3%	1.4%	26.3%
MERCER	PRINCETON REGIONAL	COMMUNITY PARK SCHOOL	21-4255-110	PK-05	18.8%	9.9%	14.9%
MERCER	PRINCETON REGIONAL	RIVERSIDE SCHOOL	21-4255-090	PK-05	17.8%	5.2%	18.4%
MIDDLESEX	SOUTH PLAINFIELD BORO	JOHN F KENNEDY ELEMENTARY SCHOOL	23-4910-055	KG-04	15.7%	0.8%	23.1%
MONMOUTH	FREEHOLD TWP	C. RICHARD APPLGATE SCHOOL	25-1660-021	KG-05	10%	0.2%	15%
MONMOUTH	MIDDLETOWN TWP	NEW MONMOUTH ELEMENTARY SCHOOL	25-3160-143	PK-05	10.2%	0.7%	16.1%
MORRIS	JEFFERSON TWP	ARTHUR STANLICK ELEMENTARY SCHOOL	27-2380-028	03-05	16.3%	0.3%	24.6%

**SCHOOL PEER GROUP**

**MORRIS**

**MOUNT OLIVE TWP**

**GRADE SPAN KG-05**

**27-3450-050**  
**CHESTER M. STEPHENS ELEMENTARY SCHOOL**  
**99 SUNSET DRIVE**  
**BUDD LAKE, NJ 07828**

MORRIS	MOUNT OLIVE TWP	CHESTER M. STEPHENS ELEMENTARY SCHOOL	27-3450-050	KG-05	14.8%	3.1%	18.1%
MORRIS	MOUNT OLIVE TWP	MOUNTAIN VIEW ELEMENTARY SCHOOL	27-3450-060	PK-05	11.6%	3.3%	14.7%
MORRIS	ROCKAWAY BORO	LINCOLN ELEMENTARY SCHOOL	27-4480-060	PK-03	11.7%	7.5%	9.7%
OCEAN	ISLAND HEIGHTS BORO	ISLAND HEIGHTS ELEMENTARY SCHOOL	29-2350-050	KG-06	11.8%	0%	16.8%
OCEAN	JACKSON TWP	HOWARD C. JOHNSON ELEMENTARY SCHOOL	29-2360-044	KG-05	12.9%	0.2%	20.5%
PASSAIC	POMPTON LAKES BORO	LINCOLN SCHOOL	31-4230-070	PK-05	19.2%	5%	19.6%
SOMERSET	BRIDGEWATER-RARITAN REG	HILLSIDE INTERMEDIATE SCHOOL	35-0555-065	05-06	10.2%	0%	16.1%
SOMERSET	SOMERSET HILLS REGIONAL	MARION T. BEDWELL ELEMENTARY SCHOOL	35-4815-030	PK-04	12.8%	5.8%	12.2%
UNION	SUMMIT CITY	BRAYTON ELEMENTARY SCHOOL	39-5090-070	01-05	12.9%	7.3%	10.2%
UNION	SUMMIT CITY	WASHINGTON ELEMENTARY SCHOOL	39-5090-120	01-05	13.6%	5.9%	11.8%
WARREN	GREAT MEADOWS REGIONAL	LIBERTY ELEMENTARY SCHOOL	41-1785-060	03-05	13%	2.3%	17.9%



# State of New Jersey

2014-15

27-3450-060

## OVERVIEW

MORRIS

MOUNT OLIVE TWP

GRADE SPAN PK-05

MOUNTAIN VIEW ELEMENTARY SCHOOL

118 CLOVER HILL DRIVE

FLANDERS, NJ 07836

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

In particular, the School Performance Reports seek to:

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

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

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



# State of New Jersey 2014-15

## DEMOGRAPHIC INFORMATION

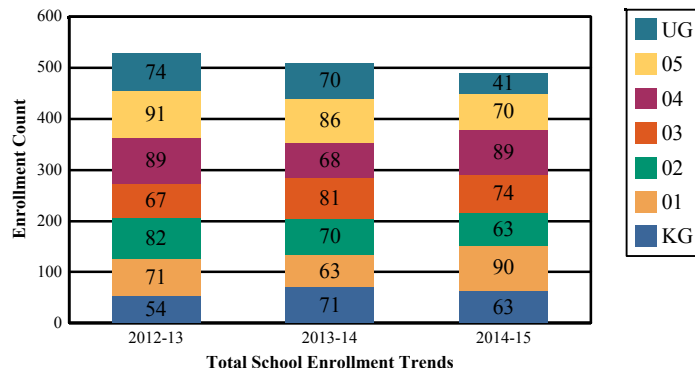
MORRIS  
MOUNT OLIVE TWP

GRADE SPAN PK-05

27-3450-060  
MOUNTAIN VIEW ELEMENTARY SCHOOL  
118 CLOVER HILL DRIVE  
FLANDERS, NJ 07836

### Enrollment by Grade

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

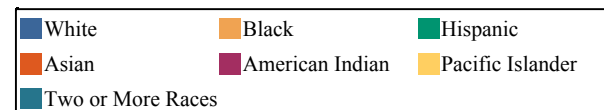
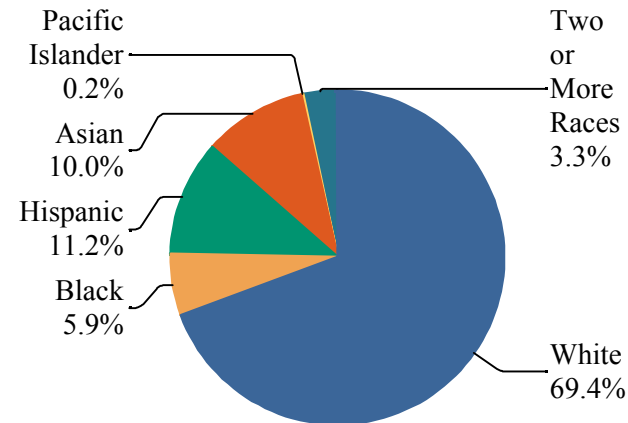
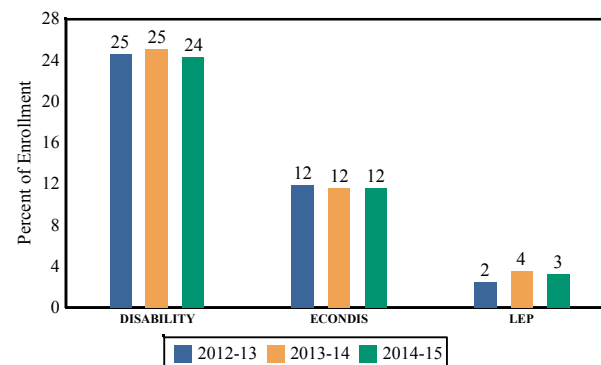


Total School Enrollment Trends

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

### Enrollment Trends by Program Participation

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



### Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	119	24%
Economically Disadvantaged Students	57	11.6%
English Language Learners	16	3.3%

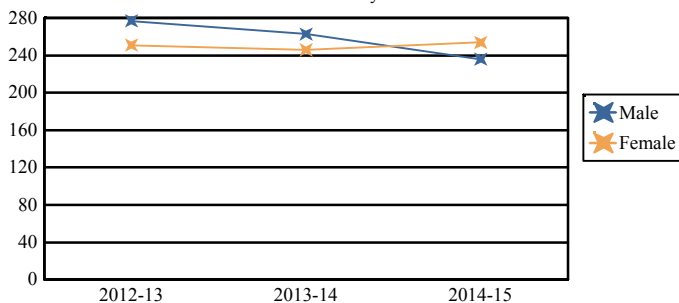
### Language Diversity

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

2014-15	Percent
English	87.1%
Spanish	4.0%
Hindi	1.0%
Arabic	1.0%
Gujarati	1.0%
Vietnamese	0.8%
Other	5.1%

### Enrollment by Gender

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



	Male	Female
2012-13	277	251
2013-14	263	246
2014-15	236	254

### ACADEMIC ACHIEVEMENT

MORRIS

MOUNT OLIVE TWP

GRADE SPAN PK-05

MOUNTAIN VIEW ELEMENTARY SCHOOL

118 CLOVER HILL DRIVE

FLANDERS, NJ 07836

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	64%	75	72
Math Met or Exceeded Expectation	56%		

### ESEA Waiver - English Language Arts/Literacy

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	206	64.1%	95%	90%	YES*
White	143	64.3%	95%	88.8%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	44	25%	95%	86.3%	YES*
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

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

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

ACADEMIC ACHIEVEMENT

MORRIS

MOUNT OLIVE TWP

GRADE SPAN PK-05

MOUNTAIN VIEW ELEMENTARY SCHOOL  
118 CLOVER HILL DRIVE  
FLANDERS, NJ 07836

ESEA Waiver - Math

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	207	55.5%	95%	90%	YES*
White	143	54.6%	95%	88.8%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	44	18.2%	95%	86.3%	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

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

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



State of New Jersey  
2014-15

ACADEMIC ACHIEVEMENT

MORRIS  
MOUNT OLIVE TWP

GRADE SPAN PK-05

27-3450-060  
MOUNTAIN VIEW ELEMENTARY SCHOOL  
118 CLOVER HILL DRIVE  
FLANDERS, NJ 07836

PARCC Performance Level

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

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

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



**ACADEMIC ACHIEVEMENT**

**MORRIS**

**MOUNT OLIVE TWP**

**GRADE SPAN PK-05**

**MOUNTAIN VIEW ELEMENTARY SCHOOL**  
**118 CLOVER HILL DRIVE**  
**FLANDERS, NJ 07836**

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	64	759	744	5%	6%	27%	61%	2%	63%	44%
White	38	757	753	5%	8%	26%	61%	0%	61%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	12	756	727	8%	0%	25%	67%	0%	67%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	11	728	718	18%	18%	36%	27%	0%	27%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	12	736	724	8%	25%	42%	25%	0%	25%	24%

ACADEMIC ACHIEVEMENT

MORRIS

MOUNT OLIVE TWP

GRADE SPAN PK-05

MOUNTAIN VIEW ELEMENTARY SCHOOL  
118 CLOVER HILL DRIVE  
FLANDERS, NJ 07836

PARCC ELA Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	82	761	751	2%	7%	26%	50%	15%	65%	52%
White	63	761	758	3%	10%	22%	49%	16%	65%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	20	738	725	10%	20%	35%	30%	5%	35%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

ACADEMIC ACHIEVEMENT

MORRIS

MOUNT OLIVE TWP

GRADE SPAN PK-05

MOUNTAIN VIEW ELEMENTARY SCHOOL  
118 CLOVER HILL DRIVE  
FLANDERS, NJ 07836

PARCC ELA Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	60	760	751	2%	13%	20%	58%	7%	65%	53%
White	42	761	757	0%	12%	21%	64%	2%	67%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	-	-	723	-	-	-	-	-	-	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

ACADEMIC ACHIEVEMENT

MORRIS

MOUNT OLIVE TWP

GRADE SPAN PK-05

MOUNTAIN VIEW ELEMENTARY SCHOOL  
118 CLOVER HILL DRIVE  
FLANDERS, NJ 07836

PARCC MATH - Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	65	754	746	0%	14%	31%	45%	11%	55%	46%
White	38	751	752	0%	18%	26%	50%	5%	55%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	13	748	733	0%	8%	46%	46%	0%	46%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	13	734	730	0%	31%	46%	23%	0%	23%	26%

ACADEMIC ACHIEVEMENT

MORRIS

MOUNT OLIVE TWP

GRADE SPAN PK-05

MOUNTAIN VIEW ELEMENTARY SCHOOL  
118 CLOVER HILL DRIVE  
FLANDERS, NJ 07836

PARCC MATH - Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	82	755	744	1%	10%	29%	55%	5%	60%	42%
White	63	754	749	2%	11%	30%	54%	3%	57%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	20	738	724	5%	25%	40%	30%	0%	30%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	23%

ACADEMIC ACHIEVEMENT

MORRIS

MOUNT OLIVE TWP

GRADE SPAN PK-05

MOUNTAIN VIEW ELEMENTARY SCHOOL  
118 CLOVER HILL DRIVE  
FLANDERS, NJ 07836

PARCC MATH - Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	60	753	744	5%	10%	35%	33%	17%	50%	42%
White	42	755	749	2%	7%	40%	36%	14%	50%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	731	-	-	-	-	-	-	23%

ACADEMIC ACHIEVEMENT

MORRIS  
MOUNT OLIVE TWP

GRADE SPAN PK-05

MOUNTAIN VIEW ELEMENTARY SCHOOL  
118 CLOVER HILL DRIVE  
FLANDERS, NJ 07836

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

Proficiency Percentages

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

## ACADEMIC ACHIEVEMENT

MORRIS

MOUNT OLIVE TWP

GRADE SPAN PK-05

27-3450-060

MOUNTAIN VIEW ELEMENTARY SCHOOL  
118 CLOVER HILL DRIVE  
FLANDERS, NJ 07836

### NJASK Results - Science Grade Level - 04

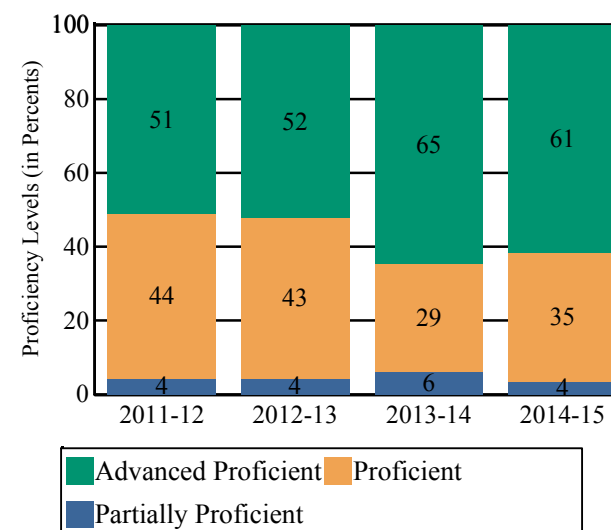
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	61%	35%	4%
White	66%	29%	5%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	35%	50%	15%
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

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

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

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





**COLLEGE AND CAREER READINESS**

**MORRIS**

**MOUNT OLIVE TWP**

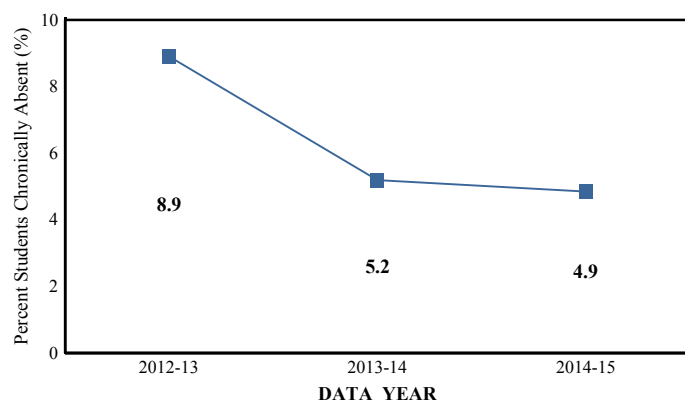
**GRADE SPAN PK-05**

**MOUNTAIN VIEW ELEMENTARY SCHOOL  
118 CLOVER HILL DRIVE  
FLANDERS, NJ 07836**

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

**Chronic Absenteeism Trend**

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

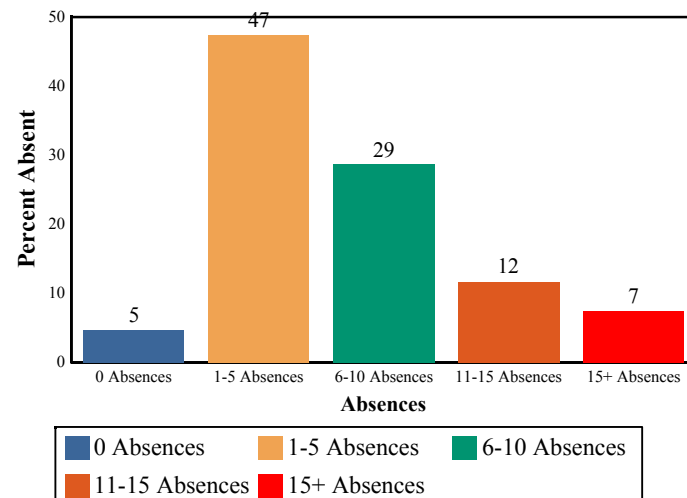


**Chronic Absenteeism for 2014-15**

**4.85%**

**Absenteeism**

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



### STUDENT GROWTH

MORRIS

MOUNT OLIVE TWP

GRADE SPAN PK-05

MOUNTAIN VIEW ELEMENTARY SCHOOL

118 CLOVER HILL DRIVE

FLANDERS, NJ 07836

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	52	63	53	35	YES
Student Growth on Math	58	63	68	35	YES
		63	61		100%

### Student Growth

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

#### Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	0%	0%
Partially Met	4%	4%	1%
Approached	8%	9%	6%
Met	16%	15%	23%
Exceeded	0%	4%	8%

#### Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	0%	0%
Partially Met	6%	2%	1%
Approached	9%	10%	13%
Met	11%	14%	21%
Exceeded	0%	2%	8%

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

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

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

### WITHIN SCHOOL ACHIEVEMENT GAP

MORRIS

MOUNT OLIVE TWP

GRADE SPAN PK-05

MOUNTAIN VIEW ELEMENTARY SCHOOL

118 CLOVER HILL DRIVE

FLANDERS, NJ 07836

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

#### Grade Level - 03

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

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

Percentile	School Scale Score	State Scale Score
99th	819	850
75th	780	770
50th	765	743
25th	739	715
0th	679	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	55

#### Grade Level - 03

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

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

Percentile	School Scale Score	State Scale Score
99th	822	850
75th	771	767
50th	753	745
25th	730	722
0th	702	650

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

### WITHIN SCHOOL ACHIEVEMENT GAP

MORRIS

MOUNT OLIVE TWP

GRADE SPAN PK-05

MOUNTAIN VIEW ELEMENTARY SCHOOL

118 CLOVER HILL DRIVE

FLANDERS, NJ 07836

#### Grade Level - 04

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

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

Percentile	School Scale Score	State Scale Score
99th	831	850
75th	779	773
50th	763	750
25th	745	728
0th	663	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	45

#### Grade Level - 05

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

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

Percentile	School Scale Score	State Scale Score
99th	809	850
75th	781	773
50th	765	751
25th	741	728
0th	680	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	45

#### Grade Level - 04

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

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

Percentile	School Scale Score	State Scale Score
99th	820	850
75th	773	764
50th	755	742
25th	736	721
0th	696	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	43

#### Grade Level - 05

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

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

Percentile	School Scale Score	State Scale Score
99th	816	850
75th	773	763
50th	751	743
25th	734	723
0th	688	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	40

**SCHOOL CLIMATE**  
**MORRIS**  
**MOUNT OLIVE TWP**

**State of New Jersey**  
**2014-15**

**GRADE SPAN PK-05**

**27-3450-060**  
**MOUNTAIN VIEW ELEMENTARY SCHOOL**  
**118 CLOVER HILL DRIVE**  
**FLANDERS, NJ 07836**

**Length of School Day**

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

	School
<b>2014-15</b>	7 Hrs. 0 Mins.

**Student Suspension Rate**

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

	School
<b>2014-15</b>	0.0%

**Instructional Time**

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

<b>2014-15</b>	School
<b>Full Time</b>	6 Hrs. 15 Mins.
<b>Shared Time</b>	3 Hrs. 15 Mins.

**Student Expulsions**

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

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

**Student to Staff Ratio**

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

<b>2014-15</b>	School
<b>Faculty</b>	13
<b>Administrators</b>	490

### SCHOOL PEER GROUP

MORRIS

MOUNT OLIVE TWP

GRADE SPAN PK-05

MOUNTAIN VIEW ELEMENTARY SCHOOL

118 CLOVER HILL DRIVE

FLANDERS, NJ 07836

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	MAYWOOD BORO	MEMORIAL	03-3060-070	PK-03	15.8%	9.1%	15.4%
BERGEN	NEW MILFORD BORO	BERTRAND F GIBBS ELEMENTARY SCHOOL	03-3550-070	KG-05	13.8%	5.6%	16.7%
BERGEN	OAKLAND BORO	DOGWOOD HILL ELEMENTARY SCHOOL	03-3760-040	PK-05	11%	1.4%	17.3%
BURLINGTON	EVESHAM TWP	FLORENCE V EVANS	05-1420-050	KG-05	11.8%	0%	20.8%
BURLINGTON	EVESHAM TWP	J HAROLD VAN ZANT	05-1420-057	KG-05	10.7%	0%	17.1%
BURLINGTON	EVESHAM TWP	ROBERT B JAGGARD SCHOOL	05-1420-070	KG-05	14.7%	0.2%	21.6%
BURLINGTON	MOORESTOWN TWP	MOORESTOWN UPPER ELEMENTARY SCHOOL	05-3360-115	04-06	11.5%	0.3%	17.6%
CAMDEN	CHERRY HILL TWP	JAMES F. COOPER ELEMENTARY SCHOOL	07-0800-083	KG-05	17.9%	1.5%	23.7%
CAMDEN	HADDON HEIGHTS BORO	GLENVIEW AVE	07-1880-060	PK-06	10.5%	0%	16.9%
CAPE MAY	UPPER TWP	UPPER TOWNSHIP ELEMENTARY SCHOOL	09-5340-050	03-05	14.5%	0.2%	20.9%
GLOUCESTER	PITMAN BORO	W.C.K. WALLS ELEMENTARY SCHOOL	15-4140-080	PK-05	13.1%	0%	21.4%
GLOUCESTER	SWEDESBORO-WOOLWICH	GENERAL CHARLES G. HARKER SCHOOL	15-5120-080	03-05	11.7%	0.8%	19.2%
GLOUCESTER	WASHINGTON TWP	WEDGWOOD ELEMENTARY SCHOOL	15-5500-060	01-05	14.4%	0%	24.3%
HUNTERDON	FLEMINGTON-RARITAN REG	COPPER HILL ELEMENTARY SCHOOL	19-1510-033	PK-04	12.6%	2.8%	16.9%
MERCER	PRINCETON REGIONAL	COMMUNITY PARK SCHOOL	21-4255-110	PK-05	18.8%	9.9%	14.9%
MERCER	PRINCETON REGIONAL	RIVERSIDE SCHOOL	21-4255-090	PK-05	17.8%	5.2%	18.4%
MIDDLESEX	EAST BRUNSWICK TWP	CENTRAL ELEMENTARY SCHOOL	23-1170-070	KG-05	14.8%	8.7%	14.6%
MIDDLESEX	OLD BRIDGE TWP	M. SCOTT CARPENTER ELEMENTARY SCHOOL	23-3845-133	KG-05	12.8%	3.2%	18.2%
MIDDLESEX	SOUTH PLAINFIELD BORO	JOHN F KENNEDY ELEMENTARY SCHOOL	23-4910-055	KG-04	15.7%	0.8%	23.1%
MONMOUTH	ATLANTIC HIGHLANDS BORO	ATLANTIC HIGHLANDS ELEMENTARY SCHOOL	25-0130-020	PK-06	10.1%	1.3%	19.1%

State of New Jersey  
2014-15

27-3450-060

SCHOOL PEER GROUP

MORRIS

MOUNT OLIVE TWP

MOUNTAIN VIEW ELEMENTARY SCHOOL  
118 CLOVER HILL DRIVE  
FLANDERS, NJ 07836

GRADE SPAN PK-05

MONMOUTH	MIDDLETOWN TWP	NEW MONMOUTH ELEMENTARY SCHOOL	25-3160-143	PK-05	10.2%	0.7%	16.1%
MORRIS	JEFFERSON TWP	ARTHUR STANLICK ELEMENTARY SCHOOL	27-2380-028	03-05	16.3%	0.3%	24.6%
MORRIS	MOUNT OLIVE TWP	CHESTER M. STEPHENS ELEMENTARY SCHOOL	27-3450-050	KG-05	14.8%	3.1%	18.1%
MORRIS	MOUNT OLIVE TWP	MOUNTAIN VIEW ELEMENTARY SCHOOL	27-3450-060	PK-05	11.6%	3.3%	14.7%
MORRIS	RANDOLPH TWP	FERNBROOK SCHOOL	27-4330-065	KG-05	17.9%	7.2%	18.8%
MORRIS	ROCKAWAY BORO	LINCOLN ELEMENTARY SCHOOL	27-4480-060	PK-03	11.7%	7.5%	9.7%
OCEAN	JACKSON TWP	HOWARD C. JOHNSON ELEMENTARY SCHOOL	29-2360-044	KG-05	12.9%	0.2%	20.5%
SOMERSET	BRIDGEWATER-RARITAN REG	HILLSIDE INTERMEDIATE SCHOOL	35-0555-065	05-06	10.2%	0%	16.1%
SOMERSET	SOMERSET HILLS REGIONAL	MARION T. BEDWELL ELEMENTARY SCHOOL	35-4815-030	PK-04	12.8%	5.8%	12.2%
UNION	SUMMIT CITY	BRAYTON ELEMENTARY SCHOOL	39-5090-070	01-05	12.9%	7.3%	10.2%
WARREN	GREAT MEADOWS REGIONAL	LIBERTY ELEMENTARY SCHOOL	41-1785-060	03-05	13%	2.3%	17.9%



# State of New Jersey

2014-15

27-3450-065

## OVERVIEW

MORRIS

MOUNT OLIVE TWP

GRADE SPAN KG-05

SANDSHORE RD. ELEMENTARY SCHOOL

498 SANDSHORE ROAD

BUDD LAKE, NJ 07828

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

In particular, the School Performance Reports seek to:

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

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

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



## DEMOGRAPHIC INFORMATION

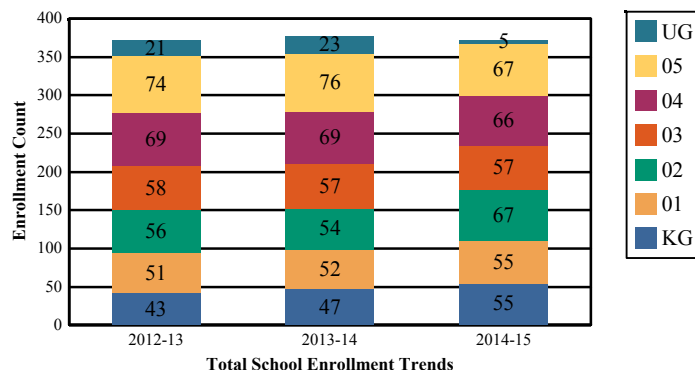
MORRIS  
MOUNT OLIVE TWP

GRADE SPAN KG-05

27-3450-065  
SANDSHORE RD. ELEMENTARY SCHOOL  
498 SANDSHORE ROAD  
BUDD LAKE, NJ 07828

### Enrollment by Grade

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

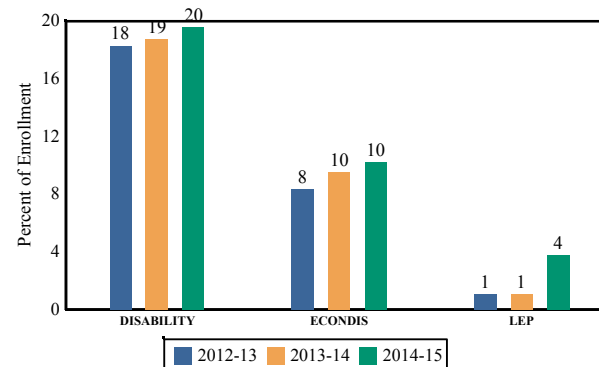


Total School Enrollment Trends

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

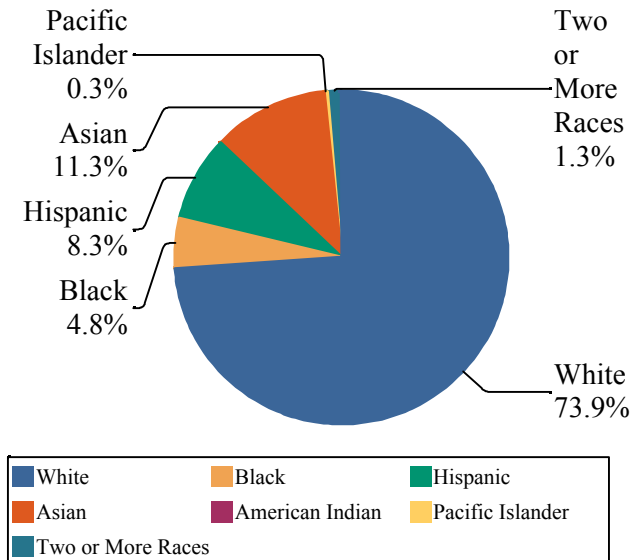
### Enrollment Trends by Program Participation

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



### Enrollment by Ethnic/Racial Subgroup

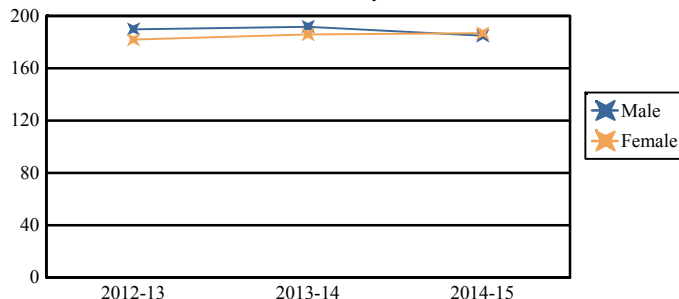
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	372
2013-14	378
2014-15	372

### Enrollment by Gender

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



	Male	Female
2012-13	190	182
2013-14	192	186
2014-15	185	187

### Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	73	20%
Economically Disadvantaged Students	38	10.2%
English Language Learners	14	3.8%

### Language Diversity

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

2014-15	Percent
English	79.7%
Spanish	5.4%
Telugu	2.3%
Tamil	1.5%
Urdu	1.5%
Chinese	1.0%
Other	8.5%

### ACADEMIC ACHIEVEMENT

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	79%	97	94
Math Met or Exceeded Expectation	60%		

### ESEA Waiver - English Language Arts/Literacy

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	165	79.4%	95%	92.8%	YES*
White	136	80.8%	95%	93.4%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	37	48.6%	95%	90.2%	YES*
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

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

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

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ESEA Waiver - Math

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	166	59.6%	95%	93.3%	YES*
White	136	61.8%	95%	93.4%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	37	35.1%	95%	90.2%	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

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

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



State of New Jersey  
2014-15

ACADEMIC ACHIEVEMENT

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PARCC Performance Level

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

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

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

PARCC ELA Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	47	774	744	2%	6%	15%	55%	21%	77%	44%
White	37	777	753	3%	3%	16%	57%	22%	78%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	11	745	718	9%	18%	18%	45%	9%	55%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

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PARCC ELA Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	55	767	751	2%	2%	15%	69%	13%	82%	52%
White	44	767	758	0%	2%	16%	70%	11%	82%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	11	752	725	9%	9%	27%	45%	9%	55%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

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PARCC ELA Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	63	771	751	2%	5%	14%	67%	13%	79%	53%
White	55	773	757	2%	4%	13%	67%	15%	82%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	15	750	723	7%	13%	40%	40%	0%	40%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

ACADEMIC ACHIEVEMENT

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PARCC MATH - Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	48	765	746	0%	2%	25%	54%	19%	73%	46%
White	37	768	752	0%	3%	22%	54%	22%	76%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	11	751	727	0%	9%	36%	45%	9%	55%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	26%



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PARCC MATH - Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	55	754	744	0%	7%	38%	53%	2%	55%	42%
White	44	755	749	0%	7%	36%	55%	2%	57%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	11	740	724	0%	36%	36%	27%	0%	27%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	23%

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PARCC MATH - Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	63	755	744	2%	3%	41%	48%	6%	54%	42%
White	55	756	749	2%	4%	38%	49%	7%	56%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	15	738	724	7%	13%	53%	27%	0%	27%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	731	-	-	-	-	-	-	23%

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2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

Proficiency Percentages

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

**ACADEMIC ACHIEVEMENT**

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

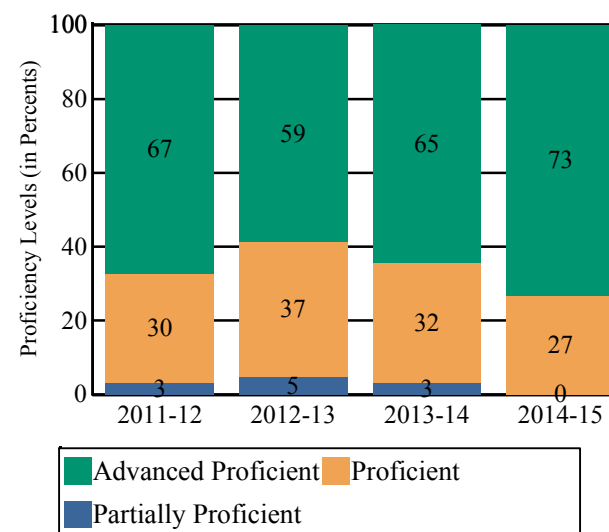
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	73%	27%	0%
White	76%	24%	0%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	69%	31%	0%
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

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

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

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



**COLLEGE AND CAREER READINESS**

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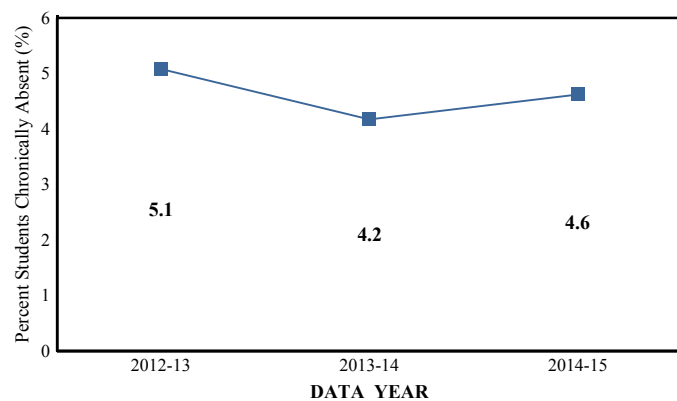
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly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

**Chronic Absenteeism Trend**

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

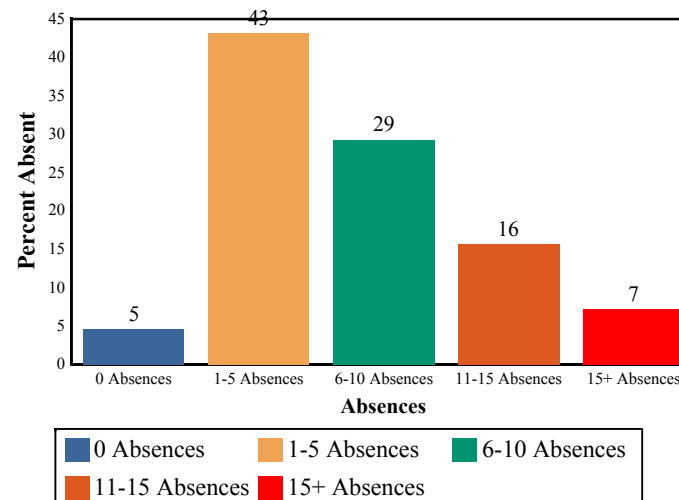


**Chronic Absenteeism for 2014-15**

**4.63%**

**Absenteeism**

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



### STUDENT GROWTH

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	61	76	80	35	YES
Student Growth on Math	59	56	72	35	YES
		66	76		100%

### Student Growth

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

#### Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	1%	1%	0%
Partially Met	1%	0%	2%
Approached	5%	3%	6%
Met	14%	27%	27%
Exceeded	1%	2%	11%

#### Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	1%	0%	0%
Partially Met	2%	0%	4%
Approached	16%	12%	9%
Met	7%	17%	26%
Exceeded	0%	0%	4%

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

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

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

#### WITHIN SCHOOL ACHIEVEMENT GAP

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

#### Grade Level - 03

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

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

Percentile	School Scale Score	State Scale Score
99th	840	850
75th	797	770
50th	779	743
25th	751	715
0th	696	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	46	55

#### Grade Level - 03

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

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

Percentile	School Scale Score	State Scale Score
99th	820	850
75th	780	767
50th	762	745
25th	745	722
0th	724	650

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

### WITHIN SCHOOL ACHIEVEMENT GAP

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#### Grade Level - 04

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

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

Percentile	School Scale Score	State Scale Score
99th	809	850
75th	785	773
50th	769	750
25th	752	728
0th	695	650

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

#### Grade Level - 05

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

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

Percentile	School Scale Score	State Scale Score
99th	814	850
75th	789	773
50th	773	751
25th	755	728
0th	698	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	45

#### Grade Level - 04

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

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

Percentile	School Scale Score	State Scale Score
99th	793	850
75th	772	764
50th	752	742
25th	739	721
0th	710	650

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

#### Grade Level - 05

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

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

Percentile	School Scale Score	State Scale Score
99th	795	850
75th	774	763
50th	751	743
25th	737	723
0th	678	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	40



**SCHOOL CLIMATE**  
**MORRIS**  
**MOUNT OLIVE TWP**

**State of New Jersey**  
**2014-15**

**GRADE SPAN KG-05**

**27-3450-065**  
**SANDSHORE RD. ELEMENTARY SCHOOL**  
**498 SANDSHORE ROAD**  
**BUDD LAKE, NJ 07828**

**Length of School Day**

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

	School
<b>2014-15</b>	7 Hrs. 0 Mins.

**Student Suspension Rate**

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

	School
<b>2014-15</b>	0.0%

**Instructional Time**

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

<b>2014-15</b>	School
<b>Full Time</b>	6 Hrs. 15 Mins.
<b>Shared Time</b>	3 Hrs. 15 Mins.

**Student Expulsions**

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

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

**Student to Staff Ratio**

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

<b>2014-15</b>	School
<b>Faculty</b>	13
<b>Administrators</b>	0

**N/R - Data Not Reported**

### SCHOOL PEER GROUP

MORRIS

MOUNT OLIVE TWP

GRADE SPAN KG-05

SANDSHORE RD. ELEMENTARY SCHOOL

498 SANDSHORE ROAD

BUDD LAKE, NJ 07828

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	FAIR LAWN BORO	JOHN A. FORREST ELEMENTARY SCHOOL	03-1450-085	KG-05	19%	7.2%	25.1%
BERGEN	FAIR LAWN BORO	WARREN POINT ELEMENTARY SCHOOL	03-1450-140	KG-05	14.3%	6.5%	18.3%
BERGEN	FORT LEE BORO	SCHOOL NO. 1	03-1550-060	KG-06	16%	12.8%	13.7%
BERGEN	FORT LEE BORO	SCHOOL NO. 3	03-1550-080	KG-06	14.8%	14%	8.4%
BERGEN	FORT LEE BORO	SCHOOL NO. 4	03-1550-090	KG-06	14.2%	14.2%	8.9%
BERGEN	MAYWOOD BORO	MEMORIAL	03-3060-070	PK-03	15.8%	9.1%	15.4%
BERGEN	NEW MILFORD BORO	BERTRAND F GIBBS ELEMENTARY SCHOOL	03-3550-070	KG-05	13.8%	5.6%	16.7%
BERGEN	PARK RIDGE BORO	EAST BROOK ELEMENTARY SCHOOL	03-3940-060	PK-06	10%	6.6%	16.1%
BURLINGTON	BASS RIVER TWP	BASS RIVER TOWNSHIP ELEMENTARY SCHOOL	05-0200-050	PK-06	17.4%	2.6%	27.1%
BURLINGTON	BORDENTOWN REGIONAL	CLARA BARTON ELEMENTARY	05-0475-060	PK-03	12.7%	0.4%	30.4%
BURLINGTON	MEDFORD TWP	KIRBY'S MILL ELEMENTARY SCHOOL	05-3080-045	PK-05	14.5%	5.5%	19%
CAMDEN	CHERRY HILL TWP	JOSEPH D. SHARP ELEMENTARY SCHOOL	07-0800-100	KG-05	14.9%	6.8%	21.4%
ESSEX	CALDWELL-WEST CALDWELL	JEFFERSON ELEMENTARY SCHOOL	13-0660-070	KG-05	10.1%	3.7%	15.9%
GLOUCESTER	PITMAN BORO	MEMORIAL ELEMENTARY SCHOOL	15-4140-065	PK-05	13.4%	2.3%	32.2%
MIDDLESEX	EAST BRUNSWICK TWP	CENTRAL ELEMENTARY SCHOOL	23-1170-070	KG-05	14.8%	8.7%	14.6%
MIDDLESEX	OLD BRIDGE TWP	ALAN B. SHEPARD ELEMENTARY SCHOOL	23-3845-082	KG-05	18.2%	9.5%	18.6%
MIDDLESEX	OLD BRIDGE TWP	M. SCOTT CARPENTER ELEMENTARY SCHOOL	23-3845-133	KG-05	12.8%	3.2%	18.2%
MONMOUTH	ATLANTIC HIGHLANDS BORO	ATLANTIC HIGHLANDS ELEMENTARY SCHOOL	25-0130-020	PK-06	10.1%	1.3%	19.1%
MONMOUTH	HOWELL TWP	NEWBURY ELEMENTARY SCHOOL	25-2290-032	PK-05	14.5%	0%	26.7%
MONMOUTH	MANALAPAN-ENGLISHTOWN REG	MILFORD BROOK SCHOOL	25-2920-063	KG-05	13.9%	9.9%	13.9%
MONMOUTH	MIDDLETOWN TWP	NAVESINK ELEMENTARY SCHOOL	25-3160-140	KG-05	10.8%	2%	19.3%

**SCHOOL PEER GROUP**

**MORRIS**

**MOUNT OLIVE TWP**

**SANDSHORE RD. ELEMENTARY SCHOOL**  
**498 SANDSHORE ROAD**  
**BUDD LAKE, NJ 07828**

**GRADE SPAN KG-05**

MONMOUTH	OCEAN TWP	WANAMASSA ELEMENTARY SCHOOL	25-3810-070	PK-04	10.8%	4.6%	16.7%
MORRIS	MOUNT OLIVE TWP	SANDSHORE RD. ELEMENTARY SCHOOL	27-3450-065	KG-05	10.2%	3.8%	19.1%
MORRIS	PARSIPPANY-TROY HILLS TWP	EASTLAKE ELEMENTARY SCHOOL	27-3950-062	PK-05	12.3%	13.3%	8.7%
MORRIS	PARSIPPANY-TROY HILLS TWP	INTERVALE ELEMENTARY SCHOOL	27-3950-064	KG-05	16.8%	15.8%	10.4%
MORRIS	PARSIPPANY-TROY HILLS TWP	LAKE PARSEPPANY ELEMENTARY SCHOOL	27-3950-080	KG-05	15%	20.1%	20.4%
MORRIS	PARSIPPANY-TROY HILLS TWP	TROY HILLS ELEMENTARY SCHOOL	27-3950-120	KG-05	12.1%	7.3%	13.7%
PASSAIC	HAWTHORNE BORO	THOMAS JEFFERSON ELEMENTARY SCHOOL	31-2100-090	KG-05	10%	0.8%	30%
PASSAIC	WAYNE TWP	JOHN F KENNEDY ELEMENTARY SCHOOL	31-5570-087	KG-05	18.8%	14%	15.6%
SOMERSET	HILLSBOROUGH TWP	HILLSBOROUGH TOWNSHIP ELEMENTARY SCHOOL	35-2170-040	KG-04	10.2%	4.6%	15.5%
SOMERSET	HILLSBOROUGH TWP	WOODFERN ELEMENTARY SCHOOL	35-2170-080	KG-04	14.4%	5.1%	20.1%



# State of New Jersey

2014-15

27-3450-070

TINC RD. ELEMENTARY SCHOOL

24 TINC ROAD

FLANDERS, NJ 07836

## OVERVIEW

MORRIS

MOUNT OLIVE TWP

GRADE SPAN KG-05

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

In particular, the School Performance Reports seek to:

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

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

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

## DEMOGRAPHIC INFORMATION

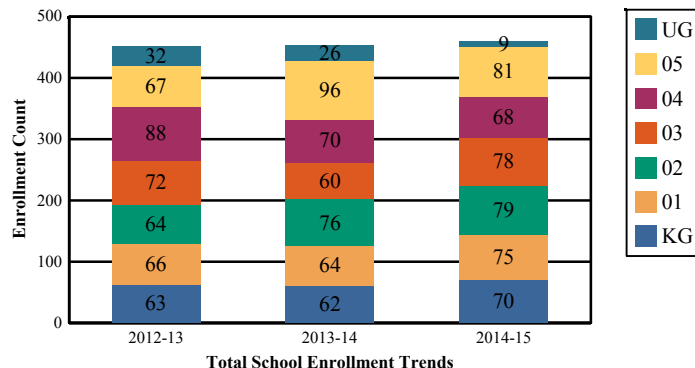
MORRIS  
MOUNT OLIVE TWP

GRADE SPAN KG-05

27-3450-070  
TINC RD. ELEMENTARY SCHOOL  
24 TINC ROAD  
FLANDERS, NJ 07836

### Enrollment by Grade

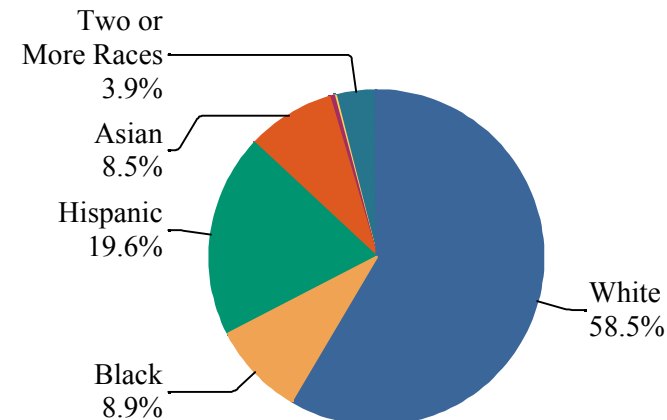
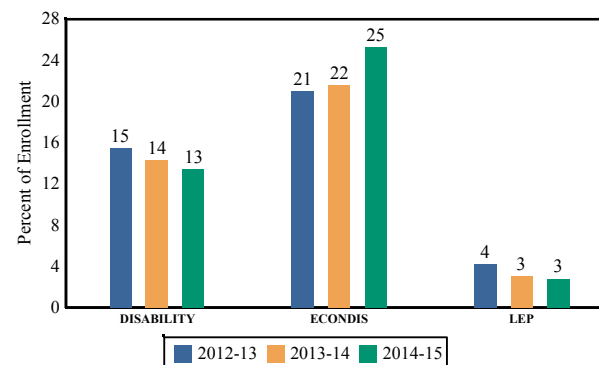
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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

### Enrollment Trends by Program Participation

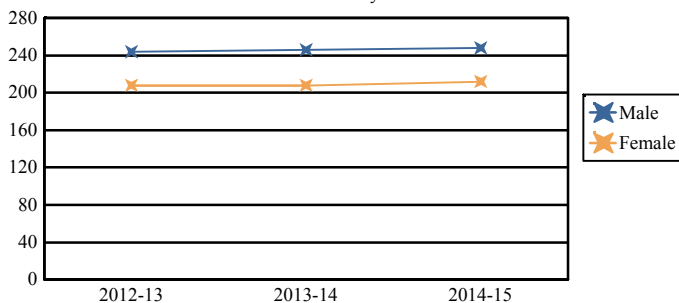
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Total School Enrollment	
2012-13	452
2013-14	454
2014-15	460

### Enrollment by Gender

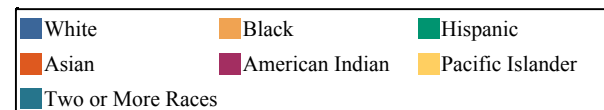
This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	244	208
2013-14	246	208
2014-15	248	212

### Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	62	13%
Economically Disadvantaged Students	116	25.2%
English Language Learners	13	2.8%



### Language Diversity

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

2014-15	Percent
English	71.4%
Spanish	14.1%
Urdu	2.0%
Chinese	1.3%
Arabic	1.3%
Polish	1.1%
Other	8.9%

### ACADEMIC ACHIEVEMENT

MORRIS

MOUNT OLIVE TWP

GRADE SPAN KG-05

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	80%	100	95
Math Met or Exceeded Expectation	64%		

### ESEA Waiver - English Language Arts/Literacy

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	194	79.9%	95%	93.3%	YES*
White	112	86.6%	95%	90.9%	YES*
African American	-	-	--	--	--
Hispanic	41	70.8%	95%	93.6%	YES*
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	30	36.7%	95%	91.4%	-
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	47	53.2%	95%	89.7%	YES*

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

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

ACADEMIC ACHIEVEMENT

MORRIS

MOUNT OLIVE TWP

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TINC RD. ELEMENTARY SCHOOL

24 TINC ROAD

FLANDERS, NJ 07836

ESEA Waiver - Math

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	196	63.8%	95%	93.4%	YES*
White	113	69.9%	95%	91.7%	YES*
African American	-	-	--	--	--
Hispanic	42	52.3%	95%	93.7%	YES*
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	30	26.6%	95%	91.4%	-
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	48	39.6%	95%	91.4%	YES*

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

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



State of New Jersey  
2014-15

ACADEMIC ACHIEVEMENT

MORRIS  
MOUNT OLIVE TWP

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PARCC Performance Level

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

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

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



**ACADEMIC ACHIEVEMENT**

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**GRADE SPAN KG-05**

**27-3450-070  
TINC RD. ELEMENTARY SCHOOL  
24 TINC ROAD  
FLANDERS, NJ 07836**

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	62	779	744	0%	5%	6%	73%	16%	89%	44%
White	40	783	753	0%	5%	3%	75%	18%	93%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	11	773	727	0%	0%	18%	64%	18%	82%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	18	758	724	0%	11%	11%	78%	0%	78%	24%

PARCC ELA Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	62	772	751	3%	5%	13%	48%	31%	79%	52%
White	39	778	758	3%	0%	10%	54%	33%	87%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	12	759	737	8%	17%	0%	50%	25%	75%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	13	738	725	15%	23%	31%	23%	8%	31%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	12	746	734	8%	17%	33%	25%	17%	42%	31%

ACADEMIC ACHIEVEMENT

MORRIS

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27-3450-070

TINC RD. ELEMENTARY SCHOOL

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PARCC ELA Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	70	763	751	0%	11%	16%	64%	9%	73%	53%
White	33	767	757	0%	6%	15%	70%	9%	79%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	18	757	737	0%	17%	22%	50%	11%	61%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	11	732	723	0%	55%	18%	18%	9%	27%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	17	744	734	0%	18%	47%	35%	0%	35%	31%

ACADEMIC ACHIEVEMENT

MORRIS  
MOUNT OLIVE TWP

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27-3450-070  
TINC RD. ELEMENTARY SCHOOL  
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PARCC MATH - Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	62	770	746	0%	6%	16%	52%	26%	77%	46%
White	40	774	752	0%	0%	20%	50%	30%	80%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	11	763	733	0%	9%	18%	45%	27%	73%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	18	755	730	0%	11%	22%	61%	6%	67%	26%

ACADEMIC ACHIEVEMENT

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MOUNT OLIVE TWP

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27-3450-070  
TINC RD. ELEMENTARY SCHOOL  
24 TINC ROAD  
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PARCC MATH - Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	62	755	744	0%	13%	34%	45%	8%	53%	42%
White	39	758	749	0%	5%	36%	49%	10%	59%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	12	746	732	0%	25%	25%	50%	0%	50%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	12	733	730	0%	50%	25%	25%	0%	25%	23%

ACADEMIC ACHIEVEMENT

MORRIS

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27-3450-070

TINC RD. ELEMENTARY SCHOOL

24 TINC ROAD

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PARCC MATH - Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	72	755	744	1%	8%	29%	54%	7%	61%	42%
White	34	760	749	0%	9%	21%	62%	9%	71%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	19	747	733	0%	16%	42%	42%	0%	42%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	11	739	724	9%	9%	45%	36%	0%	36%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	18	740	731	0%	22%	56%	22%	0%	22%	23%

ACADEMIC ACHIEVEMENT

MORRIS

MOUNT OLIVE TWP

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TINC RD. ELEMENTARY SCHOOL

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FLANDERS, NJ 07836

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

Proficiency Percentages

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

ACADEMIC ACHIEVEMENT

MORRIS

MOUNT OLIVE TWP

GRADE SPAN KG-05

27-3450-070

TINC RD. ELEMENTARY SCHOOL

24 TINC ROAD

FLANDERS, NJ 07836

NJASK Results - Science Grade Level - 04

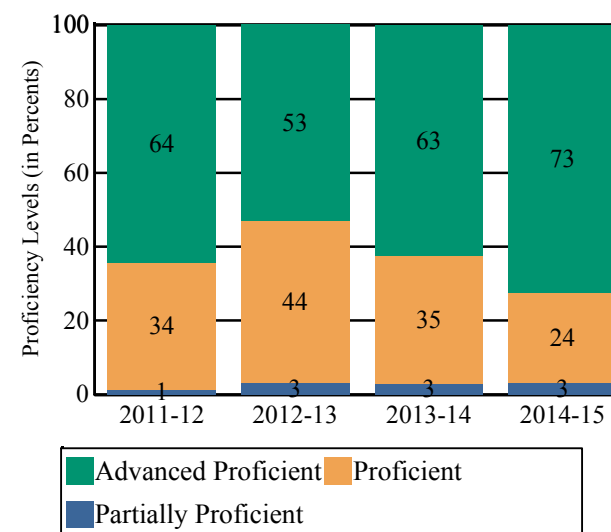
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	73%	24%	3%
White	83%	17%	0%
African American	-	-	-
Hispanic	42%	50%	8%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	50%	33%	17%
English Language Learners	-	-	-
Economically Disadvantaged Students	54%	38%	8%

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

NJASK Proficiency Trends - Science - Grade Level - 04

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





**COLLEGE AND CAREER READINESS**

**MORRIS**

**MOUNT OLIVE TWP**

**GRADE SPAN KG-05**

27-3450-070

**TINC RD. ELEMENTARY SCHOOL**

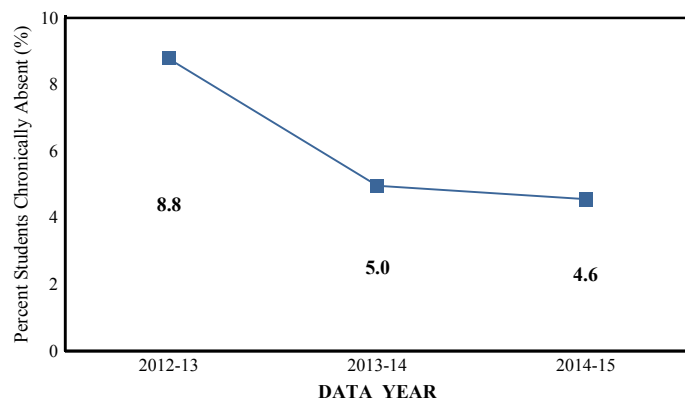
**24 TINC ROAD**

**FLANDERS, NJ 07836**

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

**Chronic Absenteeism Trend**

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

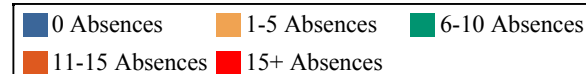
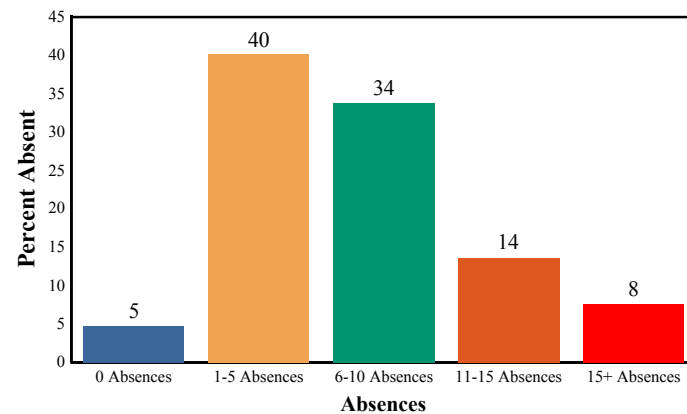


**Chronic Absenteeism for 2014-15**

**4.56%**

**Absenteeism**

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



### STUDENT GROWTH

MORRIS

MOUNT OLIVE TWP

GRADE SPAN KG-05

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	54	72	60	35	YES
Student Growth on Math	44	32	30	35	YES
		52	45		100%

### Student Growth

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

#### Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	1%	0%	0%
Partially Met	4%	2%	1%
Approached	9%	4%	1%
Met	14%	23%	21%
Exceeded	1%	6%	12%

#### Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	1%	0%	0%
Partially Met	6%	2%	2%
Approached	14%	9%	7%
Met	17%	14%	20%
Exceeded	0%	1%	7%

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

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

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

### WITHIN SCHOOL ACHIEVEMENT GAP

MORRIS

GRADE SPAN KG-05

MOUNT OLIVE TWP

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

#### Grade Level - 03

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

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

Percentile	School Scale Score	State Scale Score
99th	844	850
75th	802	770
50th	773	743
25th	757	715
0th	703	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	45	55

#### Grade Level - 03

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

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

Percentile	School Scale Score	State Scale Score
99th	842	850
75th	788	767
50th	766	745
25th	752	722
0th	707	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	45

### WITHIN SCHOOL ACHIEVEMENT GAP

MORRIS

MOUNT OLIVE TWP

GRADE SPAN KG-05

#### Grade Level - 04

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

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

Percentile	School Scale Score	State Scale Score
99th	845	850
75th	791	773
50th	777	750
25th	753	728
0th	694	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	45

#### Grade Level - 05

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

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

Percentile	School Scale Score	State Scale Score
99th	810	850
75th	783	773
50th	768	751
25th	749	728
0th	700	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	45

#### Grade Level - 04

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

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

Percentile	School Scale Score	State Scale Score
99th	816	850
75th	777	764
50th	751	742
25th	734	721
0th	700	650

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

#### Grade Level - 05

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

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

Percentile	School Scale Score	State Scale Score
99th	812	850
75th	772	763
50th	755	743
25th	740	723
0th	666	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	40

## SCHOOL CLIMATE

MORRIS

MOUNT OLIVE TWP

## State of New Jersey

2014-15

GRADE SPAN KG-05

27-3450-070

TINC RD. ELEMENTARY SCHOOL

24 TINC ROAD

FLANDERS, NJ 07836

### Length of School Day

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

	School
2014-15	7 Hrs. 0 Mins.

### Student Suspension Rate

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

	School
2014-15	0.7%

### Instructional Time

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

2014-15	School
Full Time	6 Hrs. 15 Mins.
Shared Time	3 Hrs. 15 Mins.

### Student Expulsions

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

	School
2014-15	0

### Student to Staff Ratio

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

2014-15	School
Faculty	13
Administrators	460

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES</u> <u>SPAN</u>	<u>ECONOMICALLY</u> <u>DISADVANTAGED</u>	<u>ENGLISH</u> <u>LANGUAGE</u> <u>LEARNERS</u>	<u>SPECIAL</u> <u>EDUCATION</u>
ATLANTIC	NORTHFIELD CITY	<b>NORTHFIELD COMMUNITY ELEMENTARY SCHOOL</b>	01-3720-057	PK-04	23.2%	2.1%	12.9%
BERGEN	LYNDHURST TWP	<b>MEMORIAL CAMPUS</b>	03-2860-300	03	25.8%	0.5%	16.3%
BERGEN	NORTH ARLINGTON BORO	<b>JEFFERSON ELEMENTARY SCHOOL</b>	03-3600-060	KG-05	26.6%	10.2%	3.9%
BURLINGTON	FLORENCE TWP	<b>ROEBLING ELEMENTARY SCHOOL</b>	05-1520-070	KG-03	25%	2.9%	12.3%
BURLINGTON	PEMBERTON TWP	<b>FORT DIX ELEMENTARY SCHOOL</b>	05-4050-110	PK-05	17%	2.3%	4.5%
CAMDEN	CHERRY HILL TWP	<b>THOMAS PAINE ELEMENTARY SCHOOL</b>	07-0800-115	KG-05	27.9%	5.9%	11.7%
CAMDEN	COLLINGSWOOD BORO	<b>WILLIAM P TATEM ELEMENTARY SCHOOL</b>	07-0940-080	KG-05	13.7%	0%	2.2%
CAMDEN	GLOUCESTER TWP	<b>UNION VALLEY ELEMENTARY SCHOOL</b>	07-1780-180	PK-05	29.9%	4.9%	15.4%
CAMDEN	HADDON TWP	<b>CLYDE S. JENNINGS ELEMENTARY SCHOOL</b>	07-1890-070	KG-05	23.1%	1%	11.5%
CHARTERS	RIVERBANK CHARTER SCHOOL OF EXCELLE	<b>RIVERBANK CHARTER SCHOOL OF EXCELLENCE</b>	80-6026-908	KG-03	16%	0%	4.9%
ESSEX	MONTCLAIR TOWN	<b>EDGEMONT ELEMENTARY SCHOOL</b>	13-3310-110	KG-05	23.2%	2.9%	10%
GLOUCESTER	MONROE TWP	<b>RADIX ELEMENTARY</b>	15-3280-095	PK-04	20.7%	0.1%	12.2%
GLOUCESTER	WEST DEPTFORD TWP	<b>GREEN-FIELDS ELEMENTARY SCHOOL</b>	15-5620-070	KG-04	29%	0.8%	21.7%
MERCER	HAMILTON TWP	<b>MERCERVILLE ELEMENTARY SCHOOL</b>	21-1950-210	PK-05	26.2%	1.4%	15.4%
MERCER	LAWRENCE TWP	<b>LAWRENCE INTERMEDIATE SCHOOL</b>	21-2580-085	04-06	25.3%	1.7%	14.2%
MIDDLESEX	EAST BRUNSWICK TWP	<b>BOWNE-MUNRO ELEMENTARY SCHOOL</b>	23-1170-060	KG-05	21.5%	0.5%	12.6%
MIDDLESEX	EDISON TWP	<b>LINCOLN ELEMENTARY SCHOOL</b>	23-1290-100	KG-05	17.4%	0.3%	5.7%
MIDDLESEX	OLD BRIDGE TWP	<b>VIRGIL I. GRISSOM ELEMENTARY SCHOOL</b>	23-3845-163	KG-05	18%	1%	7.8%
MIDDLESEX	PISCATAWAY TWP	<b>KNOLLWOOD ELEMENTARY SCHOOL</b>	23-4130-100	KG-03	24.2%	5.4%	6.7%
MONMOUTH	HOWELL TWP	<b>LAND O'PINES ELEMENTARY SCHOOL</b>	25-2290-030	PK-05	21.7%	0%	14%

**SCHOOL PEER GROUP**

**MORRIS**

**MOUNT OLIVE TWP**

**27-3450-070**  
**TINC RD. ELEMENTARY SCHOOL**  
**24 TINC ROAD**  
**FLANDERS, NJ 07836**

**GRADE SPAN KG-05**

MONMOUTH	MATAWAN-ABERDEEN REGIONAL	STRATHMORE ELEMENTARY SCHOOL	25-3040-080	KG-03	22.3%	4.3%	9.3%
MONMOUTH	TINTON FALLS	MAHALA F. ATCHISON SCHOOL	25-5185-030	PK-03	22.3%	3.2%	8.7%
<b>MORRIS</b>	<b>MOUNT OLIVE TWP</b>	<b>TINC RD. ELEMENTARY SCHOOL</b>	<b>27-3450-070</b>	<b>KG-05</b>	<b>25.2%</b>	<b>2.8%</b>	<b>12.8%</b>
OCEAN	BERKELEY TWP	CLARA B. WORTH ELEMENTARY SCHOOL	29-0320-030	KG-04	25.1%	0%	16.1%
OCEAN	TOMS RIVER REGIONAL	BEACHWOOD ELEMENTARY SCHOOL	29-5190-064	KG-05	25%	0%	15.8%
OCEAN	TOMS RIVER REGIONAL	CEDAR GROVE ELEMENTARY SCHOOL	29-5190-065	KG-05	24.1%	2.9%	12.8%
PASSAIC	CLIFTON CITY	SCHOOL #9	31-0900-150	KG-05	29.3%	0.6%	22.7%
SALEM	PENNSVILLE	PENN BEACH ELEMENTARY SCHOOL	33-4075-078	04-05	29.1%	1%	21.1%
SOMERSET	BRIDGEWATER-RARITAN REG	ADAMSVILLE ELEMENTARY SCHOOL	35-0555-030	PK-04	17.7%	0%	6.3%
SUSSEX	VERNON TWP	ROLLING HILLS PRIMARY SCHOOL	37-5360-040	02-04	25.1%	0.3%	15.6%
WARREN	KNOWLTON TWP	KNOWLTON TOWNSHIP BOARD OF EDUCATION	41-2470-040	PK-06	23.2%	0%	15.4%